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# Graduate Programs in Education Policies & Procedures

University of  
Lethbridge



School of Graduate Studies



# Graduate Programs in Education Policies and Procedures

The University of Lethbridge, Lethbridge, Alberta, Canada

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Version 1.6, April 2014

University of  
Lethbridge



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## Part 1: About the M.Ed./Master of Counselling Programs

### 1. Master of Education Program Grid

#### Degree

Master of Education (M.Ed.)

#### Major

General

Counselling Psychology

Educational Leadership

### 2. Master of Education (General)

The Master of Education (General) program is intended for practicing educators. While the majority of candidates for the degree will be pursuing careers within the educational system, the program is also available to those candidates whose teaching experience and credentials apply to other educational contexts. The degree and major awarded is the M.Ed. (General).

Except for four core courses, which are common to all candidates, the program is designed to reflect a theme of study within the context of the professional educator. The core of the program common to all candidates is based on the principle that professional educators should understand the evolution of theory and practice in education, curriculum, educational research, and teaching, and should be able to analyze, interpret, critique, and advance current thinking, particularly within the context of their own practice.

The theme of the student's program is also reflected in a required thesis, project, or capstone that contributes to the advancement of knowledge and practice through scholarly activity, reflection, or creative work.

Students are admitted to the M.Ed. (General) program on a cohort basis. Admission is limited by quota and therefore competitive.

### 3. Master of Education (Counselling Psychology)

The M.Ed. (Counselling Psychology) program provides training for individuals who want to develop professional skills and certification in counselling psychology. The emphasis of the program is on the provision of training in counselling psychology for people who aspire to work within educational, community or private practice settings. The degree and major awarded is the M.Ed. (Counselling Psychology).

The program is designed to prepare you for a career as a Canadian Certified Counsellor or Registered Psychologist. Applicants should be aware that upon the successful completion of the program the registration process is regulated. Please refer to the College of Alberta Psychologists (CAP) website for further information on becoming a Registered Psychologist in Alberta : <http://www.cap.ab.ca>. Please refer to the Canadian Counselling and Psychotherapy Association (CCPA) website for further information on becoming a Canadian Certified Counsellor: <http://www.ccacc.ca>.

Students are admitted to the Counselling Psychology program on a cohort basis. Admission to this program is limited by a quota and therefore competitive.

#### 4. Master of Education (Educational Leadership)

The Master of Education (Educational Leadership) program prepares educators for key school leadership careers. A cohort group takes the four core courses, which are modified to accommodate a leadership perspective. The balance of the program is made up of a combination of classroom and field-based courses, and a culminating activity. Program content is developed around educational leadership standards emerging from current theory and practice. The degree and major awarded is the M.Ed. (Educational Leadership).

Students are admitted into the M.Ed. (Educational Leadership) program on a cohort basis. Admission to this program is limited by a quota and therefore competitive.

#### 5. Master of Counselling Program Grid

**Degree**

Master of Counselling (M.C.)

**Major**

Applied Psychology

**Specialization**

Counselling Psychology

#### 6. Master of Counselling

The Master of Counselling program is a blended delivery, course-based program designed to prepare students for a career as a Canadian Certified Counsellor or Registered Psychologist. The program provides a balance of theory and practice, designed to give students a solid background in the philosophical and theoretical foundations of counselling psychology coupled with practical counselling skills and strategies essential for working with a range of clientele using varied intervention methods. The Master of Counselling program is delivered through online and face-to-face components (summer institutes and practicum seminars). The degree awarded is the Master of Counselling (M.C.).

Applicants should be aware that upon the successful completion of the program the registration process is regulated. Please refer to the College of Alberta Psychologists (CAP) website for further information on becoming a Registered Psychologist in Alberta: <http://www.cap.ab.ca>. Please refer to the Canadian Counselling and Psychotherapy Association (CCPA) website for further information on becoming a Canadian Certified Counsellor: <http://www.ccacc.ca>.

#### 7. Program Exit Routes

The **M.Ed. program** has three exit routes: (1) **thesis**; (2) **project**; or (3) **capstone**.

The **thesis route** is appropriate for students who enjoy research, can work well independently, and have a desire to explore a topic in depth. Through this experience, students complete in-depth research, work on a topic over an extended period, and contribute to the literature.

Students who will pursue doctoral studies may find it advantageous to have the experience of completing a Master's thesis before embarking on a Ph.D. dissertation. Students contemplating doctoral work should contact institutions to confirm admission requirements.

Many students ask how long it takes to complete a thesis. Data indicates that M.Ed. students take an average of five to six terms to finish their thesis.

The **project route** may be more appropriate than a thesis for students with less time to devote to scholarly activity.

The **capstone route** uses a supervision model that provides structured timelines, instructor feedback, and collegial support. The capstone assists students in integrating the discrete knowledge and skills they have acquired into a whole greater than the sum of its parts. There are three components to the capstone: the question, the response, and the presentation.

The **Master of Counselling program** has two exit routes: (1) **project**; or (2) **portfolio**.

The **project route** allows students to complete an independent project as the culminating activity. The project may be theoretical or applied, shall be relevant to the practice of counselling or counselling psychology, and shall demonstrate a depth of knowledge and understanding of the discipline, as well as the student's area of specialization.

The **portfolio route** engages students in a variety of independent and highly interactive opportunities to clearly articulate your strengths and "growing edges" related to self-growth and counsellor skills/abilities. The reflective tasks will be integrated into a professional portfolio; the portfolio is an expression of who you are as a counselling psychology professional and should reflect your voice. You will have opportunity to integrate artifacts and examples that demonstrate your 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 your ongoing professional development.

## Part 2: Admission, Registration, & Degree Requirements

**NOTE:** For complete admission and degree requirements, see *The University of Lethbridge Graduate Studies Calendar, Master of Education and Master of Counselling Programs*.

### 8. Applying for Admission

Applicants should begin work on the application package as soon as possible. The deadline for application is **December 1** for summer term. (Note that applicants to the M.Ed. (Counselling Psychology) are admitted only in alternate Summer semesters.)

**Table 1: Master of Education Program Application Procedure**

<b>STEP 1 - Applicant submits the application online by the application deadline date</b>	The following required admission decision documents must be submitted via the online application system, available at <a href="http://www.uleth.ca/graduatestudies/apply">www.uleth.ca/graduatestudies/apply</a> :
	Unofficial academic transcripts      Admission decisions may be made on the basis of unofficial transcripts submitted via the online application system.
	Three references      Contact information for three referees who are willing to submit a confidential assessment via the online system. <ul style="list-style-type: none"> <li>• One referee under whom the applicant has studied at the university level.</li> <li>• Two referees with whom the applicant has worked professionally, preferably referees who have served in a supervisory capacity.</li> </ul>
	Curriculum Vitae (c.v.)      The applicant's c.v. includes academic background, work experience, awards, scholarships, and publications.
	Letter of intent      The Letter of Intent indicates the applicant's reasons for applying (e.g., the nature of interest in the program and the intended career outcome upon completion).
	English Language Proficiency      Evidence of English Language Proficiency (ELP) is required if the applicant's first language is not English (see "English Language Proficiency for Graduate Students" on page 71 of the UofL Graduate Studies Calendar).
	Additional documentation      If additional documentation is required, the Office of Graduate Studies and Research in the Faculty of Education will contact the applicant.
	Submission Process      Completion of the online application form requires uploading the required admission documents, providing referee names and contacts, and paying the application fee by Midnight (MST/MDT) on the deadline date (see Table 1, "Application Deadlines," on page 50 of the UofL Graduate Studies Calendar).  By submitting this application, applicants authorize the University of Lethbridge to request transcripts on their behalf from institutions participating in ApplyAlberta (Alberta Post-Secondary Application System).
<b>STEP 2 - Applicant arranges for official documents</b>	Official transcripts, including proof of graduation for the baccalaureate degree and transcripts of all post-baccalaureate work, if any, are required prior to course registration.  Applicants, who have attended or are currently attending institutions NOT participating in ApplyAlberta, must arrange to have official transcripts sent directly from the issuing institution to the Admissions Office. A list of participating institutions is available at <a href="http://www.applyalberta.ca">www.applyalberta.ca</a> .
<b>STEP 3- Admission decision process</b>	The Selection Committee reviews the application and may interview short-listed candidates. The Selection Committee makes a recommendation on admission to the Graduate Programs in Education Committee.  The Office of Graduate Studies and Research in the Faculty of Education unofficially informs the applicant of the Graduate Programs in Education Committee's decision. Official admission decisions will be sent electronically by the Admissions Office. Applicants will be notified of their official admission status by the Admissions Office no later than April 1. Successful applicants will be advised of registration procedures at that time.

Table 2: Master of Counselling Program Application Procedure

<b>STEP 1 - Applicant submits the application online by the application deadline date</b>	The following required admission decision documents must be submitted via the online application system, available at <a href="http://www.uleth.ca/graduatestudies/apply">www.uleth.ca/graduatestudies/apply</a> :
	Unofficial academic transcripts      Admission decisions may be made on the basis of unofficial transcripts submitted via the online application system.
	Three references      Contact information for three referees who are willing to submit a confidential assessment via the online system. <ul style="list-style-type: none"> <li>• One referee under whom the applicant has studied at the university level.</li> <li>• Two referees with whom the applicant has worked professionally, preferably referees who have served in a supervisory capacity.</li> </ul>
	Curriculum Vitae (c.v.)      The applicant's c.v. includes academic background, work experience, awards, scholarships, and publications.
	Letter of intent      The Letter of intent indicates the applicant's reasons for applying (e.g., the nature of interest in the program and the intended career outcome upon completion).
	Fieldwork Experience Form      The <i>Fieldwork Experience</i> form defines the types of related paid or volunteer experience that are relevant to the admission process. Using the form, the applicant will describe the details of the related experience. Preference is given to applicants that have at least two years of related experience.
	English Language Proficiency      Evidence of English Language Proficiency (ELP) is required if the applicant's first language is not English (see "English Language Proficiency for Graduate Students" on page 45 of the UoFL Graduate Studies Calendar).
	Additional documentation      If additional documentation is required, the Office of Graduate Studies and Research in the Faculty of Education will contact the applicant.
<b>STEP 2 - Applicant arranges for official documents</b>	Submission Process      Completion of the online application form requires uploading the required admission documents, providing referee names and contacts, and paying the application fee by Midnight (MST/MDT) on the deadline date (see Table 1, "Application Deadlines," on page 38 of the UoFL Graduate Studies Calendar).  By submitting this application, applicants authorize the University of Lethbridge to request transcripts on their behalf from institutions participating in ApplyAlberta (Alberta Post-Secondary Application System).
	Official transcripts, including proof of graduation for the baccalaureate degree and transcripts of all post-baccalaureate work, if any are required prior to course registration.  Applicants, who have attended or are currently attending institutions NOT participating in ApplyAlberta, must arrange to have official transcripts sent directly from the issuing institution to the Admissions Office. A list of participating institutions is available at <a href="http://www.applyalberta.ca">www.applyalberta.ca</a> .
<b>STEP 2 - Admission decision process</b>	The Selection Committee reviews the application and may interview short-listed candidates. The Selection Committee makes a recommendation on admission to the Graduate Programs in Education Committee.  The Office of Graduate Studies and Research in the Faculty of Education unofficially informs the applicant of the Graduate Programs in Education Committee's decision. Official admission decisions will be sent electronically by the Admissions Office. Applicants will be notified of their official admission status by the Admissions Office no later than April 1. Successful applicants will be advised of registration procedures at that time.

## 9. Registration

Students may register using the Bridge (the University of Lethbridge Web Information System). For selected courses only, complete a registration form, available from the Office of Graduate Studies and Research in Education.

Before registration is complete, students must pay their tuition and program fees at the Cash Office. For full details on fees, refer to the *University of Lethbridge Graduate Studies Calendar: Fees*.

Students pay a minimum of 9 program fees over three years. Students remaining in the program after three years continue to pay program fees until they complete or withdraw from the program. The program fee is in addition to the per course tuition fee.

M.Ed. students whose programs are completed in fewer than 9 semesters must make arrangements with the Office of Graduate Studies and Research in the Faculty of Education for the assessment of any remaining program fees to meet the minimum program fees required.

**Students must register every semester.** There are three semesters:

- **Spring**, beginning in January.
- **Summer**, beginning in May.
- **Fall**, beginning in September.

For the last day of registration for each semester, check the Academic Schedule in *The University of Lethbridge Graduate Studies Calendar*.

Students who fail to register for any semester, and do not have permission for a Leave of Absence, are considered by the University to have withdrawn from their program. For these students to re-enter their program, they must get written permission from the Office of Graduate Studies and Research in Education.

## 10. Degree Requirements

To graduate from the M.Ed./M.C. program, students must have satisfied the degree requirements.

**Table 3: M.Ed./M.C. Degree Requirements**

<b>Coursework:</b>	The number of required courses depends on the program route. Students must maintain a minimum grade of 2.7 in all courses. For graduation, students must have a minimum cumulative program grade point average of 3.0.
<b>Thesis or Project Report:</b>	<p>For the <b>thesis route</b>:</p> <p>The thesis must pass the thesis assessment. Students must pass their thesis oral defence, make all changes to the thesis, and submit the revised thesis via the e-thesis system.</p> <p>For the <b>project route</b>:</p> <p>The Assistant Dean of Graduate Studies and Research in Education must approve the project report. Students must submit the required bound and unbound project report copies.</p>
<b>Capstone Final Paper and Presentation:</b>	For the <b>capstone route</b> , passing grade on the capstone final paper and the presentation.
<b>Residency Requirement:<sup>1</sup></b>	A minimum of eight courses offered by The University of Lethbridge.
<b>Time Limit:</b>	<p>A maximum of five years for M.Ed.</p> <p>A maximum of six years for M.C.</p>

<sup>1</sup> Residency Requirement: “The number of courses which must be completed at the University of Lethbridge in order for the degree, diploma, or certificate to be conferred.” (*University of Lethbridge Calendar 2011/2012*, p. 590)

## Part 3: Financial Assistance

The Faculty of Education provides three main forms of support for graduate students in the M.Ed./M.C. programs: Graduate Assistantships, Scholarships, and the Graduate Student Travel Fund.

### 11. Graduate Assistantships

Graduate Assistantships are normally available to full-time students in the M.Ed./M.C. programs. Graduate Assistants perform research functions. They provide up to eight hours of service per week in the term for which they receive an assistantship.

Students may receive more than one assistantship during their program. For more information see website at: <http://www.uleth.ca/education/programs/graduate-studies/financial-assistance>.

**NOTE:** A collective agreement between the Board of Governors of the University of Lethbridge and the Graduate Students' Association came into effect May 1, 2011. This agreement covers the employment of graduate students as graduate assistants at the University of Lethbridge. This agreement is available on-line at <http://www.gsaulthbridge.ca/governance>.

### 12. Scholarships

The following scholarships are awarded based upon superior academic achievement. For criteria related to these scholarships, refer to the *University of Lethbridge Graduate Studies Calendar: Awards and Scholarships*.

**Graduate Programs in Education Entrance Scholarship:**

Donor: Faculty of Education, The University of Lethbridge  
Value: \$1,000

**Master of Counselling Scholarship**

Donor: Faculty of Education, The University of Lethbridge  
Value: \$2,000

**University of Lethbridge Graduate Scholarship**

Donor: The University of Lethbridge  
Value: \$1,500 - \$5,000 (to be distributed in two equal installments)

**Queen Elizabeth II Graduate Scholarship**

Donor: Province of Alberta Scholarship Program  
Value: \$10,800, divided into a number of awards

### 13. Graduate Student Travel Fund

Financial assistance is provided to M.Ed./M.C. students to support travel associated with presenting at conferences or other academic gatherings.

For more information see website at: <http://www.uleth.ca/education/programs/graduate-studies/financial-assistance>.

## Part 4: Students, Supervisors, & Faculty

### 14. Students

#### Student Responsibilities

**NOTE:** M.Ed./M.C. students' rights and responsibilities are legislated by The University of Lethbridge, and are outlined in *The University of Lethbridge Graduate Studies Calendar*. Contact the School of Graduate Studies for up-to-date legislation related to the rights and responsibilities of M.Ed./M.C. 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.

**Table 4: Responsibilities of M.Ed./M.C. Students, by Program Exit Route**

Route	Student Responsibilities
<b>Thesis</b>	<ol style="list-style-type: none"> <li>1. Be familiar with, and follow, the policies and procedures of the Office of Graduate Studies and Research in Education.</li> <li>2. Provide drafts of the thesis proposal and the thesis in a timely fashion.</li> <li>3. Allow the Thesis Supervisor sufficient time to respond.</li> <li>4. Carry out the thesis study as approved.</li> <li>5. Meet deadlines.</li> <li>6. Meet and communicate with the Thesis Supervisor on a regular basis.</li> <li>7. Report to his or her Thesis Supervisor every six months on progress of the thesis.</li> <li>8. Provide copies of drafts for the Thesis Supervisor and the Thesis Examination Committee members as directed by the Thesis Supervisor.</li> <li>9. Arrange for word processing, duplicating, and data analysis and interpretation.</li> <li>10. Provide copies of the approved thesis to the Thesis Supervisor and Thesis Examination Committee members.</li> </ol> <p>The thesis route is not available to students in the M.C. program.</p>
<b>Project</b>	<ol style="list-style-type: none"> <li>1. Be familiar with, and follow, the policies and procedures of the Office of Graduate Studies and Research in Education.</li> <li>2. Provide drafts of the project in a timely fashion.</li> <li>3. Allow the Project Supervisor sufficient time to respond.</li> <li>4. Meet deadlines.</li> <li>5. Meet and communicate with the Project Supervisor on a regular basis.</li> <li>6. Report to his or her Project Supervisor every six months on progress of the project.</li> <li>7. Provide copies of drafts for the Project Supervisor and the Project Supervisory Committee members as directed by the Project Supervisor.</li> <li>8. Arrange for word processing, duplicating, and data analysis and interpretation.</li> <li>9. Provide a copy of the final project for the Project Supervisor and, if the student chooses, to the Project Supervisory Committee members.</li> </ol> <p>For project options in the M.C. program contact the Office of Graduate Studies and Research in Education.</p>

Route	Student Responsibilities
<b>Capstone</b>	<ol style="list-style-type: none"> <li>1. Be familiar with the policies and procedures of the Office of Graduate Studies and Research in Education.</li> <li>2. Register in the capstone (ED 6006) by contacting the Office of Graduate Studies and Research in Education (registration in the capstone is not available through The Bridge).</li> <li>3. Attend and participate in all seminars and presentations.</li> <li>4. Complete the written portion of the capstone by the stated deadline and complete the presentation portion as scheduled by the instructor of record.</li> </ol> <p>The capstone route is not available to students in the M.C. program.</p>

### Student Entitlements

M.Ed./M.C. students are entitled to the following:

- Dental and health plans. Students' families can also be included in these plans. Full-time students who are already covered by other dental and health plans, and who do not wish to be included in the U of L dental and health plans, must opt out before the stated deadline. Contact the Graduate Students' Association for more information.
- Inter-library loan privileges. Contact the Library for more details.
- Use of all University facilities. (For example, the Library, computer labs, exercise rooms, and gymnasium.)
- The right to appeal academic matters.

### Academic Performance

For expected standards of and non-academic academic performance for M.Ed./M.C. students, refer to *The University of Lethbridge Calendar, Part 4: Academic Regulations, Policies and Program Requirements*.

### Leave of Absence

Students occasionally have legitimate reasons for putting their studies on hold. An application for a term-specific Leave of Absence will be reviewed by the Assistant Dean, Graduate Studies and Research in Education on an individual basis. A Leave of Absence will be granted for one year. Please contact the Office of Graduate Studies and Research in Education for details regarding the maximum number per student program. Fees will not be assessed during the leave, nor will the student have access to Faculty of Education or Library resources.

## 15. Supervisors

### Thesis Supervisors

To be eligible to supervise a thesis, a faculty member must be a member of The University of Lethbridge School of Graduate Studies and meet at least one of the thesis supervisor criteria:

- They must have previously supervised a thesis at The University of Lethbridge or elsewhere.
- They must have been a member of at least two thesis committees, or served as an external examiner for at least two theses.
- They must have served as co-supervisor of a University of Lethbridge thesis.

If the proposed Thesis Supervisor does not meet any of the criteria, one member of the Thesis Examination Committee must meet the criteria and serve as co-supervisor.

It is the Thesis Supervisor's responsibility to:

1. Be familiar with and follow the policies and procedures of the Office of Graduate Studies and Research in Education.
2. Provide the student with timely, regular, written feedback, advice, and suggestions on the thesis.
3. Coordinate the distribution of drafts to and feedback from the Thesis Examination Committee.
4. Meet and communicate with the student on a regular basis.
5. Ensure that the student is aware of deadlines and timelines (see "Part 9: Key Deadlines", page 28).
6. Coordinate meetings with Thesis Examination Committee members and schedule appropriate activities such as the colloquium and the thesis defence.
7. Informally approach a possible External Examiner and notify the Office of Graduate Studies and Research in Education for approval and official invitation of the External Examiner.
8. Arrange for a University of Lethbridge faculty member to chair the oral defence and submit the name of the proposed Chair to the Office of Graduate Studies and Research in Education.
9. Ensure required changes to the thesis are made and submitted.
10. Submit the student's grade on a grade sheet or *Grade Change Request* form.
11. Complete and sign the *Recommendation of the Award of the Degree* form.

### Project Supervisors

It is the Project Supervisor's responsibility to:

1. Be familiar with and follow the policies and procedures of the Office of Graduate Studies and Research in Education.
2. Provide the student with timely, regular, written feedback, advice, and suggestions.
3. Coordinate the distribution of drafts to and feedback from the Project Supervisory Committee.
4. Meet and communicate with the student on a regular basis.
5. Ensure that the student is aware of deadlines and timelines (see "Part 9: Key Deadlines", page 28).
6. Ensure the Project Supervisory Committee members approve the final draft of the project.
7. Approve the project.
8. Submit the student's grade on a grade sheet or *Grade Change Request* form.
9. Complete and sign the *Recommendation of the Award of the Degree* form.

If for any reason the approved Project Supervisor cannot fulfill supervisory responsibilities, he or she must contact the affected students and, if possible, assist them with finding another Project Supervisor to complete the process.

### Supervisor / Student Conflicts

On occasion, supervisor/student relationships may be less than optimal for the student, the supervisor, or both. The first responsibility in this scenario is for both to discuss the situation in an open, forthright, and mutually respectful environment.

Should the issues not be resolved, the student or the supervisor may request that the Assistant Dean of Graduate Studies and Research approve a change of supervisor.

## 16. 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, see School of Graduate Studies Governing Principles (<http://www.uleth.ca/graduatestudies/content/policies-and-guidelines>).

## Part 5: Committees

### 17. Graduate Programs in Education Committee

The Graduate Programs in Education Committee, or by delegated authority to the Program Committee Chair, is responsible for the general supervision of the M.Ed. and M.C. programs, including:

- Reporting to Graduate Council on all matters related to its operation, at least annually.
- Recommending to Graduate Council policy and program changes.
- Recommending to the appropriate bodies on graduate scholarships, assistantships, or awards.
- On delegated authority from Graduate Council, providing for the admission of students to the School of Graduate Studies, subject to the admission standards and policies determined by GFC.
- Awarding credit for any previous courses and/or graduate work.
- Recommending to the Dean of the School of Graduate Studies on student admissibility.
- On delegated authority from Graduate Council, providing for the appointment of examiners for examinations in the School of Graduate Studies, the conduct of examinations and the determination of the results of them.
- Reviewing and recommending where necessary to the Dean of the School of Graduate Studies on students' progress and standing.
- Approving, reviewing and, where necessary, changing individual student programs.
- Reviewing and approving the composition of and/or changes to the composition of students' supervisory committees.
- On delegated authority from Graduate Council, determining the conditions under which a student must withdraw from or may continue his/her program of studies.
- Recommending graduands to the Executive Committee of Graduate Council for Graduate Council approval.
- Hearing student appeals of an academic nature, with the exception of grade appeals. Appeals heard by the graduate program committee include appeals related to: the outcome of a thesis defence, or student progress and standing.

Membership of the committee is as follows:

- Graduate Programs in Education Committee Chair, normally the Assistant Dean, Graduate Studies and Research in Education.
- Three faculty members, who are members of both the School of Graduate Studies, and the Faculty of Education, appointed by Graduate Council.
- One member of the School of Graduate Studies who is not a member of the Faculty of Education, appointed by the Graduate Council.
- The Dean of the School of Graduate Studies, ex officio.
- At most an additional two representatives of relevant professional bodies external to the University, recommended by the Faculty of Education and approved by Graduate Council.

For the complete regulations regarding Program Committees, see the School of Graduate Studies Governing Principles (<http://www.uleth.ca/graduatestudies/content/policies-and-guidelines>).

## 18. Thesis Examination Committee

A part of the thesis route only, the Thesis Examination Committee consists of the Thesis Supervisor, at least two Committee Members, and an External Examiner. The overall 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 (“Part 6: Completing, Assessing, & Defending a Thesis”, page 16).

The Chair of the Thesis Examination Committee has two major responsibilities:

1. Chairing the thesis oral defence.
2. Informing the student of the results of the thesis oral defence, and reporting the results to the Assistant Dean of Graduate Studies and Research in Education and the Dean of the School of Graduate Studies.

## 19. Project Supervisory Committee

A part of the project route only, the Project Supervisory Committee consists of the Project Supervisor and one committee member. The Project Supervisory Committee has three major responsibilities:

1. Provide feedback on and approve the project proposal.
2. Provide feedback on the project at various stages, when requested by the Project Supervisor.
3. Read and approve the final draft of the project.

See: “Part 7: Completing & Assessing a Project” (page 24).

## Part 6: Completing, Assessing, & Defending a Thesis

### 20. Purpose & Requirements of the Thesis

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.

The material in the thesis must, in the judgement of the Thesis Examination Committee, be suitable for publication. The School of Graduate Studies has specified four requirements for the graduate thesis:

1. The student must work independently to produce the thesis.
2. The student must orally defend the thesis. The Thesis Examination Committee assesses the thesis, and conducts the oral defence.
3. The thesis remains the intellectual property of the student.
4. The student grants The University of Lethbridge permission to use the thesis for further research and study.

### 21. Thesis Format Regulations

The thesis document must conform to the *Publication Manual of the American Psychological Association* (6th Edition) and the *Guidelines for the Preparation of Thesis and Project Documents* (available on-line at [http://www.uleth.ca/edu/grad/pdf/guides\\_for\\_prep.pdf](http://www.uleth.ca/edu/grad/pdf/guides_for_prep.pdf) and from the Office of Graduate Studies and Research in Education, Turcotte Hall West). Documents that do not meet the guidelines will be returned to the student by the Office of Graduate Studies and Research in Education, and the Thesis Supervisor will be notified that final approval is pending.

### 22. Selecting and Appointing the Thesis Supervisor

Students should contact a potential Thesis Supervisor before they have completed six courses (including the four core courses). Once the potential Thesis Supervisor has agreed to serve in this capacity, the student gets his or her signature on the *Approval of Thesis Supervisor* form, and sends this form to the Office of Graduate Studies and Research in Education.

The Assistant Dean of Graduate Studies and Research in Education and the Dean of the School of Graduate Studies review and approve the form. If the form is approved, then the Office of Graduate Studies and Research in Education sends letters to the student and Thesis Supervisor informing them of the approval.

### 23. Registering in the Thesis

After receiving notification of Thesis Supervisor approval, the student must contact the Office of Graduate Studies and Research in Education to register in one or more of the thesis components.

## 24. Forming the Thesis Examination Committee

The Thesis Supervisor suggests names of proposed Thesis Examination Committee members in writing to the Assistant Dean (see “18. Thesis Examination Committee”, page 15).

The Assistant Dean formally invites each member to serve on the Thesis Examination Committee and requests a written response. The Thesis Supervisor, Thesis Examination Committee members, and the student work together to develop the thesis proposal in preparation for the colloquium presentation (see sections 25 to 27).

## 25. About the Colloquium Presentation

The purpose of the colloquium presentation is to provide the student and the Thesis Examination 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.

The colloquium is not a defence. It is a discussion for clarifying methodology, terminology, the research question, and so on. The majority of the input will come from the Thesis Examination Committee, along with those in attendance. The Thesis Supervisor chairs the colloquium.

## 26. Scheduling the Colloquium Presentation

At some point during the preparation of the thesis proposal, and when the Thesis Examination Committee agrees, a colloquium is scheduled.

At least two weeks before the scheduled colloquium, the Thesis Supervisor notifies the Office of Graduate Studies and Research in Education of the time, date, and place of the colloquium. Normally, all Thesis Examination Committee members will be present at the colloquium.

The Office of Graduate Studies and Research in Education reserves the room and distributes notices to faculty, graduate students, and appropriate guests suggested by the Thesis Supervisor.

## 27. Conducting the Colloquium

The Thesis Supervisor (the chair of the colloquium) introduces the student and the Thesis Examination Committee members, and provides the audience with brief background information about the student and his or her 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.
- Analysis.

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

## 28. Approving the Thesis Proposal

Following the colloquium, the student makes any appropriate changes and additions to the thesis proposal. The Thesis Examination Committee then meets to formally approve the final thesis proposal. The Thesis Supervisor reports the Thesis Examination Committee's decision by submitting the signed *Approval of Thesis Proposal* form and an unbound copy of the approved thesis proposal to the Assistant Dean of Graduate Studies and Research in Education.

## 29. Approval by Human Subjects Research Committee

Any study involving human subjects must receive approval from the Human Subjects Research Committee (HSRC). Following approval of the thesis proposal, the student completes the *Faculty of Education Human Subject Research Approval* form, obtains the Thesis Supervisor's signature on the form and submits it, together with required documentation, to the Chair of the HSRC.

The Chair of the HSRC forwards a copy of the HSRC's decision to the student, the Thesis Supervisor, and the Office of Graduate Studies and Research in Education.

## 30. Conducting the Study

After receiving approval from the HSRC, 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 that is determined by the student, the Thesis Supervisor, and the Thesis Examination Committee.

A minimum of every six months, the student reports to the Thesis Supervisor on the progress of the thesis. As appropriate, the Thesis Supervisor forwards thesis drafts to the Thesis Examination Committee members, who provide input back to the Thesis Supervisor.

## 31. Appointing an External Examiner

When the thesis is nearing completion, the External Examiner is selected. This person offers an outside evaluation of the quality of the thesis. Occasionally, it may be desirable for the External Examiner to be appointed earlier in the process and be provided with a copy of the proposal. This ensures that the potential examiner is prepared to evaluate a thesis on that topic or that uses the particular methodology.

External examiners are chosen from outside the Faculty of Education. They may be professors in other faculties of The University of Lethbridge, or they may be from other institutions. Normally, external examiners must:

- Have a Ph.D.
- Be active researchers in the area of the thesis.
- Be approved by the Assistant Dean of Graduate Studies and Research in Education.
- Be eligible for membership or associate membership in the School of Graduate Studies.

At least two months before the expected thesis oral defence, the Thesis Supervisor recommends, in writing to the Assistant Dean, an external examiner of the thesis. The Thesis Supervisor and Thesis Examination Committee members usually choose the External Examiner, although occasionally the student may have a suggestion regarding a potential External Examiner. The Assistant Dean of Graduate Studies and Research in Education sends a letter that formally invites the External Examiner to participate.

### 32. Appointing the Chair of the Thesis Oral Defence

When the Thesis Supervisor, student, and Thesis Examination Committee are confident that the thesis is in the final draft stage, the Chair of the thesis oral defence is appointed. The Chair may be any University of Lethbridge faculty member, and has four main responsibilities during the defence:

1. Introduce the student, the committee, and any special guests.
2. Explain the procedure of the 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 defence.
4. Complete the *Thesis Oral Defence Report* form.

The Thesis Supervisor selects and initially approaches a Chair for the thesis oral defence. At least two weeks before the anticipated date of the defence, the Thesis Supervisor submits the name of requested Chair to the Assistant Dean of Graduate Studies and Research in Education for approval and formal invitation. If no Chair is selected, then the Assistant Dean of Graduate Studies and Research in Education will serve as Chair of the thesis oral defence.

### 33. Scheduling the Thesis Oral Defence

The Thesis Supervisor establishes a tentative date and time for the thesis oral defence, in consultation with the student, Chair, Thesis Examination Committee members, and External Examiner. The Thesis Supervisor notifies the Office of Graduate Studies and Research in Education of the agreed-upon date and time for the defence, and that office reserves a room and notifies faculty and graduate students of the defence.

**Students who have successfully completed all their program requirements have the right to submit and defend a thesis even if their Thesis Supervisor recommends otherwise.**

The defence should be scheduled for no later than one month before the deadline for receiving the official copies of the thesis. These deadlines are:

- For spring convocation: **March 15.**
- For fall convocation: **July 15.**

The defence is open to other students and Faculty Members and to members of the community. Under extraordinary circumstances, a request for a closed defence may be made by the student or any member of the supervisory committee to the Dean of the School of Graduate Studies. A request for a closed defence is normally made in conjunction with the request for the defence.

### 34. Providing the Documentation for the Thesis Oral Defence

The student provides a PDF copy of the thesis to the Office of Graduate Studies and Research in Education. This office will provide PDF copies to Thesis Examination Committee members (Chair, External Examiner, and members of the Supervisory Committee). The student is not allowed to make revisions to their thesis until after the Thesis Oral Defence. The Office of Graduate Studies and Research in Education will forward the PDF copy of the thesis to members of the Thesis Examination Committee, Chair and External Examiner.

### 35. Assessment of the Thesis by the External Examiner

At least one month before the scheduled defence, the Assistant Dean forwards a copy of the thesis, with a letter of instructions and the *External Examiner's Thesis Evaluation Summary* form, to the External Examiner.

The External Examiner reviews the thesis, and returns his or her completed form and recommendations to the Assistant Dean at least two weeks before the date of the oral defence. The Assistant Dean notifies the Thesis Supervisor of the External Examiner's recommendations.

### 36. Conducting the Thesis Oral Defence

Before the thesis oral defence, the Thesis Supervisor ensures that:

- The *Readiness to Defend* form has been signed by the Supervisor, the External Examiner, and each member of the Thesis Examination Committee.
- Seating, multi-media 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 (if applicable).

The thesis oral defence is two hours in duration. The procedure for conducting the defence is as follows.

#### a) Introduction

- The Chair calls the defence to order, and welcomes all in attendance. The Chair states that this thesis defence is a senior academic event in the School of Graduate Studies and is a formal examination before awarding the degree Master of Education.
- The Chair introduces the student.
- The Chair asks the Thesis Examination Committee members to introduce themselves in the following order: (1) the External Examiner; (2) the faculty members of the Thesis Examination Committee; and (3) the Thesis Supervisor.
- The Chair states that all members of the Thesis Examination Committee have read the thesis and have agreed that the thesis is ready for defence.
- The Chair states that the student will present the essence of the thesis.

#### b) Thesis Presentation

- In a maximum of 20 minutes, the student summarizes the thesis' major objectives, content, results, and conclusions.

#### c) Questioning

- The Chair invites the examiners to pose their questions. Comments and discussion not directly related to the questions must be saved for the post-defence meeting of the examiners. The Chair does not normally ask questions.
- The order of questioning is: (1) External Examiner; (2) the members of the Thesis Examination Committee; and (3) Thesis Supervisor.
- After one initial round of questions, the examiners may ask additional questions in a second round, and so on.

#### d) Making a Decision

After questioning is complete, the Chair excuses the student and the audience from the room so that the committee can meet in private. Both the oral and written components are assessed. When the student and audience have left:

- The Chair outlines the two options for a decision regarding the Oral Defence:
  1. **Pass**—The student’s performance in the oral defence was successful.
  2. **Defer**—The Thesis Examination Committee defers a decision because the student’s performance in the oral defence was unsatisfactory. The student will be required to go through the thesis oral defence process a second time (students may retake one time). Should a student be unsuccessful in the first two attempts of the Oral component of a thesis defence, the student is considered to have failed and must withdraw from the University of Lethbridge.
  
- The Chair outlines the five options for the Thesis component for a decision—
  1. **Pass**—The thesis is passed as submitted
  2. **Pass with Minor Revisions**—The thesis is passed on the condition that the student makes minor editorial revisions, to the satisfaction of the supervisor, or another as authorized by the Thesis Examination Committee.
  3. **Pass with Major Revisions**—The thesis requires substantial revisions that must be completed to the satisfaction of the entire Supervisory Committee.
  4. **Defer**—The Thesis Examination Committee defers a decision until the student makes major 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 must withdraw from The University of Lethbridge.
  
- The Chair asks a committee member to make a motion that the decision on the Oral Component is Pass or Defer.
- The Chair asks a committee member to make a second motion that the decision for the written Thesis component be Pass, Pass With Minor Revisions, Pass with Major Revisions, Defer, or Fail.
- The Chair asks for a vote on each motion. Discussion occurs on a decision, and the Chair endeavours to facilitate consensus but does not vote. Ideally the vote is unanimous, but the motion may pass with one dissenting vote, provided this is not the vote of the External Examiner, Co-Supervisor, or Supervisor. When the decision has been made, the Thesis Examination Committee then discusses, if applicable, whether the student must retake the Oral component and the nature of the required revisions to the thesis and how the student will complete them. In the event that a failed thesis 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 defence.
- When the decision has been made, the Thesis Examination Committee discusses the nature of the required revisions to the thesis (if applicable), and how the student will complete them.
- **Students have the right to appeal the decision to the Dean of the School of Graduate Studies. The decision of the Dean of Graduate Studies is final.**

#### e) Informing the Student

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

- Invites the student back into the room.
- Informs the student of the committee’s decision.
- If necessary, tells the student of the thesis revisions required, and the plan for the student to complete them.

- Reminds the student that the thesis must be submitted via the e-thesis submission system when they receive notification from the Office of Graduate Studies and Research in Education.
- If the student passes, congratulates the student, and thanks the Thesis Examination Committee members.
- Adjourns the thesis oral defence.

### 37. Submitting the Thesis

- a) The student completes **all** required thesis revisions and informs the Thesis Supervisor that the revised thesis is ready for his/her review.
- b) When the Thesis Supervisor is satisfied with the revisions made to the thesis, he/she completes and signs the *Recommendation of the Award of the Degree* form (this form has three signature blocks, one for the Supervisor, one for the Assistant Dean of Graduate Studies and Research in Education, and one for the Dean of the School of Graduate Studies).
- d) The Thesis Supervisor submits the completed signed copy of the *Recommendation of the Award of the Degree* form to the Assistant Dean for review and approval before the final review by the Dean of the School of Graduate Studies.
- e) When the Office of Graduate Studies and Research in Education receives the signed copy of the *Recommendation of the Award of the Degree* form from the Thesis Supervisor, an account in the e-thesis system will be created and an account notification email will be sent to the student.
- f) The student may then access his/her e-thesis account and submit his/her PDF copy of the thesis. Instructions for submitting a PDF copy of the thesis via the e-thesis system are available at [www.uleth.ca/graduatestudies](http://www.uleth.ca/graduatestudies).
- g) After the Assistant Dean of Graduate Studies and Research in Education has approved the PDF copy of the thesis, the Dean of the School of Graduate Studies completes a brief review of the PDF copy of the thesis. If there are no further revisions required, the Dean signs the *Recommendation of the Award of the Degree* form.

If there are revisions required, then the student will receive email notification via the e-thesis system. The student notifies the School of Graduate Studies after completing the revisions required by the Dean.

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 Supervisor, the Assistant Dean of Graduate Studies and Research in Education, and the Dean, School of Graduate Studies, the student may arrange for binding of the thesis (see Binding Guidelines) if the student and/or Supervisor would like bound copies.

## Binding Guidelines

If the student and/or supervisor want a bound copy of the thesis, they must follow the binding guidelines outlined below and are responsible for making all the necessary arrangements and for the payment of the binding costs.

Paper Type & Weight:	<ul style="list-style-type: none"> <li>The paper must be white bound, 16 lb. or 20 lb. weight. Recycled paper is acceptable if it is as white as bond paper, and has no flecks. Use one paper type and weight, conforming to the formatting regulations, throughout the thesis.</li> </ul>
Single Sided Paper:	<ul style="list-style-type: none"> <li>All theses must be printed on one side of the paper only, on the recto (right-hand) side.</li> </ul>
General:	<ul style="list-style-type: none"> <li>Good quality binding, with a hard cover</li> </ul>
On the front cover:	<ul style="list-style-type: none"> <li>Either blank (no lettering), or with the thesis title</li> </ul>
On the spine:	<ul style="list-style-type: none"> <li>Thesis title, author, year of Convocation. The title may need to be abbreviated if more than 41 characters</li> </ul>
Binding colour:	<ul style="list-style-type: none"> <li>Royal Blue</li> </ul>
Lettering:	<ul style="list-style-type: none"> <li>Gold. Can be all capital letters, or title case</li> </ul>

Students may have a thesis printed wherever is most convenient, as long as the outcome conforms to the *Thesis Guidelines*. Students may want to contact The University Copy Centre to make arrangements for shipping to a bindery, for a fee. The University Copy Centre is located in the Parkway Service Complex. Students are responsible for costs associated with thesis printing and binding for their personal use and the Supervisor/Co-supervisors are responsible for costs associated with printing and binding his/her/their copy.

**NOTE:** The student must provide the thesis copies no later than **April 30** for spring convocation, and **September 30** for fall convocation. Once the student has submitted the final copies, their name will be added to the convocation list. If a student does not meet all degree requirements (including the submission of the PDF copy of the thesis) within the last semester, then he or she must register in the following semester.

## 38. Submitting the Final Forms

The Chair of the thesis oral defence completes the *Thesis Oral Defence Report* form and submits it to the Office of Graduate Studies and Research in Education, with a copy to the Dean of the School of Graduate Studies.

The Thesis Supervisor submits the final grade (pass or fail) on a grade sheet or on a *Grade Change Request* form.

The Thesis Supervisor completes and signs the *Recommendation of the Award of the Degree* form. After completing and signing the form, the Thesis Supervisor submits it to the Office of Graduate Studies and Research in Education.

## 39. Applying for Graduation

Students must apply for graduation. The application deadline for Fall Convocation is **August 1**, and for Spring Convocation **March 1**.

## Part 7: Completing & Assessing a Project

### 40. About the Project

In completing a project, students engage in the systematic inquiry of a topic relevant to their educational practice. This inquiry is grounded in theory and research, but typically focuses on practice. Methods of inquiry may be qualitative, quantitative, or both.

The final project must be submitted to the student's Project Supervisory Committee for evaluation and approval by the Assistant Dean of Graduate Studies and Research in Education. A project may take up to a year to complete.

### 41. Project Format Regulations

The project document must conform to the *Publication Manual of the American Psychological Association* (6th Edition) and the *Guidelines for the Preparation of Thesis, Project and Capstone* (available on-line at <http://www.uleth.ca/education/resources/forms-guidelines/grad-documents/all-documents> and from the Office of Graduate Studies and Research in Education). Documents that do not meet the guidelines will be returned to the student by the Office of Graduate Studies and Research in Education, and this office will notify the Project Supervisor that final approval is pending.

### 42. Appointing the Project Supervisor

The student is responsible for approaching a prospective faculty member to request that he or she agree to serve as a Project Supervisor. The selection of a Project Supervisor is through mutual agreement between the faculty member and the student, and is conditional upon approval by the Office of Graduate Studies and Research in Education. Project Supervisors must inform students well in advance of forthcoming supervisor absences.

### 43. Approving the Project Proposal and Supervisory Committee

The student discusses the project topic with their Project Supervisor and, in conjunction with the Project Supervisor, prepares a three to five page (five to seven pages for M.C.) proposal outlining the components of the study.

The student obtains the signatures of the Project Supervisor and Project Supervisory Committee members on the *Approval of Project Supervisory Committee and Proposal* form. The student forwards the signed form, along with the project proposal, to the Office of Graduate Studies and Research in Education for approval by the Assistant Dean of Graduate Studies and Research in Education.

The Office of Graduate Studies and Research in Education informs the student and Project Supervisor of the approval.

### 44. Approval by Human Subjects Research Committee

Any study involving human subjects must receive approval from the Human Subjects Research Committee (HSRC). Following approval of the project proposal, the student completes the *Faculty of Education Human Subject Research Approval* form, obtains the Project Supervisor's signature on the form and submits it, together with required documentation, to the Chair of the HSRC.

The Chair of the HSRC forwards a copy of the HSRC's decision to the student, the Project Supervisor, and the Office of Graduate Studies and Research in Education.

#### 45. Conducting the Project

The student submits drafts of the project work to the Project Supervisor according to a schedule determined by the student, the Project Supervisor, and the Project Supervisory Committee members. The Project Supervisor forwards drafts as appropriate to the Project Supervisory Committee members, who provide input back to the Project Supervisor. Every six months, the student reports to the Project Supervisor on the progress of the project.

The process and final product must conform to the proposal approved by the Project Supervisor, the Project Supervisory Committee members, and the Assistant Dean of Graduate Studies and Research in Education.

#### 46. Submitting the Project

The student submits the final original project in both print (one copy) and electronic format, with a signed approval page, to the Office of Graduate Studies and Research in Education. Acceptable word-processing programs for text-based documents are: Microsoft Office 2003/2004/2007 (Windows/Macintosh).

#### 47. Submitting the Final Forms

The Project Supervisor submits the final grade (pass or fail) on a grade sheet or on a *Grade Change Request* form.

The student completes the *Permission to Photocopy and Lend Thesis* form and the *Non-exclusive Licence to Reproduce Theses* form, and submits these forms to the Office of Graduate Studies and Research in Education.

The Project Supervisor completes and signs the *Recommendation of the Award of the Degree* form. After completing and signing the form, the Project Supervisor submits it to the School of Graduate Studies for the signature of the Dean of the School of Graduate Studies.

#### 48. Applying for Graduation

Students must apply for graduation. The application deadline for Fall Convocation is **August 1**, and for Spring Convocation **March 1**.

## Part 8: Completing the Capstone

### 49. The Capstone Supervisor

Each Fall and Spring semester, as demand warrants, one faculty member will coordinate and supervise up to 20 students registered in Ed 6006 (the Capstone). Given the nature of the course and the depth of work required, the Capstone is only offered in the Fall and Spring semesters except for the M.Ed. (Educational Leadership) Cohort which is offered in Summer semester.

### 50. Registering in the Capstone

Before registering in the Capstone, a student must have completed all required course work. A student must register in ED 6006 through the Office of Graduate Studies and Research in Education using the *Registration Add/Drop Form*. The course is not listed in the University timetable, nor is it available for registration through the Bridge.

### 51. Format of the Capstone

The Capstone consists of a single question proposed and refined through the semester that integrates the substantive, methodological, and reflective issues raised during the process of completing a graduate degree at the University of Lethbridge. Students must demonstrate and assess their knowledge by developing a question or topic related to their professional lives as teachers or administrators. The question will allow students to include three main elements:

- (1) Analysis of changes in the understanding of a topic or theme (e.g., leadership, mentoring, curriculum, computers in the classroom) because of experiences in the Masters Program.
- (2) Analysis of changes in the understanding and conduct of their professional practice as classroom teachers or administrators.
- (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 instructor, within the limits of required academic and professional standards.

### 52. 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 M.Ed. 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 embark 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 the APA style of referencing.
- 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.

### 53. The Capstone Presentation

The members of the ED 6006 group will participate in a symposium in which they will present their final papers. Papers are to be presented through a five to ten minute oral or PowerPoint presentation, followed by a five to ten minute open discussion period. The instructor will gauge the effectiveness of the presentations on five main criteria:

- (1) **Clarity and interest:** As experienced classroom teachers, 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 show originality, insight, creativity, and an awareness of differing points of view. The presentation must go beyond repeating what others have said, and contribute something new to our understanding of the topic.
- (4) **Argumentation:** The student must take and defend a position 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.

### 54. Grading

Grading of the Capstone is Pass/Fail.

### 55. Applying for Graduation

Students who complete the Capstone in Fall or Spring semesters are eligible to convocate at the Spring Convocation ceremony only. Students must apply for graduation. The application deadline for Spring Convocation is March 1. The application deadline for Fall Convocation is August 1.

## Part 9: Key Deadlines

### 56. Key Deadlines for Thesis Route

Spring Convocation	Event	Fall Convocation
<b>Sep 1</b>	Approval of thesis supervisor (completed prior to semester of registration).	<b>Jan 1</b>
	Formation of thesis committee (completed by supervisor).	
	Colloquium presentation held.	
<b>Oct 1</b>	Name of external examiner forwarded by supervisor to Assistant Dean of Graduate Studies and Research In Education for approval and invitation to participate. (Allow two months prior to defence.)	<b>Mar 1</b>
<b>Nov 15</b>	Draft of thesis to supervisor and all members of thesis committee.	<b>Apr 15</b>
<b>Dec 1</b>	Draft of thesis approved by committee and submitted to GSO for forwarding to external examiner. (Allow one month prior to defence.)	<b>May 1</b>
<b>Jan 15</b>	Thesis oral defence. Defence will not be scheduled in August or December. Signed <i>Thesis Oral Defence Report</i> submitted to GSO by Chair following defence.	<b>Jun 1</b>
<b>Feb 15</b>	Recommendation of the Award of the Degree form (completed by supervisor) is submitted to GSO. Upon receipt of the signed form an account in the e-thesis system will be created and an account notification email will be sent to the student. Student submits final PDF copy of thesis via the e-thesis system for approval by Assistant Dean. The thesis must include the Thesis Examination Committee Members Page.	<b>Jun 15</b>
<b>Mar 1</b>	Application for graduation. Students apply for graduation online via the Bridge.	<b>Aug 1</b>
<b>Mar 15</b>	Final PDF copy of thesis submitted via the e-thesis system for approval by the Dean, School of Graduate Studies.	<b>Jul 15</b>
<b>Apr 30</b>	PDF copy of the thesis, submitted via the e-thesis system, has been approved by the Dean, School of Graduate Studies. If a student does not meet all degree requirements (including the PDF submission of the thesis) within the last semester, then the student must register in the following semester.	<b>Sep 30</b>

## 57. Key Deadlines for Project Route

Spring Convocation	Event	Fall Convocation
<b>Sep 1</b>	Approval of supervisor, committee and proposal (to be completed prior to semester of registration).	<b>Jan 1</b>
<b>Jan 15</b>	Project approved by supervisor and committee member.	<b>May 15</b>
<b>Feb 15</b>	Final draft of project sent to GSO for approval by Assistant Dean. Must include: <ul style="list-style-type: none"> <li>• Final copy of project in hard format (i.e., paper)</li> <li>• One original set of signature pages signed by committee</li> <li>• Recommendation of the Award of the Degree form (completed by supervisor)</li> </ul>	<b>Jun 15</b>
<b>Mar 1</b>	Application for graduation.	<b>Aug 1</b>
<b>Mar 15</b>	Final unbound copy of project sent for approval to Dean, School of Graduate Studies.	<b>Jul 15</b>
<b>Mar 31</b>	Once the project has received final approval from the Dean, School of Graduate Studies, the student must provide to GSO: <ul style="list-style-type: none"> <li>• <b>One</b> official hard copy, to be <b>bound</b>. (Binding information will be provided to student.)</li> <li>• Full <b>electronic</b> official copy, including all final edits, provided in pdf format on a CD.</li> </ul>	<b>Aug 1</b>
<b>Apr 30</b>	Bound project submitted to GSO. (Allow a minimum of one month for binding process.) <i>If a student does not meet all degree requirements (including the submission of the bound project) within the last semester, then the student must register in the following semester.</i>	<b>Sep 30</b>

## 58. Key Deadlines for Capstone Route

Spring Convocation	Event	Fall Convocation
<b>Mar 1</b>	Application for graduation.	<b>Aug 1</b>