

SCHOOL OF GRADUATE STUDIES POLICIES AND PROCEDURES



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School of Graduate Studies Policies and Procedures

University of Lethbridge
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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.
June 26, 2023	Major revision, especially of sections relating to committees and examinations Gender-neutral language used throughout Cleanup of sections relating to specific programs Minor revisions to align with new SGS Portal and related procedures
March 13, 2024	Updates to thesis defence procedures and timelines
April 11, 2024	Minor changes to accommodate new classes of SGS Membership and some clarifications Comprehensive examinations broadened to Assessment of Comprehensive Knowledge; some redundancies removed to facilitate future maintenance of document New requirements for the thesis proposal to contain a disclosure of any planned use of generative AI and a discussion of any ethical issues that may arise in the course of the student's research New requirements for the preamble of the thesis to contain an ethics statement and a disclosure of the use of generative AI, if appropriate Addition of language to permit the use of plagiarism detection software
May 6, 2025	New policy of loss of supervision Minor editorial clarifications
May 23, 2025	Added timelines for CSPT PhD proposal from Calendar
May 21, 2026	Updates to the section on course requirements to accommodate new Applied Studies courses Cleanup to table 3 on supervisory committee composition to clarify intent Language regarding acceptable qualifications for External Examiners added Appendix 5 deleted and relevant text regarding thesis proposal requirements for the Master of Science in Management added to Table 8

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

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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 ¹		
Master of Counselling (Project or Professional Portfolio route)	X			X ²
Master of Education (Capstone route)				X ²
Master of Education (Project route)	X			X ²
Master of Education (Thesis route)	X			X ²
Master of Fine Arts	X			
Master of Health Services Management				X
Master of Music	X			
Master of Nursing (Project route)			X	X ³
Master of Nursing (Thesis route)	X			X ³
Master of Science	X			
Master of Science (Management)	X			X ⁴
Doctor of Philosophy	X			
Doctor of Philosophy (Education)	X			

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

² 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

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

⁴ Until supervisor is determined no later than the end of the first academic term of study

Definitions

Departmental Graduate Education Committee (DGEC): In Arts and Science, a committee associated with a Department plays a role in managing graduate programs, including making admission and funding recommendations, and designating Chairs for certain student committees.

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. 23).

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 their 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 and Applied Studies courses:

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

- No more than one (1) Independent Study or Applied Studies course may be taught by the student's supervisor.
- For Independent Study courses, 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 the student's Supervisory Committee.

Registration, course, and degree requirements

To register in an Independent Study course, contact the relevant graduate program office first. The student must obtain approval from their [Advisor](#) (if applicable) and submit a completed Independent Study Enrolment form (available at the Registrar's Office) to the relevant graduate program office.

For Applied Studies, students register through the Career Bridge office. Registration in an Applied Studies course requires the Advisor's approval.

Note: Applied Studies courses will become available at the graduate level May 1, 2027.

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. Under exceptional circumstances, such a substitution may be recommended by a Departmental Graduate Education Committee or, in Faculties without DGEs, by a Department or Area Chair or equivalent. These requests must be approved by the Graduate Program Committee as well as by the Dean or Dean's designate.

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 and no later than one week 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.

Registration, course, and degree requirements

The student and [Advisor](#)/Supervisory Committee must hold a progress and standing meeting and submit a [Statement of Progress and Standing form](#) no more than four (4) weeks and no later than one week 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

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

Financial FAQ: 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 their circumstances with the [Advisor\(s\)](#).

6. Graduate student responsibilities

NOTE: Some graduate students' rights and responsibilities are mandated by the University and are outlined in the [Graduate Studies Calendar and Course Catalogue](#) as well as in relevant University policies. Contact the School of Graduate Studies (sgs@uleth.ca) for up-to-date information 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. 23.

15. Meet with the [Advisor](#) when requested and provide documentation to report progress and results.
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. Comply with 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).

9. Leave of Absence

When circumstances prevent a student from continuing their 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](#).

Supervisors must:

- Be Members, Associate Members or External/Emeriti Members of the School of Graduate Studies. Only Members can be a student's sole supervisor. Others require a Member as a co-supervisor.
- Be currently active in a research area related to the student's research interest
- Possess research expertise in the student's research area

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.
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. 23**).
16. Help to 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.

12. Discontinuation of supervision/lack of supervisory agreement

Entering into a supervisory relationship is a commitment, on the parts of both supervisor and student, to see a student's program through until the student either completes or exits the program. Under exceptional circumstances however, a supervisory relationship may be discontinued while a student is still enrolled in the program. These decisions are not to be made lightly as they may have serious consequences for the student, including the potential for the student to be required to withdraw from the program if the student is unable to secure a new supervisor. When the discontinuation of a supervisory relationship is contemplated, the procedures of Appendix 1: are to be followed.

In cases where a student is co-supervised, if one co-supervisory relationship is ended, the remaining co-supervisor would normally be expected to assume full supervisory responsibility.

Although the situation is somewhat different, students in programs where the supervisor is assigned post-admission also have a responsibility to secure a supervisor in a timely way. Failure to do so may result in the student being required to withdraw. Students should consult their Graduate Program Office for help and advice on securing a supervisor.

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 Committees, 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

Members of a student's Supervisory Committee may be internal or external to the student's home department or academic unit, with the constraints noted below.

Table 3: Membership of the Supervisory Committee by program

Program(s)	Supervisory Membership Requirements
Master of Arts Master of Science	Chair: The supervisor(s)* Committee members: A minimum of two (2) and a maximum of four (4) committee members, in addition to the supervisor(s). Including the supervisor(s), at least two Supervisory Committee members must be Full Members of the School of Graduate Studies. 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.
Master of Education (Thesis route)	Chair: The supervisor(s)* Committee members: A minimum of two (2) and a maximum of four (4) members, in addition to the supervisor(s). Including the supervisor(s), at least two Supervisory Committee members must be Full Members of the School of Graduate Studies. At least one (1) member must be from the Faculty of Education.
Master of Education (Project route)	Chair: The supervisor(s)* Committee members: A minimum of one (1) and a maximum of two (2) members, in addition to the supervisor(s). At least one (1) member must be from the Faculty of Education.
Master of Fine Arts Master of Music	Chair: The supervisor(s)* Committee members: A minimum of two (2) and a maximum of four (4) members, in addition to the supervisor(s). Including the supervisor(s), at least two Supervisory Committee members must be Full Members of the School of Graduate Studies. - At least one (1) from the same discipline as the program. - At least one (1) from a cognate area.
Master of Nursing (Thesis route)	Chair: The supervisor(s)* The supervisor (or at least one co-supervisor) must be from the Nursing area within the Faculty of Health Sciences. Committee members: A minimum of two (2) and a maximum of four (4) members, in addition to the supervisor(s). Including the supervisor(s), at least two Supervisory Committee members must be Full Members of the School of Graduate Studies. At least one (1) member must be from the Faculty of Health Sciences Nursing Program.
Master of Science (Management)	Chair: The supervisor(s)* Committee members: Two (2) faculty members, in addition to the supervisor(s) - One (1) from the same discipline as the program - One (1) from a cognate area, or from another discipline within the Dhillon School of Business Including the supervisor(s), at least two Supervisory Committee members must be Full Members of the School of Graduate Studies.

Committees

Doctor of Philosophy	Chair: The supervisor(s)* Committee members: A minimum of two (2) and a maximum of four (4) members, in addition to the supervisor(s), who are from a closely cognate area to the program. • At least one Member of the School of Graduate Studies in addition to the supervisor(s) must be from the student's home department or academic unit. For the purposes of this policy, the program in Cultural, Social and Political Thought will be considered to be an academic unit. • Including the supervisor(s), at least two Supervisory Committee members must be Full Members of the School of Graduate Studies.
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*In cases where there is a co-supervision, the co-supervisors are co-chairs. A student may only have two co-supervisors.

Establishment of the Supervisory Committee

Submit the Establishment/Change of Supervisory Committee form through the SGS Portal to the relevant Graduate Program Office for the initial establishment of Supervisory Committee membership. Once a supervisor has been chosen, the supervisor, in consultation with the student, recommends the composition of the Supervisory Committee.

Table 4: Establishment of the Supervisory Committee by program

Program(s)	Supervisory Membership Establishment
Master of Arts	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. 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.
Master of Education (Project Route)	The student is responsible for approaching a prospective supervisor.
Master of Education (Thesis Route)	The student is responsible for approaching a prospective supervisor.
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)	The student's supervisor is identified and approved after completion of Nursing 5110. The supervisor, in consultation with the student, recommends Supervisory Committee members to the Master of Nursing Advisory Committee, no later than eight (8) weeks following completion of Nursing 5110.
Master of Science (majors delivered by the Faculty of Arts & Science)	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. The Supervisory Committee composition recommended by the supervisor is reviewed by the respective Departmental Graduate Education Committee, which then recommends appointment of the Supervisory Committee to the Master of Science Program Committee.
Master of Science (majors delivered by Health Sciences)	The supervisor is identified at the application stage and the other members of the Supervisory Committee are identified and approved no later than two (2) academic terms from the beginning of the student's program. The Supervisory Committee composition recommended by the supervisor is reviewed by the respective Advisory Committee, which then recommends appointment of the Supervisory Committee to the Health Sciences Graduate Program Committee.

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Program(s)	Supervisory Membership Establishment
Master of Science (Management)	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). 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).
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 academic term of the program.

Close personal relationships

A close personal relationship (e.g. immediate family, including common-law relationships) between a supervisor and Supervisory Committee member can create a perception of bias in committee decisions and should be avoided when possible. However, there will be occasions where the expertise of a member is highly desirable in order to support a student through their program. In such cases, the following measures will be put into place:

1. The relationship will be disclosed to the student. The rationale for including a Supervisory Committee member with a close personal relationship to the supervisor will be discussed with the student.
2. The minimum complement of the Supervisory Committee laid out in table 3 will be increased by one member. This policy comes into effect on July 1, 2023 and does not apply to Supervisory Committees formed before this date.

Under no circumstances is a Supervisory Committee member to be a person with a close personal relationship with the supervised student.

Changes to an established Supervisory Committee

Submit the Establishment/Change of Supervisory Committee form via the SGS Portal for changes in 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. 23**).
- 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 students only)

Master of Education 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. 23**).
- 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 Education Project Route on pg. 58**.

16. Comprehensive Examination Committee

(Doctoral students only)

NOTE: Certain departments/program areas have specific requirements for the Comprehensive Examination Committee. Once approved by Graduate Council, these department/area-specific policies take precedence over the procedures described below.

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 designated by the Department/Faculty/School, often a Graduate Coordinator or Chair of a Departmental Graduate Education Committee.
- Members of the student's Supervisory Committee

Establishing the Comprehensive Examination Committee

NOTE: In Departments/program areas that have specific policies for the Assessment of Comprehensive Knowledge, it may be necessary to request the examination more than four (4) weeks in advance.

At least four (4) weeks prior to the scheduled date of a comprehensive examination, unless specified otherwise in approved [program area Assessment of Comprehensive Knowledge guidelines](#), the Supervisor recommends the membership of the Comprehensive Examination Committee to the relevant Graduate Program Committee and submits the [Comprehensive Examination Request form through the SGS Portal](#) 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 for all Comprehensive Examinations in the department/program area; however, this may not be possible for all departments. In cases where there is a potential or perceived conflict of interest, 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, administering and assessing any distinct comprehensive examinations required by a given department or program. The Assessment of Comprehensive Knowledge requirement may in some cases include courses that are evaluated by the course instructor(s).

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 comprehensive examinations. The Chair is responsible for submitting a report on the results of the examination to the relevant Graduate Program Office in a timely way.

The supervisor must provide the Chair with a copy of the student's Thesis Proposal.

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.

An additional examination committee member, who has not co-authored any 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 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. 47**).
- 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

The Internal Examiners are usually the members of the student's Supervisory Committee, including the supervisor(s). If a Supervisory Committee member is unavailable for the thesis examination, an alternate may be appointed on recommendation of the supervisor(s).

External Examiners

Thesis Examination Committees may include a required or optional External Examiner who would be chosen for their expertise in the area of research on the advice of the supervisor via the Final Thesis/Project Examination Request form. When an External Examiner is optional, this examiner is external to the home department/academic unit, and may be either internal or external to the University. In programs where an External Examiner is required, the External Examiner must be external to the University.

For doctoral thesis examinations, the External Examiner will normally hold the rank of Associate Professor or above, have demonstrable expertise in the subject area of the thesis, and have experience in the supervision and examination of doctoral students. Exceptionally qualified individuals who lack experience in doctoral education may be considered at the discretion of the Dean or designate.

The External Examiner must have no academic relationship with the student or the supervisor that constitutes a conflict of interest. A proposed External Examiner will be contacted by SGS with instructions for completing the Conflict of Interest form, to which the Examiner's curriculum vitae must be attached. External examiners are subject to decanal approval.

A conflict of interest will normally be deemed to exist if, within the last five (5) years, the proposed External Examiner

- Co-authored a publication with,
- Collaborated on a research project with,
- Co-authored a grant with,

Committees

- Was a student, postdoctoral fellow, or research supervisor (current or former) of,
- Was a member of the same University as

the (co)-supervisor(s) or student, or if the proposed External Examiner was, at any time,

- A current or former employee/employer,
- A relative,
- A current or former spouse,
- In a business relationship,
- In a personal relationship that could be deemed a conflict of interest,
- In any other position that would create a perceived conflict of interest.

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

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)	There are at least four (4) members on the Thesis Examination Committee: • Chair: A faculty member designated by the Department/Faculty/School, often a Graduate Coordinator or Chair of a Departmental Graduate Education Committee. • Internal Examiners • External Examiner (optional)
Master of Science (majors delivered by the Faculty of Health Sciences)	There are at least four (4) members on the Thesis Examination Committee: • Chair: The Chair of the relevant Graduate Program Committee, or designate. • Internal Examiners • External Examiner (optional)
Master of Education (Thesis route)	There are at least five (5) members on the Thesis Examination Committee: • Chair: A faculty member designated by the Faculty of Education. • Internal Examiners: The supervisor and a minimum of two (2) committee members. • External Examiner (required)
Master of Fine Arts Master of Music	There are at least four (4) members on the Thesis Examination Committee: • Chair: 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 be appointed to serve on a continuing basis for a significant period of time (two (2) to three (3) year academic terms, where possible). • Internal Examiners • External Examiner (optional)
Master of Nursing (Thesis route)	There are at least four (4) members on the Thesis Examination Committee: • Chair: The Chair of the relevant Graduate Program Committee, or designate • Internal Examiners • External Examiner (optional)

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Program(s)	Thesis Examination Committee Membership
Master of Science (Management)	There are at least five (5) members on the Thesis Examination Committee: • Chair: 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. • Internal Examiners • External Examiner (required) The Dhillon School of Business Graduate Programs Committee approves the membership of the Thesis Examination Committee.
Doctor of Philosophy	There are a minimum of 5 members of the Thesis Examination Committee: • Chair: A faculty member designated by the Department/Faculty/School, often a Graduate Coordinator or Chair of a Departmental Graduate Education Committee. • Internal Examiners • External Examiner (required)
Doctor of Philosophy (Education)	There are a minimum of five (5) members of the Thesis Examination Committee: • Chair: 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. • Internal Examiners: The supervisor and at least two (2) members of the student's Supervisory Committee. • External Examiner (required)

Establishment of the Thesis Examination Committee

The Thesis Examination Committee is established following submission of the Final Thesis/Project Examination Request form through the [SGS Portal](#) and final approval by the Dean, Graduate Studies or designate. See [Scheduling the Thesis oral defence](#) 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. 40**).

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. 44**.
- 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.
- Providing prompt feedback post-defence if any revisions are required. Comments to be addressed by the candidate will normally be provided to the candidate via the supervisor within one working day of the 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 ⁵. Students may wish to discuss professional development opportunities with their [Advisor](#)/Supervisory Committee during progress and standing reviews.

Note: Students in the Master of Education are required to submit Progress and Standing Reports only if completing a Project or Thesis, or are out of rotation.

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 \(Supervisor\) form](#) via the SGS Portal 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)

18. Recommendation of program standing

If certain aspects of the student's work require improvement, and either continuation or probation 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, the relevant Graduate Program Committee must review these recommendations, and make a recommendation to the Dean (or Designate) of the School of Graduate Studies. Refer to [Academic probation](#) for further details.

⁵ See appendices for program-specific requirements.

THESIS/PROJECT PROPOSAL

19. Thesis/Project Proposal due dates

Students must complete a Thesis Proposal and submit it through the Thesis/Project Proposal form on the [SGS Portal](#). 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>Final Thesis Proposal due at the start of fourth academic term</i>	Summer (May)	May 31 of second year
	Fall (September)	August 31 of second year
	Spring (January)	December 31 of second year
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 (except Education, and Cultural, Social, and Political Thought)	Summer (May)	April 30 of first year
	Fall (September)	August 31 of first year
	Spring (January)	December 31 of first year
Doctor of Philosophy (Cultural, Social, and Political Thought)	Summer (May)	April 30 of second year
	Fall (September)	August 31 of second year
	Spring (January)	December 31 of second 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 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)	April 30 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

The table below lists minimum expectations. Students are expected to work in collaboration with their supervisor(s) to create a proposal that meets normal disciplinary expectations. There may be cases where this requires a proposal that substantially exceeds the minima listed in the table. The Supervisory Committee has the final authority to determine whether a proposal meets disciplinary standards, keeping in mind the purpose of the proposal, which is to guide the student's thesis research and to maximize the potential for a successful thesis.

The cover page (or first page) of the proposal should give a word count (excluding references) in those programs with a minimum word-count requirement.

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 Education (Project route)	See Master of Education Project Route on pg. 58 . The student discusses the Project topic with their 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.

Thesis/Project Proposal

Program(s)	Requirements
Master of Education (Thesis route)	The student discusses the Thesis topic with their Thesis supervisor and, in conjunction with the Thesis supervisor, prepares a written Thesis proposal outlining the components of the Thesis. The proposal should include: • The rationale for the study; • A literature review; • A working hypothesis or research questions; • Research methodology, design, and procedures; • An examination of the feasibility of conducting the proposed research; • A reasonable number of properly formatted, peer-reviewed references; and • A detailed realistic overall timeline and milestones (e.g., a Gantt chart). See Master of Education Thesis Route on pg. 56. 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)	A minimum of 20 (twenty) double-spaced pages, NOT including title page/figures/tables/references/appendices.
Master of Nursing (Project route)	See Master of Nursing Project Route on pg. 67.
Master of Science (majors delivered by the Faculty of Arts & Science)	A minimum of 5 double spaced pages in length (excluding 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 Sciences (Health Science Majors)	A minimum of 20 (twenty) double-spaced pages, NOT including title page/figures/tables/references/appendices
Master of Science (Management)	Students must complete a Thesis Proposal and submit it through the Thesis/Project Proposal form on the SGS Portal. The Supervisory Committee determines whether the student's proposed research is likely to meet the academic standards of the Master of Science (Management) thesis. In doing so, the Committee assesses whether the research: • engages relevant scholarly literature and appropriately acknowledges sources; • employs rigorous and appropriate methods to support valid conclusions; • contributes original and substantive knowledge to management scholarship; • demonstrates clear, scholarly writing and a strong understanding of the field; and is free from major conceptual, methodological, or technical errors.

Program(s)	Requirements
Doctor of Philosophy (excluding Education)	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: • A literature review; • A working hypothesis; • Methodology and experimental design; • Where possible, preliminary data to assess the feasibility of the proposed research; • A reasonable number of properly formatted, peer-reviewed references; and • A Gantt chart with overall timeline and milestones. Normally the Thesis Proposal will have been thoroughly discussed with and approved by the (co-)supervisor(s) before the student submits and defends it to the members of the Supervisory Committee. 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 role of an observer. During the adjudication following the defence, the supervisor can provide feedback to the committee. 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 (www.ulethbridge.ca/graduate-studies/forms) 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 Studies outlining the revisions. The proposal must be completed to the satisfaction of the Supervisory Committee. Submitted to the relevant Graduate Program Office.
Doctor of Philosophy (Education)	About the Thesis Proposal 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 their first academic term. The proposal will be a <i>minimum</i> of 4,000 words, excluding references) and should include: • A literature review; • A working hypothesis or research questions; • Research methodology, design, and procedures; • An examination of the feasibility of conducting the proposed research; • A reasonable number of properly formatted, peer-reviewed references; and • A detailed realistic overall timeline and milestones (e.g., a Gantt chart). Development of the Thesis Proposal 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. Development of the Thesis Proposal will involve: • Completion of an initial draft of the Thesis Proposal

Program(s)	Requirements
	• Provision of a written review and critique which will guide further development of the Thesis Proposal by the Supervisory Committee • Preparation of a final draft of the Thesis Proposal • A recommendation that the Thesis Proposal proceed to Thesis Proposal Defence by the Supervisory Committee About the Thesis Proposal Defence 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. The Thesis Proposal Defence is a discussion for clarifying methodology, terminology, the research questions, and so on. The supervisor chairs the Thesis Proposal Defence. Scheduling the Thesis Proposal Defence 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 Thesis oral defence. The relevant Graduate Program Office reserves the room and distributes notices to faculty, graduate students, and appropriate guests as suggested by the supervisor. Conducting the Thesis Proposal Defence 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 their work. The student presents the proposal in about 20 to 30 minutes, being certain to include the following information: • The title • Introduction • Background or rationale • Brief summary of the literature review • The research question • The methodology • The plan for analysis The supervisor facilitates a discussion, with the goal of receiving input from those present. Approving the Thesis Proposal 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. 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.

Generative AI may not be used in the development of the thesis proposal except with the explicit consent of the Supervisory Committee. Any planned use of generative AI in the thesis work must be disclosed in the thesis proposal. It is within the ambit of the Supervisory Committee to either approve or disallow the use of generative AI. If a student later wishes to use generative AI in a manner not previously approved by the Supervisory Committee, they must seek the permission of their Committee. If this permission is obtained, a revised thesis proposal must be submitted to SGS that includes a disclosure of the manner in which generative AI is to be used in the research or creative activity.

For proposals describing research involving either human participants or animals, the proposal timelines should take into account the time required to obtain ethics approval. Moreover, any potential ethical issues arising from the proposed research must be discussed within the proposal.

ASSESSMENT OF COMPREHENSIVE KNOWLEDGE

(Doctoral students only)

21. Timing of the Assessment of Comprehensive Knowledge

See the [Graduate Studies Calendar and Course Catalogue](#) for expected completion times of the Assessment of Comprehensive Knowledge.

22. Assessment of Comprehensive Knowledge

The student's comprehensive knowledge will be assessed both within their specific area of research and more broadly in their field of study.. This assessment will involve both written and oral components. Each program area may formulate their own guidelines 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](#).

Assessments of comprehensive knowledge have the following components:

Table 9: Components of an assessment of comprehensive knowledge

Component	Description
Written Component	- Tests the student's knowledge in their field of study. - May involve either of - One or more examinations developed by the Comprehensive Examination Committee and administered by the Chair of that committee; or - Coursework specified by the Department or program area designed to round out a student's background.
Oral Component	- 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. - Developed by the Comprehensive Examination Committee and administered by the Chair of that committee. - A maximum of two (2) hours long.

During a written component of a comprehensive examination (whether in person or take-home), questions about the examination, including but not limited to questions about the topics or specific requirements of the examination, can only be asked by the student via the Chair of the examination committee.

The Chair of the Comprehensive Examination Committee reports the examination results using the [Comprehensive Examination Assessment form](#) within one business day.

23. Assessing the Comprehensive Examination

This section applies to the evaluation of either a written comprehensive exam or of the oral component. A coursework component of a comprehensive knowledge assessment will be subject to the normal rules for assessing courses.

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.

THESIS

24. 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.
- In the event that some of the work described in the thesis was not completed by the student (e.g. some experiments were completed by others), or that the student received substantial assistance in some aspect of the work described (e.g. operating specialized equipment, or advanced data interpretation), this assistance must be clearly acknowledged.
- The student is responsible for writing their 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.

25. Types of Thesis Documents⁶

A thesis document may be presented in one of four types of organizational structure: (a) Traditional/Chapter-based Thesis, (b) Manuscript-based Thesis, (c) Research-creation Thesis, or (d) Portfolio-style Thesis. The student and the supervisor/s should start their discussion early in the thesis work 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, the thesis document must clearly demonstrate the student's scholarly efforts and must include both introduction and conclusion chapters. Each type of thesis document may incorporate Indigenous Knowledge that is germane to the thesis work.

A table summarizing the attributes of each type of thesis document is presented below the description for the Portfolio-style Thesis.

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.

⁶ 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.

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 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 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.

d) Portfolio-style Thesis:

This type of thesis typically includes a compilation of products/components related to the student's research work. Written permission from the Supervisory Committee and the Dean of the School of Graduate Studies is required when pursuing an alternative thesis model using unknown or uncommon methodology. This written permission is required prior to initiating the research (e.g., thesis proposal stage).

The Portfolio-style Thesis may be comprised of a variety of research works such as applied work, creative work, digital work, experiential work, entrepreneurial work, and/or a combination of these works. Potential outcomes of this type of thesis include:

- policy reports and/or papers,
- knowledge mobilization to the media, communities or other groups,
- publicly available resources (e.g., apps, art, comics, documentaries, music, novels, web tools),
- inventions, prototypes, business plans, patents or other technology licenses,
- educational programs, course materials, or assessment measures, translations,
- oral histories,
- cultural creations,
- artifacts from festivals or exhibitions,
- digital artifacts (e.g., animation, webpages, interactive portals, software).
- special issues resulting from curating/managerial editing practices (e.g., oral history archives, literary magazines), and
- special issues resulting from original productions (e.g., performing arts, galleries, museums, archives, libraries, and/or literary magazines).

The Portfolio-style thesis must include:

- (1) an Introduction or Overview section that outlines:
 - a) a comprehensive review of the relevant literature;
 - b) the placement or fit of the research work into the larger context of the student's field/s or discipline/s;
 - c) objective/s of the student's thesis research work; and
 - d) a statement that explains the outline and coherence of chapter/s or section/s to follow the Introduction or Overview.
- (2) a Summary or Discussion/Conclusion section unifying all the research products presented cohesively.

Table: Types of Thesis Documents

Type of Thesis Document	Introduction Chapter	Chapters Organization	Conclusion Chapter	Reformatting / Format Regulations / Additional Requirements	Permission of Supervisory Committee Members
Traditional / Chapter-based Thesis	Required	Chapters – single area of research Typically a monography structure	Required	Format Regulations: SGS Format regulations required	
Manuscript-based Thesis	Required	Collection of papers/manuscripts submitted or accepted for publication Graduate student is the primary author or co-author or one of the primary authors; majority of writing completed by graduate student Framed/conceptualized into one cohesive manuscript based on single area of research Logical progression between chapters	Required	Reformatting: Reformatting required to align with SGS required format regulations Format Regulations: SGS Format regulations required Additional Requirements: Follow Published Papers/Manuscripts and Copyrighted Materials included in Thesis section	Required
Research-creation Thesis	Required	Contain creative work completed by the graduate student Composed of two components: research project/lecture or recital and support paper	Required	SGS Format regulations required	

Type of Thesis Document	Introduction Chapter	Chapters Organization	Conclusion Chapter	Reformatting / Format Regulations / Additional Requirements	Permission of Supervisory Committee Members
Portfolio-style Thesis	Required Included: Comprehensive review of relevant literature Placement or fit of research work into larger context of student's field/s or discipline/s Objective/s of student's thesis research work Statement explaining outline and coherence of chapter/s or sections	Compilation of products/components related to student's research work	Required	SGS Format regulations required Unification of all research products presented cohesively	Written permission required by Supervisory Committee members and SGS Dean, or Designate prior to initiating research

26. 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 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. If a paper does not have a single graduate student as the primary author, only those parts of the paper written by the graduate student may be included verbatim in the thesis. See (iii) below.
- 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. In the event that a student wrote a part of a paper but was not the single primary author, the student may include sections they wrote verbatim but must paraphrase others' contributions. If a student participated in a research study that was part of their thesis work but the student was not the primary author, they will write up their contribution as a conventional thesis chapter, paraphrasing others' contributions as appropriate. In either case, contributions by co-authors must be clearly acknowledged within the chapter and in the preface.
- iv. 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).
- v. 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.
- vi. 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.
- vii. 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 jointly with [names of collaborators, including supervisor as appropriate]. I was responsible for [specify activities]. [Name of co-author] carried out [specify activities].

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

- viii. 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.
- ix. 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, copyrighted tables, 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.

27. Ethics statement

If the research for your thesis required ethics approval, an ethics statement must appear in the preamble of your thesis. The ethics statement, which appears on a separate page according to the [Thesis/Project Format Guidelines](#), should take the following form:

Work described in this thesis received research ethics approval from the University of Alberta Research Ethics Board, Project Name "TITLE", No. 12345, DATE.

or, if the work in the thesis is covered by multiple ethics approvals:

Work described in this thesis received research ethics approval from the University of Alberta Research Ethics Board under the following applications:

Title	Number	Date

28. Use of generative AI

The use of generative AI in any aspect of the production of a thesis/project must be disclosed in the preamble on a page with the following heading: "Uses of Generative AI in this Work". This page will explain how, where and why generative AI was used in the research presented or in the writing of the thesis. This does not apply to theses or projects where generative AI was clearly the object of study and was not otherwise used. Examples of uses of generative AI that must be disclosed are: use of generative AI in organizing a literature review, in generating hypotheses or research plans, or in composing the text of the thesis or editing it. This list is not exhaustive. The student's Supervisory Committee should be consulted if any questions arise about appropriate use of this technology.

The use of generative AI in no way diminishes a student's responsibility for the contents of the thesis. Students must verify that the material in the thesis is factual and that citations are correct.

The undisclosed use of generative AI in the creation of a thesis is an academic offence.

29. Plagiarism detection

The School of Graduate Studies reserves the right for its staff and Members to use plagiarism detection software at any stage of the development of a thesis, from the proposal to the final submitted thesis. Plagiarism detection software will normally be operated in a mode that does not add the student's work to the software provider's database.

THESIS, PROJECT, AND CAPSTONE FORMAT REGULATIONS

30. 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.

31. 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/revised 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.

32. 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

33. Thesis oral defence

When the Thesis is complete, the candidate must defend it in an oral examination. The student informs the [Advisor](#) that they are 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:

Prior to the proposed scheduled defence, the Final Thesis Examination Request form is submitted through the SGS Portal for review and approval by either the Supervisor/Co-supervisor or student. Normally, the Final Thesis Examination Request is submitted by the Supervisor/Co-supervisor.

Components of the Final Thesis Examination Request

Component	Responsibility
The composition of the Thesis Examination Committee, including written rationale for the choice of External Examiner.	Supervisor/Co-supervisor
The schedule of the Thesis oral defence in consultation with all members of the Thesis Examination Committee, including the Chair.	Supervisor/Co-supervisor
The final and complete PDF version of the Thesis	Student

After the Final Thesis Examination Request form is submitted, students may not revise the Thesis until after the defence.

If an External Examiner will be included in the Thesis Examination Committee, the Request for External Examiner / Conflict of Interest form must be submitted through the SGS Portal at least six (6) weeks prior to the proposed examination date.

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.

Master's degree program timeline for scheduling the Thesis oral defence

Activities	Responsibility	Deadlines/Duration
1. If applicable, identification of the proposed External Examiner and submission of the Request for External Examiner / Conflict of Interest form.	Supervisor/Co-supervisor	At least six (6) weeks prior to the proposed scheduled defence.

Thesis defence

2. Submission of Request for Thesis Examination form via the SGS Portal, attaching the Thesis.	Supervisor/Co-supervisor or Student	At least five (5) weeks prior to the proposed scheduled defence.
3. 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*	Normally, less than one (1) week after the Request for Thesis Defence form is submitted.
4. The Notice of Final Thesis Examination is sent to respective stakeholders as per program-specific requirements. The examination of materials explaining the Thesis review process and evaluation criteria, and the PDF copy of Thesis are forwarded electronically to Thesis Examination Committee members, the graduate student, and the relevant Program Chair.	Graduate Program Office	Normally, three (3) to four (4) weeks prior to the date of defence.
5. 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**
6. Submission of completed confidential Assessment of Readiness to Defend form to the Thesis Examination Committee Chair**	Members of Thesis Examination Committee (except of 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.

Doctoral-level programs (excluding Education)

Thesis defence

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

Components of the Final Thesis Examination Request

Component	Responsibility
The composition of the Thesis Examination Committee, including written rationale for the choice of External Examiner.	Supervisor/Co-supervisor
The schedule of the Thesis oral defence in consultation with all members of the Thesis Examination Committee, including the Chair.	Supervisor/Co-supervisor
The final and complete PDF version of the Thesis	Student

Doctoral degree programs timeline for scheduling the Thesis oral defence

Activities	Responsibility	Deadlines/Duration
1. Identification of the proposed External Examiner and submission of the Request for External Examiner / Conflict of Interest form.	Supervisor/Co-supervisor	At least six (6) weeks prior to the proposed scheduled defence.
2. Submission of Request for Thesis Examination form via the SGS Portal, attaching the Thesis and, if applicable, identification of the proposed External Examiner, submission of their curriculum vitae, rationale, and completed Conflict of Interest form.	Supervisor/Co-supervisor or Student	At least six (6) weeks prior to the proposed scheduled defence.
3. 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*	Normally, less than one week after the <u>Request for Thesis Defence form is submitted</u>
4. The Notice of Final Thesis Examination is sent to respective stakeholders as per program-specific requirements. The examination of materials explaining the Thesis review process and evaluation criteria, and the PDF copy of Thesis are forwarded electronically to Thesis Examination Committee members, the graduate student, and the relevant Program Chair.	Graduate Program Office	Normally, four (4) to five (5) weeks prior to the date of defence.
5. 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**

Thesis defence

6. Submission of completed confidential Assessment of Readiness to Defend form to the Thesis Examination Committee Chair	Members of Thesis Examination Committee (except of the Chair)	At least one (1) week before the scheduled Thesis oral defence
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Normally, activities 2 and 3 occur within the same week.

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.

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

Activities	Responsibility	Deadlines/Duration
1. Submission of Request for Thesis Examination form via the SGS Portal, attaching the thesis 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.
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, 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 Thesis Examination Committee Chair	Members of Thesis Examination Committee (except of the Chair)	At least two (2) weeks before the scheduled Thesis oral defence

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

Thesis defence

Table 10: 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 26	July 30	August 15	Summer term	October	October
Master of Fine Arts						
Master of Music	October 20	November 24	December 8	Fall term	February	May/June
Master of Nursing						
Master of Science	February 24	March 31	April 14	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 13	July 25	August 15	Summer term	October	October
	October 13	November 24	December 8	Fall term	February	May/June
	February 9	March 23	April 14	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 11: 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.

34. 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 scheduled for a period of two (2) hours, excluding the public presentation. The defence will be rescheduled if a required external examiner is unable to attend. The procedure to follow should another examination committee member be unable to attend (including an external examiner in those programs where the external examiner is optional) is outlined below.

The procedure for conducting the Thesis oral defence is as follows:

c) Introduction

The Thesis Examination Committee Chair:

1. Welcomes all in attendance
2. Introduces the student

3. 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
4. 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
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. In disciplines where this has become the practice, asks the supervisor (or one of the co-supervisors) to introduce the student.
9. 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. Otherwise, the Chair reminds the audience that they are to be quiet spectators, and must remain in the room until the completion of the examination.

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 their questions in turn. Examiners should engage in questioning, and should not spend significant time commenting on the thesis.
2. The Chair invites questions from:
 - a. The External Examiner, if applicable;
 - b. The Internal Examiners; 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, until either the examiners have no further questions or the maximum time has been reached. 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 them 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:

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.

The motion is discussed, 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 by a simple majority vote provided the External Examiner does not cast a dissenting vote.

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 by a simple majority vote provided the External Examiner does not cast a dissenting vote.

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.

In the event that the discussion suggests that the thesis is of high quality, the Chair will facilitate a discussion about the possibility of nominating the student for the appropriate Medal of Merit. These discussions are confidential and will not normally be disclosed to the student, regardless of the outcome.

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.

35. 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.

36. After the Thesis oral defence

1. Immediately following the Thesis oral defence, the Chair completes the Thesis/Project Examination Report form and submits this form via the SGS Portal.
2. The student completes any required revisions to the Thesis and informs the supervisor that the revised Thesis is ready for their review. *Students are required to remain continuously enrolled in their programs until the thesis has received final approval from the Dean.*
3. When the [Advisor](#) and Thesis Examination Committee (if necessary) are satisfied with the revisions made to the Thesis, the [Advisor](#) completes the Recommendation of the Award of the Degree form via the SGS Portal. This form goes to the Dean of Graduate Studies for final approval.
4. If requesting an embargo to delay the publication of the Thesis, refer to **Embargo Policy on page 48**.
5. When the relevant Graduate Program Office receives the signed copy of the Recommendation of the Award of the Degree form from the supervisor and the student's up-to-date curriculum vitae, 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.
6. The student may then access their e-thesis account and submit their PDF copy of the Thesis. [Instructions for submitting a PDF copy of the Thesis](#) via the e-thesis system are available online.
7. The relevant Graduate Program Office completes a review of the PDF copy of the Thesis.
8. The Dean of Graduate Studies completes a review of the PDF copy of the Thesis, and if there are no further revisions required, approves 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

37. 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 12: Application for graduation deadlines

Term of Completion	Application Deadline	Outstanding Document Deadline	Withdrawal of Application Deadline
Spring	March 1	April 30	April 26
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.

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) 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.

38. Confirming the Graduation

Graduate Council approves graduands⁷. 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](#).

⁷ Candidates for a degree.

APPENDIX 1: DISCONTINUATION OF A SUPERVISORY RELATIONSHIP

39. Procedures for assessment and potential discontinuation of a supervisory relationship

Entering into a supervisory relationship is a commitment, on the parts of both supervisor and student, to see a student's program through until the student either completes or exits the program. Under exceptional circumstances however, a supervisory relationship may be discontinued while a student is still enrolled in the program. These circumstances include

- The supervisor leaves the University's employment or suffers a serious illness that requires them to step away from their duties supervising students. Particularly for supervisors who leave the University for reasons other than illness, co-supervision should be considered to provide the student some degree of continuity. If co-supervision is not possible, the academic unit in which the student is enrolled will make all reasonable efforts to assist the student in finding a new supervisor.
- A change in the student's research directions so substantial that the current supervisor is unable to direct the student's research. Such a major change may only be undertaken with the approval of the relevant Graduate Program Committee, who will require evidence (including an updated research proposal) that the new research direction is sustainable and can be supported by the relevant unit. At the discretion of the relevant Program Committee, a student may be required to take additional courses, repeat assessments or, in some cases, to reapply for admission to the program.

A change in research directions requiring a change in supervision should normally be avoided by having the student and supervisor work closely together in developing the research proposal. Adding a co-supervisor will often be preferable to discontinuing the supervisory relationship.

- Irreconcilable interpersonal conflicts. A change in supervision would, in almost all cases, follow reasonable efforts to resolve the conflict. In extreme cases, procedures described in University policies on Harassment and Discrimination, Sexual and Gender-Based Violence Prevention, or the Student Code of Conduct may take precedence over conflict resolution procedures described herein.

A supervisory relationship may **not** be discontinued for any of the following reasons:

- Inadequate student progress. Supervisors have a responsibility to organize progress and standing meetings on a regular basis where guidance can be provided to students who are struggling. However, when a student is making inadequate progress, documented in Progress and Standing reports, supervisory committees have the responsibility to recommend withdrawal from the program.
- Loss of research funding. When a supervisor has made funding commitments in good faith but research funding that previously supported graduate students and their research is lost, they are encouraged to discuss their situation with their Faculty Dean, the Office of Research Services, and the School of Graduate Studies.

Discontinuation of a supervisory relationship

In all cases, discontinuation of a supervisory relationship requires the approval of the Dean of SGS in consultation with the Dean to whom the supervisor reports.

Unless a different procedure is to be followed based on University policies and to the extent that circumstances allow, the following steps must be taken prior to considering discontinuation due to interpersonal conflict:

- The supervisor or student must document and communicate with each other concerns that might lead either to seek discontinuation of the supervisory relationship. Copies of these documents may be requested by the DGEC Chair, Program Coordinator or Associate Dean at a later stage in the process.
- The supervisor or student will discuss their concerns with
 - Other members of the supervisory committee.
 - The DGEC Chair (where this position exists), Program Coordinator or Associate Dean of the Faculty where the student and supervisor are based.
- In consultation with the supervisory committee, DGEC Chair, Program Coordinator or Faculty Associate Dean, as appropriate, the student and supervisor will normally seek solutions that do not involve discontinuation of the supervisory relationship. These may include
 - Mediation by a third party, e.g. a DGEC Chair or Program Coordinator.
 - Appointment of a co-supervisor who will facilitate communication between the student and the original supervisor.
 - Greater involvement of one or more supervisory committee members in various aspects of a student's program.
 - Directing a student to appropriate supports (Counselling Services, professional development, etc.).
 - Directing a supervisor to appropriate supports (counselling, mentorship, SGS workshops, etc.).

A similar procedure, with appropriate adaptations, should be followed if a student wishes to pursue a major change in research directions that the supervisor cannot support. In particular, there is a responsibility on the part of both student and supervisor to communicate about both the reason(s) for pursuing a new direction and the supervisor's concerns about the change, to consult widely before committing to a new research direction, and to seek solutions that do not require the supervisor to exit the supervisory relationship.

Absent alternative resolution, and with the approval of the Dean of SGS, the supervisory relationship will be discontinued. The effective date of discontinuation will be the date on which notification is sent from the Dean of SGS to the student and supervisor. This notification initiates a four-month period during which

- The student must find themselves a new supervisor. The remaining members of the supervisory committee, supported by the DGEC Chair, Program Coordinator or Faculty Associate Dean, will provide advice to the student and may facilitate conversations with potential supervisors, but the onus is on the student to secure a new supervisor.
- The Chair of the DGEC, Program Coordinator, Faculty Associate Dean or delegate will be appointed as interim supervisor in order to ensure continuity of process. The duties of the interim supervisor will be limited to
 - Facilitating access to relevant and necessary facilities during the transition period (e.g. office space).
 - Ensuring that the student is aware of the timeline for securing a new supervisor. This will typically require periodic check-ins.
 - If a new supervisor is found during the four-month period, ensuring that the change of supervisory committee form is properly filled out and submitted.
 - If the student is unable to find a new supervisor, entering a Progress and Standing recommendation of "required to withdraw" at the conclusion of the four-month period.

If a student is unable to secure a new supervisor during the four-month period, they would normally be required to withdraw from the program immediately. However, with the permission of the Dean of SGS, a student may be allowed to stay in the program until the end of the current academic term in order to complete any courses in progress.

40. Funding

- If the supervisor has left the University without making arrangements for continued support of the student, any funding commitments made by the supervisor in the letter of offer or in subsequent written communications with the student will be honored during the four-month transition period.
- If the supervisor initiated the separation, the supervisor will continue to provide any funding to which they had previously committed during the four-month transition period.
- If the supervisory relationship is being discontinued at the student's request or due to a student-initiated change in research directions, neither the supervisor nor the University is obligated to continue funding to which the supervisor had previously committed. However, these situations may be reviewed on a case-by-case basis by SGS.

APPENDIX 2: MASTER OF COUNSELLING AND MASTER OF EDUCATION

41. 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 their knowledge by developing a question or topic related to their 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.

- 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 they should be able to show that they have 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. 39**.
- 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. 39**)

Grading

Grading of the Capstone is Pass/Fail.

Key deadlines for Capstone route

Table 13: 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

42. 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. 9**), as well as the responsibilities of the Supervisory Committee (see **Supervisory Committees on pg. 14**). If the Thesis option is chosen, the student must first establish a Supervisory Committee.

Establishing the Supervisory Committee

The Establishment/Change of Supervisory Committee form is submitted via the SGS Portal. The Supervisory Committee must be approved prior to commencing the Thesis (see **Supervisory Committees on pg. 14**).

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. 25**).

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. 25**).

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 and submits the Thesis/Project Proposal form, attaching the proposal. The student may not proceed with the study until the Thesis Proposal has been approved.

Approval by the University of Alberta Research Ethics Board

Following approval of the Thesis Proposal, any study involving human participants must receive approval from the University of Alberta Research Ethics Board (REB).

Conducting the study

After receiving approval from the REB, 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. 39)

Establishing the Thesis Examination Committee for the Thesis oral defence

The Final Thesis/Project Examination Request form is submitted via the SGS Portal. This form lists 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 be submitted to the Education Graduate Program Office (see **Thesis Examination Committee** on pg. 20).

Holding the Thesis oral defence

For details on scheduling and holding the Thesis oral defence see **Thesis Defence** on pg. 40 and **Table 10: Recommended dates to submit request for Thesis oral defence by program** on pg. 44.

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 Thesis are completed, the Thesis supervisor submits the Recommendation of the Award of the Degree form via the SGS Portal. 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). See **Graduation on pg. 49**.

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 10: Recommended dates to submit request for Thesis oral defence by program on pg. 44**).

43. 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. 9**), as well as the responsibilities of the Supervisory Committee (see **Supervisory Committees on pg. 14**). 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

The Establishment/Change of Supervisory Committee form is submitted via the SGS Portal. The Supervisory Committee must be approved prior to commencing the Project Thesis (see **Supervisory Committees on pg. 14**).

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. 23**).

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. 25**).

Once the student makes any appropriate changes and additions to the Project Proposal and the Supervisory Committee has formally approved the Project Proposal, the Thesis/Project Proposal form is submitted via the SGS Portal, with a copy of the proposal attached. The student may not commence the study until the Project 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 University of Alberta Research Ethics Board (REB).

Conducting the Project

After receiving approval from the REB, 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. 39**).

Submission of Final Documents

Once the required revisions to the Project are made to the satisfaction of the Supervisory Committee, the Project supervisor submits the Recommendation of the Award of the Degree form. 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). See **Graduation on pg. 49**.

Key Deadlines for Project Route

Table 14: 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
	November 30	Fall term	February	May/June
	March 31	Spring term	May/June	May/June

44. Master of Counselling Professional Portfolio Route

The Professional Portfolio supervisor

CAAP 6697 is offered according to schedules for the Master of Counselling cohorts. One (1) faculty member will coordinate and supervise students registered in the Professional Portfolio course.

About the Professional Portfolio

The Professional 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. Reflective tasks will be integrated into each student’s Professional Portfolio; the Portfolio is an expression of who the student is as a counselling psychology professional and should reflect their voice. The student will have opportunities to integrate artifacts and examples that demonstrate their 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.

Registering in the Professional Portfolio

Students register in the Professional Portfolio in the final academic term of their program.

Grading

Grading of the Professional Portfolio is Pass/Fail.

Key deadlines for Professional Portfolio route

Table 158: Key deadlines for Professional Portfolio route

Program	Submit Professional Portfolio within:	Complete program within:	Degree conferred:	Convocation:
Master of Counselling	Spring term	Spring term	May/June	May/June

APPENDIX 3: MASTER OF HEALTH SERVICES MANAGEMENT

45. 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.

46. 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. 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.

47. 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.

48. 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.

49. 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 4: MASTER OF NURSING

50. Master of Nursing Additional Student Responsibilities and Entitlements

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 coursework, the project, or thesis. 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.

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 Project will not entail collection of data from individuals and will not require approval by the University of Alberta Research Ethics Board (REB). 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 Advisory Committee.

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 University of Alberta Research Ethics Board (REB), 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.

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 final project paper, 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. 39 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.

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 class meeting, students will present Project ideas and receive feedback from the course instructor and colleagues.

During the second class 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. The presentation will be designated as Pass/Fail according to a rubric found in the Nursing 5150 course outline.

In addition, students will be required to submit a written version of the Project Proposal as one of the major assignments for Nursing 5150. The project proposal assignment will be designated as Pass/ Fail according to a rubric found in the Nursing 5150 course outline. The proposal must adhere to the **Thesis, Project, and Capstone Format Regulations**. See below for information about what the written form of the Project Proposal will include.

Table 16: Master of Nursing Project Proposal structure

Section 1: Introduction	A brief one (1) to two (2) page description of the nursing practice problem that the Project addresses, and the purpose of the Project.
Section 2: Review of relevant literature and nursing evidence	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).
Section 3: Project description	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 they are 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 17: Master of Nursing Final Project Paper format

Section 1: Introduction	A brief one (1) to two (2) page description of the nursing practice problem that the Project addresses, and the purpose of the Project.
Section 2: Review of relevant literature and nursing evidence	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).
Section 3: Project description	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).
Section 4: Reflection	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)
Appendix: The project deliverable	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. 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. Format regulations for the final Project Paper are described in **Thesis, Project, and Capstone Format Regulations** on pg. 39.

53. Master of Nursing Thesis Route

Selecting and Appointing the Supervisor

If the student chooses the Thesis route, they 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.

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 their proposed research during the Nursing 5160 - Thesis Proposal Seminar.

Thesis Proposal

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, they should consult with their supervisor and/or the University of Alberta Research Ethics Board (REB) review coordinator at the University.