

# SCHOOL OF GRADUATE STUDIES POLICIES AND PROCEDURES

University of  
**Lethbridge**



School of Graduate Studies

**School of Graduate Studies**

4401 University Drive W.  
Lethbridge, Alberta T1K 3M4  
403-329-5194  
sgs@uleth.ca

## School of Graduate Studies Policies and Procedures

University of Lethbridge  
Lethbridge, Alberta  
© 2020 by The University of Lethbridge  
Version 2: November 26, 2020

# TABLE OF CONTENTS

<b>Revision history and resources</b> .....	<b>1</b>
Revision history.....	1
Online resources.....	1
List of Tables.....	2
<b>Definitions</b> .....	<b>3</b>
<b>Registration, course, and degree requirements</b> .....	<b>5</b>
1. Registration.....	5
2. Course requirements .....	5
3. Requirements for degree.....	6
4. Co-operative Education/Internship option.....	7
5. Funding and fees.....	7
<b>Graduate students</b> .....	<b>8</b>
6. Graduate student responsibilities .....	8
7. Academic and non-academic performance .....	9
8. Standards of Professional Conduct.....	9
9. Leave of Absence .....	9
<b>Supervisors</b> .....	<b>10</b>
10. Criteria for supervisors .....	10
11. Role and responsibilities of the supervisor .....	10
12. Conflicts.....	11
<b>Committees</b> .....	<b>12</b>
13. Graduate Program Committees.....	12
14. Supervisory Committees.....	13
15. Project Supervisory Committee .....	15
16. Comprehensive Examination Committee.....	16
17. Thesis Examination Committee .....	17
<b>Progress and standing reports</b> .....	<b>20</b>
18. Recommendation of program standing .....	20
<b>Thesis/Project Proposal</b> .....	<b>21</b>
19. Thesis/Project Proposal due dates .....	21
20. Thesis/Project Proposal requirements .....	22
<b>Comprehensive Examination</b> .....	<b>26</b>
21. About the Comprehensive Examination.....	26
22. Requesting the Comprehensive Examination.....	26
23. Comprehensive Examination format .....	26
24. Assessing the Comprehensive Examination .....	26
25. After the Comprehensive Examination.....	27
<b>Thesis</b> .....	<b>28</b>
26. Purpose and requirements of the Thesis.....	28
27. Types of Thesis Documents.....	28
28. Published Papers/Manuscripts and Copyrighted Materials included in Thesis .....	29
<b>Thesis, Project, and Capstone Format Regulations</b> .....	<b>31</b>
29. Format regulations for all theses and projects.....	31

30. Guidelines for editing Thesis, Project, or Capstone document .....	31
31. Faculty of Education Thesis, Project, and Capstone format regulations.....	31
<b>Thesis Defence .....</b>	<b>32</b>
32. Thesis oral defence.....	32
33. Conducting the Thesis oral defence.....	37
34. Embargo Policy.....	40
35. After the Thesis oral defence .....	40
<b>Graduation.....</b>	<b>41</b>
36. Applying for Graduation.....	41
37. Confirming the Graduation .....	42
<b>Appendix 1: Master of Counselling and Master of Education .....</b>	<b>43</b>
38. Master of Education Capstone Route .....	43
39. Master of Education Thesis Route .....	45
40. Master of Counselling and Master of Education Project Route.....	47
41. Master of Counselling Portfolio Route.....	49
<b>Appendix 2: Master of Health Services Management .....</b>	<b>50</b>
42. Police Information Check.....	50
43. Immunizations.....	51
44. Other requirements.....	51
45. Experiential learning requirements.....	51
46. Attendance at face-to-face class sessions .....	52
47. Culminating activity contents and requirements .....	53
48. Transitioning between the Graduate Certificate in Health Services Management and the Master of Health Services Management program.....	55
<b>Appendix 3: Master of Nursing .....</b>	<b>56</b>
49. Master of Nursing Program Delivery.....	56
50. Master of Nursing Additional Student Responsibilities and Entitlements .....	56
51. Description of Project and Thesis Routes.....	57
52. Master of Nursing Project Route .....	58
53. Master of Nursing Thesis Route.....	62
<b>Appendix 4: Master of Science (Management).....</b>	<b>64</b>
54. Thesis Proposal .....	64

# REVISION HISTORY AND RESOURCES

## Revision history

Date	Description of Change
April 18, 2019	Implementation of single policies and procedures document for all graduate programs
May 7, 2020	Master of Health Services Management program added, including section in appendices.
November 26, 2020	Various editorial updates for clarity and consistency.  Updates to Supervisory Committee membership for the Master of Counselling, Master of Education, and Master of Nursing programs.

## Online resources

*NOTE: A student admitted or readmitted to the University is governed by the program requirements of the Graduate Studies Calendar and Course Catalogue in effect at the time of program commencement and the Graduate Studies Calendar and Course Catalogue in effect for all other matters.*

- Graduate Studies Calendar and Course Catalogue: [www.ulethbridge.ca/ross/academic-calendar](http://www.ulethbridge.ca/ross/academic-calendar)
- Academic Schedule: [www.ulethbridge.ca/ross/academic-schedule](http://www.ulethbridge.ca/ross/academic-schedule)
- Graduate program policies and procedures: [www.ulethbridge.ca/graduate-studies/policies-procedures](http://www.ulethbridge.ca/graduate-studies/policies-procedures)
- Program area Comprehensive Examination guidelines: [www.ulethbridge.ca/graduate-studies/comp-exam-guidelines](http://www.ulethbridge.ca/graduate-studies/comp-exam-guidelines)
- Embargo procedure: [www.ulethbridge.ca/graduate-studies/embargo-procedure](http://www.ulethbridge.ca/graduate-studies/embargo-procedure)
- E-thesis submission: [www.ulethbridge.ca/graduate-studies/e-thesis-submission](http://www.ulethbridge.ca/graduate-studies/e-thesis-submission)
- E-project submission: [www.ulethbridge.ca/graduate-studies/e-project-submission](http://www.ulethbridge.ca/graduate-studies/e-project-submission)
- Forms for graduate students: [www.ulethbridge.ca/graduate-studies/forms](http://www.ulethbridge.ca/graduate-studies/forms)
- Thesis/Project Submission Regulations: [www.ulethbridge.ca/graduate-studies/thesisproject-submission-regulations](http://www.ulethbridge.ca/graduate-studies/thesisproject-submission-regulations)
- Master of Counselling and Master of Education Checklists for submission of culminating activity: [www.ulethbridge.ca/education/programs-degrees/graduate-studies/culminating-activities](http://www.ulethbridge.ca/education/programs-degrees/graduate-studies/culminating-activities)
- School of Graduate Studies Governing Principles: [www.ulethbridge.ca/graduate-studies/governing-principles](http://www.ulethbridge.ca/graduate-studies/governing-principles)
- Scholarships, awards, and bursaries application system: [www.ulethbridge.ca/bridge](http://www.ulethbridge.ca/bridge) (under Student menu)
- Graduate program offices: [www.ulethbridge.ca/graduate-studies/contact](http://www.ulethbridge.ca/graduate-studies/contact)
- Graduate Program Committees: [www.ulethbridge.ca/graduate-studies/program-committees](http://www.ulethbridge.ca/graduate-studies/program-committees)
- Student Checklists: [www.ulethbridge.ca/graduate-studies/new-student-checklist](http://www.ulethbridge.ca/graduate-studies/new-student-checklist)
- Registration Guide: [www.ulethbridge.ca/graduate-studies/registration-guide](http://www.ulethbridge.ca/graduate-studies/registration-guide)
- The Bridge: [www.ulethbridge.ca/bridge](http://www.ulethbridge.ca/bridge)
- Graduate Students' Association (GSA): [ulgsa.org](http://ulgsa.org)
- ULGSA Collective Agreement: [www.ulethbridge.ca/hr/graduate-student-association-gsa-collective-agreement](http://www.ulethbridge.ca/hr/graduate-student-association-gsa-collective-agreement)
- Graduate student intellectual property (IP) guidelines: [www.ulethbridge.ca/graduate-studies/ip-guidelines](http://www.ulethbridge.ca/graduate-studies/ip-guidelines)
- Supervisor-student guidelines: [www.ulethbridge.ca/graduate-studies/guidelines](http://www.ulethbridge.ca/graduate-studies/guidelines)
- Student safety abroad: [www.ulethbridge.ca/graduate-studies/student-safety-abroad](http://www.ulethbridge.ca/graduate-studies/student-safety-abroad)
- Harassment and Discrimination Policy: [www.ulethbridge.ca/policy/harassment-and-discrimination-policy](http://www.ulethbridge.ca/policy/harassment-and-discrimination-policy)
- Computer Use Policy: [www.ulethbridge.ca/policy/computer-use-policy](http://www.ulethbridge.ca/policy/computer-use-policy)
- Research Policy: [www.ulethbridge.ca/policy/research-policy](http://www.ulethbridge.ca/policy/research-policy)

## List of Tables

Table 1: Program-specific definitions for Advisor.....	3
Table 2: Program-specific definitions of Thesis .....	4
Table 3: Membership of the Supervisory Committee by program .....	13
Table 4: Establishment of the Supervisory Committee by program.....	14
Table 5: Thesis Examination Committee Membership by program .....	18
Table 6: Thesis/Project proposal due dates for full-time students .....	21
Table 7: Thesis/Project proposal due dates for part-time students .....	22
Table 8: Thesis/Project Proposal Requirements .....	22
Table 9: Comprehensive Examination format .....	26
Table 10: Master degree programs timeline for scheduling the Thesis oral defence .....	33
Table 11: Doctoral degree programs timeline for scheduling the Thesis oral defence .....	34
Table 12: Doctor of Philosophy (Education) degree programs timeline for scheduling the Thesis oral defence .....	35
Table 13: Recommended dates to submit request for Thesis oral defence by program .....	36
Table 14: Thesis assessment of readiness to defend options .....	37
Table 15: Application for graduation deadlines.....	41
Table 16: Key deadlines for Capstone route .....	44
Table 17: Key Deadlines for Project Route .....	49
Table 18: Master of Nursing Project Proposal structure .....	59
Table 19: Master of Nursing Final Project Paper format .....	60

# DEFINITIONS

**Advisor:** The key person(s) in a graduate student's program and to whom the student consults with and reports to regarding program progress. In most cases, the Advisor refers to the student's supervisor; however, depending on the graduate program and progress in the program, the Advisor may vary. See the table below for details:

Table 1: Program-specific definitions for Advisor

Program(s)	Advisor			
	Supervisor/ Supervisory Committee once established	Department and/or Faculty/ School	Final Project instructor	Graduate Program Office
Master of Arts	X	X <sup>1</sup>		
Master of Counselling (Project or Professional Portfolio route)	X			X <sup>2</sup>
Master of Education (Capstone route)				X <sup>2</sup>
Master of Education (Project route)	X			X <sup>2</sup>
Master of Education (Thesis route)	X			X <sup>2</sup>
Master of Fine Arts	X			
Master of Health Services Management				X
Master of Music	X			
Master of Nursing (Project route)			X	X <sup>3</sup>
Master of Nursing (Thesis route)	X			X <sup>3</sup>
Master of Science	X			
Master of Science (Management)	X			X <sup>4</sup>
Doctor of Philosophy	X			
Doctor of Philosophy (Education)	X			

<sup>1</sup> For Economics majors only until a supervisor is determined by the end of the first academic term of study.

<sup>2</sup> Until the student declares the Project or Thesis as culminating activity and the Supervisory Committee is approved. Master of Counselling students completing a professional Portfolio remain with the relevant Graduate Program Office as Advisor

<sup>3</sup> Until end of second academic term when student declares Project or Thesis as culminating activity

<sup>4</sup> Until supervisor is determined no later than the end of the first academic term of study

## Definitions

---

**Graduate Program Committee:** For each graduate program, or appropriate group of graduate programs or majors, there is a Graduate Program Committee (GPC), acting on delegated authority from Graduate Council, for general supervision of the program. See the [School of Graduate Studies Governing Principles](#) for details.

**Graduate Program Office:** For program-related assistance, all graduate students, faculty, and staff are encouraged to contact the appropriate graduate program office (e.g., School of Graduate Studies Office, Graduate Studies & Research in Education, Dhillon School of Business Graduate Programs Office). See the [School of Graduate Studies website](#) for details.

**Project:** A project is generally intended as an application to an existing methodology or procedure. Often, people will use the project as a demonstration or as an implementation of something that does not currently exist in their system. Thus, it is more practice oriented, even though it still must have a solid grounding in the literature. Students engage in systematic inquiry of a topic relevant to their educational practice. This inquiry is grounded in theory and research. Methods of inquiry may be qualitative and/or quantitative.

**Thesis:** A thesis is theory oriented and begins with the posing of a question that will in some way contribute to the building or validating of theory. Considerable depth is expected in the review of literature, the application of a discipline and clearly described methodology for dealing with the research question, a thorough description of the results of the work (both descriptive and connotational), a synthesis of the research findings with extant literature, and implications of the research for both theory and practice.

*Table 2: Program-specific definitions of Thesis*

Program(s)	Definition of Capstone/Thesis/Project/Portfolio
Master of Arts	Thesis manuscript
Master of Counselling (Project route)	Project Paper
Master of Counselling (Portfolio route)	Portfolio
Master of Education (Project route)	Project Paper
Master of Education (Thesis route)	Thesis manuscript
Master of Education (Capstone route)	Capstone Paper and presentation
Master of Fine Arts	Research Project and Support Paper
Master of Health Services Management	Integrated Experience Point Project
Master of Music	Research Project/lecture recital and Thesis
Master of Nursing (Project route)	Project Paper
Master of Nursing (Thesis route)	Thesis manuscript
Master of Science	Thesis manuscript
Master of Science (Management)	Thesis manuscript
Doctor of Philosophy	Thesis manuscript
Doctor of Philosophy (Education)	Thesis manuscript



# REGISTRATION, COURSE, AND DEGREE REQUIREMENTS

## 1. Registration

A complete [Registration Guide](#) is available online. Graduate students register every academic term via [the Bridge](#) throughout the tenure of their programs.

For course selection, each graduate student should consult with her/his [Advisor](#). Planned, in progress, and completed course work is included in the student's next progress and standing report (see **Progress and standing reports on pg. 20**).

*NOTE: Students in thesis-based programs are required to register in the Thesis course every academic term (Fall, Spring, and Summer) for relevant programs.*

### Deadlines

Graduate students must register every term no later than the last day of add/drop. There are three (3) academic terms:

- **Spring** (January to April)
- **Summer** (May to August)
- **Fall** (September to December)

For the last day of registration for each academic term, refer to the [Academic Schedule](#).

### Failure to register

Students who do not register in either a course or a placeholder in each academic term will be considered to have administratively withdrawn from the program unless a Leave of Absence has been granted.

For a student to re-enter his or her program, the student must obtain written permission from the School of Graduate Studies Dean or designate.

## 2. Course requirements

Course requirements—including the required number of credit hours and specific course requirements—for graduate degrees are outlined in the relevant program section of the [Graduate Studies Calendar and Course Catalogue](#).

Students are responsible for ensuring courses outlined in the [Graduate Studies Calendar and Course Catalogue](#) and any outlined in the offer of admission from School of Graduate Studies are successfully completed.

A student who has not completed all degree requirements—including final submission and approval by the Dean of Graduate Studies (or designate) of program-specific culminating activity—must request a program extension and, upon approval, must register for the next academic term.

### Independent Study courses:

Where the [Graduate Studies Calendar and Course Catalogue](#) does not specify otherwise, the following policies apply.

For Independent Study courses:

- No more than one (1) Independent Study course may be taught by the student's supervisor.
- No more than two (2) Independent Study courses may be taught by the same instructor.
- When Independent Study courses are taught by a Supervisory Committee member, a second reader must be named from outside that Supervisory Committee.

To register in an Independent Study course, contact the relevant graduate program office first.

## Registration, course, and degree requirements

---

The student must obtain approval from his or her [Advisor](#) (if applicable) and submit a completed Independent Study Enrolment form (available at the Registrar's Office) to the relevant graduate program office.

### Senior undergraduate level courses taken at the graduate level:

Submit a [Request to Take a Senior Undergraduate Course at the Graduate Level form](#) to take a senior undergraduate level course at the graduate level.

## 3. Requirements for degree

Degree requirements for all graduate programs, including details regarding minimum individual courses and cumulative grade point averages for each program, are outlined in the [Graduate Studies Calendar and Course Catalogue](#).

### Failure of a course

Where the [Graduate Studies Calendar and Course Catalogue](#) does not specify otherwise, the following policies apply.

A student who obtains a failing grade in a course may repeat the course one (1) time to receive at least the minimum passing grade for the program.

*NOTE: For master's programs, the minimal pass for graded courses is 'B-' and failure is 'C+' or below. For doctoral programs, the minimal pass for graded courses is 'B' and failure is 'B-' or below.*

A graduate student may repeat a course once to: (1) improve the course grade; (2) improve the GPA; and/or (3) meet graduation requirements. Graduate students should consult their [Advisor](#), before repeating a course.

A student registered in a program must obtain approval from the relevant Graduate Program Committee to substitute a course. The student, in consultation with the [Advisor](#), must forward the course substitution request to the relevant graduate program office for approval consideration by the relevant Graduate Program Committee prior to registering for the term academic term

Independent Study courses will not normally be approved as replacements for regular graduate course offerings.

### Academic probation

A student whose performance in the program is judged unsatisfactory by the relevant Graduate Program Committee may be placed on probation in the next academic term of study. Academic probation will start at the beginning of an academic term and will be assessed no earlier than four (4) weeks prior to the end of that academic term. Students who remain on academic probation for two (2) consecutive academic term may be required to withdraw from the University.

An [Advisor](#) who recommends a student for probation will provide the relevant Graduate Program Committee with:

1. A Progress and Standing Report form
2. A detailed evaluation of the student's performance and an outline of the conditions of probation
3. A detailed plan to transition the student out of probation including outlining specific tasks, duties, and responsibilities for the student.

The student and [Advisor](#)/Supervisory Committee must hold a progress and standing meeting and submit a [Statement of Progress and Standing form](#) at least four (4) weeks before the end of the academic term in which the student is on academic probation to review performance related to the conditions of probation. When the student has met the conditions of the probation, the [Advisor](#) will provide a written assessment of the student's progress to the relevant Graduate Program Committee. Once approved, the student will regain good standing in the program in the subsequent academic term.

Refer to the [Graduate Studies Calendar and Course Catalogue](#) for policies related to academic probation and required withdrawal from the University.

### Changes to program requirements

Any changes or deviations from course and/or program requirements for all graduate programs outlined in the [Graduate Studies Calendar and Course Catalogue](#) must be reviewed and approved by the relevant Graduate Program Committee. Students must satisfy the Degree Requirements as outlined in the [Graduate Studies Calendar and Course Catalogue](#).

Refer to the [Graduate Studies Calendar and Course Catalogue](#) for course withdrawal policies.

## 4. Co-operative Education/Internship option

(Master of Arts, Master of Science, and Master of Science (Management) students only)

The Co-operative Education/Internship Option is available to students in the Master of Arts, Master of Science, and Master of Science (Management) programs. Refer to the [Graduate Studies Calendar and Course Catalogue](#) for detailed information.

## 5. Funding and fees

For full details on program fees and payments, refer to the Fees section in the [Graduate Studies Calendar and Course Catalogue](#).

Graduate award and scholarships: [www.ulethbridge.ca/graduate-studies/award-opportunities](http://www.ulethbridge.ca/graduate-studies/award-opportunities)

Scholarships, awards, and bursaries application system: [www.ulethbridge.ca/bridge](http://www.ulethbridge.ca/bridge) (under Student menu)

Financial FAQ: [www.ulethbridge.ca/graduate-studies/financial-faq](http://www.ulethbridge.ca/graduate-studies/financial-faq)

# GRADUATE STUDENTS

## Full-time and part-time status

Student status impacts tuition, fees, and program milestones timelines, residence requirements, and time limits. See the [Graduate Studies Calendar and Course Catalogue](#) for details.

A full-time student who is engaged in employment outside a graduate program more than 10 hours per week is encouraged to discuss his or her circumstances with the [Advisor](#)(s).

## 6. Graduate student responsibilities

*NOTE: Some graduate students' rights and responsibilities are legislated by the University and are outlined in the [Graduate Studies Calendar and Course Catalogue](#). Contact the School of Graduate Studies ([sgs@uleth.ca](mailto:sgs@uleth.ca)) for up-to-date legislation related to the rights and responsibilities of graduate students.*

In studying at the graduate level, students must strive for high levels of academic achievement and contribute to the intellectual life of the University. Graduate students must commit to the efficient completion of the program. The responsibilities of graduate students at the University include the following plus additional responsibilities and any Codes of Conduct outlined in the appendices:

### Regulations and requirements

1. Ensure registration is accurate and does not lapse.
2. Pay all required fees by the deadlines set out in the [Academic Schedule](#).
3. Meet all degree requirements within program time limits.
4. Understand and comply with degree requirements, fees, funding applications, and deadlines.
5. Conform to all University, departmental, and program requirements, legislation, and policies.
6. If receiving awards, scholarships, and/or assistantships, the student must maintain eligibility and meet the performance standards and deadlines of relevant funding organizations.

### Academic and ethical standards

7. Commit to the highest levels of academic achievement.
8. Develop the knowledge and skills needed to successfully pursue the academic and research program
9. Uphold ethical standards in research methodology, scholarship, clinical practice (if applicable), code of professional conduct (if applicable), and the reporting of research results to ensure completeness and accuracy of research and findings.
10. Acknowledge the contributions of other scholars including fellow students, the instructor/supervisor, faculty members, funding agencies, and others to presentations and publications, including joint authorship, if appropriate.
11. Uphold the academic and non-academic standards outlined in the [Graduate Studies Calendar and Course Catalogue](#).
12. Help ensure a research environment free from harassment, discrimination, and conflict.

### Communication and planning

13. Recommended completion of the [Student-Supervisor Guidelines](#) with the [Advisor](#), if applicable.
14. Keep regular, open communication with, and seek advice from, the [Advisor](#) through regularly scheduled meetings at mutually agreed upon times. See **Progress and standing reports on pg. 20**.
15. Meet with the [Advisor](#) when requested and provide documentation to report progress and results.

## Graduate students

---

16. Develop a realistic schedule for completion of the program within time limits, including specific timelines, process, and program milestones/requirements in consultation with the [Advisor](#).
17. Approach first the [Advisor](#) and then the Chair of the relevant Graduate Program Committee with any perceived problems or changes in circumstances that could affect performance.
18. Inform the [Advisor](#) of any absences—in advance, if possible—and follow University policies and procedures for requesting a Leave of Absence.

### Ownership of data, information, and equipment

19. Respect the University's policies regarding intellectual property and the ownership of data and information.
20. If applicable, follow the contractual agreements with other agencies or individuals regarding the ownership of data, information, and equipment.
21. Keep accurate notes, so others can replicate experiments.
22. If appropriate, upon finishing the program, provide the instructor/supervisor with documentation that allows others to continue the research, and leave the work area clean.

## 7. Academic and non-academic performance

For expected standards of academic and non-academic performance, refer to the [Graduate Studies Calendar and Course Catalogue](#).

## 8. Standards of Professional Conduct

Some graduate programs have expected standards of professional conduct. Refer to the relevant program section in the Graduate Studies Calendar and Course Catalogue ([www.ulethbridge.ca/ross/academic-calendar](http://www.ulethbridge.ca/ross/academic-calendar)).

## 9. Leave of Absence

When circumstances prevent a student from continuing his or her program as approved, the student may submit a request for a Leave of Absence for consideration. Detailed information about program-specific policies is available in the [Graduate Studies Calendar and Course Catalogue](#).

# SUPERVISORS

*NOTE: The following policies and guidelines apply to both supervisors and co-supervisors.*

## 10. Criteria for supervisors

Members of the School of Graduate Studies who are supervising graduate students should inform the School of Graduate Studies of all study leaves or extended absences from campus. During such absences, supervisors ensure that an alternative Supervisory Committee member is designated as an acting supervisor (all changes to the Supervisory Committee must be approved by the relevant Graduate Program Committee), and that the School of Graduate Studies is informed.

For the regulations regarding criteria for membership, processes for membership, and duties and responsibilities of members of the School of Graduate Studies, refer to the [School of Graduate Studies Governing Principles](#).

### All programs except Master of Education and Master of Counselling

Supervisors must:

- Be members or associate members of the School of Graduate Studies
- Be currently active in a research area related to the student's research interest
- Possess research expertise in the student's research area

### Master of Education and Master of Counselling

To be eligible to supervise a thesis, a faculty member must be a member of the School of Graduate Studies and meet at least one of the (1) of the following criteria:

- Previously supervised a thesis at the University or elsewhere
- Previously been a member of at least two (2) Thesis Examination committees, or served as an External Examiner for at least two (2) theses
- Previously served as co-supervisor for a University thesis

If the proposed supervisor does not meet any of the above criteria, one (1) member of the Supervisory Committee must meet the criteria and serve as the co-supervisor.

## 11. Role and responsibilities of the supervisor

In general, the role of the supervisor is to act as both an academic mentor, and an evaluator of the student's performance. The supervisor must provide professional guidance and help the student acquire the skills and knowledge necessary to plan and conduct original research.

The supervisor's responsibilities include:

### Commitment, mentorship, and respect

1. Make a commitment to supervise the student throughout the program and help the student to achieve the highest levels of academic achievement.
2. Ensure the student has adequate supervision at all times during the program.
3. Give the student ongoing guidance on expected academic standards and the nature of research.
4. Be open and accessible to the student.
5. Give the student advice and constructive criticism, in support of high academic standards.
6. Respect the student as a junior colleague in research.
7. Acknowledge the student's contributions to presentations and publications, including joint authorship, if appropriate.

## Supervisors

---

8. Respect the University's policies on intellectual property and the ownership of data and information.
9. Help ensure there are sufficient financial and material resources to perform the research and support the student. Where required, write statements of commitment of financial support for the student.

### Regulations and requirements

10. Conform to all University, departmental, and program requirements, legislation, and policies.
11. Understand and help ensure student compliance with all program regulations and requirements, including degree requirements, coursework, program process, fees, funding applications, deadlines, time limits, and culminating activities.
12. Communication and planning
13. Recommended completion of the [Student-Supervisor Guidelines](#) with the student at the start of the program and discuss expectations and program requirements.
14. Keep in contact with the student and meet with the student and Supervisory Committee through regularly scheduled meetings at agreed upon times
15. Hold regular progress and standing meetings to evaluate and report on student progress and fulfill all duties related to completing the [Statement of Progress and Standing form](#) (see **Progress and standing reports on pg. 20**).
16. Develop a realistic schedule for completion of the program within time limits, including specific timelines, process, and program milestones/requirements in consultation with the student.

### Research environment

17. Help ensure an environment conducive to research and intellectual growth.
18. Help ensure a research environment free from harassment, discrimination, and conflict.

### Submitting a Continuing designation for the Thesis course

A designation 'X' (Continuing) indicates the course extends beyond the academic term. This monitoring process does not replace submission of the [Statement of Progress and Standing form](#) (see **Progress and standing reports on pg. 20**).

## 12. Conflicts

When there is a conflict that jeopardizes the student/supervisor relationship and it cannot be resolved by discussion between both parties, the student or faculty member should first contact the academic unit and then, if necessary, the relevant Graduate Program Office. The relevant Graduate Program Office will attempt to resolve the problem through mediation and discussion.

If the student or supervisor is unwilling to continue in the student/supervisor relationship, the School of Graduate Studies, in consultation with the relevant academic unit, will endeavor to find alternate supervisory arrangements.

## COMMITTEES

All graduate-level committee members are required to be members or associate members of the School of Graduate Studies. For the regulations regarding criteria for membership, processes for membership, and duties and responsibilities of members of the School of Graduate Studies, refer to the [School of Graduate Studies Governing Principles](#).

### 13. Graduate Program Committees

Each of the Graduate Program Committee, acting on delegated authority from Graduate Council, or by sub-delegated authority to the Graduate Program Committee Chair, is responsible for the general supervision of its program(s).

For the complete regulations regarding Graduate Program Committees (including membership, duties, responsibilities, and areas of oversight), refer to the [School of Graduate Studies Governing Principles](#).



## 14. Supervisory Committees

### Membership of the Supervisory Committee

Table 3: Membership of the Supervisory Committee by program

Program(s)	Supervisory Membership Requirements
Master of Arts Master of Science	<p><b>Chair:</b> The supervisor(s)*</p> <p><b>Committee member:</b> A minimum of two (2) and a maximum of four (4) committee members or associate members of the School of Graduate Studies and who may be internal or external to the home department/academic unit or to the University. For students in programs delivered by the Faculty of Health Sciences, at least one (1) committee member must be from the Faculty of Health Sciences.</p>
Master of Education (Thesis route)	<p><b>Chair:</b> The supervisor(s)*</p> <p><b>Committee members:</b> A minimum of two (2) and a maximum of four (4) who may be internal or external to the home department/academic unit or to the University.</p> <ul style="list-style-type: none"> <li>At least one (1) member must be from the Faculty of Education.</li> </ul>
Master of Counselling (Project route) Master of Education (Project route)	<p><b>Chair:</b> The supervisor(s)*</p> <p><b>Committee members:</b> A minimum of one (1) and a maximum of two (2) who may be internal or external to the home department/academic unit or to the University.</p> <ul style="list-style-type: none"> <li>At least one (1) member must be from the Faculty of Education.</li> </ul>
Master of Fine Arts Master of Music	<p><b>Chair:</b> The supervisor(s)*</p> <p><b>Committee members:</b> A minimum of two (2) and a maximum of four (4) who may be internal or external to the home department/academic unit or to the University.</p> <ul style="list-style-type: none"> <li>At least one (1) from the same discipline as the program.</li> <li>At least one (1) from a cognate area.</li> </ul>
Master of Nursing (Thesis route)	<p><b>Chair:</b> The supervisor(s)*</p> <ul style="list-style-type: none"> <li>At least one (1) supervisor must be from the Faculty of Health Sciences.</li> </ul> <p><b>Committee members:</b> A minimum of two (2) and a maximum of four (4) who may be internal or external to the home department/academic unit or to the University.</p> <ul style="list-style-type: none"> <li>At least one (1) member must be from the Faculty of Health Sciences Nursing Program.</li> </ul>
Master of Science (Management)	<p><b>Chair:</b> The supervisor(s)*</p> <p><b>Committee members:</b> Two (2) faculty members.</p> <ul style="list-style-type: none"> <li>One (1) from the same discipline as the program.</li> <li>One (1) from a cognate area, or from another discipline within the Dhillon School of Business.</li> </ul>
Doctor of Philosophy	<p><b>Chair:</b> The supervisor(s)*</p> <p><b>Committee members:</b> A minimum of two (2) and a maximum of four (4) who are from a closely cognate area to the program.</p> <ul style="list-style-type: none"> <li>At least one (1) from the same discipline as the program.</li> </ul>

\*In cases where there is a co-supervision, the co-supervisors are co-chairs.

## Committees

### Establishment of the Supervisory Committee

Submit the Establishment of Supervisory Committee form to the relevant Graduate Program Office for initial establishment of Supervisory Committee membership.

Table 4: Establishment of the Supervisory Committee by program

Program(s)	Supervisory Membership Establishment
Master of Arts	<p>The supervisor is identified at the application stage and the other members of the Supervisory Committee are identified and approved no later than six (6) weeks from the beginning of the first academic term for full-time students and 12 weeks from the beginning of the first academic term for part-time students.</p> <p>For students in the Economics major, the supervisor is identified no later than the end of the first academic term. The other members of the Supervisory Committee are identified and approved no later than the end of the second academic term.</p>
Master of Counselling Master of Education (Project Route)	The student is responsible for approaching a prospective supervisor. The potential supervisor, in consultation with the student, recommends the Supervisory Committee members.
Master of Education (Thesis Route)	The student is responsible for approaching a prospective supervisor. The potential supervisor, in consultation with the student, recommends the Supervisory Committee members.
Master of Fine Arts Master of Music	A supervisor is identified by the home department at the application review stage. All members of the Supervisory Committee are confirmed and approved within the first term of study.
Master of Nursing (Thesis route)	<p>The student's supervisor is identified and approved after completion of Nursing 5110. The supervisor (or at least one co-supervisor) must be from the Nursing area within the Faculty of Health Sciences</p> <p>The supervisor, in consultation with the student, recommends Supervisory Committee members to the Master of Nursing Program Committee, no later than eight (8) weeks following completion of Nursing 5110.</p>
Master of Science	<p>The supervisor is identified at the application stage and the other members of the Supervisory Committee are identified and approved no later than one (1) academic term from the beginning of the student's program.</p> <p>The respective Departmental Graduate Education Committee recommends appointment of the Supervisory Committee to the Master of Science Program Committee.</p>
Master of Science (Management)	<p>The student must submit the name of the supervisor (with consent/approval) to the Dhillon School of Business Graduate Programs Office one (1) month prior to the completion of the Integrative Management Studies Module (December 1 of the first year of study for full-time students).</p> <p>The supervisor, in consultation with the student, recommends Supervisory Committee members to the Dhillon School of Business Graduate Programs Committee, no later than the end of the Major Module I (April 1 of the first year of study for full-time students).</p>
Doctor of Philosophy	The supervisor, in consultation with the student, recommends the Supervisory Committee members to the relevant Graduate Program Committee when developing the proposed program of studies during the admission process or within the first three (3) months of the program.

### Changes to an established Supervisory Committee

Submit the Change of Supervisory Committee form to the relevant Graduate Program Office for changes to membership. The relevant Graduate Program Committee reviews and approves changes to membership.

### Duties and responsibilities of the Supervisory Committee

#### Most programs

The overall role of the Supervisory Committee is to support the graduate student by providing academic and research advice and assessing a student's progress.

The Supervisory Committee's responsibilities are to:

- Meet at least twice per academic year (approximately every six (6) months) with the student to discuss progress and issues and submit a statement of progress and standing to the relevant Graduate Program Committee (see **Progress and standing reports on pg. 20**).
- Provide constructive feedback and criticism of the student's ideas, methods, and performance
- Be accessible to the student for ongoing consultation and discussion
- Participate in the Thesis Proposal and Thesis oral defence
- Be a member of the Comprehensive Examination Committee (for doctoral-level students only)
- Be a member of the Thesis Examination Committee

Each member should make every effort to remain part of the student's Supervisory Committee until the student exits the program.

## 15. Project Supervisory Committee

(Master of Education and Master of Counselling students only)

Master of Education and Master of Counselling students completing the Project, the Project Supervisory Committee's responsibilities are to:

- Meet at least twice per academic year (approximately every six (6) months) with the student to discuss progress and issues and submit a statement of progress and standing to the relevant Graduate Program Committee (see **Progress and standing reports on pg. 20**).
- Provide constructive feedback and criticism of the student's ideas, methods, and performance
- Be accessible to the student for ongoing consultation and discussion

See **Master of Counselling and Master of Education Project Route on pg. 47**.

## 16. Comprehensive Examination Committee

(Doctoral students only)

*NOTE: Certain departments/program areas have specific requirements for the Comprehensive Examination Committee and the comprehensive examination format.*

### Membership of the Comprehensive Examination Committee

The Comprehensive Examination Committee is unique to each student and consists of the following members:

- A Chair: A faculty member of the University who is not the supervisor and is from a discipline related to the student's research
- Members of the student's Supervisory Committee

### Establishing the Comprehensive Examination Committee

*NOTE: Departments/program areas that have specific requirements for the Comprehensive Examination Committee and the comprehensive examination format may need to request the examination more than four (4) weeks in advance.*

At least four (4) weeks prior to the scheduled date of the comprehensive examination, unless specified otherwise in approved [program area Comprehensive Examination guidelines](#), the supervisor recommends the membership of the Comprehensive Examination Committee to the relevant Graduate Program Committee and submits the [Request for Comprehensive Examination form](#) to the relevant Graduate Program Office for approval by the relevant Graduate Program Committee.

Where possible, the Chair will be from the same discipline and a common chair; however, this may not be possible for all departments. In cases where there is a potential, or perceived, conflict of interest or the Chair is the student's supervisor, an alternate Chair must be recommended by the Department and approved by the relevant Graduate Program Committee.

The Chair of the Comprehensive Examination Committee is a representative of the School of Graduate Studies and is required to be familiar with the policies and procedures related to the examination.

### Duties and responsibilities of the Comprehensive Examination Committee

The Comprehensive Examination Committee is responsible for developing and administering the comprehensive examination for students.

The Chair of the Comprehensive Examination Committee is a representative of the School of Graduate Studies and is responsible for chairing the oral and written components of the comprehensive examination. The Chair submits a report on the results of the examination to the relevant Graduate Program Office within one (1) week of the examination using the [Comprehensive Examination Assessment form](#).

In cases where the supervisor is a member of the Comprehensive Examination Committee, he or she schedules the comprehensive examination and informs the student and the Comprehensive Examination Committee of the date, time, and location of the examination after the [Request for Comprehensive Examination](#) has received approval from the relevant Graduate Program Committee.

When the supervisor is not a member of the Comprehensive Examination Committee, the supervisor must provide the Chair with a copy of the Thesis Proposal and names of all the members of the Supervisory Committee. The Chair schedules the comprehensive examination and informs the student, the Comprehensive Examination Committee, and the School of Graduate Studies of the date, time, and location of the examination

Where appropriate, the Supervisory Committee and supervisor will also nominate an External Examiner, usually from the University and within the same discipline.

## 17. Thesis Examination Committee

### Membership

All members of the Thesis Examination Committee are voting members, except the Chair, who assists the other members of the Thesis Examination Committee to reach a unanimous decision in cases where there is any uncertainty.

An additional examination committee member, who has not co-authored one of the papers/manuscripts, must be added to the Thesis Examination Committee when all members of the Supervisory Committee including the supervisor/co-supervisors are co-authors of the papers/manuscripts included in the student's Thesis.

Unless otherwise indicated in the Thesis Defence section, the Dean of Graduate Studies or designate approves the membership of the Thesis Examination Committee. Exceptions to the Thesis Examination Committee composition can be granted by the Dean of Graduate Studies or designate.

### Chair

The Chair is a non-voting member of the Thesis Examination Committee and is a representative of the School of Graduate Studies and, as such, is required to be familiar with the policies and procedures related to the Thesis oral defence.

The Chair is responsible for

- Chairing the Thesis oral defence to ensure procedural fairness and consistency, and to assist the Thesis Examination Committee to reach an assessment decision (see **Making a decision on pg. 38**).
- Ensuring the proper process is followed.
- Informing the student of the results of the Thesis oral defence and reporting the results to the relevant Graduate Program Office and the Dean of Graduate Studies immediately following the defence.

The Chair may vote only in cases when the Chair's vote is necessary to break a tie.

### Internal Examiners

Unless otherwise indicated, the Internal Examiners are all members of the student's Supervisory Committee, including the supervisor(s).

### Internal External Examiner

Thesis Examination Committees may include a required or optional Internal External Examiner. The Internal External Examiner is a University faculty member who is a member of the School of Graduate Studies and not a member of the student's Supervisory Committee.

### External Examiners

Thesis Examination Committees may include a required or optional External Examiner. The External Examiner has expertise in the area of research, is external to the home department/academic unit, and may be either internal or external to the University. For students in the Doctor of Philosophy (Education) and Master of Science (Management) programs, the External Examiner must be external to the University, with expertise in the area of research and recommended by the supervisor.

The External Examiner must have no academic relationship with the student or the supervisor that constitutes conflict of interest and must submit a completed [Conflict of Interest form](#) with his or her curriculum vitae to the supervisor who will forward it to the School of Graduate Studies for decanal consideration with a rationale for choosing the External Examiner.

Some funding may be available from the School of Graduate Studies to pay for travel-related expenses incurred by the External Examiner. Contact the School of Graduate Studies for details at [sgs@uleth.ca](mailto:sgs@uleth.ca).

An External Examiner may participate remotely, for example utilizing videoconferencing or teleconferencing technology supported by the University.

## Committees

Table 5: Thesis Examination Committee Membership by program

Program(s)	Thesis Examination Committee Membership
Master of Arts Master of Science (majors delivered by the Faculty of Arts & Science)	<p>There are at least four (4) members on the Thesis Examination Committee:</p> <ul style="list-style-type: none"> <li>• <b>Chair:</b> The home department chair, or a faculty member designated by the Department/Faculty/School (e.g., Graduate Coordinator), or a designate when the department chair is also a member of the Supervisory Committee.</li> <li>• <b>Internal Examiners</b></li> <li>• <b>External Examiner (optional)</b></li> </ul>
Master of Science (majors delivered by the Faculty of Health Sciences)	<p>There are at least four (4) members on the Thesis Examination Committee:</p> <ul style="list-style-type: none"> <li>• <b>Chair:</b> The Chair of the relevant Graduate Program Committee, or designate.</li> <li>• <b>Internal Examiners</b></li> <li>• <b>External Examiner (optional)</b></li> </ul>
Master of Education (Thesis route)	<p>There are at least five (5) members on the Thesis Examination Committee:</p> <ul style="list-style-type: none"> <li>• <b>Chair:</b> The supervisor submits the name of the requested Chair, who may be any University faculty member, to the Associate Dean of Graduate Studies and Research in Education for approval and formal invitation. If no Chair is selected, then the Associate Dean of Graduate Studies and Research in Education will serve as the Chair.</li> <li>• <b>Internal Examiners:</b> The supervisor and a minimum of two (2) committee members.</li> <li>• <b>External Examiner (required)</b></li> </ul>
Master of Fine Arts Master of Music	<p>There are at least four (4) members on the Thesis Examination Committee:</p> <ul style="list-style-type: none"> <li>• <b>Chair:</b> The Departmental Graduate Education Coordinator, Department Chair or a faculty member designated by the department, except where the individual concerned is also a member of the Supervisory Committee. In the latter case, another faculty member who is a member of the School of Graduate Studies must be selected to serve as Chair. Thesis Examination Committee Chairs are expected to help ensure consistency in both quality and procedures and are expected to be appointed to serve on a continuing basis for a significant period of time (two (2) to three (3) year academic terms, where possible).</li> <li>• <b>Internal Examiners</b></li> <li>• <b>External Examiner (optional)</b></li> </ul>
Master of Nursing (Thesis route)	<p>There are at least four (4) members on the Thesis Examination Committee:</p> <ul style="list-style-type: none"> <li>• <b>Chair:</b> Typically, the Chair of the Master of Nursing Program Committee, or a faculty member designated by the Chair of the Master of Nursing Program Committee, if appropriate.</li> <li>• <b>Internal Examiners</b></li> <li>• <b>External Examiner (optional):</b> Included in extenuating circumstances, only.</li> </ul>

## Committees

Program(s)	Thesis Examination Committee Membership
Master of Science (Management)	<p>There are at least five (5) members on the Thesis Examination Committee:</p> <ul style="list-style-type: none"> <li>• <b>Chair:</b> Normally the Director of Dhillon School of Business graduate programs or the Director's designate, unless otherwise appointed by the Dhillon School of Business Graduate Programs Committee. The Thesis Examination Committee Chair is a non-voting member of the Master's Thesis oral defence. The Thesis Examination Committee Chair helps ensure consistency in both quality and procedures.</li> <li>• <b>Internal Examiners:</b> The supervisor(s) and two (2) other members one of which is a member of the same discipline and one of which should be a member of a cognate area or within another discipline in the Dhillon School of Business.</li> <li>• <b>External Examiner (required)</b></li> </ul> <p>The Dhillon School of Business Graduate Programs Committee approves the membership of the Thesis Examination Committee.</p>
Doctor of Philosophy	<p>There are six (6) members of the Thesis Examination Committee:</p> <ul style="list-style-type: none"> <li>• <b>Chair:</b> The Chair is from the area of research, preferably outside of the supervisor's department and must be a neutral, and a non-voting member of the Thesis Examination Committee.</li> <li>• <b>Internal Examiners:</b> The supervisor and two (2) members of the student's Supervisory Committee.</li> <li>• <b>Internal External Examiner</b></li> <li>• <b>External Examiner (required)</b></li> </ul>
Doctor of Philosophy (Education)	<p>There are a minimum of six (6) members of the Thesis Examination Committee:</p> <ul style="list-style-type: none"> <li>• <b>Chair:</b> Recommended and approved by the Associate Dean of Graduate Studies and Research in Education. The Chair is from the Faculty of Education, preferably outside of the supervisor's research area, and must be a neutral and non-voting member of the Thesis Examination Committee.</li> <li>• <b>Internal Examiners:</b> The supervisor and at least two (2) members of the student's Supervisory Committee.</li> <li>• <b>Internal External Examiner</b></li> <li>• <b>External Examiner (required)</b></li> </ul>

### Establishment of the Thesis Examination Committee

The Thesis Examination Committee is established following submission of the Request for Final Thesis Examination to the relevant Graduate Program Office and final approval by the Dean, Graduate Studies or designate. See **Scheduling the Thesis oral defence on pg. 33** for detailed timelines.

### Duties and responsibilities of the Thesis Examination Committee

The responsibility of the Thesis Examination Committee is to assess the completed Thesis, by reviewing the Thesis and conducting the Thesis oral defence in accordance with the procedures developed by the School of Graduate Studies (see **Thesis Defence on pg. 32**).

The Thesis Examination Committee's specific responsibilities include the following:

- Reviewing and assessing the completed Thesis, in accordance with the guidelines described in **Assessing the Thesis on pg. 36**.
- Questioning of the student during the Thesis oral defence.
- Assessing the student, based on the Thesis, and the student's responses and performance during the Thesis oral defence.

# PROGRESS AND STANDING REPORTS

Students are required to meet to review their progress and academic performance with their [Advisors](#)/Supervisory Committees at least twice per academic year (approximately every six (6) months) and in some academic units once per academic term <sup>5</sup>. Students may wish to discuss professional development opportunities with their [Advisor](#)/Supervisory Committee during progress and standing reviews.

*NOTE: Students in the Master of Nursing (Thesis route) program are required to meet with the Supervisory Committee at least once per academic term (Fall, Spring, and Summer). Students in the Master of Education and Master of Counselling programs are required to submit Progress and Standing Reports online if completing the Project or Thesis. Students in the Master of Education (Counselling Psychology) and Master of Counselling programs submit a yearly progress report specific to their profession.*

Students consult with their [Advisors](#) regarding the date, process and requirements for progress and standing meetings; however, [Advisors](#) are responsible for calling these meetings. The [Advisor](#) submits the [Statement of Progress and Standing form](#) to the relevant Graduate Program office with an attached document that identifies critical milestones in the student's program that, if not reached by the student, flag the need for improvement or remedial action.

Milestones may include, but are not limited to:

- Coursework
- Changes to the student's program
- Initial Thesis/Project Proposal (if applicable)
- Completion of Thesis/Project Proposal
- Progress on the Thesis
- Comprehensive Examination (doctoral programs only)

After the Statement of Progress and Standing form is completed, the student and [Advisor](#) must sign it as an indication that the meeting has taken place. The [Advisor](#) then forwards the form and letter outlining current and expected progress to the relevant Graduate Program Office.

## 18. Recommendation of program standing

If certain aspects of the student's work require improvement, but continuation is recommended, the [Advisor](#)/Supervisory Committee recommends specific areas for improvement and submits the recommendation with the Statement of Progress and Standing to the relevant Graduate Program Office for review and further recommendation by the Departmental Graduate Education Committee (if applicable) and/or Graduate Program Committee.

If the [Advisor](#)/Supervisory Committee recommends either probation or withdrawal of the student prior to the end of the academic term, the relevant Graduate Program Committee must review these recommendations, and make a recommendation to the Dean (or Designate) of the School of Graduate Studies.

---

<sup>5</sup> See appendices for program-specific requirements.



# THESIS/PROJECT PROPOSAL

## 19. Thesis/Project Proposal due dates

Students must complete a Thesis Proposal and submit it to the relevant Graduate Program Office along with the [Thesis Proposal form](#). The Thesis Proposal is due as follows:

Table 6: Thesis/Project proposal due dates for full-time students

Program(s)	Term of start in program	Thesis Proposal due date
Master of Arts <i>Initial Thesis Proposal due within five (5) months</i>	Summer (May)	September 30 of first year
	Fall (September)	January 31 of first year
	Spring (January)	May 31 of first year
Master of Arts <i>Full Thesis Proposal due at the start of fourth academic term</i>	Summer (May)	May 31 of second year
	Fall (September)	September 30 of second year
	Spring (January)	January 31 of second year
Master of Counselling Master of Education	Summer (May)	Due date is established in consultation with the Supervisory Committee
Master of Fine Arts Master of Music	Fall (September)	June 30 of first year
Master of Nursing (Thesis route)	Fall (September)	December 31 of the second year
Master of Nursing (Project route)	Fall (September)	April 30 of the second year
Master of Science	Summer (May)	December 31 of first year
	Fall (September)	April 30 of first year
	Spring (January)	August 31 of first year
Master of Science (Management)	Fall (September)	After Management 5300
Doctor of Philosophy	Summer (May)	April 30 of first year
	Fall (September)	August 31 of first year
	Spring (January)	December 31 of first year
Doctor of Philosophy (Education)	Summer (May)	Within two (2) years <i>The Comprehensive Examination should be successfully completed prior to the Thesis Proposal Defence. See requirements, below.</i>
	Fall (September)	

## Thesis/Project Proposal

Table 7: Thesis/Project proposal due dates for part-time students

Program(s)	Term of start in program	Thesis Proposal due date
Master of Arts <i>Initial Thesis Proposal due within 10 months</i>	Summer (May)	February 28 of first year
	Fall (September)	June 30 of first year
	Spring (January)	October 31 Of first year
Master of Arts <i>Full Thesis Proposal due at the start of seventh academic term</i>	Summer (May)	May 31 of third year
	Fall (September)	September 30 of third year
	Spring (January)	January 31 of third year
Master of Counselling Master of Education	Summer (May)	Due date is established in consultation with the Supervisory Committee
Master of Nursing (Thesis route)	Fall (September)	April 30 of the third year
Master of Nursing (Project route)	Fall (September)	December 31 of the fourth year
Master of Science	Summer (May)	August 31 of second year
	Fall (September)	December 31 of second year
	Spring (January)	April 30 of second year

## 20. Thesis/Project Proposal requirements

Table 8: Thesis/Project Proposal Requirements

Program(s)	Requirements
Master of Arts <i>Initial Thesis Proposal</i>	Several pages including the topic to be studied and an initial bibliography. Submitted to the relevant Graduate Program Office.
Master of Arts <i>Full Thesis Proposal</i>	At least 20 pages (6000 words). The full Thesis Proposal can then serve as the initial chapter(s) of the Thesis. This full Thesis Proposal will contain a theoretical statement, the complete methodology, a literature review, and the place of the thesis within it, a full bibliography, and a chapter-by-chapter outline of the entire Thesis. The members of the student's Supervisory Committee will determine the appropriate timing of defending the full Thesis Proposal in front of and approved by all Supervisory Committee members. Submitted to the relevant Graduate Program Office.
Master of Counselling Master of Education (Project route)	See <b>Master of Counselling and Master of Education Project Route on pg. 47</b> . The student discusses the Project topic with his or her Project supervisor and, in conjunction with the Project supervisor, prepares a written Project proposal outlining the components of the Project and the expected contribution, or product, to the field of education or counselling. Submitted to the relevant Graduate Program Office.
Master of Education (Thesis route)	The student discusses the Thesis topic with his or her Thesis supervisor and, in conjunction with the Thesis supervisor, prepares a written Thesis proposal outlining the components of the Thesis.  The proposal should include: <ul style="list-style-type: none"> <li>• The rationale for the study;</li> <li>• A literature review;</li> <li>• A working hypothesis or research questions;</li> <li>• Research methodology, design, and procedures;</li> <li>• An examination of the feasibility of conducting the proposed research;</li> <li>• A reasonable number of properly formatted, peer-reviewed references; and</li> </ul>

## Thesis/Project Proposal

Program(s)	Requirements
	<ul style="list-style-type: none"> <li>A detailed realistic overall timeline and milestones (e.g., a Gantt chart).</li> </ul> See <b>Master of Education Thesis Route on pg. 45</b> . Submitted to the relevant Graduate Program Office.
Master of Fine Arts Master of Music	Outlines the research and creative project that will constitute the Thesis. Thesis Proposal guidelines are available through each Departmental Graduate Education Coordinator. Submitted to the relevant Graduate Program Office.
Master of Nursing (Thesis route)	See <b>Master of Nursing Thesis Route on pg. 62</b> . Submitted to the relevant Graduate Program Office.
Master of Nursing (Project route)	See <b>Master of Nursing Project Route on pg. 58</b> . Submitted to the relevant Graduate Program Office.
Master of Science	Approximately 5 double spaced pages in length (including figures and references). Has an introduction, methods and anticipated results, significance of the research, a timeline, and working bibliography/reference list. Submitted to the relevant Graduate Program Office.
Master of Science (Management)	See <b>Master of Science (Management): Thesis Proposal on pg. 64</b> . Submitted to the relevant Graduate Program Office.
Doctor of Philosophy (excluding Education)	<p>The student must complete a Thesis Proposal, successfully defend it, and submit the document to the School of Graduate Studies (see Graduate Studies Calendar and Course Catalogue for timelines). The proposal will be a <i>minimum</i> of 4,000 words (excluding references) and should include:</p> <ul style="list-style-type: none"> <li>A literature review;</li> <li>A working hypothesis;</li> <li>Methodology and experimental design;</li> <li>Where possible, preliminary data to assess the feasibility of the proposed research;</li> <li>A reasonable number of properly formatted, peer-reviewed references; and</li> <li>A Gantt chart with overall timeline and milestones.</li> </ul> <p>The proposal is to be completed in conjunction with the supervisor. Normally the Thesis Proposal will be approved by the supervisor before the student presents and defends the Thesis Proposal to the members of the Supervisory Committee. A student may choose to start with a short presentation summarizing his or her proposal. The Supervisory Committee will assess the feasibility, literature survey, and methodology, and will identify any shortcomings with regards to the proposed research, including experimental design or timeline. The supervisor may be present at the defence, but in the roll of an observer. During the adjudication following the defence, the supervisor can provide feedback to the committee.</p> <p>The outcomes of the Thesis Proposal are either: Satisfactory or Revise. Following the Thesis Proposal Defence, the Supervisory Committee will submit the <i>Doctoral Post-Admission Thesis Proposal</i> form (<a href="http://www.ulethbridge.ca/graduate-studies/forms">www.ulethbridge.ca/graduate-studies/forms</a>) with an attached report to the supervisor, and the School of Graduate Studies. The student and supervisor will address any problems with the Thesis Proposal and the student will send a revised Thesis Proposal to the Supervisory Committee, and the School of Graduate</p>

Program(s)	Requirements
	<p>Studies outlining the revisions. The proposal must be completed to the satisfaction of the Supervisory Committee. Submitted to the relevant Graduate Program Office.</p>
<p>Doctor of Philosophy (Education)</p>	<p><b>About the Thesis Proposal</b></p> <p>The student must complete a Thesis Proposal, successfully defend it, and submit the document to the relevant Graduate Program Office within two (2) years after the student registers in his or her first academic term.</p> <p>The proposal will be a <i>minimum</i> of 4,000 words, excluding references) and should include:</p> <ul style="list-style-type: none"> <li>• A literature review;</li> <li>• A working hypothesis or research questions;</li> <li>• Research methodology, design, and procedures;</li> <li>• An examination of the feasibility of conducting the proposed research;</li> <li>• A reasonable number of properly formatted, peer-reviewed references; and</li> <li>• A detailed realistic overall timeline and milestones (e.g., a Gantt chart).</li> </ul> <p><b>Development of the Thesis Proposal</b></p> <p>The student will develop the Thesis Proposal in conjunction with the supervisor. Course content may help refine the Thesis Proposal. Beyond the parameters of the progress and standing meetings, from time-to-time the student and supervisor will meet with and seek feedback from the members of the Supervisory Committee.</p> <p>Development of the Thesis Proposal will involve:</p> <ul style="list-style-type: none"> <li>• Completion of an initial draft of the Thesis Proposal</li> <li>• Provision of a written review and critique which will guide further development of the Thesis Proposal by the Supervisory Committee</li> <li>• Preparation of a final draft of the Thesis Proposal</li> <li>• A recommendation that the Thesis Proposal proceed to Thesis Proposal Defence by the Supervisory Committee</li> </ul> <p><b>About the Thesis Proposal Defence</b></p> <p>The purpose of the Thesis Proposal Defence is to provide the student and the Supervisory Committee with an opportunity to examine work completed to date and to receive input, suggestions, and questions from a wider community of scholars before finalizing the Thesis Proposal.</p> <p>The Thesis Proposal Defence is a discussion for clarifying methodology, terminology, the research questions, and so on. The supervisor chairs the Thesis Proposal Defence.</p> <p><b>Scheduling the Thesis Proposal Defence</b></p> <p>At least two (2) weeks prior to the scheduled Thesis Proposal Defence the supervisor notifies the relevant Graduate Program Office of the time, date, and location of the presentation. Normally, all Supervisory Committee members will be present at the colloquium.</p> <p>The relevant Graduate Program Office reserves the room and distributes notices to faculty, graduate students, and appropriate guests as suggested by the supervisor.</p> <p><b>Conducting the Thesis Proposal Defence</b></p> <p>The supervisor, who acts as the Chair of the Thesis Proposal Defence, introduces the student and the Supervisory Committee members, and provides the audience with brief background information about the student and his or her work.</p>

## Thesis/Project Proposal

Program(s)	Requirements
	<p>The student presents the proposal in about 20 to 30 minutes, being certain to include the following information:</p> <ul style="list-style-type: none"><li>• The title</li><li>• Introduction</li><li>• Background or rationale</li><li>• Brief summary of the literature review</li><li>• The research question</li><li>• The methodology</li><li>• The plan for analysis</li></ul> <p>The supervisor facilitates a discussion, with the goal of receiving input from those present.</p> <p><b>Approving the Thesis Proposal</b></p> <p>Following the Thesis Proposal Defence, the student makes and appropriate changes and additions to the Thesis Proposal. The student sends a revised Thesis Proposal to the Supervisory Committee outlining the revisions. The Supervisory Committee then meets to formally approve the final Thesis Proposal; the Thesis Proposal must be completed to the satisfaction of the Supervisory Committee.</p> <p>The supervisor reports the Supervisory Committee's decision by submitting the signed Approval of Thesis form to the Associate Dean of Graduate Studies and Research in Education.</p>

# COMPREHENSIVE EXAMINATION

(Doctoral students only)

## 21. About the Comprehensive Examination

See the [Graduate Studies Calendar and Course Catalogue](#) for Comprehensive Examination policies and due dates.

## 22. Requesting the Comprehensive Examination

The [Request for Comprehensive Examination form](#):

- Includes the date of the examination(s)
- Is submitted to the relevant Graduate Program Office for review and approval prior to the date(s) of the examination
- Is approved by the relevant Graduate Program Committee or designate prior to the date(s) of the examination

## 23. Comprehensive Examination format

The comprehensive examination will assess beyond the focus of the student's research topic and will assess the student's competence in the specific field of research and the field in general. It contains both a written component with multiple research topics and an oral component. Each program area may formulate their own guidelines within this framework which are submitted for review by the relevant Graduate Program Committee and approved by Graduate Council. Approved program area guidelines are available on the [School of Graduate Studies website](#). All comprehensive examinations must represent the student's own work and are to be completed independently.

The comprehensive examination has the following components:

Table 9: Comprehensive Examination format

Examination Component	Description
Written Component	<ul style="list-style-type: none"><li>• Tests the student's knowledge in their program research area.</li><li>• Tests the student's knowledge in the general subject area.</li><li>• Developed by the Comprehensive Examination Committee and administered by the Chair of that committee.</li></ul>
Oral Component	<ul style="list-style-type: none"><li>• Oral examination consisting of questioning and discussion designed to test the student's depth of knowledge in both their program research area, and in the general subject area.</li><li>• Developed by the Comprehensive Examination Committee and administered by the Chair of that committee.</li><li>• A maximum of two (2) hours long.</li></ul>

The Chair of the Comprehensive Examination Committee reports the examination results to the Chair of the relevant Graduate Program Committee and to the relevant Graduate Program Office using the [Comprehensive Examination Assessment form](#) within 24 hours in cases of a failed examination, or within one (1) week if the student passes the examination.

## 24. Assessing the Comprehensive Examination

The written and oral components are completed separately and graded as Pass/Fail. The written component is completed and assessed first. A student who passes the written component, continues to the oral component. A student who fails the written component is given one (1) opportunity to repeat the examination. A student who fails the oral component is given one (1) opportunity to repeat the examination.

## Comprehensive Examination (doctoral students only)

---

A student who fails any portion of the comprehensive examination must wait a minimum of two (2) weeks before repeating it and up to a maximum of four (4) months from the date of the failed comprehensive examination to successfully complete it. A student who fails either portion of the comprehensive examination (written or oral component) for the second time may complete a masters-level degree—subject to approval by the relevant Graduate Program Committee and the Dean of Graduate Studies—or may be required to withdraw from the Doctor of Philosophy program. A student in the Doctor of Philosophy (Education) program who fails either portion of the comprehensive examination (written or oral) for the second time is required to withdraw from the program.

Students in the Doctor of Philosophy (Education) program should successfully complete the comprehensive examination prior to the Thesis Proposal Defence.

## 25. After the Comprehensive Examination

Immediately following the comprehensive examination(s), the [Comprehensive Examination Assessment form](#) must be submitted to the relevant Graduate Program Office.

# THESIS

## 26. Purpose and requirements of the Thesis

### Purpose

The Thesis must make a significant, original contribution to the body of knowledge in a given discipline. It must show that the student:

- Is familiar with the published literature in the Thesis' subject area
- Has used appropriate research methods
- Has applied appropriate levels of critical analysis
- Is competent to complete independent research and present the findings
- Defend and debate in a public forum (only in Master of Science (Management))

### Requirements

The following are the requirements for the Thesis:

- The student must work independently to produce the Thesis
- The Thesis must consist of original student research work
- The student is responsible for writing his or her Thesis under the guidance of the supervisor(s)
- The student must orally defend the Thesis
- The Thesis remains the intellectual property of the student
- The student grants the University of Lethbridge permission to use the Thesis for further research and study

## 27. Types of Thesis Documents<sup>6</sup>

A thesis document may be presented in one of three types of organizational structure: (a) Traditional/Chapter-based Thesis, (b) Manuscript-based Thesis, or (c) Research-creation Thesis. The student and the supervisor/s should consult to select one of the approved organizational structures and follow it consistently. If another type of organizational structure is an acceptable scholarly practice for the discipline, the student must obtain written permission from the Dean of Graduate Studies or Dean's Designate before submitting the Request for Final Thesis Examination form. Regardless of the organizational structure of the thesis document, the three types need introduction and conclusion chapters.

### a) Traditional/Chapter-based Thesis

Generally, this type of thesis is organized into chapters based on a single area of research. This type of organizational structure is typically used for a monograph that includes unpublished work by the graduate student and may include content from a published or submitted for publication paper/manuscript where the student is the author/co-author.

### b) Manuscript-based Thesis

This type of thesis typically includes a collection of papers/manuscripts submitted or accepted for publication and/or previously published by the graduate student as an author or co-author. Only papers/manuscripts where the student is the primary author, or one of the primary authors, may be included in the Manuscript-based Thesis. All components of the manuscript-based thesis must be framed/conceptualized into one cohesive manuscript, based on a single area of research, with logical progression between chapters. Permission from the supervisor and all supervisory committee members is required. All papers must be reformatted to conform to the formatting requirements listed below. The majority of the writing must have been completed by the student who authored or

---

<sup>6</sup> The policies and procedures in this section draw heavily on similar policies at University of British Columbia, University of Manitoba, Concordia University, University of Alberta, and University of Calgary.



co-authored each paper/manuscript included in the thesis. For co-authored papers/manuscripts, the student must obtain permission from all co-authors.

### c) Research-creation Thesis:

In certain degree programs or disciplines, the thesis work may contain creative work completed by the graduate student. The Research-creation thesis is composed of two components: (1) the research project/lecture or recital and (2) the support paper.

## 28. Published Papers/Manuscripts and Copyrighted Materials included in Thesis

Compliance with the University of Lethbridge's policy on Copyright in the [Graduate Studies Calendar and Course Catalogue](#) and with the Copyright Act is the graduate student's responsibility. Each graduate student must be aware of the University's Student Discipline Policy - Academic Offences (see **Academic Regulations** in [Graduate Studies Calendar and Course Catalogue](#)), legal responsibility, and ethical obligations relevant to intellectual property and copyrighted materials as they relate to the inclusion of papers/manuscripts in a Manuscript-based Thesis. Additional information on copyright and fair dealing is available in the [Library's Graduate Research Portal](#).

### a) Published Papers and Manuscripts included in Thesis

The inclusion of content from one or more papers/manuscripts submitted for publication, accepted for publication and/or previously published by the graduate student as author or co-author, is subject to the following requirements:

- i. The graduate student must be the primary author, or one of the primary co-authors, of all papers/manuscripts included in the Thesis. If a paper/manuscript includes more than one graduate student as a co-author, ONLY the primary graduate student may include the entire paper in the Thesis.
- ii. The papers/manuscripts must be clearly identified and properly acknowledged in the relevant text of the Thesis and in the Preface section, which must clearly describe the student's contribution/s to the research and writing of each paper/manuscript.
- iii. The formatting of the Thesis must be consistent throughout and follow the Thesis Format Regulations. Hence, minor changes to the original paper/manuscript may be required (e.g., changes to the numbering scheme for tables, figures, citations).
- iv. The entire Thesis must present a coherent and unified conceptualization of the collection of papers/manuscripts and include an Introduction chapter and Conclusion chapter that link the research program and work together. As such, logical links between chapters and the specified sequence of materials as outlined in the Thesis Format Regulations are required. The collection of the papers/manuscripts must be integrated in the flow and organization of the Thesis to represent the overall research program and work.
- v. The examination and assessment of the entire Thesis and related work are subject to rigorous evaluation during the Thesis oral defence. The inclusion of published papers/manuscripts in a Thesis does not guarantee that the graduate student's submission will satisfy the University's standards and be viewed acceptable by members of the Thesis Examination Committee. Regardless of publication status, members of the Thesis Examination Committee may require revisions be made to the Thesis before the Recommendation of the Award of the Degree form is approved.
- vi. The Preface of the Thesis must contain a subsection titled Contributions of Authors, which outlines for each paper/manuscript the relative contributions of all co-authors and collaborators (including supervisors and members of the supervisory committee) and the proportion and contribution of the research and writing completed by the graduate student as a primary author. The supervisor's/co-supervisors' signature on the Assessment of Readiness to Defend form verifies the accuracy of the statements in the Contributions of Authors subsection in the Preface. The supervisor/co-supervisors will be asked to confirm the content of the Contributions of Authors subsection during a graduate student's oral defence.

### Contributions of Authors Subsection examples:

Chapter 3 is based on work conducted in the University of Lethbridge's Biomolecular Modeling laboratory by [researcher/faculty member's name, ...] and [graduate student's name]. I was responsible for [specify specific activities].

A version of Chapter 5 has been published. [Citation of published paper/manuscript]. I conducted [specify specific activities]. The paper section on ["....."] was written by [researcher/faculty member's name, ....].

Check the first pages of these chapters to see notes/footnotes/endnotes with similar information.

- vii. Permission to use copyrighted materials from the student's co-authors, if they are the holders or co-holders of the copyright, and publishers, if applicable, must be obtained and submitted to the School of Graduate Students with the completed Request for Thesis Examination form. Please consult with the University Copyright Advisor office before obtaining written permission.

Both copyright holders and publishers must be aware of the following:

- a. Terms of the University of Lethbridge's Non-Exclusive Distribution License;
  - b. Thesis and Project documents are archived by Library and Archives Canada; and
  - c. Thesis and Project documents are submitted to ProQuest at the student's discretion.
- viii. An additional examination committee member, who has not co-authored one of the papers/manuscripts, must be added to the Thesis Examination Committee when all members of the supervisory committee including the supervisor/co-supervisors are otherwise co-authors of the papers/manuscripts included in the student's Thesis.

### b) Copyrighted materials included in Thesis

Students should consult with the University Copyright Advisor office if they are planning to include substantial parts of copyrighted materials in their Thesis.

- i. Unless the use is covered by an exception to infringement in the Copyright Act or is allowed under the terms of an applicable license, permission must be obtained from the copyright holder when including copyrighted material in a Thesis. The use of copyrighted material/s must be acknowledged in the Preface of the Thesis.
- ii. Unless the use is covered by an exception to infringement in the Copyright Act or is allowed under the terms of an applicable license, tables, copyrighted figures and images must have the following statement included in a table note or figure/image caption: Reprinted with permission of ...

The copyright holder must be aware of the following:

- a. Terms of the University of Lethbridge's Non-Exclusive Distribution License;
  - b. Thesis and Project documents are archived by Library and Archives Canada; and
  - c. Thesis and project documents are submitted to ProQuest at the student's discretion.
- iii. Permission to use copyrighted materials and notes documenting coverage of the use by an exception to infringement in the Copyright Act or an applicable license must be appended to the Request for Thesis Examination form and must be submitted to the School of Graduate Studies.

# THESIS, PROJECT, AND CAPSTONE FORMAT REGULATIONS

## 29. Format regulations for all theses and projects

For regulations for the format of the Thesis/Project see the [Thesis/Project Format Guidelines](#). All theses/projects must abide by these regulations and, if they do not, can be rejected by the Thesis Examination Committee and/or the Dean of Graduate Studies.

If a student needs to deviate from the format regulations, the student must obtain written permission from the Dean of Graduate Studies *before* submitting the Request for Final Thesis Examination form.

## 30. Guidelines for editing Thesis, Project, or Capstone document

A copyeditor may be retained to review a student's Thesis/Project/Capstone for matters such as grammar, spelling, punctuation, general style, etc. The original content, structure and contributions of the Thesis/Project/Capstone are the student's responsibility and cannot be altered/revise by a copyeditor.

The following are the requirements before a copyeditor is retained by a graduate student:

1. Obtain written permission from the supervisor, project supervisor/instructor, or capstone supervisor/instructor. The written permission needs to outline what work is to be completed by the copyeditor.
2. Include a statement in either the preface section or acknowledgement section of the student's Thesis/Project that the document has been professionally edited.

## 31. Faculty of Education Thesis, Project, and Capstone format regulations

Students in the Faculty of Education, completing the capstone should refer to the [Thesis/Project Format Guidelines](#).

If the capstone does not abide by these regulations, it can be rejected by the capstone supervisor and/or Associate Dean of Graduate Studies and Research in Education.

# THESIS DEFENCE

## 32. Thesis oral defence

When the Thesis is complete, the candidate must defend it in an oral examination. The student informs the [Advisor](#) that he or she is ready to defend and provides the supervisor with an appropriately formatted PDF copy of the Thesis. The student is not permitted to make changes to the submitted document until after the Thesis oral defence has been completed.

A student who has successfully completed all program requirements has the right to submit and defend the Thesis, even if the [Advisor](#) recommends otherwise. **Registration in the next academic term is required for any graduate student who does not submit and defend the completed Thesis by the end of the academic term.**

### Requesting the Thesis oral defence

The Request for Final Thesis Examination prior to the proposed scheduled defence comprises:

- The composition of the Thesis Examination Committee, including written rationale for the choice of External Examiner (if applicable).
- The tentative schedule of the Thesis oral defence in consultation with all members of the Thesis Examination Committee, including the Chair.

The [Advisor](#) submits the Request for Final Thesis Examination form and the student or supervisor submits a PDF copy of the Thesis via email to the relevant Graduate Program Office, for review and approval. If the [Advisor](#) submits the PDF copy of the Thesis, the student is responsible for ensuring the [Advisor](#) has the final and complete version of the Thesis. Students may not make revisions to the Thesis until after the defence.

To have the degree requirements met by the end of the academic term, it is recommended that the Request for Final Thesis Examination form be completed, and a PDF copy of the defence Thesis be submitted by the deadlines outlined in the following table:

## Thesis defence

### Scheduling the Thesis oral defence

#### Masters-level programs

For masters-level programs, the Thesis oral defence should be scheduled a minimum of **five (5) weeks** prior to the date of the defence.

Table 10: Master degree programs timeline for scheduling the Thesis oral defence

Activities	Responsibility	Deadlines/Duration
1. Submission of Request for Thesis Examination form to relevant Graduate Program Office and, if applicable, identification of the proposed External Examiner, submission of their curriculum vitae, rationale, and completed Conflict of Interest form.	Supervisor	At least five (5) weeks prior to the proposed scheduled defence.
Submission of PDF copy of Thesis to relevant Graduate Program Office.	Student or Supervisor	
2. Approval of the members of the Thesis Examination Committee, the Chair, and the External Examiner (if applicable), and the details and proposed schedule of the Thesis oral defence.	Dean of Graduate Studies*	Less than one (1) week, normally
3. The Notice of Final Thesis Examination is sent to respective stakeholders as per program-specific requirements. The examination materials explaining the Thesis review process and evaluation criteria, and the PDF copy of the Thesis are forwarded electronically to Thesis Examination Committee members, the graduate student, and the relevant Program Chair.	Graduate Program Office	Less than one (1) week, normally and at least one (1) month prior to the date of defence
4. Review and assessment of the Thesis.	Members of Thesis Examination Committee	Minimum of three (3) weeks prior to submission of Assessment of Readiness to Defend form**
5. Submission of completed confidential Assessment of Readiness to Defend form to the Thesis Examination Committee Chair***.	Members of Thesis Examination Committee (except for the Chair)	At least one (1) week before the scheduled Thesis oral defence**

\* Approved by Associate Dean of Graduate Studies and Research in Education for Master of Education students. Approved by the Master of Nursing Program Committee for Master of Nursing students. Approved by the Dhillon School of Business Graduate Programs Committee.

\*\* Master of Science (Management) is a minimum of two (2) weeks prior to submission of the Assessment of Readiness to Defend form and at least 72 hours before the scheduled Thesis oral defence.

For Master of Education students, the External Examiner reviews the Thesis and then completes and submits the External Examiner's Thesis Evaluation Summary form at least two weeks prior to the date of defence. The Associate Dean of Graduate Studies and Research in Education then notifies the supervisor of the External Examiner's recommendations.

\*\*\*For Master of Education students, the Assessment of Readiness to Defend forms are submitted to the relevant Graduate Program Office.

**Normally, activities 2 and 3 occur within the same week.**

## Thesis defence

### Doctoral-level programs (excluding Education)

For doctoral students, the Thesis oral defence should be scheduled a minimum of **six (6) weeks** prior to the date of the defence.

*Table 11: Doctoral degree programs timeline for scheduling the Thesis oral defence*

Activities	Responsibility	Deadlines/Duration
1. Submission of Request for Thesis Examination form to relevant Graduate Program Office and, if applicable, identification of the proposed External Examiner, submission of their curriculum vitae, rationale, and completed Conflict of Interest form.	Supervisor	At least six (6) weeks prior to the proposed scheduled defence.
Submission of PDF copy of Thesis to relevant Graduate Program Office.	Student or Supervisor	
2. Approval of the members of the Thesis Examination Committee, the Chair, and the External Examiner (if applicable), and the details and proposed schedule of the Thesis oral defence.	Dean of Graduate Studies	Less than one (1) week, normally
3. The Notice of Final Thesis Examination is sent to respective stakeholders as per program-specific requirements. The examination materials explaining the Thesis review process and evaluation criteria, and the PDF copy of the Thesis are forwarded electronically to Thesis Examination Committee members, the graduate student, and the relevant Program Chair.	Graduate Program Office	Less than one (1) week, normally
4. Review and assessment of the Thesis.	Members of Thesis Examination Committee	Minimum of four (4) weeks prior to submission of Assessment of Readiness to Defend form
5. Submission of completed confidential Assessment of Readiness to Defend form to the Thesis Examination Committee Chair.	Members of Thesis Examination Committee (except the Chair)	At least one (1) week before the scheduled Thesis oral defence.

Normally, activities 2 and 3 occur within the same week.

## Thesis defence

### Doctor of Philosophy (Education)

For Doctor of Philosophy (Education) students, the Thesis oral defence should be scheduled a minimum of **eight (8) weeks** prior to the date of the defence.

Table 12: Doctor of Philosophy (Education) degree programs timeline for scheduling the Thesis oral defence

Activities	Responsibility	Time Required
1. Submission of Request for Thesis Examination form to relevant Graduate Program Office and, if applicable, submission of the proposed External Examiner's curriculum vitae and completed Conflict of Interest form.	Supervisor	At least eight (8) weeks prior to the proposed scheduled defence.
Submission of PDF copy of Thesis to relevant Graduate Program Office.	Student or Supervisor	
2. Approval of the members of the Thesis Examination Committee, the Chair, and the External Examiner (if applicable), and the details and proposed schedule of the Thesis oral defence.	Associate Dean of Graduate Studies and Research in Education	Less than one (1) week, normally
3. The Notice of Final Thesis Examination, examination materials explaining the Thesis review process and evaluation criteria, and the PDF copy of the Thesis are forwarded electronically to Thesis Examination Committee members and respective stakeholders.	Graduate Program Office	Less than one (1) week, normally
4. Review and assessment of the Thesis.	Members of Thesis Examination Committee	Minimum of four (4) weeks prior to submission of Assessment of Readiness to Defend form
5. Submission of completed confidential Assessment of Readiness to Defend form to the relevant Graduate Program Office.	Members of Thesis Examination Committee	At least two (2) weeks before the scheduled Thesis oral defence.

Normally, activities 2 and 3 occur within the same week.

## Thesis defence

Table 13: Recommended dates to submit request for Thesis oral defence by program

Program(s)	Submit request for Thesis oral defence by:	Complete Thesis oral defence by:	Submit Thesis for final approval by:	Complete program within:	Degree conferred:	Convocation:
Master of Arts	June 15	July 20	July 30	Summer term	October	October
Master of Fine Arts						
Master of Music	October 15	November 19	November 30	Fall term	February	May/June
Master of Nursing						
Master of Science	February 15	March 22	March 31	Spring term	May/June	May/June
Master of Science (Management)						
Master of Education	May 15	June 30	July 31	Summer term	October	October
	September 15	October 31	November 30	Fall term	February	May/June
	January 15	February 28	March 31	Spring term	May/June	May/June
Doctor of Philosophy	June 1	July 15	July 31	Summer term	October	October
	October 1	November 15	November 30	Fall term	February	May/June
	February 1	March 15	March 31	Spring term	May/June	May/June
Doctor of Philosophy (Education)	May 1	June 30	July 31	Summer term	October	October
	September 1	October 31	November 30	Fall term	February	May/June
	January 1	February 28	March 31	Spring term	May/June	May/June

### Approving the Thesis oral defence and appointing the Chair

If the Request for Final Thesis Examination is not approved it is usually because the approver (e.g., Dean of Graduate Studies) feels that the External Examiner is not suitable. In cases where the External Examiner is not suitable, the approver will contact the [Advisor](#) and, if necessary, recommend an External Examiner.

If an External Examiner is required, the [Advisor](#) contacts the External Examiner to make tentative travel arrangements or video/audio conferencing arrangements, if applicable.

### Notice of Thesis oral defence

Once the Request for Final Thesis Examination is approved, the relevant Graduate Program Office notifies the Thesis Examination Committee members and respective stakeholders, then the Faculty/School posts a copy of the Notice of Final Thesis Examination outside its main office.

The [Advisor](#) informs interested faculty and staff of the Thesis presentation and defence.

### Assessing the Thesis

The Thesis Examination Committee must assess if the student's Thesis meets or exceeds the academic standards for a graduate thesis. This includes ensuring that the Thesis:

- Addresses related public literature
- Acknowledges contributing scholars
- Uses methodology that ensures the conclusions are valid and supported
- Has originality and substance
- Is written in a clear and intelligible manner
- Conforms to the thesis style and format regulations
- Shows significant knowledge and grasp of the field
- Is free from major errors
- Contributing to scholarship in the field (only in Master of Science (Management))



## Thesis defence

---

In assessing the Thesis, the Thesis Examination Committee must recognize that even an excellent Thesis is not necessarily perfect in all respects. Only some parts of the Thesis could be suitable for a publication or other public presentation. Taken as a whole, the Thesis must be a sound piece of scholarship and/or creative output.

### Assessment of readiness to defend

When the assessment of the Thesis is complete, each member of the Thesis Examination Committee, except the Chair, completes an Assessment of Readiness to Defend form and submits it to the Chair (these forms are submitted to the relevant Graduate Program Office for programs delivered by the Faculty of Education). This form is a recommendation on the student's readiness to defend the Thesis.

The members of the Thesis Examination Committee recommend one (1) of the two (2) assessments on the form:

*Table 14: Thesis assessment of readiness to defend options*

Assessment	Next Steps
Advance to the Thesis oral defence as scheduled	Student advances to the scheduled Thesis oral defence.
Not ready to proceed to the scheduled Thesis oral defence	The Thesis Examination Committee Chair contacts the Dean of Graduate Studies* immediately who will discuss how to proceed with the supervisor and the student.

\* For Master of Education contact the Associate Dean of Graduate Studies and Research in Education.

**NOTE:** Students have a right to defend the Thesis, regardless of the assessment.

### Preparing for the Thesis oral defence

Prior to the Thesis oral defence, the [Advisor](#) and the student ensure that:

- Seating, audio-visual equipment, and other necessary equipment are appropriate in the room where the defence is being held.
- The Thesis Examination Committee understands how the Thesis oral defence will be run.
- The School of Graduate Studies and the Thesis Examination Committee is aware of the date, time, and place of the Thesis oral defence and the public presentation.

## 33. Conducting the Thesis oral defence

Both the public presentation and the oral defence are open to other students, faculty members, and members of the community. A request for a closed Thesis oral defence may be made by the student or any member of the Supervisory Committee to the relevant Graduate Program Office under extraordinary circumstances. A request for a closed Thesis oral defence is normally made in conjunction with the request for defence.

**NOTE:** The Thesis Examination Committee Chair will ask any disruptive attendees of the defence to leave immediately.

The Thesis oral defence is two (2) hours in duration, excluding the public presentation. The procedure for conducting the Thesis oral defence is as follows:

#### c) Introduction

The Thesis Examination Committee Chair:

1. Welcomes all in attendance
2. Asks that attendees, except for the members of thesis Examination Committee and graduate student, turn off all electronic devices and no audio and/or video capture is permitted unless written authorization has already been obtained

## Thesis defence

---

3. States that this Thesis oral defence is a senior academic event in the School of Graduate Studies and is a formal examination before awarding the degree
4. Introduces the student
5. Asks the Thesis Examination Committee members to introduce themselves in this order: the External Examiner (if applicable), the members of the Supervisory Committee, and the supervisor(s)
6. States that all members of the Thesis Examination Committee have read the Thesis and submitted an assessment report on the Thesis
7. Asks the supervisor/co-supervisors to reaffirm the accuracy of the content published in the Contributions of Authors subsection of the Preface in the student's Thesis.
8. Invites the student to make their Thesis presentation

### d) Public presentation

The public presentation will be between 20 to 60 minutes in duration depending on the academic tradition of the area of study and is not part of the formal evaluation. For the Master of Science (Management) program, the public presentation will be a maximum of 30 minutes. The student summarizes the Thesis' major objectives, content, results, and conclusions.

### e) Audience questions

Immediately following the presentation, the Chair invites questions from the audience. A short questioning period is permitted at the end of the public presentation for the audience to ask questions related to the presentation. During this questioning period, the members of the Thesis Examination Committee are not permitted to ask questions.

### f) Oral defence

*NOTE: The audience is not permitted to ask questions during the formal oral defence*

In the event that the defence is closed, the Thesis Examination Chair requests that the audience leaves the examination room.

The Chair invites the Thesis Examination Committee to pose their questions. Before the questioning begins, the Chair outlines the procedure:

1. Each examiner will pose his or her questions, as desired.
2. The Chair invites questions from:
  - a. The External Examiner, if applicable;
  - b. The Internal Examiners, if applicable; and
  - c. The [Advisor\(s\)](#);
3. The Chair does not normally ask questions.
4. After one (1) initial round of questions, the examiners may ask additional questions in a second round, and so on. The Chair ensures that comments and discussion not directly related to the questions are saved for the post-defence meeting of the Thesis Examination Committee.
5. In the event that an examiner cannot attend, the Chair will pose a set of questions supplied by the missing examiner. Answers to these questions will be evaluated by the remaining examiners.

### g) Making a decision

After questioning has finished, the Chair excuses the student, asking him or her and the audience to leave the room so that the Thesis Examination Committee can meet in private. When the student has left both the oral and written (thesis) components of the Thesis oral defence are assessed:

## Thesis defence

---

The Chair outlines the two (2) options for the **oral component** of the Thesis oral defence for a decision: 1) **Pass** and 2) **Fail**: Retake at a later date; the student may retake one (1) time.

The Chair asks an examiner to make a motion that the decision for the Oral Examination be: Pass or Fail.

Discussion occurs on a decision, and the Chair endeavours to facilitate consensus but does not vote. The Chair asks for a vote on the motion. Ideally the vote is unanimous, but the motion may pass with one (1) dissenting vote, provided this is not the vote of the External Examiner or supervisor(s).

The Chair outlines the five (5) options for the **thesis component** for a decision:

1. **Pass**: The Thesis is passed as submitted (i.e., no changes needed)
2. **Pass with Minor Revisions**: The Thesis is passed on the condition that the student makes revisions to the satisfaction of the supervisor.
3. **Pass with Major Revisions**: The Thesis requires substantial revisions and is passed on the condition that the student makes revisions to the satisfaction of the entire Thesis Examination Committee.
4. **Defer**: The Thesis Examination Committee defers a decision until the student makes substantial changes to the Thesis. The student may be required to go through the Thesis oral defence process a second time.
5. **Fail**: The Thesis is failed, and the student may re-take the Thesis oral defence one (1) time.

Using the Assessment of Readiness to Defend forms as a guide, the Chair asks an examiner to make a motion that the decision for the written thesis component be: Pass, Pass with Minor Revisions, Pass with Major Revisions, Defer, or Fail.

Discussion occurs on a decision, and the Chair endeavours to facilitate consensus but does not vote. The Chair asks for a vote on the motion. Ideally the vote is unanimous, but the motion may pass with one (1) dissenting vote, provided this is not the vote of the External Examiner or supervisor(s).

The Thesis Examination Committee is required to reach a majority decision. If the vote results in a tie, the Chair calls for further discussion and holds a second vote, and so on until a decision is reached.

When the decision has been made, the Thesis Examination Committee then discusses the nature of any required revisions to the Thesis and how the student will complete them.

If a failed Thesis oral defence represents the second attempt to defend the Thesis, the student must withdraw from the program, and the Thesis Examination Committee must provide a written justification for the decision to fail the Thesis oral defence.

**Students have the right to appeal the decision (see the Graduate Studies Calendar and Course Catalogue for details).**

After the Thesis Examination Committee has made their decision and finished their discussion, the Chair:

1. Invites the student back into the room
2. Informs the student of the Thesis Examination Committee's decision
3. If necessary, tells the student of the Thesis revisions required and the plan for the student to complete them
4. Reminds the student that the PDF copy of the Thesis must be submitted via the e-thesis submission system after the completed revisions have been approved by the supervisor (or Thesis Examination Committee members, if required)
5. If the student passes, congratulates the student, and thanks the Thesis Examination Committee members
6. Adjourns the Thesis oral defence

## 34. Embargo Policy

The Dean of Graduate Studies will consider all embargo requests (e.g., delay of publishing the Thesis manuscript) and may approve the publication delay for six (6) months when justifiable reasons are stipulated. Under special circumstances, the Dean of Graduate Studies may approve the delay in publishing the Thesis for a maximum of 12 months when substantive justification is provided.

## 35. After the Thesis oral defence

1. Immediately following the Thesis oral defence, the Chair completes the Thesis Examination Report form and submits this form plus the original examiners' Assessment of Readiness to Defend forms to the relevant Graduate Program Office.
2. The student completes any required revisions to the Thesis and informs the supervisor that the revised Thesis is ready for his or her review.
3. When the [Advisor](#), and Thesis Examination Committee (if necessary) is satisfied with the revisions made to the Thesis, the [Advisor](#) completes and signs the Recommendation of the Award of the Degree form.
4. The [Advisor](#) submits the completed and signed Recommendation of the Award of the Degree form to the relevant Graduate Program Office for approval and then to the Dean of Graduate Studies for final approval.
5. If requesting an embargo to delay the publication of the Thesis, refer to **Embargo Policy on page 40**.
6. When the relevant Graduate Program Office receives the signed copy of the Recommendation of the Award of the Degree form from the supervisor, the student's up-to-date curriculum vitae and working copy University transcripts, an account in the e-thesis system will be created and an account notification email will be sent to the student's University email account.
7. The student may then access his or her e-thesis account and submit his or her PDF copy of the Thesis. [Instructions for submitting a PDF copy of the Thesis](#) via the e-thesis system are available online.
8. The relevant Graduate Program Office completes a review of the PDF copy of the Thesis.
9. The Dean of Graduate Studies completes a brief review of the PDF copy of the Thesis, and if there are no further revisions required, signs the Recommendation of the Award of the Degree form.

If there are revisions required, the student will receive email notification via the e-thesis system. The student notifies the relevant Graduate Program Office after completing the revisions.

The student will receive an email confirming decanal approval of the submitted PDF copy of the Thesis. The student may proceed with thesis binding, if desired.

### After receiving final approval of the Thesis

After receiving final approval of the Thesis by the Dean of Graduate Studies, the student may proceed with the elective binding of the Thesis if the student and/or supervisor wants bound copies.

# GRADUATION

## 36. Applying for Graduation

Refer to the [Graduate Studies Calendar and Course Catalogue](#) for details related to graduation.

*NOTE: To apply to convocate, the student must anticipate completion of all degree requirements, including receiving decanal approval of the PDF copy of the master's Thesis and submitting required documentation, no later than the relevant outstanding document deadline.*

Table 15: Application for graduation deadlines

Term of Completion	Application Deadline	Outstanding Document Deadline	Withdrawal of Application Deadline
Spring	March 1	April 30	April 30
Summer	August 1	Last Monday of August	Last Monday of August
Fall	November 1	Last working day of December	Last working day of December

\* When the deadline date occurs on a weekend or on a Statutory or Civic Holiday, the deadline will be the next working day.

Thesis binding guidelines are available online: [www.ulethbridge.ca/graduate-studies/thesis-binding-guidelines](http://www.ulethbridge.ca/graduate-studies/thesis-binding-guidelines).

### Requirements for Conferral of the Degree

*NOTE: Students are responsible for ensuring all their degree requirements have been met.*

#### Masters-level students

To graduate, students must have done the following:

1. Passed all courses
2. Passed the written and oral components of the oral Thesis/Project Defence and completed all required changes to the Thesis/Project
3. Submitted all documentation to the School of Graduate Studies and PDF copy of the Thesis/Project to the e-thesis/project system

#### Doctoral-level students

To graduate, students must have done the following:

1. Passed all courses
2. Passed the Thesis Proposal Examination
3. Passed the Comprehensive Examination
4. Passed the written and oral components of the Thesis oral defence, and completed all required changes to the Thesis
5. Submitted all documentation to the School of Graduate Studies and PDF copy of the Thesis/Project to the e-thesis/project system

### Completing the Application for Graduation Form

Students must apply for graduation by completing and submitting the online Application for Graduation form through the Bridge ([www.ulethbridge.ca/bridge/uofl\\_grad\\_app.apply](http://www.ulethbridge.ca/bridge/uofl_grad_app.apply)) by the graduation application deadline as outlined in the [Graduate Studies Calendar and Course Catalogue](#). The School of Graduate Studies will submit the students' names to Graduate Council for approval when all degree requirements have been met.

## 37. Confirming the Graduation

Graduate Council approves graduands<sup>7</sup>. The School of Graduate Studies forwards a list of approved graduands to the Office of the Registrar.

For complete details on graduation, and the Convocation ceremony, refer to Policies and Program Requirements in the Academic Regulations section of the [Graduate Studies Calendar and Course Catalogue](#).

---

<sup>7</sup> Candidates for a degree.

# APPENDIX 1: MASTER OF COUNSELLING AND MASTER OF EDUCATION

## 38. Master of Education Capstone Route

### The Capstone supervisor

Education 6006 and Education 6020 are offered according to schedules for the Master of Education cohorts. One (1) faculty member will coordinate and supervise students registered in the Capstone course.

### Registering in the Capstone

Students register in the Capstone course in the final academic term of their programs.

### About the Capstone

The Capstone consists of a single question proposed and refined through the academic term that integrates the substantive, methodological, and reflective issues raised during the process of completing a graduate degree at the University. A student must demonstrate and assess his or her knowledge by developing a question or topic related to his or her professional life as a teacher, administrator, or counsellor. The question will allow students to include three (3) main elements:

1. Analysis of changes in the understanding of a topic or theme because of experiences in the master's degree program.
2. Analysis of changes in the understanding and conduct of their professional practice as classroom teachers, administrators, or counsellors.
3. An action plan for the student's own further professional growth, and/or for providing leadership in the further education and development of professional colleagues.

To maximize the personal relevance and learning of each student, the precise nature and composition of the question or topic is open to negotiation with the Capstone supervisor, within the limits of required academic and professional standards.

### The Capstone response

Answers to the Capstone question should be approximately 45 pages (9,000 words) in length. Quality is more important than length, however, and papers may be shorter if particularly concisely written, or slightly longer if successful development of the argument requires it.

The student's answer will satisfy the criteria for the Capstone response:

- Posits a central cogent theme supported by research, thoughtful analysis, logical arguments, and carefully selected supportive detail.
- Presents grounded theory arising out of research, reflection, practice, and current thinking on the chosen topic.
- Builds arguments to a consistent conclusion.
- Demonstrates an ability to think critically in the analysis, synthesis, and evaluation of relevant information.
- Demonstrates a comprehensive grasp of Master of Education course material—including an in-depth understanding of the relevant concepts, theories, and issues related to the topic addressed—by applying this understanding where relevant.

## Master of Counselling and Master of Education

---

- Synthesizes recent research (as covered in course work) to support the themes that emerge in the paper. It is not expected that the student embarks on new reading, but he or she should be able to show that he or she has mastered the research literature in at least one area.
- Demonstrates an awareness of differing viewpoints and, where relevant, includes a rigorous assessment of these viewpoints.
- Presents reflective analysis of the student's learning and shows growth over the course of the program.
- Demonstrates originality, insight, and creativity, and a new understanding of theory or practice related to the question or topic addressed in the examination.
- Is clear, fluent, organized, and well-written.
- Shows mastery of grammar, structure, style and conforms to the **Thesis, Project, and Capstone Format Regulations on pg. 31**.
- Demonstrates the ability to communicate in writing at the level expected for publication in an academic journal, especially those journals intended for a teacher audience.

### The Capstone presentation

Students participate in a symposium in which they present their final papers in a five (5) to 10 minute oral presentation, followed by a five (5) to 10 minute open discussion period.

### Capstone format regulations

The Capstone document must conform to the School of Graduate Studies formatting requirements (see **Thesis, Project, and Capstone Format Regulations on pg. 31**)

### Grading

Grading of the Capstone is Pass/Fail.

### Key deadlines for Capstone route

*Table 16: Key deadlines for Capstone route*

Program	Submit Capstone within:	Complete program within:	Degree conferred:	Convocation:
Master of Education (Capstone route)	Summer term	Summer term	October	October
	Fall term	Fall term	February	May/June
	Spring term	Spring term	May/June	May/June



## 39. Master of Education Thesis Route

Students must familiarize themselves with all content related to the thesis and associated committees found throughout this document.

### Deciding on the Thesis

Completing the Thesis is dependent on the availability of appropriate supervision and approval by the Associate Dean of Graduate Studies and Research in Education. Students should be familiar with their responsibilities relative to the Thesis (see **Graduate student responsibilities on pg. 8**), as well as the responsibilities of the Supervisory Committee (see **Supervisory Committees on pg. 13**). If the Thesis option is chosen, the student must first establish a Supervisory Committee.

### Establishing the Supervisory Committee

Students submit the Establishment of Supervisory Committee form to the relevant Graduate Program Office. The Supervisory Committee must be approved prior to commencing the Thesis (see **Supervisory Committees on pg. 13**).

### Registering in the Thesis

After receiving notification of Supervisory Committee approval, the student must contact the relevant Graduate Program Office to register in the thesis.

### Statement of Progress and Standing

A minimum of every six (6) months, the student meets with the Supervisory Committee (see **Progress and standing reports on pg. 20**)

### Thesis Proposal

The student discusses the Thesis topic with their Thesis supervisor and, in conjunction with the Thesis supervisor, prepares a proposal outlining the components of the study (see **Thesis/Project Proposal requirements on pg. 22**).

The Thesis Proposal Defence is intended to provide the student and the Supervisory Committee with an opportunity to present the work completed to date and to receive input, suggestions, and questions from a wider community of scholars before finalizing the Thesis Proposal. It is a discussion for clarifying methodology, terminology, the research question, and so on (see **Thesis/Project Proposal requirements on pg. 22**).

The Thesis supervisor chairs the Thesis Proposal Defence.

### Scheduling the Thesis Proposal Defence

The Thesis Proposal Defence is scheduled during the preparation of the Thesis Proposal in consultation with the Supervisory Committee.

At least two (2) weeks before the scheduled Thesis Proposal Defence, the Thesis supervisor notifies the relevant Graduate Program Office of the time, date, and location of the Thesis Proposal Defence. Normally, all Supervisory Committee members will be present.

The relevant Graduate Program Office reserves the room and distributes notices to faculty graduate students, and appropriate guests suggested by the Thesis supervisor.

### Conducting the Thesis Proposal Defence

The Thesis supervisor introduces the student and the Supervisory Committee members and provides the audience with brief background information about the student and the student's work.

The student spends approximately 20 to 30 minutes presenting the proposal which includes:

- Title
- Introduction
- Background or rationale

- Brief summary of the literature review
- Research question
- Methodology
- Analysis

The Thesis supervisor then facilitates a discussion, with the goal of receiving input from the audience.

### **Approving the Thesis Proposal**

Following the Thesis Proposal Defence, the student makes any appropriate changes and additions to the Thesis Proposal. After the Supervisory Committee formally approves the Thesis Proposal, the Thesis supervisor reports the decision by submitting the signed Approval of Thesis Proposal form and copy of the approved Thesis Proposal to the Associate Dean of Graduate Studies and Research in Education. The student may not proceed with the study until the Thesis Proposal has been approved.

### **Approval by Human Participants Research Committee**

Following approval of the Thesis Proposal, any study involving human participants must receive approval from the Human Participants Research Committee (HPRC).

### **Conducting the study**

After receiving approval from the HPRC, if required, the student conducts the study as described in the approved Thesis Proposal. The student submits drafts of the work to the Thesis supervisor on a periodic basis. As appropriate, the Thesis supervisor forwards thesis drafts to the Supervisory Committee members, who provide input back to the Thesis supervisor.

When the student and Supervisory Committee are confident that the Thesis is in the final draft stage, they should proceed with establishing the Thesis Examination Committee for the Thesis oral defence.

### **Thesis Format Regulations**

The Thesis must conform to the School of Graduate Studies formatting requirements (see **Thesis, Project, and Capstone Format Regulations on pg. 31**)

### **Establishing the Thesis Examination Committee for the Thesis oral defence**

The Thesis supervisor submits the Request for Thesis Examination form which contains names of all proposed Thesis Examination Committee members, including the Chair and External Examiner, as well as the proposed date, time, and location of the Thesis oral defence. The External Examiner's curriculum vitae and Conflict of Interest form must accompany the Request for Thesis Examination form (see **Thesis Examination Committee on pg. 17**).

### **Holding the Thesis oral defence**

For details on scheduling and holding the Thesis oral defence see **Thesis Defence on pg. 32** and **Table 13: Recommended dates to submit request for Thesis oral defence by program on pg. 36**.

During the Thesis oral defence, the Chair has four main responsibilities:

1. Introduce the student, the Thesis Examination Committee, and any special guests.
2. Explain the procedure of the Thesis oral defence.
3. Chair the proceedings in an organized and timely manner, allowing all committee members, including the Thesis supervisor, to participate fully in the Thesis oral defence.
4. Complete the Thesis Examination Report form.

Following the Thesis oral defence, the student completes any required revisions to the Thesis,

### Submission of final documents

Once the required revisions to the Theses are completed, the Thesis supervisor submits the Recommendation of the Award of the Degree form to the relevant Graduate Program Office. The student will be contacted to submit the final PDF copy of the Thesis in the e-thesis system. The Thesis undergoes further review by the Associate Dean of Graduate Studies and Research in Education and the Dean of Graduate Studies.

### Applying to graduate

Students should ensure all degree requirements are met as per the Graduate Studies Calendar and Course Catalogue. Students must apply to graduate by submitting the online Application for Graduation form via the Bridge ([www.ulethbridge.ca/bridge/uofl\\_grad\\_app.apply](http://www.ulethbridge.ca/bridge/uofl_grad_app.apply)). See **Graduation on pg. 41**.

### Key deadlines for Thesis Route

When planning for deadlines, students should budget sufficient time for submission of Thesis in e-thesis system and final approvals (see **Table 13: Recommended dates to submit request for Thesis oral defence by program on pg. 36**).

## 40. Master of Counselling and Master of Education Project Route

Students must familiarize themselves with all content related to the project and associated committees found throughout this document.

### Deciding on the Project

Completing the Project is dependent on the availability of appropriate supervision and approval by the Associate Dean of Graduate Studies and Research in Education. Students should be familiar with their responsibilities relative to the Project (see **Graduate student responsibilities on pg. 8**), as well as the responsibilities of the Supervisory Committee (see **Supervisory Committees on pg. 13**). If the Project option is chosen, students must first establish a Supervisory Committee.

The Project makes a significant contribution to the field of education or counselling. It typically involves the creation of a product that can be readily utilized in a practice setting. The format of the product varies and is an application or extension of the student's theoretical expertise into their professional practice. Examples include, but are not limited to, creation of a manual, a website, a series of podcasts, etc.

The Project Paper is a defence of the Project (i.e., the product the student created). The Project Paper:

- Provides a rationale for the focus of the Project and its significance
- Explains the process of development and potential implementation
- Thoroughly situates it within the relevant research and theoretical literature that informs it

## **Establishing the Supervisory Committee**

Students submit the Establishment of Supervisory Committee form to the relevant Graduate Program Office. The Supervisory Committee must be approved prior to commencing the Project Thesis (see **Supervisory Committees on pg. 13**).

## **Registering in the Project**

After receiving notification of Supervisory Committee approval, the student must contact the relevant Graduate Program Office to register in the project.

## **Statement of Progress and Standing**

A minimum of every six (6) months, the student meets with the Supervisory Committee (see **Progress and standing reports on pg. 20**).

## **Approving the Project Proposal**

The student discusses the Project topic with the Project Supervisor and, in conjunction with the Project Supervisor, prepares a Project Proposal outlining the components of the study (see **Thesis/Project Proposal requirements on pg. 22**).

Once the student makes any appropriate changes and additions to the Project Proposal and the Supervisory Committee has formally approved the Project Proposal, the Project supervisor reports the Supervisory Committee's decision by submitting the signed Approval of Project Proposal form and copy of the approved Project Proposal to the Associate Dean of Graduate Studies and Research in Education. The student may not commence the study until the Thesis Proposal has been approved.

## **Approval by Human Participants Research Committee**

Following the approval of the Project Proposal, any study involving human participants must receive approval from the Human Participants Research Committee (HPRC).

## **Conducting the Project**

After receiving approval from the HPRC, if required, the student submits drafts of the project work as described in the approved Project Proposal. The process and final product must conform to the approved Project Proposal. The student submits drafts of the work to the Project supervisor on a periodic basis. As appropriate, the Project supervisor forwards drafts to the Supervisory Committee members, who provide input back to the Project supervisor.

## **Project Format Regulations**

The Project must conform to the School of Graduate Studies formatting requirements (see **Thesis, Project, and Capstone Format Regulations on pg. 31**).

## **Submission of Final Documents**

Once the required revisions to the Project are made to the satisfaction of the Supervisory Committee, the supervisor submits the Recommendation of the Award of the Degree form to the Associate Dean of Graduate Studies and Research in Education. The student will be contacted to submit the final PDF copy of the Project in the e-project system. The Project undergoes further review by the Associate Dean of Graduate Studies and Research in Education and the Dean of Graduate Studies. When planning for deadlines, students should budget sufficient time for submission of Project in e-project system and final approvals.

## **Applying to Graduate**

Students should ensure all degree requirements are met as per the Graduate Studies Calendar and Course Catalogue. Students must apply to graduate by submitting the online Application for Graduation form via the Bridge ([www.ulethbridge.ca/bridge/uofl\\_grad\\_app.apply](http://www.ulethbridge.ca/bridge/uofl_grad_app.apply)). See **Graduation on pg. 41**.

## Key Deadlines for Project Route

Table 17: Key Deadlines for Project Route

Program	Submit Project for final approval by:	Complete program within:	Degree conferred:	Convocation:
Master of Education	July 31	Summer term	October	October
Master of Counselling	November 30	Fall term	February	May/June
	March 31	Spring term	May/June	May/June

## 41. Master of Counselling Portfolio Route

### About the Portfolio

The Portfolio route engages students in a variety of independent and highly interactive opportunities to clearly articulate their strengths and “growing edges” related to self-growth and counsellor skills/abilities. The reflective tasks will be integrated into a professional portfolio; the Portfolio is an expression of who the student is as a counselling psychology professional and should reflect his or her voice. The student will have opportunity to integrate artifacts and examples that demonstrate his or her competencies, personal identity as a counsellor, and ongoing professional development plan. Professional portfolios can be used as an employment tool, marketing a private practice, and/or record of the student’s ongoing professional development.

## APPENDIX 2: MASTER OF HEALTH SERVICES MANAGEMENT

### 42. Police Information Check

#### About the Police Information Check

Students, upon accepting their offer to the Master of Health Services Management program, who wish to have job shadows organized through the relevant Graduate Program Office must submit a photocopy of their completed Police Information Check by the deadline specified by the Health Services Management Program Coordinator in the relevant Graduate Program Office, which will normally be before the start of the program. The Police Information Check must be dated no earlier than 90 days before the deadline for providing it to the Program Office. Students are responsible for paying any costs associated with the Police Information Check.

*NOTE: Some police services refer to this as a Criminal Records Check. Students do not need a vulnerable sector search.*

As noted in the [Graduate Studies Calendar and Course Catalogue](#), the Police Information Check is a requirement of job shadow hosts, not the program. Students do not have to submit a Police Information Check to the relevant Graduate Program Office, but then are responsible for organizing their own job shadows and any other experiential activities where the host requires a Police Information Check.

#### Completing the Police Information Check

The Health Services Management Program Coordinator in the relevant Graduate Program Office acts as designate for the Master of Health Services Management program where such a role exists in agreements with agencies and health facilities. The Student Police Information Check status (e.g., not submitted, needs attention, not clear) is monitored by the designate. The designate notifies the Health Services Management Program Director immediately of any student with a Police Information Check that discloses the existence of a criminal record, any other police information, or information that “may or may not exist” is identified on the document submitted.

A student with a Police Information Check that is not clear is notified there will be required follow up with job shadowing host agencies using processes identified by the agency. It is at the sole discretion of the job shadow host to determine whether the student will be permitted to participate in job shadowing at that agency/health facility.

Students may be required to provide additional information if requested by the job shadow host and, in some cases, be contacted by the host for further follow-up. Students who do not have a clear Police Information Check must be cleared by the host agency/health facility before proceeding. After students have been cleared to do a job shadow by the host, written verification of this is provided by the job shadow host to the Designate of the Health Services Management Program who notifies the Program Director.

If a job shadow placement is refused for any reason by an agency or organization, students will be responsible for arranging their own job shadowing with another agency or organization.

#### Validity of the Police Information Check

The Police Information Check is considered valid for the duration of students' programs if there is no change in their criminal record status. However, students who had previously submitted a copy of their Police Information Check are required to inform the designate if a change in their criminal record status has occurred while they are in the program and submit a new copy of their Police Information Check. This step will initiate the process of determining eligibility for doing a job shadow as indicated above. If students are arranging their own job shadows, they should follow the protocols of their host agency in informing the agency of any changes in their criminal record status.

Students should keep their Police Information Check in their possession and available to present to agencies and organizations providing job shadow placements.

## 43. Immunizations

### About immunizations

It is recommended that all students registered in the Master of Health Service Management program maintain an up-to-date immunization status. Immunizations protect both the student and those they will encounter during classes, course assignments, job shadows, and other experiential placements. An annual influenza vaccination is recommended.

Upon accepting an offer of admission to the Master of Health Service Management program, students who wish to have job shadows organized through the relevant Graduate Program Office must submit a photocopy of their immunization records by the deadline specified by the Health Services Management Program Coordinator in the relevant Graduate Program Office, which will normally be before the start of the program. The typical immunizations required are those specified by Alberta Health Services for non-clinical placements; details of which immunizations are required will be provided around the time of the offer of admission. Changes in required immunizations by host agencies will be communicated to students as they arise.

As noted in the [Graduate Studies Calendar and Course Catalogue](#), immunizations are a requirement of job shadow hosts, not the program. Students can choose not to provide immunization information to the Program Office, or not receive required immunizations, but then are responsible for arranging their own job shadows or other experiential activities.

## 44. Other requirements

Students must provide completed forms for the following to the Master of Health Service Management program by the specified deadlines:

- Consent to enter information into information systems (e.g., HSPNet) used to share student information for job shadowing and other experiential placements with health agencies and organizations;
- Informed Consent/ Indemnity Agreement from University of Lethbridge Risk and Safety; and
- Driver's Agreement form from University of Lethbridge Risk and Safety.

## 45. Experiential learning requirements

### About experiential learning requirements

Students registered in the Master of Health Service Management program must complete an experiential learning activity each academic term. The activity will be a graded component of one (1) course in each academic term, with the course specified by the relevant Graduate Program Office. Job shadowing is normally the experiential learning activity, but the relevant Graduate Program Committee may substitute other experiential learning for all students in an academic term.

Each job shadow normally consists of five (5) to eight (8) hours of observation/interview/discussion with one or more managers who are engaged in work related to the topics covered in the course with which the job shadow is associated that term. Students may be asked to do up to four (4) hours of advance preparation (such as reading or researching topics) in addition to the five (5) to eight (8) hours spent job shadowing. Any managers who are shadowed must be working in a health care setting (broadly defined), such as hospitals, public health units, clinics, laboratories, private health practice offices, or administrative units that manage health care related entities. Students must not provide any patient care during the job shadow.

### Arranging the experiential learning requirements

Typically, there will be one student per job shadow. However, the relevant Graduate Program Office may arrange for more than one student where circumstances warrant, such as for specialized topics, or to avoid administrative burdens on agencies providing the job shadowing. Other experiential activities may involve individuals, teams, or the class as whole for a particular activity.

The relevant Graduate Program Office will make strong efforts to arrange experiential activities, but cannot guarantee that sufficient opportunities can be identified for each individual or team, or that the days and times of the activity will suit students' work schedules or other commitments. Students are thus encouraged to arrange their own activities when activities are being done at the individual or team level, particularly if they lack flexibility in their work schedule or other commitments. The relevant Graduate Program Office will provide information early in the preceding academic term if the experiential activity will not be a job shadow.

Students may be required to travel within the province of Alberta to complete the experiential activity. Where travel conditions are unsafe, students are ill, or otherwise have circumstances precluding them from attending the experiential activity that are beyond their control, students are asked to notify the relevant Graduate Program Office and experiential activity host as soon as possible that they are unable to conduct the activity. The Graduate Program Office will then notify the relevant course instructor. Students should then make alternative arrangements with the experiential host. If the host is unable to arrange an alternate time, students are expected to arrange their own activity, and follow the procedures for a self-arranged experiential activity noted below.

Students who intend to complete a job shadow or other experiential learning activity arranged by the relevant Graduate Program Office must complete all required placement forms by the deadlines stated by the relevant Graduate Program Office, or they will be responsible for arranging their own experiential activity, normally of the same type as stated by the relevant Graduate Program Office for the academic term. The required placement forms are normally required by the midpoint of the preceding academic term (e.g., October 15 for the Spring term; February 15 for the Summer term; and June 15 for the Fall term). For the first academic term of the program, students are requested to provide their placement forms by the deadline provided by the relevant Graduate Program Office.

When students are arranging their own job shadows, they should obtain the Self-Arranged Experiential Learning Request form from the relevant Graduate Program Office and obtain instructor approval. Self-arranged experiential learning must meet the same criteria as those arranged by the relevant Graduate Program Office with respect to hours, location, etc. The deadline for completed Self-Arranged Experiential Learning Request forms to be submitted to the relevant course instructor and relevant Graduate Program Office is the same as when the relevant Graduate Program Office organizes experiential learning. Self-arranged experiential learning may take place in the same organization that employs the student, but not the same unit/area in which the student works.

### **Experiential learning requirement guidelines**

Students are urged to dress professionally (e.g., business casual at a minimum) for the organization/agency in which the job shadow takes place and to follow the usual norms of professional conduct. In the event of an adverse incident, such as an injury, students should follow the procedures specified by University of Lethbridge Risk and Safety. The Risk and Safety website is at [www.ulethbridge.ca/risk-and-safety-services](http://www.ulethbridge.ca/risk-and-safety-services). Students should contact Risk and Safety if they have questions about what they need to do.

### **Completing experiential learning requirements**

Upon completion of a job shadow, students will write a reflection paper which will be assessed by the course instructor for which the job shadow is a graded component. Guidelines and deadlines for the reflection paper will be provided by the course instructor. The reflection paper normally comprises 15% of the course grade. Other experiential activities may have different assessments and weights; details will be provided by the instructor of the course which includes the experiential activity.

## **46. Attendance at face-to-face class sessions**

Students are expected to attend all face-to-face class sessions. These sessions are regarded as an integral part of the program, and part of the commitment made by students in joining the program to contribute to individual and collective student learning. The only exceptions to this expectation are for illness, either the student's or that of a dependent, or unsafe travel conditions. The relevant Graduate Program Office will provide information on the dates



for the face-to-face sessions several months in advance so that students can schedule work commitments to avoid conflicts.

Missed assessments that are the result of non-attendance at the face-to-face sessions will be managed by course instructors according to the course outline. While course instructors may be able to record sessions, this will be at their discretion and the availability of technology. There are no assurances regarding the quality of any recordings. Instructors will determine their own policies regarding how students obtain any notes from missed face-to-face sessions.

## 47. Culminating activity contents and requirements

### About the written project

Students complete Health Services Management 6100 - Integrated Experience Point Project (Health Services Management 6100) which requires students to develop a written project as the culminating activity for the Master of Health Services Management program.

Health Services Management 6100 is offered according to the schedule provided by the relevant Graduate Program Office. Normally, Health Services Management 6100 will be offered after the other coursework has been completed (i.e., after the fifth academic term). However, students are encouraged to begin work on the written project in the Fall term of their second year, although they may choose to begin work in the Summer term following their first year in the program. An orientation to the requirements of the written project will be held in the preceding academic term of the second year, along with a discussion of timelines and processes so that students can begin work on it in advance of the course.

The written project combines conceptual and practical knowledge as well as skills and student reflection from throughout their program. Students must demonstrate their learning by identifying and addressing a question or topic related to their current or future professional life as in health services management.

### Elements of the written project

The written project includes four (4) elements (more detail on the written project and presentation will be provided in the orientation to Health Services Management 6100 and in the course outline):

1. An explanation of the situation the student wishes to address related to management of health services. This can be a problem, an opportunity for improvement, or the application of techniques not currently used or not widely adopted in health care management. The problem or opportunity can be based on personal experience, what has been observed during job shadows, or practitioner or scholarly literature. The explanation should describe the importance of the situation and outline how the student will address it in their written project.
2. A literature review that provides background on the problem or opportunity, including key concepts, practices, and observations from course material, personal reflections, practitioner literature, and/or scholarly literature.
3. Student analysis of the situation, with the goal of improving the identified situation through application and implementation of concepts, practices, and/or principles that could result in better healthcare management through greater effectiveness, efficiency, or other improvements. The proposed concepts, practices, or principles should be clearly identified and assessed. The analysis will typically comprise the largest section of the written project and display clear evidence of critical thinking. Students will provide specific metrics to be used to better determine the success of their proposal and that are aligned with the types of improvements the student has claimed would occur.
4. An implementation plan for their proposal, including needed resources, timeframes, and how barriers to implementation will be addressed.

The student should draw on material (either directly discussed or related to the disciplines in the modules) from at least four of the five modules of the program either in their literature review, in their analysis, or in their implementation plan.

### Data collection

Students may use personal reflections, anecdotal data of others' reflections or experiences, or archival data such as that reported in publications in their written project. Formal data collection such as through surveys or formal interviews of larger numbers of individuals is not expected; students who wish to do more formal data collection are strongly encouraged to discuss this with the Health Services Management 6100 course instructor as early as possible. Human ethics clearance is required for such data collection.

### Format of the written project

The written project is approximately 40 pages (9,000 words) in length including references and any appendices. However, quality is more important than length and written projects may be shorter if particularly concisely written or slightly longer if successful development of the analysis requires it. The current edition of the *Publication Manual of the American Psychological Association* (APA) should be used for written project style, citations, and references; the previous edition is acceptable if the current edition has been in publication less than one (1) year.

### Assessment of written project

The written project will be assessed according to the following criteria:

- A clear explanation of the situation to be addressed, supported by an explanation of why addressing the situation is important to health care management, based on personal observation and/or research.
- A thoughtful synthesis of course material, existing practitioner and/or scholarly works to provide a clear background, with appropriate application of relevant concepts, principles, and methods.
- A focused discussion of one or more plausible alternatives to address the situation, with assessment of the alternatives and a recommendation for one (1) approach if more than one (1) alternative is discussed. The alternatives and their assessment should flow logically from the analysis.
- Appropriate choice of metrics that could plausibly be used to assess the success of the student's chosen alternative.
- The discussion of how to implement the chosen alternative, with clear consideration of implementation barriers and risks and plausible approaches to address these.
- Appropriate incorporation of concepts and knowledge from at least four (4) of the five (5) program modules, or the underlying disciplines.
- Clear conclusions and recommendations that flow logically from the analysis and address the situation initially identified.
- Demonstration of some combination of originality, insight, and creativity in identification of the problem, the analysis, or implementation plan.
- Quality of written project, organization, and logical flow of ideas, with appropriate use of headings, subheadings, tables, and figures.
- Mastery of grammar, paragraph, and sentence structure in keeping with the requirements of professional management.
- Formatting style and citations conform to an appropriate edition of the *Publication Manual of the American Psychological Association* requirements for written project style, citation style, and referencing.

## The written project presentation

Students enrolled in Health Services Management 6100 normally present their final written projects. This may be done in an asynchronous manner or in a face-to-face session, as specified in the Health Services Management 6100 course outline. Presentations will typically be a 15-to-20-minute oral presentation, with subsequent opportunities to discuss the presentation. The instructor will gauge the effectiveness of the presentations on five (5) main criteria:

1. **Clarity and interest:** Presentations must be involving and informative, avoiding an over-reliance on lecture.
2. **Thoroughness:** Colleagues should come away with a sufficiently thorough grasp of the material to be able to discuss it intelligently.
3. **Depth of Analysis:** The student must demonstrate a clear understanding of the relevant concepts and some combination of originality, insight, creativity, as well as an awareness of differing points of view. The presentation must go beyond repeating what others have said and contribute something new to understanding of the topic.
4. **Argumentation:** The student must defend their analysis and recommendations using logical arguments and carefully selected supportive detail.
5. **Discussion:** The degree to which the student has achieved the above goals should be reflected in the liveliness of the subsequent discussion.

## 48. Transitioning between the Graduate Certificate in Health Services Management and the Master of Health Services Management program

### Transitioning from the Graduate Certificate in Health Services Management to the Master of Health Services Management program

Students who are currently enrolled in the Graduate Certificate in Health Services Management may apply to the relevant Graduate Program Committee to transition to the Master of Health Services Management program at any point in the Graduate Certificate in Health Services Management program.

Applications include a letter documenting the rationale for the application to transition. The relevant Graduate Program Committee will consider this along with their transcript of courses taken during the Graduate Certificate in Health Services Management program. If the relevant Graduate Program Committee approves the transition, students must complete all remaining courses required for the Master of Health Services Management program, normally starting in the next academic term.

Students who have already completed the Graduate Certificate in Health Services Management follow the application procedures specified in the [Graduate Studies Calendar and Course Catalogue](#).

### Transitioning from the Master of Health Services Management to the Graduate Certificate in Health Services Management program

Students who are currently enrolled in the Master of Health Services Management program may apply to the relevant Graduate Program Committee to transition to the Graduate Certificate in Health Services Management program at any point during the Master of Health Services Management program.

Applications include a letter documenting the rationale for the application to transition. The relevant Graduate Program Committee will consider this along with their transcript of courses taken during the Master of Health Services Management program. If the relevant Graduate Program Committee approves the transition, students will complete only the remaining courses required for the Graduate Certificate in Health Services Management program, normally starting the academic term following the approval.

## APPENDIX 3: MASTER OF NURSING

### 49. Master of Nursing Program Delivery

The program is conducted using a blended delivery format with a combination of on-campus and online learning activities.

Students are required to come to the University campus for meetings throughout the program for all courses.

The program consists of required course work and culminates with either a final Project or Thesis.

Project-focused students will complete nine courses and a final Project (see **Master of Nursing Project Route on pg. 58**).

Thesis- focused students will complete seven courses and a Thesis (see **Master of Nursing Thesis Route on pg. 62**).

Members of the Faculty of Health Sciences have wide ranging research foci and areas of expertise. The faculty will deliver the program's courses and act as course instructors (Project route) and supervisors (Thesis route) ([www.ulethbridge.ca/healthsciences/supervisors](http://www.ulethbridge.ca/healthsciences/supervisors)).

#### Program Outcomes

Upon completion of the program students will:

1. Skillfully evaluate and disseminate knowledge.
2. Support, promote and advance evidence-informed nursing practice in diverse settings.
3. Demonstrate advanced theoretical knowledge and expertise in nursing practice in educational, clinical practice or research settings.
4. Advance the profession of nursing by enacting evidence-informed and ethical leadership in diverse interdisciplinary settings.
5. Promote health and health policy through responsible, collaborative and action-oriented leadership.

### 50. Master of Nursing Additional Student Responsibilities and Entitlements

#### Academic & Ethical Standards

- Uphold ethical standards in studies, scholarship, clinical practice, and research.
- Students engaged in projects or theses must adhere to the Tri-council Policy Statement: Ethical Conduct for Research Involving Humans. If students are unsure whether a project or thesis requires ethical approval through the University of Lethbridge's Human Participants Research Committee (HPRC), they are encouraged to consult with the HPRC as needed.
- Acknowledge the contributions of the course instructors and/or supervisor, funding agencies, and others to presentations and publications, including joint authorship if appropriate.
- Uphold the academic and non-academic standards outlined in the [Graduate Studies Calendar and Course Catalogue](#).

#### Standards of Professional Conduct

Master of Nursing students are pursuing a graduate degree within the profession of nursing. Therefore, in addition to the standards regulating Academic and Non-Academic Conduct for the University of Lethbridge, students must also adhere to the Canadian Nurses Association Code of Ethics while undertaking theory and practice courses. Students are directed to read Standards of Professional Conduct for Students in the Master of Nursing Program in

the [Graduate Studies Calendar and Course Catalogue](#) for comprehensive coverage of the expectations related to professional conduct.

### Personal Injury in the Practice Setting

- In the event of an injury in the practice setting, including while traveling to or from the practice setting, the student is to immediately report incident to his or her agency contact and supervisor/course instructor.
- Abide by applicable policies, reporting requirements, and safety practices of the practice setting.
- Complete a Campus Accident/Incident Report ([www.ulethbridge.ca/risk-and-safety-services/node/add/cair](http://www.ulethbridge.ca/risk-and-safety-services/node/add/cair)) within 48 hours.
- If further guidance is required, contact Risk and Safety Services at the University of Lethbridge at 403-382-7176. Further information can be accessed at [www.ulethbridge.ca/risk-and-safety-services](http://www.ulethbridge.ca/risk-and-safety-services).

### Conflict of Interest in Practice Placement

- In the event that the practice setting is also the student's place of employment, hours worked as an employee are separate from practice hours accumulated while in the student role, and that there is no remuneration or profit of any kind associated with engaging in the learning experience.
- Negotiate practice hours with agency contact and faculty supervisor as per requirements outlined in course syllabus for Nursing 5130.

## 51. Description of Project and Thesis Routes

### Project Route

The Project route is for students who want to make a significant contribution to a nursing practice setting via activity other than a Thesis. A Project involves the application of a variety of nursing evidence into a deliverable that can be readily utilized by nurses or clients in a practice setting. The course Nursing 5130 - Practice Experience may stimulate possible Project ideas. The Project will not entail collection of data from individuals and will not require approval by the Human Participants Research Committee (HPRC). It will require A pRoject Ethics Community Consensus Initiative (ARECCI) review. There are many possible formats for a scholarly Project. Students are encouraged to discuss this route with the Chair of the Master of Nursing Program Committee (see **Master of Nursing Project Route on pg. 58**).

### Thesis Route

The Thesis route is for students who wish to do research and is the preferred route for students who may plan to engage in doctoral studies in the future. A Thesis is theory-oriented and begins with posing a question that will in some way contribute to the building or validating theory. A thesis requires in-depth review of the literature, application of clearly described methodology for answering the research question, approval by the Human Participants Research Committee (HPRC), data collection, thorough description of the results of the work, a synthesis of the research findings with current literature, and implication of the research for both theory and practice. Students are encouraged to discuss Thesis requirements with the Chair of the Master of Nursing Program Committee (see **Master of Nursing Thesis Route on pg. 62**).

## 52. Master of Nursing Project Route

### Overview of the Project

A Project is tangible application of a variety of nursing evidence into a deliverable that can be readily utilized by nurses or clients in a practice setting. The final Project product will include a written summary of the Project, as well as the project-specific deliverable that could be shared with practice.

One (1) faculty member will coordinate and supervise all students registered in Nursing 6002 - Final Project. Nursing 5150 - Project Development Seminar precedes this course and the Project Proposal for the final Project will be completed in this course.

### Project Format Guidelines

Students will follow the **Thesis, Project, and Capstone Format Regulations on pg. 31** for the Master of Nursing Project Proposal and for the final Project Paper.

### Choosing a Project Topic

Students choose a Project topic of interest to them in consultation with the Nursing 5150 - Project Development Seminar course instructor. Students will have opportunities to discuss and explore possible topic ideas with the course instructor and their colleagues in the course.

It is important to clarify that the Project is *not* a research project or thesis. That is, the Project does not entail the collection of new (or pre-existing) data from individuals or groups. To ensure the project meets ethical standards, completion of the ARECCI assessment instrument is required. The course instructor will assist students in accessing this assessment instrument.

### Project Proposal

The Project Proposal will be developed during the Nursing 5150 - Project Development Seminar. At the first face-to-face gathering of that course, students will present Project ideas and receive feedback from the course instructor and colleagues.

During the second face-to-face meeting in Nursing 5150, a Project Proposal colloquium will be held. The purpose of the colloquium is to provide students with an opportunity to mount a short oral presentation on the proposed Project and to receive input, suggestions, and questions from the course instructor, colleagues, and practice-setting stakeholders. The presentations will be open to interested faculty members, graduate students, and community members. Specific requirements for the colloquium presentation are found in the Nursing 5150 course outline.

In addition to providing a brief presentation of the Project Proposal to the course instructor and colleagues during the Project Proposal colloquium, students will also be required to submit a written version of the Project Proposal as one of the major assignments for Nursing 5150. The proposal must adhere to the **Thesis, Project, and Capstone Format Regulations on pg. 31**. See below for information about what the written form of the Project Proposal will include.

Table 18: Master of Nursing Project Proposal structure

<b>Section 1: Introduction</b>	A brief one (1) to two (2) page description of the nursing practice problem that the Project addresses, and the purpose of the Project.
<b>Section 2: Review of relevant literature and nursing evidence</b>	A 10-to-15-page description of the scope and nature of the problem, the impact of the problem on clients, nursing students and/or nurses, overview of current strategies used to address the problem, and possible gaps in the literature and/or future directions to address the problem (all using existing nursing evidence and/or evidence in other relevant areas).
<b>Section 3: Project description</b>	A five (5) to 10 page description of the specific format the Project will take (e.g., lesson plan, paper, orientation manual), target population, plan for process of Project development and/or implementation as well as a rationale for the proposed format, including relevant nursing evidence (and/or evidence in other relevant areas).

It is the student's responsibility to submit an electronic version of the marked Final Project Proposal from Nursing 5150 (with course instructor comments) to the Nursing 6002 course instructor.

### Completing the Project: Nursing 6002 - Final Project

Once a passing grade has been received in Nursing 5150, the student registers for Nursing 6002 in the subsequent academic term and begins completing the Project under the supervision of the Nursing 6002 course instructor. As per the Nursing 6002 course outline, the student follows the expected process and timelines for completing the Project, and will receive ongoing feedback from the course instructor, colleagues, and practice setting stakeholders.

If a student is unable to complete the Project in the time allotted for the Nursing 6002 course in which he or she is registered, a grade of 'F' (Failure) will be assigned, and the student will be required to take the course again when it is next offered. If the student is unable to complete the Project due to extenuating circumstances that can be documented, an 'I' (Incomplete) designation may be assigned at the discretion of the Nursing 6002 course instructor.

### Submitting the Final Project Paper

#### a) Final Project Paper Format

The final Project Paper constitutes the major assignment for Nursing 6002 and is to consist of four sections and appropriate appendices as outlined below. The paper consists of the original Project Proposal (incorporating any revisions suggested by the Nursing 5150 course instructor), a fourth section and the appendix (see table below).

Table 19: Master of Nursing Final Project Paper format

<b>Section 1: Introduction</b>	A brief one (1) to two (2) page description of the nursing practice problem that the Project addresses, and the purpose of the Project.
<b>Section 2: Review of relevant literature and nursing evidence</b>	A 10-to-15-page description of the scope and nature of the problem, the impact of the problem on clients, nursing students and/or nurses, overview of current strategies used to address the problem, and possible gaps in the literature and/or future directions to address the problem (all using existing nursing evidence and/or evidence in other relevant areas).
<b>Section 3: Project description</b>	A five (5) to 10 page description of the specific format the Project will take (e.g., lesson plan, paper, orientation manual), target population, plan for process of Project development and/or implementation as well as a rationale for the proposed format, including relevant nursing evidence (and/or evidence in other relevant areas).
<b>Section 4: Reflection</b>	A five (5) to 10 page description of the Project development process, major lessons learned regarding the development and completion of the Project, and implications for nursing practice and future research (for specific guidelines are found in the Nursing 6002 course outline)
<b>Appendix: The project deliverable</b>	An electronic copy of the final Project deliverable. For example: a lesson plan, pamphlet, patient teaching guide, practice protocol/guideline, resource manual, PowerPoint presentation, et cetera. If the deliverable is not able to be appended electronically, specific arrangements will be made with the Nursing 6002 instructor.

The paper should be no more than 45 pages or 9000 words excluding the appendix. The actual length of the final paper is less important than the quality.

**b) Project Presentation**

Nursing 6002 students will participate in Project presentations on campus. This consists of a 10-to-15-minute presentation followed by a 10-minute open discussion period. The presentation will be designated as Pass/Fail according to a rubric found in the Nursing 6002 course outline.

**c) Final Project Paper Grading**

The final Project Paper will be evaluated according to the marking guide and rubric within the Nursing 6002 course outline and will receive a final designation of 'P' (Pass) or a grade of 'F' (Fail) for the course.

**d) Recommendation for Graduation**

Upon assigning a passing designation for the Project Presentation and Project Paper, the Nursing 6002 instructor completes the [Project Completion Signature form](#) (signed by the course instructor and student) and submits it to the Chair of the Master of Nursing Program Committee. Upon review of all program requirements, the Chair of the Master of Nursing Program Committee will recommend students for graduation to the Dean of Graduate Studies by completing and forwarding the [Recommendation of Award of the Degree form](#) to the School of Graduate Studies for decanal approval.

Master of Nursing students are responsible for ensuring they have met all degree requirements and submitted the final Project Paper as a PDF document via the e-thesis system available at [www.ulethbridge.ca/graduate-studies/e-thesis-submission](http://www.ulethbridge.ca/graduate-studies/e-thesis-submission). Format regulations for the final Project Paper are described in **Thesis, Project, and Capstone Format Regulations** on pg. 31.



## Suggested Timeline for the Project Route

*NOTE: This suggested timeline is based on full-time student status.*

### Year One: Fall Term (September to December)

- Student completes required coursework
- Student attends all scheduled on-campus program meetings
- Submit the [Master of Nursing Program Declaration form](#) to the Chair of the Master of Nursing Program Committee.

### Year One: Spring Term (January to April)

- Student completes required coursework
- Student discusses options for Nursing 5130 - Practice Experience with the course instructor

### Year One: Summer Term (May to August)

- Student completes required coursework

### Year Two: Fall Term (September to December)

- Student completes required coursework
- Student attends all scheduled on-campus program meetings

### Year Two: Spring Term (January to April)

- Student completes required coursework
- Student attends all scheduled on-campus program meetings
- By the end of the second week of Nursing 5150, student identifies the Project topic and confirms it with the Nursing 5150 instructor
- During the second on-campus meeting of Nursing 5150, student presents the Project Proposal

### Year Two: Summer Term (May to August)

- Student completes required course work
- Student completes the Project and writes the final Project Paper
- Student attends the on-campus meeting to present the Project and provides feedback to other students on their presentations
- Student completes the [Project Completion Signature form](#), in consultation with the Nursing 6002 course instructor, for submission to the Chair of the Master of Nursing Program Committee who will complete and forward the [Recommendation of the Award of Degree form](#) to the Dean of Graduate Studies
- Student submits PDF copy of final Project Paper via the e-thesis/Project submission system for review and approval consideration by the Dean of Graduate Studies
- August 1 application deadline for Fall Convocation

## 53. Master of Nursing Thesis Route

### Selecting and Appointing the Supervisor

If the student chooses the Thesis route, he or she must commence the process of finding a faculty member from the Faculty of Health Sciences in the Nursing program as the supervisor. To begin this process, the student should review the faculty profile section of the [Faculty of Health Sciences website](#) to identify faculty members who have similar areas of interest. The student must also attend a session hosted by the MN Program Committee where they will have the opportunity to meet faculty members. After the session, the student must contact an identified faculty member to discuss the possibility of the faculty member becoming their supervisor. Following this meeting the student must contact the Chair of the Master of Nursing Program Committee, who will confirm the faculty member's agreement to serve as the student's thesis supervisor.

The Chair of the Master of Nursing Program Committee contacts the faculty member to sign the [Establishment of Supervisory Committee form](#) and submits the completed form to the School of Graduate Studies. Once the form has been approved by the School of Graduate Studies, the School of Graduate Studies sends letters to the student and the supervisor informing them of the approval. Once the supervisor has been approved, it is the supervisor's and student's responsibility to ensure they meet (in person or via teleconference or videoconference) regularly to plan for the student's program of study and completion of the Thesis. Regular meetings between the student and supervisor—at least once an academic term (and more, if needed)—will help to assure successful completion of the program. The student and the supervisor are also expected to be aware of the suggested timelines and milestones for Thesis completion.

It is the shared responsibility of the student and the supervisor to review the student's planned research methodology and to determine the best available option for the required research design course. The student will also have opportunities to develop his or her proposed research during the Nursing 5160 - Thesis Proposal Seminar.

### Thesis Proposal

Full-time students will confer with their supervisors to identify a potential Thesis topic before starting the Nursing 5160 - Thesis Proposal Seminar course.

If the student is uncertain if the proposed thesis research requires ethics approval, he/she should consult with his/her supervisor and/or the Human Participants Research Committee (HPRC) review coordinator at the university once per academic term.

### Suggested Timeline for the Thesis Route

*NOTE: This suggested timeline is based on full-time student status.*

A more detailed schedule will be forward to students at the start of their programs.

#### Year One: Fall Term (September to December)

- Student completes required coursework
- Student attends all scheduled on-campus program meetings.
- Submit the [Master of Nursing Program Declaration form](#) to the Chair of the Master of Nursing Program Committee.

#### Year One: Spring Term (January to April)

- Student completes required coursework
- Student attends all scheduled on-campus program meetings.
- Confirm the supervisor and other Supervisory Committee members and then submits the [Approval of Thesis Supervisory Committee form](#) to the Chair of the Master of Nursing Program Committee.
- Student discusses options for Nursing 5130 - Practice Experience with the course instructor and submits the [Practicum Placement Request form](#) to the instructor.

## Master of Nursing Thesis Route

---

- Progress meeting with the student, supervisor, and Supervisory Committee members. If this is not possible, the meeting can be arranged by alternative means (e.g., teleconference, videoconference). The student and committee members complete the [Statement of Progress and Standing form](#).

### Year One: Summer Term (May to August)

- Student completes required coursework
- Progress meeting with the student, supervisor, and Supervisory Committee members. If this is not possible, the meeting can be arranged by alternative means (e.g., teleconference, videoconference). The student and committee members complete the [Statement of Progress and Standing form](#).

### Year Two: Fall Term (September to December)

- Student completes required coursework
- Student attends all scheduled on-campus program meetings
- Colloquium presentation and meeting of the Supervisory Committee
- Once ethics approval has been granted, student begins data collection and analysis
- Progress meeting with the student, supervisor, and Supervisory Committee members. If this is not possible, the meeting can be arranged by alternative means (e.g., teleconference, videoconference). The student and committee members complete the [Statement of Progress and Standing form](#).

### Year Two: Spring Term (January to April)

- Student completes required coursework
- Student attends all scheduled on-campus program meetings
- Progress meeting with the student, supervisor, and Supervisory Committee members. If this is not possible, the meeting can be arranged by alternative means (e.g., teleconference, videoconference). The student and committee members complete the [Statement of Progress and Standing form](#)

### Year Two: Summer Term (May to August)

- Student continues work on and completes the research and writes the Thesis
- Progress meeting with the student, supervisor, and Supervisory Committee members. If this is not possible, the meeting can be arranged by alternative means (e.g., teleconference, videoconference). The student and committee members complete the [Statement of Progress and Standing form](#)
- In collaboration with supervisor, completes the following steps:
  - By June 1 the student contacts the supervisor indicating readiness to defend the Thesis and forwards a copy of the completed Thesis
  - By June 15 the student confirms with the supervisor that he or she agrees the Thesis is ready to move to forward to the Thesis oral defence and negotiates a defence date
  - By the end of July, the student completes the Thesis oral defence
  - Student submits a PDF copy of the Thesis via the e-thesis submission system for review and approval consideration by the Dean of Graduate Studies
  - August 1 application deadline for Fall Convocation

*NOTE: If the student is unable to complete the Thesis oral defence by the end of July, he or she will be required to register for the following term and pay the associated program fees.*

## APPENDIX 4: MASTER OF SCIENCE (MANAGEMENT)

### 54. Thesis Proposal

#### Master's Thesis Proposal Defence guidelines

Typically, students defend/present their Master's Thesis proposals after completion of Management 5300 - Major Seminar III, but relatively early in the Master's Thesis module (Management 6100 - Master's Thesis). The student's Master's Thesis Proposal Defence must be successful to continue with Management 6100.

The Supervisory Committee determines the success of the Master's Thesis Proposal Defence. The Chair of the Supervisory Committee must notify the student, in writing, of the outcome of the Master's Thesis Proposal Defence. This should include comments, feedback and required corrections for improvement. If unsuccessful, the letter must state what changes need to be made, and the student will be required to defend his or her Master's Thesis proposal again before continuing with the Master's Thesis work. A copy of the letter must be submitted to the Dhillon School of Business Graduate Programs Office to maintain registration in the Master's Thesis module.

If the student's second proposal defence is unsuccessful, he or she may be required to withdraw from the Master of Science (Management) program.

#### Master's Thesis Proposal Defence responsibilities

The following steps outline the responsibilities related to the student's Master's Thesis proposal presentation and defence:

1. A suggested format for the Master's Thesis proposal is outlined below.
2. The student's supervisor/co-supervisor is required to contact the Dhillon School of Business Graduate Programs Office when the Committee and student feel the Master's Thesis proposal is ready for presentation and defence. The Management Graduate Programs Office will assist with booking an appropriate time and room for the presentation. All members of the Supervisory Committee must attend the Master's Thesis proposal presentation and defence. Attendance via video or telephone conference is acceptable.
3. Students are required to submit the Master's Thesis proposal document to the Dhillon School of Business Graduate Programs Office one (1) week prior to the scheduled presentation. This document will be made available to interested faculty and staff prior to the presentation.
4. The Director or Designate of Dhillon School of Business Graduate Programs Committee will chair the Master's Thesis Proposal Defence.
5. The Master's Thesis Proposal Defence is open. All graduate students and interested faculty are encouraged to attend.
6. Students are allowed one hour to present the Master's Thesis proposal: 30-minute public presentation followed by a 30-minute question-answer period.
7. Anyone present at the Master's Thesis Proposal Defence may ask questions.
8. The Supervisory Committee determines the success of the Master's Thesis proposal based on the document itself and the student's ability to present his or her Master's Thesis proposal and answer questions from the public. The Supervisory Committee should determine if the student's proposed research is likely to meet or exceed the academic standards for a Master of Science (Management) Master's Thesis. This includes ensuring that the proposed research:
  - a. Addresses related public literature.

- b. Acknowledges contributing scholars.
  - c. Uses methods that ensure the conclusions are valid and supported.
  - d. Contributes knowledge to management scholarship.
  - e. Has originality and substance.
  - f. Is written in a clear and intelligible manner.
  - g. Shows significant knowledge and grasp of the field.
  - h. Is free from major errors.
9. Students must be notified in writing by the Supervisory Committee the results of the Master's Thesis Proposal Defence, which includes comments, feedback and any corrections for improvement. A copy of this letter must be submitted to the Dhillon School of Business Graduate Programs Office for the student to maintain registration in Management 6100.
10. If unsuccessful, the letter must state required changes. The student will be placed on probation, and is be required to present and defend his or her Master's Thesis proposal again before continuing with the Master's Thesis work. If the second Master's Thesis Proposal Defence is unsuccessful the student maybe required to withdraw from the program.

### **Suggested Master's Thesis proposal format**

**Title:** Specific description of Master's Thesis

**Abstract:** 100-word summary

**Introduction:** Brief introduction to topic area

**Problem Statement:** Goals and objectives of research (what will the study accomplish) and description of the relevance of the research (general introduction and overview)

**Literature Review:** Describes the major studies as they relate to your research question or problem and, in more detail, show how the study fits in the literature and the gap it fills. In other words, the literature is used to support the Master's Thesis proposal.

**Research Question and/or Hypotheses:** Focuses on an issue, a problem, a gap in the knowledge in the field.

**Methods:** Describes how the question will be investigated including: the methods that will be used and how they will be used, and what the data sources are.

**Timeline:** Outlines the steps that will be taken and provides a timeline for finishing each step.

**Budget:** Describes the resources required for the research and how much they will cost. Also indicates where the funds will come from; especially if budget is in excess of the \$750 research fund provided by the program.

**References:** List the sources that were used to develop the Master's Thesis proposal.