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FACULTY OF PHYSICAL
EDUCATION & RECREATION
UNIVERSITY OF ALBERTA

Graduate Program Manual

General Regulations and Procedures
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SECTION 1

Graduate Education at the University of Alberta

All graduate students at the University of Alberta (UA) are members of the Faculty of Graduate Studies and Research who ultimately is responsible for management of graduate education on our campus. Each student is assigned to a “home department”. In this case, the home department is the Faculty of Physical Education and Recreation (FPER).

The Faculty of Physical Education and Recreation is committed to uphold the vision for graduate education as outlined below. The policies and procedures outlined in this document embrace the spirit of this vision. Specifically, this policy manual is designed to enhance and support the collegiality between supervisors, administration, and graduate students, not to replace it. We encourage graduate students and faculty members to communicate on issues and disagreements promptly. The interactions between students, supervisors, committee members and the administration should always reflect the values of our faculty and our university.

While the Faculty is committed to assisting graduate students as much as possible, each student must accept the responsibility for knowledge of and compliance with all Faculty and University policies and regulations relevant to their programs.

Graduate Education at the University of Alberta

The statement on Graduate Education at the University of Alberta below was adopted by the Faculty of Graduate Studies and Research (FGSR) Council on May 19, 2010.

Vision

To develop innovative, creative, critical thinkers who will lead and transform society for the common good.

Values

Graduate education

- Is fundamental to achieving the mission of the University of Alberta
- Is essential in a knowledge-based economy
- Is critical to the maintenance of a civil and sustainable society
- Is enhanced by interdisciplinary experiences and professional development opportunities

Graduate Students

- Come with rich and diverse backgrounds and new ideas
- Are committed to the discovery of knowledge
- Play a central role in meeting the vision and mission of the University
- Are committed to ethical behavior in their research, teaching, and other student activities

Graduates

- Have the potential to make outstanding contributions to their discipline
- Have a sense of curiosity, creativity, and innovation
- Think and work both collaboratively and independently

The University

- Is committed to working with students in a supportive and ethical manner
- Envisions students as junior colleagues by the Faculty and broader University

- Provides a culture in which students can thrive and grow intellectually and professionally
- Is committed to increasing financial support for graduate students

The Student – Supervisor Relationship

Introduction

The quality of graduate education is an important priority for the University of Alberta. Led by the Faculty of Graduate Studies and Research, all Faculties have been encouraged to explore avenues for improvement and innovation in delivery of graduate programs. At the heart of the mentorship model followed by the UA is the relationship between student and supervisor. All students in thesis-based programs at UA must have a supervisor. In the Faculty of Physical Education and Recreation, all graduate students, including have a supervisor appointed at the time of admission.

This section summarizes input from both students and supervisors in FPER on the matter of the student-supervisor relationship. The ultimate goal is to provide a framework for success that will guide students and supervisors towards developing and maintaining positive and productive relationships.

The Student-Supervisor Relationship

Graduate education at the University of Alberta is based on a mentorship model. The graduate program in the Faculty of Physical Education and Recreation has long been based on several philosophical principles. First, supervisors review applications and select the students they wish to work with. This process is often facilitated when the prospective students actively engage with prospective supervisors during the selection process. Second, students are only admitted once a supervisory match has been made. Therefore, students begin their programs with a supportive mentor. Third, the Faculty recognizes that each student is an individual and the student's program should be, to the extent possible, individually tailored to meet their specific interests. Finally, the Faculty recognizes the importance of graduate studies and has traditionally committed resources towards ensuring success.

At the heart of the Graduate Program is the relationship between each student and the academic supervisor. In a mentorship model, the relationship may be seen to start as "master and pupil" and ideally, will end as "colleague and colleague". Along the way, the supervisor is expected to direct, counsel, encourage, support, evaluate, and foster the student's independence. The student is expected to accept direction and constructive feedback, develop knowledge and skills, and ultimately to demonstrate the ability to function independently of the supervisor.

This relationship is potentially both robust and fragile and, if the mentorship model is to be successful, it must become a partnership based on mutual understanding and respect. Understanding and fostering this relationship is a high priority for the UA, FGSR and FPER. Developing and maintaining a healthy and productive relationship between each student and his/her supervisor is a serious matter.

The FGSR has recently encouraged and challenged each academic unit to explore the nature of the relationship and to actively communicate the essential elements to students, staff and professors.

In 2011-12, the Physical Education and Recreation Graduate Student Society (PERGSS) and the Graduate Program Office conducted independent surveys of graduate students and

supervisors, respectively, to examine their experiences with the student-supervisor relationship. Specifically, both students and supervisors were asked to identify practices and behaviors that might enhance or hinder this relationship.

The sections below outline the key findings from the surveys. This information will be helpful in providing guidance for all parties in the development of an ethical and constructive supervisor-student relationship. It is important to recognize that each student-supervisor relationship is unique. This information is not intended to be prescriptive, however it would be prudent to bear in mind that it does represent the common thinking of a large group.

To ensure that students and supervisors share similar perspectives and expectations of the relationship (and for the student's program of study), the importance of outlining expectations at the **beginning** of the relationship should be stressed. Therefore, the points outlined below should direct the important conversation between student and supervisor to articulate expectations and goals for the relationship.

The major themes, essential to a positive and productive relationship, identified by both students and supervisors are as follows:

- Communication and Regular meetings
- Expectations and Accountability
- Guidance
- Timely and Constructive Feedback
- Support

These themes are explored from the perspectives of the students and the supervisors. While there is substantial overlap, there are also some subtle differences in the perceptions of students and supervisors. Recognition of these differences in perspective is a good start towards avoiding relationship problems.

Communication and Regular Meetings - Students

Students indicated an expectation that supervisors would have regular (at least every two weeks) lab and/or individual meetings. Such meetings were particularly important to ensure that students felt their supervisors knew what they were doing and could help to keep them on track.

Students recognized their responsibility to communicate with the supervisor regarding any concerns and/or to seek help or advice with problems. By communicating with their supervisor early on, students can ensure issues are brought out into the open, keeping the relationship productive and functional. Students realize that supervisors may not know there is an issue unless it is brought to their attention. However, it was emphasized that sometimes it can be intimidating to speak to the supervisor about concerns. Students may feel there is a lot at stake when admitting he/she has some concerns or is having difficulty with some aspect of the problem and may be reluctant to bring these issues up. This power dynamic aspect of the relationship is important for both parties to consider carefully and thoughtfully.

Communication and Regular Meetings - Supervisors

Supervisors reported the need for regular meetings, at least every two weeks. In order to be most effective, individual meetings should have a purpose, both parties should be prepared, and notes should be kept. A common theme was the need for punctuality and the need to respect the busy schedules of both student and supervisor.

Supervisors also commented that group and lab meetings serve a different purpose than an individual meeting. Lab meetings typically focus on matters of common interest and are devoted to discussion of broader topics such as research proposals, projects or journal articles. It is generally inappropriate to provide individual feedback in group meetings.

Mature and open communication is vital. The very nature of the mentorship model of graduate studies presents the possibility of a “power dynamic” however this is often more a perception than a reality. The diffusion of problems arising from this perception is an important supervisory responsibility. Most supervisors encourage frank discussion with students about matters related to their programs. Students should respect the experience of the supervisor and supervisors should respect that each student is unique. Generally, supervisors recommended the importance of timely communication in avoiding or resolving problems.

Expectations and Accountability – Students

Students identified that meeting mutually-agreed-upon deadlines was a fair expectation. Students indicated that if they were not able to meet deadlines it was their responsibility to contact the supervisor in advance with an explanation. However, students also thought it was important for supervisors to understand that sometimes factors do prevent students from meeting deadlines. Regular communication between students and supervisors was believed to be helpful in ensuring that deadlines were reasonable, and for keeping students focused and on track.

Accountability for meeting the requirements of the degree program is important. Although students are heavily dependent upon their supervisor’s guidance, it is ultimately the student’s responsibility to know what is required to complete the program and to work with their supervisor and the administration. Students recognized their responsibility to seek out the information they need and hold themselves accountable for meeting necessary deadlines and program requirements. In other words, as much as supervisors are expected to mentor their students, students expect themselves to be proactive and responsible for their actions.

Students expected a relationship based on respect for professional boundaries. While a friendly relationship was seen to be positive, friendship should not be a main objective.

Expectations and Accountability - Supervisors

Early in the student’s program there needs to be a discussion about expectations and accountability. It is also essential to discuss how to balance expectations with the academic and personal responsibilities for both parties.

Supervisors recognized that the relationship is easier to manage if the student and the supervisor are on campus on a regular basis. Generally, meetings should take place on campus to foster a business-like atmosphere. Communication by email was generally seen as important but not as a substitute for in-person communication.

Deadlines need to be met or early communication must occur if the deadline will not be met. Also, the consequences of not meeting deadlines should be discussed.

At the start of a research project there needs to be clarification of the roles of each participant and how this will affect authorship, presenting, and publishing. Supervisors viewed these discussions as an important part of their mentorship responsibilities.

Supervisors also expected a professional relationship and generally reported negative

outcomes when professional and personal boundaries are not clear. Some supervisors expressed the importance of maintaining personal distance.

Guidance - Students

Students highlighted a desire for their supervisors to be available and willing to provide guidance on practical matters (e.g., academic process, achieving milestones, scholarship applications), independent development (e.g., selection of classes, attending conferences, developing their research program), and external factors (e.g., networking, accessing jobs). Overall, students indicated that supervisors' guidance should help them to push the boundaries of their knowledge, while acknowledging their strengths. Such guidance should be provided in the spirit of mentorship, bearing in mind the University's position that graduate students are junior colleagues.

Guidance - Supervisors

In accordance with the University's position, supervisors agreed that ultimately, each student must accept responsibility for his/her program. This includes knowledge of deadlines, milestones and other requirements set by the Faculty or the University. On the other hand, supervisors recognize the need to assist their students through proactive discussion and support.

Supervisors reported that while independence is a critical goal for graduate students, the importance of seeking and accepting direction cannot be overemphasized. The willingness to accept supervisory advice and direction is an essential component of both a healthy relationship and timely completion of graduate studies.

Timely and Constructive Feedback - Students

Students are dependent upon the feedback of their supervisors to make progress in their program. As such, it was extremely important to the students to receive timely feedback from supervisors (for example within a week or two). If feedback was going to take a long time, students indicated that they would like to be made aware of this ahead of time. Students also indicated that they would like the feedback to be constructive. They recognized that feedback would not always be positive but feedback that helped them to develop would be most beneficial.

Timely and Constructive Feedback – Supervisors

Supervisors also noted the importance of timely feedback in the development of the student. They also noted that students should demonstrate how the feedback has been incorporated. An important aspect of growth is the ability to take feedback and incorporate the learning into other aspects of the student's work.

Supervisors realize that feedback is not always positive but nevertheless is intended to stretch the student's boundaries of knowledge. One of the important steps in a student's development is the ability to differentiate between academic and personal criticism. Timely feedback (e.g., two weeks on thesis drafts) to students is optimal. However, if the supervisor has many other commitments (e.g., research travel or a heavy teaching load) this timing may not be possible. Regular communication on the production of work products by the student and the ability of the supervisor to provide feedback is essential.

Support - Students

Students indicated that the support received from supervisors was very important. They reported that they expected supervisors to be able to provide them with financial and professional support to help them to succeed in their program and beyond.

Students also indicated needing emotional support from their supervisors, particularly at important milestones in their career.

Support – Supervisors

Many supervisors use their research grants to support students. Research funds may be used for travel assistance to attend a conference, research equipment or salary as a research assistant. It is very important for students to be productive while working on the grant project. The supervisor is held accountable for how the funds are used and the quality of the research. Most grants have completion and reporting deadlines. Therefore, when students are given responsibility for various parts of a funded project, it is essential to keep in mind that deadlines must be respected.

Supervisors recognized that at certain times (e.g., as students prepare for exams) positive support and frequent interaction become more essential.

Summary

The FPER has traditionally recognized the importance of treating students as individuals. The Faculty makes every attempt to craft a program to fit the student rather than forcing the student to fit the program.

We also recognize that supervisors are individuals and that there are different “supervisory styles”. Finally, the academic diversity within our Faculty results in a wide variety of research methodologies and approaches to scholarly inquiry. Notwithstanding these realities, it is very important to acknowledge that a healthy student-supervisor relationship is critical to success. This relationship must be based on clear and realistic expectations, mature, effective and open communication, trust and mutual respect.

Both student and supervisor must realize that the nature of the relationship should change as the student progresses towards completion. Usually at the beginning, the relationship may be characterized primarily as teacher and student, while towards the end, particularly at the doctoral level, the student and supervisor are junior and senior colleagues, respectively.

The relationship must be nurtured by both parties. It is useful to note the subtle differences in the way students and supervisors may view the same issue. The relationship is more likely to succeed when each tries to consider the other’s point of view, bearing in mind that supervisors usually have a great deal more experience while in many cases, the student is encountering a situation for the first time.

SECTION 2

General Regulations

Admission

Deadline

Application forms from prospective graduate students should be completed and submitted online between October 1 and February 1st. Outstanding students are strongly encouraged to apply as early as possible (at least by November 30).

Paper applications are no longer provided and processed by the Graduate Programs Office for admissions after the application deadline.

Procedures

All application files will be reviewed by the Associate Dean and the Graduate Program Administrator. Qualified applications will be circulated to potential advisors for their comments as to the suitability of the applicant to our program and to indicate if the staff member would be willing to supervise the student. When reviewing a file, professors may suggest other reviewers to the Graduate Program Office. Professors may wish to indicate, on a priority basis, those students they are willing to supervise.

The Associate Dean will make final decisions on matching new students to supervisors. No student will be admitted unless a mutually-acceptable match with a supervisor is possible. In the case where more than one supervisor is available, the Associate Dean will seek input from the student before making a final decision on assigning a supervisor.

Admission may be expedited for exceptional students who are recruited by professors, or who are identified by the Graduate Program Office. The Associate Dean will work with prospective students and supervisors to optimize competitiveness for entrance awards and scholarships.

Entrance Requirements

The requirements for admission as a graduate student are a four year baccalaureate degree, with a minimum grade point average of 3.0 out of 4.0 during the last 60 units (or an equivalent qualification from another institution, such as B+), and at least two academic references.

English Language Examination

Since English is the primary language of instruction and communication at the University of Alberta, proficiency in English is a prerequisite for graduate admission. This may be demonstrated if the applicant has received a baccalaureate degree from a recognized institution in which English is the language of instruction. Alternately, the applicant must obtain a satisfactory score on an approved English language examination. In the Faculty of Physical Education and Recreation, the minimum acceptable TOEFL score is a total score of 88 with a minimum score of 20 on each test section (internet based); or, on the ILETS, a minimum overall score of 6.5 with a minimum band score of 5. (See **English Language Requirement**, *Appendix A*, for more information.)

Degrees and Program Areas

The Faculty of Physical Education and Recreation offers programs of study leading to the following degrees: Master of Arts (including options for thesis, course-based and/or RLS specialization), Master of Coaching, Master of Science, and Doctor of Philosophy. The MA (RLS) program provides advanced study in recreation and leisure emphasizing the acquisition of theoretical knowledge and the development of skills for effective planning, management and policy development. The MA and MSc programs enable advanced study in a number of disciplinary and applied areas within the broad fields of physical education, kinesiology and sport. The programs of study are loosely categorized into three broad study areas: Biological Area; Behavioural Area; and, Socio-Cultural Area. The PhD program affords specialized study within aspects of the Biological, Behavioural, Socio-Cultural and Recreation and Leisure Studies areas. There is a considerable amount of flexibility in the graduate program with each student's program individually negotiated by the student with the supervisor and supervisory committee.

Program Course Requirements

Master of Arts (MA) or Science (MSc), Thesis

- PERLS 580 or PERLS 581
- 9 additional credits
- Graduate Ethics and Integrity Training (8 hrs)
- Professional Development Requirement (8 hrs; for students admitted September 2016 and onwards)

Master of Arts, Thesis (RLS)

- RLS 510
- PERLS 581
- 9 additional credits
- Graduate Ethics and Integrity Training (8 hrs)
- Professional Development Requirement (8 hrs; for students admitted September 2016 and onwards)

Master of Arts, Course-based

- PERLS 580 or PERLS 581
- Capping Exercise (PERLS 900, 6 credits)
- 21 additional course credits
- Graduate Ethics and Integrity Training (8 hrs)
- Professional Development Requirement (8 hrs; for students admitted September 2016 and onwards)

Master of Arts (RLS), Course-based

- RLS 510
- PERLS 581
- Capping Exercise (PERLS 900, 6 credits)
- 18 additional course credits
- Graduate Ethics and Integrity Training (8 hrs)
- Professional Development Requirement (8 hrs); for students admitted September 2016 and onwards

Master of Coaching (MCoach), Course-based

- PERLS 580 or PERLS 581
- PERLS 573
- Coaching Practicum (PEDS 572, 6 credits)
- Capping Exercise (PERLS 900, 6 credits)
- 12 additional course credits

- Graduate Ethics and Integrity Training (8 hrs)
- Professional Development Requirement (8 hrs; for students admitted September 2016 and onwards)

Doctoral

- PERLS 685 (Doctoral Research Seminar); for students admitted September 2013 and onwards
- Except for the Doctoral Research Seminar, there are no specific course requirements for the doctoral degree. Each student will select, in consultation with the supervisor and supervisory committee, a program of courses to ensure adequate preparation for the dissertation research.
- Graduate Ethics and Integrity Training (8 hrs)
- Professional Development Requirement (8 hrs; for students admitted September 2016 and onwards)

Ethics Training/Approval

Ethics and academic integrity training is mandatory for all newly-admitted graduate students who started their degree program on or after September 1, 2004. Each student is normally expected to complete the equivalent of at least eight (8) hours of structured academic activity to meet this requirement.

Students may obtain this ethics training requirement in a combination of the following ways:

1. GET (Graduate Ethics Training) - a web-based course offered by the Faculty of Graduate Studies and Research (equivalent to five hours of training); and/or
2. Department-based workshops, seminars, tutorials, etc.
3. Students who take PERLS 580 or PERLS 581 are eligible for 3 hours of credit toward the Graduate Ethics Training requirement of their degree. The Ethics Certificate form can be found in the Forms Cabinet. Submit the signed form to the Graduate Office immediately upon completion of the course to be kept on file.
4. See FGSR's additional resources for further opportunities for students to receive ethics training <http://www.gradstudies.ualberta.ca/degreesuperv/ethics/resources.aspx>. Students can choose any of the other options as long as it's not outside of their area of research. i.e., do not complete Ethical Use of Animals if they will never work with animals.
5. If Ethics Training was completed in a previous degree at this university, students *may* use this to satisfy the eight required hours for their current degree. Consult the Graduate Programs Office for confirmation.

All research involving human or animal participants must be approved by a University of Alberta research ethics board. The University of Alberta takes this matter very seriously. Students should consult with their supervisor well in advance of any research to determine the correct procedures. Students are responsible for knowledge of and compliance with policies on ethical research.

Once Ethics Training is completed, students must print their certificate of completion and course grade results (if applicable), and submit them to the Graduate Program Office.

As of September 1, 2016, all graduate students are required to complete eight hours of professional development activities. The FGSR Web Site carries the specifics of the requirement.

Registration

Transfer Credit

A supervisor may recommend that a student be given transfer credit for **up to 6 credit**

units, completed in another program, if the course(s) were **not used as requirements for a previous degree**. Upon endorsement from the Associate Dean, such recommendations will be submitted to the Faculty of Graduate Studies and Research for approval.

Special Cases

Undergraduate students in the Faculty of Physical Education and Recreation who wish to take graduate level courses may do so only after obtaining permission to enrol in a graduate course from the instructor.

Directed Studies and Research

The coordination of PERLS 590, 591, 599, 690, 691, and 699 - Directed Studies, during the regular session is the responsibility of the Graduate Program Office. Each student must complete a directed studies form which contains details of the course number, course title, student's name, I.D. number and faculty. The form must also be signed by the parties involved (i.e., the student, the course supervisor and the Associate Dean). The form serves the same purpose as a course outline and represents a contract between the student and the university. In addition to all the above, each form must contain a detailed description of the course. This should include, as appropriate, but not necessarily limited to, the following:

- the purpose/focus of the course
- the method to be followed to achieve the purpose
- the research techniques to be employed
- the subjects to be used
- examples of the type of literature to be covered
- laboratory protocols to be developed/employed
- the expected outcome of the course
- a description of the method of evaluation for the course, including a breakdown clearly showing the weighting of each aspect of evaluation

Academic Standing

Grade Point Average Requirements and Failing Grades

All graduate students must maintain a minimum grade point average (GPA) of 2.7 for each session of their program.

The minimum course grade for 'pass' is C+; therefore, graduate students who receive a single grade of 'C' or less (while still maintaining a grade point average of 2.7 or greater) must meet with their supervisor to decide whether to repeat the course or select an alternative course. The recommendation of the supervisor is to be submitted to the Associate Dean who will inform the Faculty of Graduate Studies and Research of the recommendation. Students who receive a second grade of 'C' or less will be deemed to be making unsatisfactory progress and their program is subject to termination.

Academic Appeal

The Faculty of Physical Education and Recreation advocates early and informal resolution of issues related to academic standing. Students are encouraged to seek advice on procedures and regulations from the Graduate Programs Office. Prior to attempting resolution of issues, students should first seek advice and support from their supervisors and, if necessary, the Associate Dean.

The Faculty also recommends that students consult with the University of Alberta Student OmbudService for advice on procedures for informal and formal resolution of academic issues. Should the matter proceed to a formal appeal, the OmbudService staff can assist in formulating appeals, and can act as advisors during appeal hearings (780-492-4689, ombuds@ualberta.ca, 5-02 SUB).

Before launching a formal appeal, students should attempt to resolve the issue by meeting directly with the party or parties involved. For example, issues regarding status in an individual course should first be directed to the instructor or practicum supervisor concerned.

Students and professors are referred to Section 9 of the FGSR Graduate Program Manual (available on-line at <http://www.gradstudies.ualberta.ca/gradmanual/9.html>) for full information on appeal and grievance procedures.

Grievances initiated by graduate students concerning course grades must be directed to the faculty from which that course was offered. The Calendar and/or individual faculty guidelines should be consulted in order to determine the appropriate appeal procedure. Each Faculty on campus has established appeal policies and procedures for matters related to academic standing. Information on policy and procedure for academic appeals in PER is available through the Graduate Programs Office.

Grievances on other academic matters should first be dealt with by approaching the instructor or advisor concerned (depending on the nature of the grievance) to attempt a resolution. If this approach does not lead to a satisfactory result then the student should meet with the Associate Dean (Graduate), then the Associate Dean of the department concerned, and then the Dean of the Faculty of Graduate Studies and Research, in that order.

Code of Student Behaviour

The University of Alberta's Code of Student Behaviour designates as offences behaviour which could infringe upon the goal of the University to provide a place for freedom to teach, engage in research, create, learn, study, speak, associate, write and publish.

The Code lists wrongdoings by students against people and property that the departments may wish to pursue through the formal discipline system.

Inappropriate behaviour and inappropriate use of University property and resources may be punishable under the Code. These include (but are not limited to) disruptions, harassment, discrimination, damage to property, unauthorized entry, unauthorized use of facilities or equipment, misuse of library or computer resources.

Inappropriate academic behaviour punishable under the Code includes (but is not limited to) plagiarism, cheating, distribution of confidential materials, misrepresentation of the facts, research and scholarship misconduct.

The Code is available at <http://www.ualberta.ca/~unisecr/policy/sec30.html>

Time Limits

Master's thesis degree students must complete all the degree requirements within **four years** of the time they first register and Master's course-based students must complete

their degree within **six years**. To be recommended for a doctoral degree, candidates must complete all the requirements within **six years** of the time of their first registration.

Request for Program Extension

An extension to a graduate student's program should be anticipated as early as possible and the appropriate request to Faculty of Graduate Studies and Research initiated immediately following the annual review (May) in the year in which the time restriction becomes effective. The normal period for a program extension is up to one year.

Applications for program extensions commencing in the Fall term (September 1) must be submitted to the Associate Dean no later than **June 15**. Applications for program extensions commencing at other times during the year must be submitted to the Associate Dean at least **three months** prior to the start date of the extension.

The application for extension should be made to the Associate Dean by the student and the supervisor with the support of the supervisory committee. The student must provide a letter that details progress to date, the reasons leading to the need for an extension and a detailed time-line showing the relevant steps to program completion during the period covered by the extension. The supervisor must provide a letter of support that verifies the need for an extension as well as confirmation of the plan for completion. The student, together with the supervisor, must also complete a Program Extension form (available on the FGSR website at www.gradstudies.ualberta.ca). Students and supervisors are held accountable for compliance with the plan for completion. If the student fails to meet the time-line requirements as agreed, he/she may be judged to be making insufficient progress and risks program termination.

Approved Leave of Absence

Students should consult first with their supervisor and then the Graduate Program Administrator and the Associate Dean regarding a request for leave of absence. The Associate Dean will approve leaves of absences for parental or medical reasons. The FGSR will consider a departmental recommendation for a leave of absence for compassionate reasons.

The student, together with the supervisor, must complete an Application for Leave of Absence form (available on the FGSR website at www.gradstudies.ualberta.ca (Registration & Fees) and submit it to the Associate Dean with detailed documentation from the student's family physician or specialist. For compassionate leaves, a written explanation of circumstances is required. An expected date of return must be indicated. A leave of absence is normally granted for up to one year.

If the leave is approved, the student must return by the specified date in order to continue in the program. Readmission to the program will not be required; the department should direct a returning student to the FGSR to reinstate registration in the program.

The time limit for completion of the degree will be extended by the duration of any FGSR-approved leave of absence.

Program Termination Procedures

If a student's progress is unsatisfactory, a decision to recommend program termination should be made by the supervisor in consultation with the supervisory committee. When such action is being contemplated, the Associate Dean must be kept informed. The

supervisor, in consultation with the Associate Dean must prepare a fully documented case for program termination which will be presented to the Faculty of Graduate Studies and Research.

Decisions made by the Faculty of Graduate Studies and Research may be appealed. Students are referred to the FGSR for details on informal and formal appeal procedures.

Annual Review

A review of graduate student progress will be conducted annually following the completion of the regular academic term. This shall consist of all program supervisors meeting with their students to prepare a review of each student's progress. A written report will be submitted to the Associate Dean. The purposes of the review are as follows:

- to review the yearly progress of all graduate students in the program
- to assist each supervisor in becoming more aware of the progress of his/her students
- to identify potential problems (e.g., advisor/student conflict; inability to complete program within 4 or 6-year time-frame, failed courses, etc.)
- to review recommendations which have come forward from the thesis proposal meeting(s) and/or candidacy examination results

Recommended Topics of Discussion at Annual Review:

- Review grades and course work to date
- Discuss projects, etc. related to program progression
- Discuss how the student and supervisor assess the progress to date
- Discuss knowledge or skills required to carry out research or to develop research proposal. Agree as to whether additional course work—i.e. directed reading course, or other projects, etc.—are required
- Discuss supervisory committee membership
- Establish a supervisory committee at the end of first year.

Possible other topics:

- assistantship performance and experience
- other research projects
- publications
- conferences and presentations

Thesis Regulations

Procedure for Ethical Review in Human Research

The necessary information and documents required by faculty members, undergraduate and graduate students when engaging in research can be found on our website. Refer to <http://www.physedandrec.ualberta.ca/ethics.cfm> for complete Guidelines.

Designation of Field of Study

The designation of department on the 'Title' and 'Approval' pages of a thesis or dissertation shall be "Physical Education and Recreation." Students studying in Recreation and Leisure Studies will designate RLS as their field of study; whereas, students in all other programs offered by the Faculty of Physical Education and Recreation do not have to designate a field of study.

Thesis Guidelines

See Appendix J of this manual.

Thesis Submission

As of April 3, 2014 all theses must be submitted electronically. To submit electronically, follow the FGSR's Thesis Requirement and Preparation procedures:

<http://uofa.ualberta.ca/graduate-studies/current-students/academic-requirements/thesis-requirement-and-preparation>

Once in *ERA (Education & Research Archive, the University of Alberta Libraries' digital repository)*, the FGSR will review your thesis for acceptance. A bound copy is no longer required to be submitted to Physical Education and Recreation.

Qualifications for Supervising Graduate Students

Supervisors for all graduate degrees (PhD, MA, MA-RLS, MSc, MCoach) will normally possess a doctorate degree with dissertation. Any exceptions to the above must be considered by the Vice-Dean and Associate Dean.

A professor who wishes to supervise doctoral or Master's level students should have experience as a thesis committee member, at the respective level, before assuming the role of primary supervisor to a graduate student. Alternatively, new professors may be encouraged to co-supervise the first Master's or doctoral with an experienced faculty member. Professors should only select those students whose stated research interest falls within their acknowledged area of expertise.

The decision as to whether or not a faculty member will be granted permission to supervise doctoral students will be made by the Associate Dean and the faculty member concerned. The following factors will be considered:

At the Master's Level

- The extent to which the faculty member is involved in work of a professional and/or disciplinary nature in a substantive area of study related to physical education, kinesiology, sport, recreation and leisure studies
- The number of publications in the form of refereed journal articles, books, chapters in books, articles in non-refereed or professional journals, and reports produced by the faculty member over the past five years
- The involvement of the faculty member in academic and professional organizations, as a

presenter at conferences and as a speaker to professional bodies, community conferences, etc.

- The faculty member's link with other departments/faculties on campus, the number of students currently supervised and, where necessary, the staff member's ability to fund students

At the **Doctoral** Level

- The extent to which the faculty member has established an ongoing research program which focuses on enhancing substantive knowledge about an area within the fields of physical education, kinesiology, sport, recreation and leisure studies
- The experience of the faculty member in supervising Master's students and serving on doctoral committees
- The number of publications in the form of refereed journal articles, books, chapters in books, articles in non-refereed or professional journals, and reports produced by the faculty member over the past five years
- The grant funding obtained by the faculty member in the last five years.
- The involvement of the faculty member as holder of an office in academic organizations, as a major speaker at academic conferences, as a member of editorial boards, as a reviewer for grants, articles, etc. and as an external examiner/consultant for other departments, universities, or other sport/physical education related organizations
- The faculty member's research and scholarly links with other departments/faculties on campus, the number of students currently supervised, and the ability of the staff member to fund students

Responsibilities of Graduate Student Supervisors

Selection

- Discuss with prospective students the individual philosophy of supervision and any performance expectations for students. This may include such issues as assisting with ongoing research, authorship, course selection, writing grant or scholarship applications or availability as a supervisor. Encourage students to state their expectations when applying
- Choose students (both Master's and doctoral) carefully by reviewing files, contacting referees, and corresponding with prospective applicants (especially at the doctoral level)
- If possible, doctoral applicants should be encouraged to visit the Faculty prior to making a final decision
- Send a copy of correspondence to the Associate Dean (Graduate)

Prior to Arrival

- Communicate with students regarding course program selection; refer non-academic queries to appropriate office (e.g., Associate Dean, Student Housing, Student Awards, International Student Office)

Upon Arrival

- The supervisor for course-based and thesis-based students will be appointed as soon as the student arrives to begin his or her program of studies. The Graduate Program Administrator will complete FGSR's Appointment of Supervisor(s) form for all thesis based students, and FPER's Appointment of Academic Advisor and Coach Mentor form for all course-based students. The original Appointment of Supervisor form will be sent to the FGSR, and a copy retained in the Graduate Programs Office. The original Appointment of Academic Advisor and Coach Mentor form is retained in the students' file held in the Graduate Programs Office.
- As per the University Calendar and FGSR's Graduate Program Manual, an introductory meeting between the supervisor and graduate student should be held during the term in which a supervisor is first appointed. Topics to be discussed include program requirements, academic integrity requirements, the role of the supervisor, the preferred means of communication, the availability or non-availability of funding, and scholarly practices and outputs.

Supervisors are to use FGSR's Template Conversation Checklist for a New Graduate Student: <https://uofa.ualberta.ca/graduate-studies/about/resources-for-faculty-and-staff/resources-for-graduate-coordinators>

For more information visit Supervision and Examinations in the University Calendar: <http://calendar.ualberta.ca/content.php?catoid=6&navoid=843#supervision-and-supervisory-committees>

Throughout Program – Master’s

- Meet regularly to provide guidance and feedback
- Approve all changes to the student’s graduate program
- Recommend appropriate courses
- In discussion with the student, establish a Supervisory Committee of at least two professors within the first year of the program. The Supervisory Committee members will normally serve on the final examining committee. Submit names to Associate Dean for approval
- Arrange for an annual review meeting with each student to discuss progress and set goals for the next year
- Arrange a thesis proposal meeting once the final proposal has been prepared. This is generally after, or near, completion of course work. Complete and sign working agreement
- Select an appropriate arms-length examiner for the final examination committee
- Arrange dates of final oral examination at least four weeks in advance, and file appropriate form with Associate Dean
- Recommend to the Associate Dean a chair for the final oral examination. This must be a faculty member from our Faculty, who is not a member of the examination committee.

Throughout Program - Doctoral**Prior to Candidacy**

- Meet regularly to provide guidance and feedback
- Approve all changes to graduate program
- Recommend appropriate courses
- In discussion with the student, establish a supervisory committee (at least three full-time professors). This should be done no later than the end of the first year

Candidacy

- After discussion with the student, recommend members to the Associate Dean for establishment of an examination committee. This committee must include the supervisory committee plus at least two additional professors who must meet the criteria to serve as arms-length examiners.
- The supervisor should recommend a faculty member to chair the examination. This may be one of the other examiners from our Faculty or a faculty member who is not a member of the Committee but from inside our Faculty. The chair may not be the student’s supervisor.
- Arrange candidacy examination (written and oral) and ensure that official notice is given to the FGSR at least four weeks in advance. The candidacy examination shall be under the direction of the examination committee Chair.
- Notify Associate Dean regarding success of candidacy examination. Complete and sign working agreement.

Final Examination

- Choose an external examiner at least eight weeks in advance of the date of examination and informally contact them regarding their willingness and availability. A nomination for an external examiner should then be made to the Associate Dean and will include a CV and short statement regarding his/her qualifications. Note that the Faculty of Graduate Studies and Research is particularly interested in the external examiner’s current scholarly publications and experience with supervision and examination of doctoral students. It is important that the external examiner not be associated in any way, past or

present, with the supervisor or the student.

- Recommend to the Associate Dean a chair for the final oral examination. This must be a professor from our FPER, who may or may not be a member of the examination committee.
- Arrange for the final examination, including an open public presentation by the candidate, and ensure that official notification of same is submitted to FGSR at least four weeks in advance.
- The final oral examination shall be under the direction of the examination chair.
- Notify the Associate Dean regarding success of final examination.

Change of Graduate Supervisor

While the Faculty takes great care to facilitate a sound match between student and supervisor at the time of admission, we recognize that from time to time and for various reasons, a change may be necessary. Notwithstanding that supervisory changes may be advisable for the academic and personal well-being of the student and/or professor, we do not enter into this matter lightly. Students and professors must bear in mind that supervisory changes are potentially very difficult and sensitive matters and must be handled with care, respect and professionalism at all times.

Circumstances that may lead to a change of supervisor may include:

- The student's area of interest changes significantly
- There are interpersonal differences that cannot be resolved
- There is inadequate attention from the supervisor
- The student is unwilling to accept supervisory direction
- The student fails to make satisfactory progress (quantity or quality of work)

In some cases, a change is logical and can be completed in a collegial manner. In others, especially when there are, for example, interpersonal differences, or failure to meet performance expectations, the matter can become complex. Students and professors are encouraged to engage in this process with sensitivity and respect.

Students and/or supervisors who believe that a change of supervisor may be warranted must discuss the matter with the Associate Dean before taking any other steps (e.g., contacting potential supervisors or the FGSR). The Associate Dean will work with the student and current supervisor to identify a course of action. If a supervisory change is appropriate, the process will be managed through the Graduate Program Office.

The Associate Dean will discuss the matter with professors who may be suitable supervisors. The normal procedure will then be to circulate the student's application material (application, letter of intent, letters of reference, etc.) to a cohort of possible supervisors. In other words, the request for a new supervisor will normally be managed in the same way as a new application. In the case where the student has changed research topic or area, the student will be requested to update the file with a new letter of intent or summary of research interests and other material as appropriate.

Before a reassignment will be completed, the following procedures must be satisfied:

- The proposed change has been discussed by the student, the current supervisor, the proposed supervisor and the Associate Dean.
- The student prepares a written rationale for the change and presents it to the original supervisor, the proposed supervisor, and the Associate Dean.

- In all cases the change must be approved, in writing, by the student, the proposed supervisor, and the Associate Dean. A copy of the agreement will be retained in the student's file in the Graduate Program Office and copies provided to each party.

All parties should acknowledge that a supervisory change is not always possible. Recommendations for admission are made on the understanding that a suitable match is available. For many reasons, it may not be possible to find another match. Students cannot remain in the graduate program without a supervisor. If all efforts to find a new supervisor fail, the matter may result in a recommendation to terminate the program and will be referred to the FGSR.

Supervision of Graduate Students during Periods of Leave (Sabbatical, Administrative, Parental or Administrative)

The Vice-Dean informs the Associate Dean, Graduate of sabbaticals and leaves.

As per the University Calendar, it is the responsibility of supervisors to make adequate provision for supervision of their graduate students during their leave. Therefore, if a supervisor is to be absent from the University for a period exceeding two months, it is the supervisor's responsibility to nominate an adequate interim substitute and to inform the student and the department. Supervisors planning to take a sabbatical should follow the requirements found in Appendix E of the Faculty Agreement with respect to adequate advance arrangements for graduate students while a supervisor is on sabbatical.

See more at: <http://calendar.ualberta.ca/content.php?catoid=6&navoid=843#supervision-and-supervisory-committees>

The Graduate Program Administrator will revise student's applicable Appointment of Supervisor(s) and Supervisory Committee form for the Associate Dean's (Graduate) official approval. A copy will be retained in the students' file held in the Graduate Programs Office, and the official will be sent to the FGSR.

Graduate Student Funding

Overview

Graduate students may receive funding from a variety of sources including scholarships, graduate assistantships (GA) and direct support from research funds (trust accounts) held by professors. Many students receive funding from more than one source, and while the Graduate Programs Office normally attempts to coordinate information on the various payments, ultimately students must take responsibility for knowledge of their financial situation.

While scholarships are usually held for 8 or 12 month periods, appointments for teaching and research assistantships are normally made at the beginning of each term (September, January and May).

The Graduate Program Office will provide a letter to each student (copied to the supervisor) at the beginning of July to confirm the current understanding of funding from research assistantships, teaching appointments and scholarships for upcoming academic year. The Graduate Program Office staff will attempt to document and communicate any changes in funding arrangements during the year.

A Faculty funded GA will not extend beyond two weeks after a student passes her or his final oral defense, or after the signed completion of the Notice of Completion of Capping

Exercise form. Typically, the time frame for submission of the thesis to FGSR following a pass with revisions is two weeks.

Fall/Winter Graduate Assistantships

The Faculty is committed to providing assistantship funding to new and continuing students in the Master's and doctoral programs. Normally, the Graduate Program will fund Master's students during the first two years of their program and doctoral students for the first four years of their program. Pending availability of funds, Master's students are initially offered a half GA (6 hours of paid service per week) and doctoral students are offered a full GA (12 hours of paid service per week).

Students should be aware that GA funds through the Graduate Programs Office are provided in return for service to the Faculty. This service may be in the form of teaching, research or other academic duties at the discretion of the Associate Dean.

Students may decline an assignment and in doing so, voluntarily reduce the level of financial support. However, when students accept an assignment, they are accountable to the Faculty for satisfactory completion of the assigned duties. Students who do not complete their duties in satisfactory fashion risk forfeiting future GA opportunities.

Each year the Graduate Students' Association and the University negotiate the collective agreement which establishes the Regulations Governing Academic Employment of Graduate Students (AEGS). This agreement includes a payment scale for teaching and research duties and also minimum hourly payment for casual academically-related work (e.g., marking).

The first priority for assigning duties from Faculty funds is to teach laboratory, seminar, physical activity and theory courses in the Undergraduate Program. If a student has any unassigned hours, the student may be assigned to a professor to provide research assistance. Where GA funding is limited, decisions will be made based on the ability of graduate students to effectively contribute to the quality of the undergraduate program (e.g., teaching physical activity courses, labs, seminars).

Spring and Summer Research Assistantships and Teaching Positions

The Faculty is committed to providing some funding for graduate research assistantships during the Spring (May-June) and Summer (July-Aug) terms. The primary purpose of these assistantships is to support qualified students in developing and completing their research. The Graduate Program Office may "partner" with supervisors to facilitate funding for as many students as possible. The general goal is to provide Canadian students with at least two months and International students with at least three months of GA funding during the May-August period. As funds are limited and vary from year to year, students and supervisors must realize that this goal may not always be attainable.

Priorities for allocation of funds from the Graduate Program Office are to support students who have provided satisfactory service to the Faculty through previous GA assignments (e.g., teaching) and/or are at "critical" points in their programs (e.g., doctoral students preparing for candidacy).

Spring and Summer Teaching Positions

Students may apply for teaching positions to teach undergraduate courses offered during the Spring and Summer Terms. The Faculty will provide details on course offerings and application procedures as soon as such details are available each year.

The Faculty is committed to facilitating financial support for as many students as possible during the May-August period. Normally, students will not be permitted to hold both a research assistantship through the Graduate Program Office and a teaching position. Students may apply for both, but will generally only receive funding from one source.

Requirement to Apply for Scholarships

In order to be eligible for continued faculty funding, students with a GPA of 3.5 or better are required to apply for internal and external scholarships, if eligible. All students are strongly encouraged to apply for all scholarships and awards for which they are eligible and have some probability of success. Evidence of having pursued external funding (scholarships, grants, etc.) will be taken into consideration by the Faculty in the allocation of Graduate Assistantships. Students who hold Queen Elizabeth II and University of Alberta recruitment awards must apply for external funding each year, if eligible.

Student Safety

It is important to follow the standards for health and safety, to ensure the supervisor and students know and are acclimatized to spaces (labs and offices) as well as regulations when going on field trips or leaving campus to collect data, etc.

It is the supervisor's responsibility to ensure their student is adequately prepared to work in their specific areas of research. Responsibilities of Faculty Members and Supervisors are listed in section 3 of the U of A Policies and Procedures On-Line (UAPPOL): Environment, Health and Safety Policy Appendix B: Environment, Health and Safety Responsibilities: <https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/EHS-Policy-Appendix-B-Environment-Health-and-Safety-Responsibilities.pdf>

Additional health and safety regulation information is also available on Risk Management's website: <http://www.rms.ualberta.ca>

SECTION 3

Regulations Governing Master's Degree (Including Course-based MA and Qualifying Year Regulations)

Note

These regulations outline the *minimal* conditions for admission to, and completion of, a Master's degree through the Faculty of Physical Education and Recreation. The actual requirements for individual students may exceed the minimal levels. A significant amount of graduate academic activity involves reading research articles and other scholarly work (e.g., laboratory work), writing, and engaging in academic discussion with the supervisor and other colleagues. The specific requirements for a student's program are set by the supervisor and supervisory committee. These requirements and expectations may vary depending on the area of study and on the student's background preparation.

Residency Requirement

The residency requirement for the thesis Master's program is **two regular terms in succession (September to April)**. Spring/Summer sessions cannot be used to meet this residency requirement. **No exceptions are allowed.**

There is no residency requirement for the course-based MA or the MCoach programs.

Undergraduate Requirement for Entry to a Master's Degree Program

The normal requirement for admission to the Master's program is an appropriate 4-year undergraduate degree (Kinesiology, Physical Education, Recreation) or equivalent. Students must normally have a GPA of at least 3.0 for admission to graduate studies. Upon the recommendation of the Associate Dean and in consultation with the student and supervisor, deficiencies in background preparation may be made up through additional courses taken before or after entry to graduate studies.

In specialized fields of study, applications from students with degrees from a related field or "parent discipline" (e.g., sociology, biochemistry, psychology, business) will be considered.

Students applying for the course-based Master's programs are encouraged to have appropriate professional experience in the fields of Physical Education and Sport Studies and/or Recreation and Leisure Studies.

Maintaining Full Time Status

Full time status is equivalent to 9 credits. This can be accomplished through registering in a combination of courses and thesis or thesis registration alone.

THES903 Thesis Research

*0 (fi 6) (either term). Represents research activity equivalent to *3 for registration status and fee assessment purposes.

THES 906 Thesis Research

*0 (fi 12) (either term). Represents research activity equivalent to *6 for registration status and fee assessment purposes.

THES 909 Thesis Research

*0 (fi 18) (either term). Represents research activity equivalent to *9 for registration status and fee assessment purposes.

THES 919 Thesis Research

*0 (fi 18) (either term) Represents research activity equivalent to *9 for registration status and with reduced fees assessed. Only students who were admitted prior to the fall of 2011 are eligible. Please see following link for more information.

Course Requirements for Thesis MA/MSc Degrees***MA/MSc Degrees***

Students enrolled in a Master's thesis program must successfully complete one of PERLS 580 (Scientific Inquiry and Quantitative Research Methodology) **or** PERLS 581 (Scientific Inquiry and Qualitative Research Methodology). Students enrolled in the MA (RLS) program must take RLS 510.

In addition to PERLS 580 or PERLS 581, MA/MSc students will take **at least** three (3) additional graduate level courses from within or outside the department. The selection of courses (content areas and number of courses) should be a matter for discussion between the student, supervisor and supervisory committee. Ultimately, the supervisory committee has the responsibility for ensuring the student's readiness to undertake the research project, and therefore, also has the final decision on courses.

Normally, undergraduate courses taken during a graduate program will be in addition to the minimum of four graduate level courses and are classified as "extra to degree". In some cases, permission may be granted to use undergraduate credit towards meeting the course requirements of a graduate program. This is typically done with an application through the Associate Dean to the FGSR. In this case, the supervisor should, on behalf of the student and supervisory committee, submit to the Associate Dean a written statement of the reasoning for the request (e.g., no available graduate course).

Normally a maximum of three (3) units of course weight of Directed Studies are allowed as part of the minimum required graduate courses.

Students may select graduate courses from within the Faculty or in other Departments across campus.

MA (RLS) Degree

All students are required to take RLS 510 (Concepts and Theories of Leisure and Recreation), and a graduate-level research course (e.g., PERLS 581 - Scientific Inquiry and Qualitative Research Methodology, or equivalent).

Normally, undergraduate courses taken during a graduate program will be in addition to the minimum of four graduate level courses and are classified as "extra to degree". In some cases, permission may be granted to use undergraduate credit towards meeting the course

requirements of a graduate program. This is typically done with an application through the Associate Dean to the FGSR. In this case, the supervisor should, on behalf of the student and supervisory committee, submit to the Associate Dean a written statement of the reasoning for the request (e.g., no available graduate course).

Normally a student may not take more than three (3) units of course weight of Directed Studies as part of the minimum required graduate courses.

Students may select graduate courses from within the Faculty or in other Departments across campus.

Thesis Requirements

Approval of the Thesis Proposal

In consultation with the supervisor and the supervisory committee, the student will develop a proposal for the thesis research project. Formal review of the proposal will occur at a special meeting of the supervisory committee. The proposal document must be distributed to the supervisory committee well in advance of the meeting. Normally, the student will be asked to make a brief presentation of the proposal and respond to questions from the committee.

A Master's Thesis Proposal Working Agreement form (Appendix E) must be completed at the conclusion of the proposal meeting, and it should include any recommendations from the supervisory committee regarding changes to the research program or project. This document is retained in the student's file in the Graduate Program Office following the meeting.

Final Examination

The arrangements for the final examination must be approved by the Graduate Program Office and the FGSR. At least six weeks before the expected date of the final examination, the student must provide copies of the thesis to the supervisory committee. The supervisory committee members must approve that the thesis is suitable for examination (Preliminary Approval of Master's Thesis for Examination form, Appendix F). At least four weeks prior to the examination date, the supervisor must inform the Graduate Program Office of the arrangements (e.g., examining committee membership [chair, arm's length, and supervisory committee], date, time, and place). At least three weeks prior to the final examination, the Graduate Program Office will seek approval from the FGSR.

Course Requirements for Course-Based Master's Degrees

Master of Arts

Students enrolled in a course-based MA program must successfully complete one of PERLS 580 (Scientific Inquiry and Quantitative Research Methodology) **or** PERLS 581 (Scientific Inquiry and Qualitative Research Methodology), and PERLS 900 (Capping Exercise).

Students will be required to take 21 additional course credits graduate course credits with no more than six (6) course credits of Directed Studies included as part of the minimum requirements. Students may select graduate courses from within the Faculty or in other Departments across campus.

The Capping Exercise (PERLS 900) normally takes the form of a project; however, a comprehensive examination is also an option. The evaluation committee for a student electing the project option shall consist of the supervisor and one other professor approved by the Associate Dean. The evaluation committee for a student electing the comprehensive examination option shall consist of the supervisor, plus two professors approved by the Associate Dean (see guidelines for capping exercises, pp. 30-33).

MA (RLS)

All students are required to take RLS 510 (Concepts and Theories of Leisure and Recreation), a graduate-level research course (PERLS 581 - Scientific Inquiry and Qualitative Research Methodology is recommended), and PERLS 900 (Capping Exercise).

Students will be required to take 18 additional course credits at the graduate level with no more than six (6) course credits of Directed Studies included as part of the minimum requirements. Courses should be selected in consultation with the supervisor.

The Capping Exercise (PERLS 900) will normally take the form of a project although a comprehensive examination is also an option. The evaluation committee for a student electing the project option shall consist of the supervisor and one other member approved by the Associate Dean. The evaluation committee for a student electing the comprehensive examination option shall consist of the supervisor, plus two members approved by the Associate Dean (see guidelines for capping exercises, pp. 30-33).

Master of Coaching (MCoach)

Students enrolled in a course-based MCoach program must successfully complete one of PERLS 580 (Scientific Inquiry and Quantitative Research Methodology) **or** PERLS 581 (Scientific Inquiry and Qualitative Research Methodology). MCoach students must also successfully complete PERLS 573 (Coaching Issues and the Work Environment), PEDS 572 (Coaching Practicum), and PERLS 900 (Capping Exercise).

Students are required to take 12 additional course credits graduate course credits with no more than six (6) course credits of Directed Studies included as part of the minimum requirements. Students may select graduate courses from within the Faculty or in other Departments across campus.

MCoach students must complete PEDS 572 (Coaching Practicum) under the supervision of a mentor coach. The mentor coach is appointed by the Faculty and works in consultation with the supervisor and student to provide a challenging learning experience for the student. MCoach students normally complete the coaching practicum within the Golden Bears and Pandas Inter-University Sport Program in the Department of Athletics.

The Capping Exercise (PERLS 900) normally takes the form of a project, however, a comprehensive examination is also an option. The evaluation committee for a student electing the project option shall consist of the supervisor and one other professor approved by the Associate Dean. The evaluation committee for a student electing the comprehensive examination option shall consist of the supervisor, plus two professors approved by the Associate Dean (see guidelines for capping exercises, pp. 30-33).

Transfer between Course-based and Thesis-based Master's Programs

After admission to the graduate program, it is possible to change from a course-based to

thesis-based Master's program. In the alternative, a student may elect to change from a thesis-based to a course-based program.

Several factors may need to be considered prior to recommending a change in program. The student and supervisor are encouraged to discuss the various options with the Associate Dean. While normally such a change is possible, this may not always be the case. Supervisors are advised to discuss the merits of both types of Master's programs with students prior to admission to ensure the best choice from the start.

It is recommended that the transfer be addressed only after the first year of study. If it has been determined that the student will transfer to (or from) the thesis program, then the supervisor will make the recommendation to the Associate Dean.

Ethics Training/Approval

See page 12 of this manual.

Applicants Who Do Not Meet Admission Requirements

If an applicant fails to meet all admission requirements, but a professor is willing to accept the student, the Associate Dean may recommend a conditional admission. In this situation, a strong case must be presented to the FGSR detailing the reasons for the request. It is common to specify conditions that must be met in order to either gain admission or remain in the program. For example, the student may be required to enroll in specific courses or maintain a specified GPA. The rationale for admission and the performance criteria (conditions) must be reasonable and acceptable to all parties.

In the event that an applicant fails to meet the admission requirements, it may be possible to develop a plan of study to upgrade the academic profile. This may occur for several reasons. For example, a student may need to improve the GPA, gain background knowledge in a particular field of study, improve English Language competency, or acquire current knowledge in the case of a long time lapse between degree programs.

In such cases, the Associate Dean will work with the student and if applicable, the prospective supervisor, to develop an appropriate program of study. The Faculty may keep the application active during the period of upgrading.

Course Program for Qualifying Students

The course program for qualifying students will be determined by their advisors in consultation with the Associate Dean or the Administrative Assistant. It is recognized that the primary purpose of the qualifying work is to provide a student with the necessary background in those areas in which preparation is lacking. In choosing the appropriate courses, students should identify any undergraduate courses that are prerequisites for the graduate level courses relevant to the planned program of study. The number of courses required will vary but normally will not exceed 30 units of course weight.

If a student has a 3-year degree in a related field (physical education, kinesiology, sport studies, recreation or leisure studies), the student will normally be required to complete at least two terms of additional course work (30 units of course weight). If a student has a 4-

year degree in a related field, but not directly related to the field of specialization, the student may be required to complete at least one term of qualifying course work (15 units of course weight). The amount of additional study will be determined by the Associate Dean in consultation with the student and, if applicable, the prospective supervisor.

Completion of the program of study does not automatically entitle the student to proceed toward a degree program. However, upon satisfactory completion of a qualifying period, the department may recommend full or conditional admission to the Faculty of Graduate Studies and Research. Students should note that neither the courses taken nor the fees paid during a qualifying period will be credited toward a subsequent graduate degree program.

Supervisors, Supervisory Committees, Examination Committees - Master's Degree Thesis Program

Note

In all cases where the Associate Dean is a supervisor, member of a Faculty of Physical Education and Recreation thesis committee, or an examiner, the Vice-Dean of the Faculty shall undertake the administrative responsibilities of the Associate Dean.

Supervisor and Supervisory Committee

The supervisor is appointed at the time of admission. A supervisory committee should be established by the end of the first year of the student's program. The committee must include at least two members: the supervisor and at least one other professor who is eligible to supervise graduate students. The supervisor is responsible for informing the Graduate Program Office of the composition of the supervisory committee. The Associate Dean must approve the supervisory committee before the thesis proposal meeting is held.

The main role of the supervisory committee is to provide academic and technical support to the research trainee, so members should be accessible to the student during the program. Normally, supervisory committee members will be professors at the University of Alberta, and may be from any Faculty. It is also possible to appoint professors from other institutions to serve on a graduate committee, however the majority of the committee members must be from the University of Alberta. Refer to the FGSR's Examining Committee Membership Checklist for further information:

<http://www.gradstudies.ualberta.ca/facultystaff/resource supervisors.aspx>.

In some cases, committee members who are not professors (e.g., coaches) may provide clinical or technical expertise that is important to the thesis research. In this case, the supervisor will present a written request to the Associate Dean detailing the qualifications of the individual and a rationale for committee membership. Such members of the supervisory committee will be in addition to the two required professors.

The supervisory committee must meet at least annually to review the student's progress. A special meeting of the supervisory committee will be convened to review and approve the thesis proposal. A completed copy of the Working Agreement (Appendix E) must be placed in the student's file following this meeting. The product of the student's research training must be submitted in the form of a thesis conforming to the regulations of the Faculty of Graduate Studies and Research.

Examination Committee

In most cases, the members of the supervisory committee will also serve as members of the examining committee. An examining committee consists of at least three faculty members, one of which must be "arm's length" according to the definition provided by the FGSR. The arms-length member may not be a part the supervisory committee. In addition, this member cannot be: connected with the thesis research in a significant way; associated with the student (outside of normal course or other non-thesis activities; related to the supervisor; or, a close collaborator of the supervisor during the previous six years. The arm's length member may be a professor in any Faculty and in some cases, with special approval, from another institution.

The members of the examining committee must be approved by the Faculty of Graduate Studies and Research. The final examination must be chaired by a professor from FPER who is not a member of the supervisory committee.

The examining committee will review the thesis and conduct an oral examination designed to test the student's knowledge of the thesis research and related fields. All members of the examining committee must participate in the examination. While it is preferred that all members be present for the examination, if there are unusual circumstances, an examiner will be considered "present" if teleconference or video conference is used. It is acceptable for one member of the examining committee to participate "by distance" however the remainder of the committee must be physically present.

In the event that an examiner is participating by distance and the communication connection is lost, the examination will be stopped until the connection is restored. If the connection cannot be restored within a reasonable time and that examiner's participation is required to meet the examiner requirements specified in Appendix G, the examination must be adjourned.

The oral examination will evaluate whether the thesis and the student's examination performance are acceptable. Guidelines for conduct of oral examinations can be found in Appendix B.

Scheduling the Final Examination

At least four weeks prior to the intended date of the final examination, the supervisory committee must indicate in writing (Preliminary Approval of Master's Thesis for Examination Form, Appendix F) that the thesis is of sufficient quality to proceed to examination. The supervisor will present the completed form to the Graduate Program Office when making arrangements to schedule the final examination.

Students, supervisors and committee members must realize that this written approval simply implies that the thesis is of sufficient quality to be examined. It does not guarantee the outcome of the examination.

Guidelines for Capping Exercises: Course-based MA, MA(RLS) and MCoach Degrees

Terms of Reference for PERLS 900 Projects

The Calendar description for this course reads as follows:

PERLS 900 Directed Research Project

*6 (*fi 12*) (variable, unassigned) A significant piece of scholarly writing. This course is used by course-based Master's students

The capping exercise should be a substantial and meaningful part of the course-based MA. The following guidelines are meant to assist students, supervisors and evaluators. All parties are encouraged to contact the Graduate Program Office for further information.

The student must submit a copy of the final work product to the Graduate Program Office. It is preferable that the copy be submitted electronically.

The Capping Project provides course-based master's degree students (MCoach, MA(RLS), MA) with the opportunity to engage in independent and meaningful research and explore in depth a particular topic, issue or practice related to their area of interest. This course involves completing a significant piece of scholarly writing that should be strong enough to be presented at an academic and/or professional conference or published in a scholarly and/or professional journal or magazine.

Students may work on the Capping Exercise during more than one academic term; however they must register in PERLS 900 for the term in which the project is to be completed. Normally the Capping Exercise will be completed near the end of a student's program; however students and their academic supervisors should begin to discuss possible topics within the first year. For example, the Coaching Practicum (PEDS 572) can be an excellent way for MCoach students to begin thinking about a possible Capping Exercise topic. Assignments completed for courses (e.g., PERLS 590) can also be used to formulate ideas and read and write in relevant areas. In addition, given that students often have professionally relevant responsibilities outside of their course work, these contexts also offer an excellent setting to complete a Capping Project. There are three primary ways for MCoach, MA(RLS), and MA course based students to complete their Capping Exercise:

1. A case study around a 'problem' the student has identified as important 'to solve' to advance his or her knowledge and understanding of coaching, leisure, recreation, sports, dance, exercise, etc. The structure of such a project should be as follows:

- Introduction Chapter that defines and contextualizes the problem to be investigated (approximately 5-7 pages);
- Review of Literature Chapter that is detailed and comprehensive in nature and reviews past and current understandings of this problem and approaches to solving this problem (approximately 25-30 pages);
- Implications Chapter where the student discusses, with the support of the research reviewed, some applications to his or her specific professional/practice context (approximately 15-20 pages);
- Conclusion Chapter where the student presents two to three key insights and discusses future directions around the topic both for practitioners and researchers (approximately 8-10 pages).

2. A type of “action research” project where the student designs and implements a specific theoretically informed intervention, pilot program or new practice and then reflects on its impact. The structure of this type of project should be as follows:

- Introduction Chapter where the student outlines a case for designing and implementing a new practice (approximately 5-7 pages);
- Review of Literature Chapter where the student argues through the relevant literature the rationale for implementing this practice, including the theoretical framework that will guide the student’s reflections (approximately 20-25 pages);
- Method Chapter where the student outlines in detail how and for how long she or he will introduce this new practice and will measure, assess and evaluate its impact (approximately 10-15 pages);
- Results and Discussion Chapter where the student connects her or his reflections to theory and discusses how she or he made sense of what it meant to implement this new practice, with specific comments on the impact it had on the student’s understanding as a professional working in his or her field (approximately 10-15 pages);
- Conclusion Chapter where the student presents two to three key insights and discusses future directions around the topic both for practitioners and researchers (approximately 8-10 pages).

3. A small scale quantitative or qualitative study that follows the same format, structure and procedures for a thesis, including ethical approval if appropriate, but with a much reduced scope. For example, an interview study with approximately five participants, a survey or questionnaire study with approximately 20-25 participants, or an analysis of some existing data or a lab-based study that is already set-up.

In addition, students may propose projects that do not fit into these categories. In such cases, they will be expected to have support from their academic supervisor. MCoach students will need approval from the MCoach coordinator.

In advance of beginning the Capping Exercise the student should formulate a proposal (similar to a thesis proposal) that outlines the focus of the project, including the rationale and purpose, and where appropriate the methods. The academic supervisor must approve the proposal before the student begins the main part of the work. Approval must be obtained from the appropriate Research Ethics Board if the work involves interaction with human subjects (e.g., interviews). The student and academic supervisor should interact during the project as required in a similar manner to how a supervisor and student might interact during the completion of a thesis project. The student may need some elements of training, supervision or assistance in order to complete the project. For example, the academic supervisor should be prepared to read drafts and provide feedback as required. The academic supervisor will take responsibility for guiding the student through the project and the development of the final product. Throughout this process, the academic supervisor needs to be prepared to monitor the amount and quality of the work to ensure the project aligns with the expectations of PERLS 900.

At an appropriate time during the project, the academic supervisor should, in consultation with the student, nominate a “second reader”. The academic supervisor and the second reader are responsible for evaluating the project as a Pass or a Fail. To serve as a second reader for capping exercises for Course-based MA, MA (RLS) and MCoach degree programs in the Faculty of Physical Education and Recreation, the person must be eligible to supervise graduate students at University of Alberta or other master’s degree granting universities.

As part of the evaluative process, the student may be asked to make a presentation to the academic supervisor, the second reader and other members of the Faculty (e.g., professors, coaches, students). A requirement to revise aspects of the project may also be a component of the evaluation process. The academic supervisor and second reader will communicate the result of their evaluation to the Graduate Program Office by completing the Notice of Completion of Capping Exercise form. <https://uofa.ualberta.ca/physical-education-recreation/-/media/phsyed/graduate/forms/appendixh-certificateofcompletion-cappingexercisejune2015.pdf>. The student must submit an electronic copy of the final project to the Graduate Program Office.

Should the second reader refuse to sign the approval sheet because of a disagreement with the academic supervisor as to what is required to successfully complete the project, the case should be referred to the Associate Dean of Graduate Studies. In cases of dispute involving the Associate Dean, the case should be referred to the Vice Dean of the Faculty or to the Faculty specific Associate Dean in the Faculty of Graduate Studies and Research, who will determine the appropriate course of action.

Comprehensive Examination

A student enrolled in the course-based program who chooses the comprehensive examination capping exercise option shall be governed by the following guidelines:

Procedures

- The candidate, in conjunction with the supervisor, should prepare an extensive reading list representative of the scope of the study undertaken in the graduate program. A copy of the reading list should be filed with the Associate Dean.
- The supervisor will recommend to the Associate Dean an examining committee for the comprehensive examination. This committee will be comprised of the supervisor and two other members, normally full-time faculty members of the Faculty of Physical Education and Recreation.
- A copy of the questions for the written examination must be submitted to the Associate Dean prior to the scheduling of the examination.
- The Associate Dean is responsible for approving the scheduling of the final written and oral examinations. The supervisor is responsible for making arrangements for holding the examination.
- A copy of the written answers to the questions must be filed with the office of the Associate Dean.

Product

- The comprehensive examination shall consist of written and oral examination components. In total, the examination should demonstrate the "candidate's ability to synthesize the varied information accumulated through the program."
- As in the case of the project option, the comprehensive examination should represent a substantial scholarly endeavor.

Program Completion

- The student will be deemed to have completed the comprehensive examination requirements when the three examiners have signed the approval sheet indicating that the student has passed both the written and oral components of the comprehensive examination.
- Should one of the examiners refuse to sign the approval sheet, the case will be referred to the Associate Dean to determine an appropriate course of action.
- In cases of dispute involving the Associate Dean, the matter should be referred to the Vice-Dean of the Faculty or to the Associate Dean in the Faculty of Graduate Studies and Research who will determine the appropriate course of action.

SECTION 4

Regulations Governing the PhD Degree

Residency Requirements

The residency requirement for the PhD program is **two full academic years (September to April in succession)**. Spring/Summer sessions cannot be used to meet this residency requirement. ***No exceptions are allowed.***

Requirements for Entry into the PhD Program

Normally, entry into the PhD degree program requires a Master's degree **with thesis** in physical education, kinesiology, sport studies, recreation or leisure studies. Applications from students with a Master's degree other disciplines (e.g., biochemistry, sociology) will be considered. Applications from individuals with a Master's degree without thesis are considered by the Associate Dean on individual merit. In such cases documentary evidence must be provided to establish the candidate's research capabilities. Alternately, the Associate Dean may recommend a conditional admission, after consultation with the prospective supervisor. The applicant's Master's program must have demonstrated relevance to the selected area of specialization in the PhD program.

Course Requirements

PERLS 690 Doctoral Research Seminar is a required course for PhD students. It is taken in the winter term of year 2.

Maintaining Full Time Status

Full time status is equivalent to 9 credits. This can be accomplished through registering in a combination of courses and thesis or thesis registration alone.

THES903 Thesis Research

*0 (fi 6) (either term). Represents research activity equivalent to *3 for registration status and fee assessment purposes.

THES 906 Thesis Research

*0 (fi 12) (either term). Represents research activity equivalent to *6 for registration status and fee assessment purposes.

THES 909 Thesis Research

*0 (fi 18) (either term). Represents research activity equivalent to *9 for registration status and fee assessment purposes.

THES 919 Thesis Research

*0 (fi 18) (either term) Represents research activity equivalent to *9 for registration status and with reduced fees assessed. Only students who were admitted prior to the fall of 2011 are eligible. Please see following link for more information.

<http://www.gradstudies.ualberta.ca/regfees/registration/thesis919.htm>

Benefits of Full-Time Registration

- full-time thesis doctoral and master's students **may** be eligible for a Reduced Fee Thesis (Thesis 919) in subsequent years of their program. See [Thesis 919 \(Reduced Fee Thesis\)](#).
- full-time students have increased access to scholarships, bursaries, student loans, and travel funds;
- full-time status provides tax advantages--the allowable education amount is \$400 per month for full-time students; only \$200 per month for part-time students
- full-time students are covered by the [Graduate Students' Association Health and Dental Plans](#)

The Fast-Track PhD Program

Admission to the PhD program shall be conditional upon successful completion of a Master's degree. Exceptional candidates may be accepted into the PhD program without having completed a Master's degree either (a) directly from an undergraduate (honour's) program, or (b) after having initially registered in a Master's program.

Conditions/Criteria for Consideration for Fast-Tracking

To be considered for fast-tracking, a candidate shall have demonstrated:

- outstanding academic performance
- competent, independent research skills in a substantial research project

Indicators which might be used in identifying candidates for fast-tracking include:

- receipt of major scholarships
- receipt of research grants
- publication of scholarly articles
- presentation at scholarly conferences
- Grade Point Average with particular emphasis on the most pertinent courses to the field of study
- specialized background preparation appropriate to the field of study
- presentation of a superior research proposal

Process

At or near the end of the first year of the master's program, the supervisory committee may decide to formulate a recommendation to fast-track, to the Associate Dean, who will request independent comments from the supervisory committee members and then take the recommendation to the Graduate Program Committee for consideration. Committee members will be asked to address specific criteria such as quality of the research proposal, preparation for the field of study and perhaps presentations at conferences.

It is recommended that application for fast-tracking be made earlier rather than later in the Master's program. This would usually occur after the student's coursework is completed and their proposal has been submitted. It is important that this application be made at a time when there is sufficient evidence that the student can conduct independent research and engage in scholarly activity beyond the demands of the master program.

Supervisor and Supervisory Committee

Supervisory Committee

The supervisor is appointed at the time of admission. The supervisor will maintain primary responsibility for the day-to-day management of the student's program. The supervisor and the student should meet regularly and work closely in matters such as course selection, development of a reading list, pilot research and selection of the members of the supervisory committee. The supervisory committee must be in place by the end of the first year of a doctoral program. The supervisor must submit the composition of the Supervisory Committee to the Graduate Program Office. Supervisory Committees must be approved by the Faculty of Graduate Studies and Research.

The supervisory committee will include at least two members in addition to the supervisor. The main role of the supervisory committee is to provide academic and technical support to the research trainee, so members should be accessible to the student during the program. The committee shall work closely with the student to develop a program of research. The same committee shall arrange for the necessary examinations and for adjudication of the thesis.

Normally, supervisory committee members are professors at the University of Alberta, and may be from any Faculty. It is also possible, with the approval of the Associate Dean, to appoint professors from other institutions to serve on a graduate committee however, the majority of the committee members must be from the University of Alberta. There is provision for faculty members who do not hold a PhD (e.g., MD) to serve as members of a PhD supervisory or examination committee. In this case, the supervisor will present a written request to the Associate Dean detailing the qualifications of the individual and a rationale for committee membership. Refer to the FGSR's Examining Committee Membership Checklist for further information:

<http://www.gradstudies.ualberta.ca/facultystaff/resourcessupervisors.aspx>

The supervisory committee must meet at least annually to review the student's progress. The supervisor should keep minutes of the meeting(s) which should then be distributed to the student and committee members in order to document agreement on progress and program planning.

Ethics Training/Approval

See page 12 of this manual.

Examination Committees

Candidacy Committee

At least four weeks prior to the commencement of the Candidacy Examinations, the supervisor must submit the composition of the Candidacy Committee to the Graduate Program Office. Candidacy Committees must be approved by the FGSR and it is essential to obtain this approval prior to starting the Candidacy Examination process. If there is any doubt regarding the composition of the Committee or the eligibility of any potential member, the supervisor must discuss the matter with the Associate Dean well in advance of

planning the examination.

The examination shall be under the direction of the Examining Committee which consists of the supervisory committee and two additional members who are "arm's length" examiners according to the definition provided by the FGSR. The arms-length members may not be part of the supervisory committee. In addition, these members cannot be: connected with the thesis research in a significant way; associated with the student (outside of normal course or other non-thesis activities; related to the supervisor; or, a close collaborator of the supervisor during the previous six years. The arm's length members may be professors in any Faculty, and in some cases, with special approval, from another institution. Refer to the FGSR's Examining Committee Membership Checklist for further information:

<http://www.gradstudies.ualberta.ca/facultystaff/resourcessupervisors.aspx>

It is recommended, but not required, that at least one member of the examining committee be from an academic unit external to FPER. All members (minimum of five) of the examining committee must participate in the examination. While it is preferred that all members be present for the examination, if there are unusual circumstances, an examiner will be considered "present" if teleconference or video conference is used. Normally, only one member may participate "by distance".

In the event that an examiner is participating by distance and the communication connection is lost, the examination will be stopped until the connection is restored. If the connection cannot be restored within a reasonable time and that examiner's participation is required to meet the examiner requirements specified in Appendix G, the examination must be adjourned.

The supervisor will recommend a Chair for conducting the Candidacy Examination. The Chair must be a full-time faculty member of FPER. It is preferable that the Chair be a neutral party, but if necessary may be a member of the examining committee (not the supervisor). The Chair may participate in the questioning but does not vote or sign unless a member of the examining committee.

The Chair must complete a report on the outcome of the Candidacy Examination which is submitted to the Graduate Program Office. A completed copy of the Working Agreement (Appendix E) must be placed in the student's file following the Candidacy Examination.

Final Examination Committee

The results of the candidate's research shall be presented in a thesis satisfying the general requirements of the Faculty of Graduate Studies and Research. The material must be of sufficient merit to meet the standards of reputable scholarly publications.

Committee Composition and Scheduling of Final Examination

At least four weeks prior to the expected date of the final examination the supervisor must submit the composition of the Examining Committee and details of the final examination arrangements to the Graduate Program Office. Committee composition and examination arrangements must be approved by the Faculty of Graduate Studies and Research.

The thesis shall be examined by an Examining Committee consisting of the supervisory committee and at least two arm's length examiners, including external to the University (for a total of five). Arm's length examiners who have served on the student's candidacy

examination committee do not lose their arm's length status as a result, and are eligible to serve as arm's length examiners for the final exam, provided no circumstances have changed.

As in the case of the Candidacy Oral Examination, the examining committee must be chaired by a full-time staff member other than the student's supervisor. Typically, the Chair will be a professor who is not part of the examining committee. Refer to the Committee Membership Checklist on FGSR's website for further information: <http://www.gradstudies.ualberta.ca/facultystaff/resourcessupervisors.aspx>

External Examiner

At least three months prior to the expected final examination, the supervisor, in consultation with the Supervisory Committee and the student, should nominate an external examiner. The supervisor must provide the name and contact information of the nominee and a current CV to the Graduate Program Office. The external examiner must be a professor from another University, must be a recognized expert in the field of research and must have had previous experience as a supervisor of doctoral students and participate in doctoral examinations. The nominee must have no previous relationship with either the student or the supervisor that could be perceived as conflict of interest (see FGSR Graduate Program Manual for further details). The external examiner must be approved by the Faculty of Graduate Studies and Research. The external examiner counts as one of the "at least two" arm's length examiners required for the final examination (see Appendix G).

The external examiner may attend the examination, may participate through teleconference or video-conference, or may act as an external reader and submit questions. In the latter case, typically the supervisor or the Chair will ask the questions on behalf of the external and the committee will evaluate the answers. At least five members of the examining committee must be in attendance. While it is preferred that all members be present for the examination, if there are unusual circumstances, an examiner will be considered "present" if teleconference or video conference is used. Normally, only one member may participate "by distance".

In the event that an examiner is participating by distance and the communication connection is lost, the examination will be stopped until the connection is restored. If the connection cannot be restored within a reasonable time and that examiner's participation is required to meet the examiner requirements specified in Appendix G, the examination must be adjourned.

Examination Procedures

Candidacy Examination

The candidacy examination is normally held after the student has completed between two and three years of study and after completion of course work. In the Faculty of Physical Education and Recreation, Candidacy Examinations consist of four parts:

- Written Examination
- Oral Examination
- Research Proposal
- Dissertation Plan

The examining committee will reach a decision on satisfactory completion of the written

component prior to proceeding to the oral component.

The oral examination and the research proposal may be scheduled for the same day however the two components **must** be treated as separate meetings. The examining committee will reach a decision on satisfactory completion of the oral component prior to consideration of the research proposal.

Following acceptance of the research proposal, the committee should be briefed on the intended plan for the format of the dissertation. For example, if a paper format thesis is planned, the committee should agree on the number and content of the papers. The Faculty recognizes that the dissertation plan may change between completion of candidacy and production of the thesis.

A working agreement form (*Appendix E*) should be completed after the examination by the supervisor. A copy of this completed form must be kept in the student's file. If substantive changes are made to the student's research program prior to the final examination, the supervisor is responsible for updating the Working Agreement to reflect these changes.

A. Written Examination (2 options)

Option 1 - Traditional

An appropriate written examination focussing on the knowledge base in the student's area is required. Members of the examining committee will be invited to submit questions to the supervisor who, with assistance from the other supervisory committee members, will approve the final questions for the written examination. Each committee member should interact with the student in the weeks prior to the examination to assist in the student's preparation. At the discretion of each examiner, questions may be open or closed book.

The examination will be written at the University of Alberta under supervised conditions. The supervisor is responsible for booking the room and making all other arrangements for the examination (e.g., provision of a laptop computer) and supervising the examination. The answers must be distributed to all committee members as soon as possible after the written examination is completed (usually the next day). The content of the examination is left to the discretion of the supervisory committee, however the main emphasis must be on the broader research area, not the specific research project(s) undertaken by the student.

Option 2 – Alternative Written Examination

At the discretion of the Supervisory Committee, an alternate form of the written Candidacy Examination may be considered.

- The Supervisory Committee may propose an alternative to the normal written candidacy examination format.
- The alternative written examination should remain consistent with the “spirit” of the traditional written examination. That is, it should be focused on relevant research within the discipline, but not specifically on the student's research project(s).
- The Supervisory Committee should submit a brief proposal to the Associate Dean (Graduate) outlining the following points:
 - The nature and format of the alternative written exam (e.g., review papers)
 - A rationale for the alternative written examination that explains why this approach is more suitable for this particular student
 - An assurance that the alternative examination is more or less equivalent, with respect to time and effort, to the traditional examination
 - A set of guidelines indicating the amount of interaction with the examining

committee that is considered appropriate

- The proposal should be submitted in a timely manner so as to allow review by the Graduate Program Committee.

B. Oral Examination

The oral examination must follow the written examination with a sufficient interval (usual practice is up to two weeks) to allow the committee to adequately assess the written portion of the examination. The oral examination will cover the substantive area of research, either through follow-up questions on the written component, or other questions at the discretion of the examiners. The examining committee will reach a decision on satisfactory completion of the oral examination prior to considering the research proposal.

C. Research Proposal

The student will prepare a written research proposal well in advance of the candidacy examination. Each committee member will be provided a copy of the document in order to prepare for the proposal meeting. Typically, the student will make a brief presentation of the proposal to the committee, which is followed by questions from each committee member. The outcome is approval for the student to undertake the research and it is important that the committee be in agreement that the student has the necessary knowledge, skills and resources to conduct the project.

D. Research Plan

As mentioned above, this part of candidacy ensures that the members of the committee are informed as to the intended format and content of the dissertation. While no formal decision is required, it is important that the student have the opportunity to discuss matters pertaining to needed modification to the intended research with the committee. A Thesis Proposal Working Agreement should be completed and filed with the Graduate Program Administrator (see Appendix E).

Doctoral Final Examination

A. Preliminary Acceptance of the PhD Thesis

Before the thesis is forwarded to the Arm's Length Examiner (External to the University), the supervisory committee members shall declare in writing to the supervisor(s) either that the thesis is of adequate substance and quality to warrant that the student proceed to the final examination or that the thesis is unsatisfactory and the student should not be allowed to proceed to the final examination. The purpose of this process is to ensure the thesis is vetted by the supervisor(s) and all supervisory committee members and to verify that it is of sufficient substance and quality to proceed to the final examination (see Appendix G).

B. Oral Examination

An open presentation shall precede the formal portion of the final examination. All faculty and students are welcome to attend. At the end of the presentation, the Chair of the examination committee may allow 5-10 minutes of general questions from the guests. The examining committee will withhold questions until the formal oral examination.

The examination is closed. In special circumstances, guests may attend, but not participate in, the examination. Supervisors must bring such requests to the Associate Dean, well in advance of the examination date (see oral examination procedures, Appendix B).

Appendix A

English Language Requirement

Below are the minimum scores required in Physical Education and Recreation for acceptance into our graduate program and how they may be interpreted for competency.

TOEFL

Paper format test – 600

Internet based test – 88

Summary:

Reading 22-30 High Level; 15-21 Intermediate

Listening 22-30 High Level; 14-21 Intermediate

Speaking 26-30 Good; 18-25 Fair

Writing 24-30 Good; 17-23 Fair

Maximum total – 120

IELTS

Band Scores

Summary:

3.0 Extremely limited

5.0 Modest user

6.0 Competent user

7.0 Good user

9.0 Expert user

MELAB

Minimum score of 85

PTE

Minimum score of 59

Appendix B

Guidelines for Oral Examinations

Preliminary Responsibilities¹

A number of duties and responsibilities occur prior to the conduct of the oral examination. These are as follows:

Following acceptance of the committee, date, and time by the FGSR (and well in advance of the oral examination), the Chair should meet and brief the student on the nature of oral examinations and the procedures that are normally followed. In the case of final orals, students should be reminded that they must prepare a 15-20 minute presentation of their thesis or dissertation work. This presentation is normally made in open forum prior to the examination by the candidate's final oral committee (see Regulations Governing PhD Degree). The student should also receive a copy of these **Guidelines**.

Prior to the oral examination (e.g., 7-10 days), the supervisor should obtain grades, courses, publications, presentations, grants, scholarships received, and other related vitae information about the student. This information is used by the supervisor when making the introductory remarks to the examining committee at the oral examination.

Written examination (PhD candidacy exam only)

Examiners may wish to refer to questions and answers from the written section of the candidacy examination. The supervisor should ensure that a full and complete copy of the questions asked and answered is made available to the examiners during the oral.

Prior to the meeting, the supervisor should distribute a copy of these **Guidelines** to any examiners who are not members of the Faculty of Physical Education and Recreation.

Conduct of the Oral Examination

The oral examination takes place in four parts: pre-examination procedure, examination of the student, post-examination decision, and communication of decision to the student.

Pre-examination procedure

The student is introduced to *all* of the examiners and then requested to leave the room so that specific procedural matters can be agreed upon. These procedures include: determination of examination order, time per examiner, format, discussion of written exam (PhD only), and judgement.

Examining Committee Order

Establish the order in which the examining committee members will question the candidate. Normally, the external examiner is given the option of examining first. In some cases, the supervisor may choose to refrain from asking questions. If a committee member is unable to attend, but has submitted questions, their order is nonetheless established and those questions are asked, in turn, by the Chair.

¹ In these guidelines, "Chair" refers to the chair of the examining committee, and "supervisor" refers to the student's supervisor.

Time per Examiner

In the first round of examination, each committee member is allocated a maximum of 15-20 minutes. A second round may be initiated by the Chair if required. The Chair must be prepared to monitor the time taken by each examiner and to gently enforce the time limits. For the second round, each examiner may take as much time as is necessary to make an evaluation of the candidate's performance and research.

The time allocated to each examiner is intended to be used by that examiner. Other examiners may ask brief questions on points of clarification, but extended questioning is inappropriate. The Chair is responsible for ensuring that each examiner receives an appropriate share of time.

Decision Focus

The Chair should clearly state the purpose of the examination and the questions that will need to be answered when the examination is finished. These questions fall into *two* broad categories. First, is the research at a level and depth expected for a Master's or doctoral degree? Second, was the candidate's defence of the work worthy of a Master's or a doctoral degree? The student must receive a pass evaluation in each of these questions.

Examination of the student

When the Chair is certain the examiners are familiar with the examination procedures and format, he/she invites the candidate into the examination room, explains the examiner order, indicates whether a short presentation of the work is required, and the examination commences. There is no time limit on an oral examination, but the Chair must be sensitive to the fatigue level of the candidate and whether further questioning is useful. In extreme cases, the examination can be continued at another time. Oral examinations generally last from 2 to 3 hours. The Chair may request a brief break at any point in the proceedings.

When all examiners have completed their questioning, the Chair should ask the candidate whether he/she has any brief, closing comments. When the candidate and examiners are finished, the Chair asks the candidate to leave the room until the committee has reached a decision.

Conduct of Examinations is also available in the University Calendar and FGSR's Graduate Program Manual:

<http://registraroffice.ualberta.ca/en/Calendar/~//media/registrar/pdfcal/14-15calendarpdf/GradStudies.pdf>

<http://www.gradstudies.ualberta.ca/gpm/Section8/Section8-3.aspx#8.3.3DoctoralCandidacyExam>

The Post-Examination Decision for a Final Examination

The decision of the examining committee will be based both on the content of the thesis and on the student's ability to defend it. The final examination may result in one of the following outcomes:

- Adjourned
- Pass
- Pass subject to revisions
- Fail

There is no provision for a final examination to be “passed subject to major revisions”. If the Examining Committee fails to reach a decision, the department will refer the matter to the Dean, FGSR, who will determine an appropriate course of action.

Adjourned: An adjourned examination is one that has been abandoned officially. A majority of examiners must agree to an outcome of Adjourned. The final examination should be adjourned in the following situations:

- The revisions to the thesis are sufficiently substantial that it will require further research or experimentation or major reworking of sections, or if the committee is so dissatisfied with the general presentation of the thesis that it will require a reconvening of the examining committee. In such circumstances the committee cannot pass the student, and must adjourn the examination.
- The committee is dissatisfied with the student’s oral presentation and defence of the thesis, even if the thesis itself is acceptable with or without minor revisions.
- Compelling, extraordinary circumstances such as a sudden medical emergency taking place during the examination.
- Discovery of possible offences under the Code of Student Behaviour after the examination has started. If the examination is adjourned, the committee should:
 - Specify in writing to the student, with as much precision as possible, the nature of the deficiencies and, in the case of revisions to the thesis, the extent of the revisions required. Where the oral defence is unsatisfactory, it may be necessary to arrange some discussion periods with the student prior to reconvening the examination.
 - Decide upon a date to reconvene. If the date of the reconvened examination depends upon the completion of a research task or a series of discussions, it should be made clear which committee members will decide on the appropriate date to reconvene. The final date set for reconvening shall be no later than six months from the date of the examination. This new examination must be held within six months of the initial examination.
 - Make it clear to the student what will be required by way of approval before the examination is reconvened (e.g., approval of the committee chair or supervisor, approval of the entire committee, or of select members of the committee).
 - Specify the supervision and assistance the student may expect from the committee members in meeting the necessary revisions.
 - Advise the Dean, FGSR, in writing of the adjournment and the conditions.
 - When the date is set for the adjourned final examination, the department will notify the FGSR. Normally a Pro Dean attends the examination.

Pass: All or all but one of the examiners must agree to an outcome of Pass. If the student passes the examination, the department should submit a completed Thesis Approval/Program Completion form to the FGSR. If one of the examiners fails the student, that examiner does not have to sign this form.

Pass subject to revisions: All or all but one of the examiners must agree to an outcome of Pass subject to revisions. The student has satisfactorily defended the thesis but the revisions to the thesis are sufficiently minor that it will not require a reconvening of the examining committee.

If the examining committee agrees to a "Pass subject to revisions" for the student, the chair of the examining committee must provide in writing, within five working days of the examination, to the Dean, FGSR, the graduate coordinator and the student:

- the reasons for this outcome,
- the details of the required revisions,
- the approval mechanism for meeting the requirement for revisions (e.g., approval of the examining committee chair or supervisor, or approval of the entire examining committee, or select members of the committee), and
- the supervision and assistance the student can expect to receive from committee members.

The student must make the revisions within six months of the date of the final examination. Once the required revisions have been made and approved, FPER shall submit a completed Thesis Approval/Program Completion form to the FGSR indicating "pass subject to revisions". If one of the examiners fails the student that examiner does not have to sign the form. If the required revisions have not been made and approved by the end of the six months deadline, the outcome of the examination is a Fail. - See more at:

<http://calendar.ualberta.ca/content.php?catoid=6&navoid=843#conduct-of-examinations>

Fail: All or all but one of the examiners must agree to an outcome of Fail. If the examination result is a Fail, no member of the examining committee signs the Thesis Approval/Completion form. When the outcome is a Fail, the committee chair will provide the reasons for this decision to the department. The department will then provide this report, together with its recommendation for the student's program, to the Dean, FGSR, and to the student.

An Associate Dean, FGSR will normally arrange to meet with the student, the graduate coordinator, and others if needed, before acting upon any departmental recommendation that affects the student's academic standing.

The Post Examination Decision for Candidacy Examination

Pass

Performance was exemplary or acceptable.

Conditional Pass

Performance was weak. Specific conditions need to be met for student to proceed to final defence. The chair of the examining committee shall provide in writing to the Associate Dean, FGSR and the student:

- the reasons for this recommendation
- details of the conditions
- time-frame for the student to meet the conditions
- the approval mechanism for meeting the conditions (i.e., approval of the committee chair or supervisor; approval of the entire committee; approval of select members of the committee)
- the supervision and assistance the student can be expected to receive from committee members

The *Report of Completion of Candidacy Examination* form will be held in the Graduate Program Office until the examining committee agrees the conditions have been met.

Fail

Performance was inadequate. The committee considers the following options and recommends one to FGSR:

- Repeat the candidacy: the student's performance was inadequate but the work completed during the program shows the student has the potential to improve.
- Change to Master's program: the student's performance was inadequate and the work completed during the program indicates a change of category is appropriate.
- Termination of program: the student's performance was inadequate and the work completed during the program indicates that termination is appropriate.

Obtaining a decision

The Chair asks each committee member in turn to comment on the strengths and weaknesses of the candidate's research and performance as well as their preliminary thoughts regarding the final decision. The Chair should encourage discussion and attempt to bring about consensus.

A majority of examiners must agree to an outcome of Adjourned, Conditional pass or Fail and repeat the candidacy. All or all but one of the examiners must agree to an outcome of Pass, Fail with a recommendation to terminate the doctoral program, or Fail with a recommendation to change of category to a Master's program. If the Candidacy Committee fails to reach a decision, the department will refer the matter to the Dean, FGSR, who will determine an appropriate course of action.

<http://www.gradstudies.ualberta.ca/gpm/Section8/Section8-3/Section8-3-3.aspx>

For the PhD final oral, if the external member of the committee is the only person who does not agree to a favourable decision, the case must be referred to the Dean of the FGSR.

In addition to the formal decision, committee members should provide informal and helpful comments, suggestions, and advice that can be passed on to the candidate by the supervisor or the Chair.

Informing the student

The candidate should be invited back into the room and informed of the committee's decision. If revisions or additional work is required, the supervisor usually provides the details of the requirements at a later time. The supervisor is also responsible for describing to the student the factors that influenced the committee's decision.

Signatures

If the decision is positive and the signatures of the committee members are required, they should be obtained at this time. The examining committee chair will initial for any members of the committee who participated in but did not attend the examinations.

Announcing the Decision

The candidate's supervisor conveys the decision of the examining committee to the Associate Dean. The Graduate Programs Administrator prepares and forwards the necessary documents to the FGSR. In the case of final examinations, if the result is favourable, that information will be made public by the Administrative Assistant.

Appendix C

Graduate Programs Committee Terms of Reference

1. Purpose

The Graduate Programs Committee (GPC) shall be a standing committee of the Faculty of Physical Education and Recreation. The committee functions are concerned with the implementation of policies of the Faculty of Graduate Studies and Research and the development of guidelines specific to the functions of the Faculty of Physical Education and Recreation.

2. Membership

A call for volunteer members will be made by the Associate Dean Graduate in September of each year to ensure all positions are filled. Volunteers will be appointed by the Associate Dean in accordance with 2.2.

The committee will be comprised of:

- 2.1. The Associate Dean Graduate Programs (Chairperson)
- 2.2. Seven members from the academic staff member pool reflecting the broad areas of study in the faculty
- 2.3. One graduate student named by the Physical Education and Recreation Graduate Students' Society (PERGSS)
- 2.4. The Graduate Programs Administrator (non-voting)
- 2.5. The Administrative Professional Officer (non-voting)

The length of office for the academic staff members will be three years with staggered membership so that normally only two members are replaced at any time.

3. Voting

- 3.1. The voting members on the committee are 2.1, 2.2, and 2.3 listed in section 2.
- 3.2. Meetings will be held monthly.

4. Responsibilities of the Graduate Programs Committee

The Graduate Programs Committee is responsible for the following:

- 4.1. Creating guidelines for issues of importance to the daily operations of the GPC
- 4.2. Establishing processes at the Faculty level that fulfill policies of the Faculty of Graduate Studies and Research
- 4.3. Acting as the Graduate Scholarship Review Committee
- 4.4. Receiving, reviewing, and approving, on behalf of Faculty Council, all proposals for editorial changes to existing graduate program Calendar materials that do not affect degree program requirements (e.g., course descriptions, course title changes, etc.). Faculty Council will be informed of these decisions and GPC members will be available to address questions.

- 4.5. Receiving and reviewing new course proposals for recommendation to Faculty Council. Proposals will be accepted and put forth to Faculty Council, sent back for revisions, or rejected. Rejection at the GPC level does not preclude the presentation of the proposal to Faculty Council.
- 4.6. Making recommendations to Faculty Council on program degree requirements for final decision making.
- 4.7. Facilitating the review of graduate courses for transfer credit
- 4.8. Taking a proactive role in discussing matters that affect graduate programs, presenting proposals to Faculty Council as required.
- 4.9. The GPC will prepare annually a report for presentation to Faculty Council at the first meeting in the fall or the last meeting in the spring. The report shall include the changes arising in the graduate programs throughout the year and any recommendation for future planning.

5. Quorum

- 5.1. The quorum for committees is one-half the voting members plus one member (where there is an even number of voting members) or one-half plus .5 member (where there is an odd number of voting members). For instance, for a committee with 7 voting members, the quorum would be 4. Vacancies (but not absences) on a committee are excluded when counting the voting members in order to establish the quorum.

6. Open Forums

The GPC has authority to call open meetings or forums for issues requiring wider discussion. These open sessions will be advisory only.

Appendix D

Operating Guidelines for the Management of Faculty and Research Work Space Allocation for Graduate Students

Introduction

The Faculty recognizes the necessity to provide suitable work space for graduate students and Faculty as well as assign appropriate research space. Currently, our students and faculty work in a wide variety of locations with variable working conditions and resources. As both the faculty and graduate student cohort expands (e.g., new hires, new professors advising new graduate students), there is a need to have a policy that coordinates and manages this new growth.

The Dean of the Faculty has the authority to assign working space to faculty as well as their related laboratory space. The Associate Dean, Research (ADR) and the Associate Dean, Graduate (ADG) have the overall responsibility for quality control in the research and graduate programs area, respectively, including the on-going monitoring of research activities, in the case of the ADR, and allocation of secure graduate student work space by the ADG. In the interest of providing appropriate work and laboratory-related spaces and other resources (e.g., computers) that meet at least the minimum standards for comfort, security and productivity, the Dean, ADR, ADG and the Director of Operations coordinate matters to manage the effective allocation of faculty, graduate student and research work areas. The Academic Planning Committee (APC) and Service Unit Directors will be used as a resource, when necessary, to ensure the effective practice of work space allocation.

Operating Guidelines

1. The Dean, in conjunction with the ADR and the Director of Operations, will continue to be responsible for the coordination and assignment of faculty laboratory and working space. Each year, the ADR and the Director of Operations will complete a review of existing spaces reflecting current and emerging needs as well as contracture of research programs and make recommendations to the Dean. The ultimate decision regarding faculty laboratory and related work space allocation will be made by the Dean and reflect growth and contracture of research programs by faculty as well as specialized needs related to the research program. Inquiries concerning the assignment of faculty laboratory workspace should be directed initially to the Dean's Office.
2. Existing graduate student working space will be examined/audited and assigned on a yearly basis by the ADG and the Director of Operations in order to address areas of growth and contracture within the graduate program. Inquiries concerning the assignment of graduate student workspace should be directed initially to the office of the ADG.
3. All work space allocation decisions are subject to final approval of the Dean.
4. In order to accommodate our faculty and graduate students in suitable work areas AND in order to meet the needs of professors wanting their students housed together, it will be necessary to consider spaces outside the Van Vliet Centre.
5. In order to accommodate groups of graduate students wanting to be housed

- together in their respective area of study (e.g., recreation and tourism, socio-cultural), sub-divisions of these groups may be considered (e.g., Master's and Doctoral student work space in separate areas).
6. Current work spaces may need to be renovated in a cost-effective manner to house grad students. In order to meet immediate needs, these renovations would be "Spartan" and very cost effective and eventually upgraded through outside funding envelopes like Facilities Alterations Request (FAR) submissions.
 7. Renovations to meet option #6 will be the last option as, once renovated, the flexibility and ability to adapt this space for different future use is severely limited.
 8. New or re-fitted space will be allocated through a yet to be determined central mechanism that would prioritize requests and overall needs of the faculty and graduate students through the Dean, ADR, ADG, and the Director of Operations.
 9. Future working space allocations for graduate students will comply with the University Space Allocation standards:
 - Master's students: 3-4 square meters/student
 - PhD students: 5-6 square meters/student
 - Space is generally a shared space for graduate students
 - All spaces must provide security for students and student possessions
 - Students are responsible for contributing to the security of spaces and buildings where they are located.
 10. Basic needs of graduate student work spaces that the Faculty will accommodate:
 - Lockable storage space
 - Coat racks
 - Discussions space (e.g., working table) for working groups
 - For centrally controlled areas (those allocated and monitored by the Associate Dean, Graduate Programs & Director of Operations), a telephone.
 11. It will be important to define what is meant by terms used to describe various iterations of work space within the Faculty. For example, the term "lab" is currently used to describe spaces dedicated to teaching and research (no student workspace) as well as to areas that are dedicated to house graduate students.

Operating Guidelines for Assignment of Office/Work Station Space

The principles in the allocation and management of academic staff office and/or work station space will be guided by the following:

1. In accordance with the University's **Space Management Policy**, final decisions on the provision of office space will rest with the Dean.
2. Every full-time staff that administrate, teach, coach or do research should have an individual office or work station
3. Part-time instructors, coaches and researchers should have office space, but this space may be shared, depending on the nature of their duties and the number of hours they work.
4. Office space will be allocated taking into consideration staff functions, staff seniority, staff needs and staff preferences.
5. Staff on leave who are likely to be absent from campus can expect to have their

office space re-assigned in their absence. Upon their return, staff may be re-assigned to their old work space or may be assigned to a new space. Staff on leave who will spend leave time primarily at the University can expect to keep their allocated space.

6. As much as possible, functional groups need to be in cohesive, joined spaces.
7. While no *professor emeritus* has a right to office or laboratory space, there will be some occasions where provision of such space would be beneficial to the individual and the faculty.

Procedures for Assigning Office/Work Station Space

1. Space assignments/office allocations are normally examined on a yearly basis in the spring in response to anticipated staff changes (retirements, resignations, new hires, leaves) or developing needs within the Faculty.
2. The Director of Operations will provide the Dean with an audit of all available space or areas that may need to be considered for adjustments.
3. The Dean will consult with the Vice-Dean and the Director of Operations to develop a template for future space assignments and changes; the Academic Planning committee (APC) and Service Unit Directors will be used as a resource, when necessary, to ensure effective and equitable assignment of space.
4. All office/work station space allocation decisions are subject to final approval of the Dean.



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APPENDIX E Working Agreement

To be completed by the Graduate Supervisor at the time of the thesis proposal meeting (Master’s and PhD theses).

Signed by the student and his/her Supervisory Committee (Master’s) and Examining Committee (Doctoral); this document will be retained in the student's file. Submit completed form the Graduate Programs Administrator.

1.

Courses taken as part of degree requirements (include audited courses):	Grades obtained:

2. Proposed research project and title: _____

3. Recommendations (e.g., deficiencies which must be cleared, expectations which must be fulfilled prior to final oral defense, etc.)

4. **Certification of Human Ethical Review.** (Attach copy of Ethics Approval Form from Research Ethics Board, if required, as soon as available).

Name of Student (printed)	Signature (digital or handwritten)	Date
Name of Supervisor (printed)	Signature (digital or handwritten)	Date
Name of Committee member (printed)	Signature (digital or handwritten)	Date
Name of Committee member (printed)	Signature (digital or handwritten)	Date
Name of Committee member (printed)	Signature (digital or handwritten)	Date
Name of Committee member (printed)	Signature (digital or handwritten)	Date

Protection of Privacy - Personal information on this form is collected under the authority of Section 33(c) of Alberta’s Freedom of Information and Protection of Privacy Act for authorized purposes including admission and registration; administration of records, scholarships and awards, student services; and university planning and research. Students’ personal information may be disclosed to academic and administrative units according to university policy, federal and provincial reporting requirements, data sharing agreements with student governance associations, and to contracted or public health care providers as required. For details on the use and disclosure of this information see www.ipo.ualberta.ca.



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APPENDIX F Preliminary Approval of Master’s Thesis for Examination

Student Last Name:	First and Middle Name(s):	UofA Student ID:
Degree: MA MSc	Specialization/Study Field:	

Thesis Title (required): _____

This form is to be completed and retained in the student’s file at the time that the Notice and Approval of a Master's Final Oral Examining Committee & Examination Date form is completed and sent to the Faculty of Graduate Studies and Research. Submit completed form to the Graduate Programs Administrator.

The signatures of the members of the supervisory committee indicate satisfaction that the thesis is of sufficient quality to proceed to examination without further changes. That is, after review of the draft thesis, each member is satisfied that the student’s work product is complete enough and of adequate quality to be examined without significant revisions.

Students and examining committee members please note:

The Approval of Thesis for Examination process is in place to prevent scheduling final examinations in cases where there are major concerns with the thesis. The procedure provides a mechanism to ensure that each committee member agrees that the thesis is ready for examination.

Completion of this form does not imply that the thesis is in final form or that revisions will not be required following the final examination. The student will be required to present and “defend” the work in the oral examination to the satisfaction of the committee members. The student will still be required to make revisions to the thesis following the examination to satisfy the requirements of the examiners. All four possible outcomes to the final examination (Pass, Pass with minor revisions, Adjournment, Fail) are still possible.

In cases where a committee member is not available to provide a signature (e.g., the member is away from campus), the supervisor may attach correspondence (e.g., email) from the member indicating approval of the thesis for examination.

Name of Student Supervisor (printed)	Signature (digital or handwritten)	Date
Name of Committee member (printed)	Signature (digital or handwritten)	Date
Name of Committee member (printed)	Signature (digital or handwritten)	Date

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APPENDIX G Preliminary Approval of PhD Thesis for Examination

Student Last Name:	First and Middle Name(s):	UofA Student ID:
Specialization/Study Field:		

Thesis Title (required): _____

Before the thesis is forwarded to the Arm’s Length Examiner (External to the University), the supervisory committee members shall declare in writing to the supervisor(s) either that the thesis is of adequate substance and quality to warrant that the student proceed to the final examination or that the thesis is unsatisfactory and the student should not be allowed to proceed to the final examination. The purpose of this process is to ensure the thesis is vetted by the supervisor(s) and all supervisory committee members and to verify that it is of sufficient substance and quality to proceed to the final examination.

<http://www.gradstudies.ualberta.ca/en/gpm/Section8/Section8-3/Section8-3-4.aspx>

Signing this form indicates that the committee member declares that the thesis is of adequate substance and quality to warrant that the student proceed to the final oral examination. It does not imply that the thesis is in final form or that revisions will not be required following the final examination. The student will be required to present and “defend” the work in the oral examination to the satisfaction of the examining committee members. The student may still be required to make revisions to the thesis following the examination to satisfy the requirements of the examiners. All four possible outcomes to the final examination (Pass, Pass subject to revisions, Adjournment, Fail) are still possible.

In cases where a committee member is not available to provide a signature (e.g., the member is away from campus), the supervisor may attach correspondence (e.g., email) from the member indicating approval of the thesis for examination. Submit completed form to the Graduate Programs Administrator.

Name of Student Supervisor (printed)

Signature (digital or handwritten)

Date

Name of Committee member (printed)

Signature (digital or handwritten)

Date

Name of Committee member (printed)

Signature (digital or handwritten)

Date

Protection of Privacy- Personal information on this form is collected under the authority of Section 33(c) of Alberta’s Freedom of Information and Protection of Privacy Act for authorized purposes including admission and registration; administration of records, scholarships and awards, student services; and university planning and research. Students’ personal information may be disclosed to academic and administrative units according to university policy, federal and provincial reporting requirements, data sharing agreements with student governance associations, and to contracted or public health care providers as required. For details on the use and disclosure of this information see www.ipu.ualberta.ca.



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APPENDIX H

NOTICE OF COMPLETION OF CAPPING EXERCISE (PERLS 900)

Student Last Name:	First and Middle Name(s):	UofA Student ID:
Degree: MA (Crs) MCoach	Specialization/Study Field:	

Title of Capping Exercise: _____

We, the undersigned hereby provide notice that _____ successfully completed the requirements of the capping exercise in the Faculty of Physical Education and Recreation as set out by his/her academic advisor.

_____ Name of Student Supervisor (printed)	_____ Signature (digital or handwritten)	_____ Date
_____ Name of Second Reader (printed)	_____ Signature (digital or handwritten)	_____ Date

Submit completed form to the Graduate Programs Administrator

Forward a copy (electronic) of the completed Capping Exercise to the Graduate Programs Office.

Protection of Privacy - Personal information on this form is collected under the authority of Section 33(c) of Alberta's Freedom of Information and Protection of Privacy Act for authorized purposes including admission and registration; administration of records, scholarships and awards, student services; and university planning and research. Students' personal information may be disclosed to academic and administrative units according to university policy, federal and provincial reporting requirements, data sharing agreements with student governance associations, and to contracted or public health care providers as required. For details on the use and disclosure of this information see www.ipo.ualberta.ca.



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APPENDIX I Report of Supervisory Committee Meeting

Student Last Name:	First and Middle Name(s):	UofA Student ID:
Degree: MA MSc PhD	Specialization/Study Field:	

To be completed by the Graduate Supervisor at the time of Supervisory Committee Meetings. Forward the signed document to the Graduate Office to be retained in the student’s file.

Performance of student:

1. General progress of the student:

Excellent
Very good
Good
Marginal
Unsatisfactory

2. Specific suggestions for improvement and/or activities to be completed (include time frame). Use additional sheets if necessary:

Name of Student (printed)

Signature (digital or handwritten)

Date

Name of Supervisor (printed)

Signature (digital or handwritten)

Date

Name of Committee member (printed)

Signature (digital or handwritten)

Date

Name of Committee member (printed)

Signature (digital or handwritten)

Date

Protection of Privacy- Personal information on this form is collected under the authority of Section 33(c) of Alberta’s Freedom of Information and Protection of Privacy Act for authorized purposes including admission and registration; administration of records, scholarships and awards, student services; and university planning and research. Students’ personal information may be disclosed to academic and administrative units according to university policy, federal and provincial reporting requirements, data sharing agreements with student governance associations, and to contracted or public health care providers as required. For details on the use and disclosure of this information see www.ipa.ualberta.ca.

Appendix J

Thesis Guidelines

The following guidelines are specific to the Faculty of Physical Education and Recreation. They do not supersede that which is outlined by the Faculty of Graduate Studies and Research (FGSR) and University requirements as set out in the University of Alberta Calendar. As of April 23, 2014 multi-authored collaborative work requires inclusion of a Preface and a comprehensive bibliography¹.

FGSR requires that the thesis meet their formatting requirements in its presentation. Information on the academic requirements and preparation of a thesis can be found in the FGSR Graduate Program manual [<https://uofa.ualberta.ca/graduate-studies/current-students/academic-requirements/thesis-requirement-and-preparation>] and the University of Alberta Calendar [<http://www.registrar.ualberta.ca/calendar/GradStudies-and-Research/Regulations/204.4.html#204.4>].

Master's Thesis

For students in a master's degree program, the thesis, at a minimum, should reveal that the student is able to work in a scholarly manner and is acquainted with the principal works published on the subject of the thesis. As far as possible, it should be an original contribution. <https://www.registrar.ualberta.ca/calendar/GradStudies-and-Research/Regulations/204.4.html#20>

Traditional Thesis

A traditional thesis is a multi-chapter monograph. It is preferred when the intellectual inquiry requires or demands a coherent document that provides a complete and systematic account of the research process, the findings, and their interpretation. The thesis is not likely to be published 'as is.' Nevertheless, the overriding principle is that the work carried out as part of the thesis can be adapted for scholarly publication.

The quality of the thesis and its substantial contribution to knowledge are important. The thesis must have been completed by the student in consultation with the supervisor and supervisory committee.

Paper-Based Thesis

A paper-based Master's thesis has emerged as a common alternative to the traditional thesis. One or more papers, each of which approximates a journal submission, are sandwiched between an introduction and a conclusion chapter. A thesis may also contain a book chapter(s), and/or a scoping or systematic literature review. The introduction should contain a review of literature with extended comments on related work thereby providing a rationale and context for the research question(s). The relationship(s) between the papers (if applicable) and major ideas or contributions should be summarized in the conclusion, and/or foreshadowed in the introduction.

The thesis is not likely to be published 'as is.' Nevertheless, the overriding principle is that the work carried out as part of the thesis can be adapted for scholarly publication. The quality of the thesis and its substantial contribution to knowledge are important. The thesis must have been completed by the student in consultation with the supervisor and supervisory committee.

¹ Draft 1: Presented to Graduate Program Committee June 8, 2015
Draft 1: Circulated for Research Area Specific Feedback Aug 17, 2015
Draft 2: Presented to Graduate Program Committee Dec 16, 2015
Draft 3: Presented to Academic Council February 1, 2016
Draft 4: Presented to Graduate Program Committee March 14th, 2016
Accepted at Faculty Council March 23, 2016

Sample Format for Traditional Master's and Doctoral Thesis²

Title page

Abstract

Preface

Dedication (optional)

Acknowledgement (optional)

Table of Contents

List of Tables

List of Figures of Illustrations

List of Plates

List of Symbols

Glossary of Terms

Chapter 1: Introduction³

Chapter 2: Review of Literature

Chapter 3: Method

Chapter 4: Results

Chapter 5: Discussion

Chapter 6: Conclusion

Biography

Appendices

² The sample format does not replace requirements set out by FGSR. Students are encouraged to consult FGSR Minimum Thesis Formatting Requirements found at <https://uofa.ualberta.ca/graduate-studies/current-students/academic-requirements/thesis-requirement-and-preparation#Step 1: Format Thesis>

³ There may be variations in the names of chapters within certain areas of study (e.g., the Results chapter may be titled: Tales from the Field), and some chapters may be combined (e.g., Introduction and Literature Review). The intent of the sample format is to provide guidance to students and supervisors in the determination of minimal thesis content.

Sample Format for Paper for Master's Thesis⁴

Title page

Abstract

Preface

Dedication (optional)

Acknowledgement (optional)

Table of Contents

List of Tables

List of Figures of Illustrations

List of Plates

List of Symbols

Glossary of Terms

Chapter 1: Introduction⁵

Chapter 2: Literature Review

Chapter 3: Research Study (contains all elements of body of traditional thesis)

Chapter 4: Conclusion

Biography

Appendices

⁴ The sample format does not replace requirements set out by FGSR. Students are encouraged to consult FGSR Minimum Thesis Formatting Requirements found at <https://uofa.ualberta.ca/graduate-studies/current-students/academic-requirements/thesis-requirement-and-preparation#Step 1: Format Thesis>

⁵ There may be variations in the names of chapters within certain areas of study (e.g., the Results chapter may be titled: Tales from the Field), and some chapters may be combined (e.g., Introduction and Literature Review). The intent of the sample format is to provide guidance to students and supervisors in the determination of minimal thesis content.

Doctoral Thesis

A doctoral thesis, at a minimum, must embody the results of original investigations and analyses and be of such quality as to merit publication, meeting the standards of reputable scholarly publications. It must constitute a substantial contribution to the knowledge in the student's field of study.

<https://uofa.ualberta.ca/graduate-studies/about/graduate-program-manual/section-8-supervision-oral-examinations-and-program-completion/8-4-thesis-requirements>

Traditional Thesis⁶

A traditional thesis is a multi-chapter monograph. It is preferred when the intellectual inquiry requires or demands a coherent document that provides a complete and systematic account of the research process, the findings and their interpretation.

The quality of the thesis and its substantial contribution to knowledge are important. The thesis must have been completed by the student in consultation with the supervisor and supervisory committee.

The overriding principle is that the work carried out as part of the thesis can be adapted for scholarly publication.

Paper-Based Thesis

A multi-paper thesis has emerged as a common alternative to the traditional thesis, in which multiple papers, each of which approximates a journal submission, are used. The papers are sandwiched between an introduction and conclusion. A multi-papered thesis must reflect substantive work (beyond that of a paper master's thesis). The papers will typically address a unique objective or question and will form a coherent and integrated set of projects and outputs that have been outlined in the thesis proposal. A thesis may also contain a book chapter(s), and/or a scoping or systematic literature review. The introduction should contain a review of literature with extended comments on related work thereby providing a rationale and context for the research question(s). The relationship(s) between the papers and major ideas or contributions should be summarized in the conclusion, and/or foreshadowed in the introduction. The quality of the thesis and its substantial contribution to knowledge are important. The thesis must have been completed by the student in consultation with the supervisor and supervisory committee.

The overriding principle is that the work carried out as part of the thesis can be adapted for scholarly publication. Supplemental materials may accompany the thesis (e.g., DVD, URL to web-based materials) however; the papers must stand alone and be suitable for publication in scholarly journals.

⁶ FGSR uses the term 'thesis' for both master and PhD programs [<https://www.registrar.ualberta.ca/calendar/GradStudies-and-Research/Regulations/204.4.html#204.4>]

Sample Format for Paper Doctoral Thesis⁷

Title page

Abstract

Preface

Dedication (optional)

Acknowledgement (optional)

Table of Contents

List of Tables

List of Figures of Illustrations

List of Plates

List of Symbols

Glossary of Terms

Chapter 1: Introduction⁸

Chapter 2: Literature Review

Chapter 3: Research Study (contains all elements of body of traditional thesis)

Chapter 4: Research Study (contains all elements of body of traditional thesis)

Chapter 5: Research Study (contains all elements of body of traditional thesis)

Chapter 6: Conclusion

Biography

Appendices

⁷ The sample format does not replace requirements set out by FGSR. Students are encouraged to consult FGSR Minimum Thesis Formatting Requirements found at <https://uofa.ualberta.ca/graduate-studies/current-students/academic-requirements/thesis-requirement-and-preparation#Step 1: Format Thesis>

⁸ There may be variations in the names of chapters within certain areas of study (e.g., the Results chapter may be titled: Tales from the Field), and some chapters may be combined (e.g., Introduction and Literature Review). The intent of the sample format is to provide guidance to students and supervisors in the determination of minimal thesis content.

Master's Thesis Graduate Program Checklist

1. Appointment of Supervisor

- a. Form completed by FPER Graduate Program Administrator's Office and submitted to FGSR shortly after new students' program start date.

2. Appointment of Supervisory Committee (at end of first year of program)

- a. Complete FPER's *Approval of Supervisor and Supervisory Committee – Master's* form available in the Graduate Programs Forms and Handbooks.
<http://www.physedandrec.ualberta.ca/GraduatePrograms/FormsandHandbooks.aspx>
- b. Refer to the FGSR's Examining Committees Checklist for committee membership requirements
<http://www.gradstudies.ualberta.ca/facultystaff/resourceessupervisors.aspx>

3. Proposal Meeting (typically after completion of course work)

- a. Complete *Working Agreement* form, Appendix E of FPER Graduate Program Manual
<http://www.physedandrec.ualberta.ca/GraduatePrograms/~//media/physedandrec/Documents/Grad/AppendixEWorkingAgreementMastersPhDstudents.pdf>

4. Graduate Student Ethics Training (GET).

- a. Ensure certificates are on file with the Graduate Administration Office.

5. Final Oral Examination (by the end of year four)

- a. Six weeks before the expected date of the final examination, the student must provide copies of the thesis to the supervisory committee.
- b. Four weeks prior to the intended date of the final examination, complete the *Preliminary Acceptance of Master's Thesis for Examination* form, Appendix F of FPER Graduate Program Manual. Appendix F is signed by the supervisor and supervisory committee only.
- c. Four weeks prior to the intended date of the final examination, complete FGSR's Notice of Examining Committee & Examination Date form.
<http://www.physedandrec.ualberta.ca/GraduatePrograms/FormsandHandbooks.aspx>
<http://www.gradstudies.ualberta.ca/formscabinet.aspx>
- d. At least three weeks prior to the intended date of the final examination submit the final version of the thesis to the arm's length examiner.
- e. Three weeks prior to the final examination, the Graduate Programs Administrator sends the Notice of Examining Committee & Examination Date form to the FGSR.

- f. Bring FGSR's *Thesis Approval/Program Completion* Form to final oral and secure signatures at end of examination (withholding supervisor's signature until required changes are completed). Submit completed form to the Graduate Administrator's office.
<http://www.gradstudies.ualberta.ca/formscabinet.aspx>

Please refer to FGSR's Resources for Supervisors for additional information
<http://www.gradstudies.ualberta.ca/facultystaff/resourcesupervisors.aspx>

Note: All forms should be submitted to the Graduate Administrator's office.

Master's Course-Based Graduate Program Checklist

1. **Appointment of Academic Advisor and Coach Mentor (if Applicable)**
 - a. Form completed by FPER Graduate Program Administrator and placed in student's file held in the Graduate Programs Office
2. **Graduate Student Ethics Training (GET)**
 - a. Ensure certificates are on file with the Graduate Programs Office.
3. **Student to formulate Capping Exercise proposal (prior to registration)**
 - a. Refer to FPER's Graduate Program Manual, 'Guidelines for Capping Exercises' for procedures.
4. **Student to register in PERLS 900 Directed Research Project (capping exercise)**
 - a. The Graduate Programs Administrator must be notified at least one week prior to the registration deadline of the term student is requesting enrolment of the course. Refer to the University Calendar for term registration deadlines.
5. **Appointment of PERLS 900 Directed Research Project (capping exercise) Reader**
 - a. Refer to FPER's Graduate Program Manual, 'Guidelines for Capping Exercises' for procedures.
6. **Final PERLS 900 Directed Research Project (capping exercise) Approval** (by the end of year six)
 - a. **Complete the Notice of Completion of Capping Exercise form.**
<http://www.physedandrec.ualberta.ca/GraduatePrograms/FormsandHandbooks.aspx>
<http://www.physedandrec.ualberta.ca/GraduatePrograms/~//media/physedandrec/Documents/Grad/GradProgramRegulationsandProceduresManualJan2014.pdf>
7. **Complete FGSR's Report of Completion of Course-Based Master's Degree form by the appropriate convocation deadline**
(<http://www.gradstudies.ualberta.ca/examsconvo/convocation.aspx>)
(<http://www.gradstudies.ualberta.ca/formscabinet.aspx>)

Please refer to FGSR's Resources for Supervisors for additional information
<http://www.gradstudies.ualberta.ca/facultystaff/resourcessupervisors.aspx>

Note: All forms should be submitted to the Graduate Administrator's office.

PhD Graduate Program Checklist

1. Appointment of Supervisor

- a. Form completed by Graduate Office and submitted to FGSR shortly after new students' program start date.

2. Appointment of Supervisory Committee (at end of first year of program)

- a. Complete the FGSR's *Appointment of Supervisor(s) and Supervisory Committee* form <http://www.gradstudies.ualberta.ca/formscabinet.aspx>
- b. Refer to the FGSR's Examining Committees Checklist for committee membership requirements
<http://www.gradstudies.ualberta.ca/facultystaff/resourcessupervisors.aspx>

3. Candidacy Examination (by end of third year of program)

- a. Complete FGSR's *Notice of Examining Committee and Examination Date* form (four weeks prior to oral examination)
- b. Complete FGSR's Report of Completion of Candidacy Examination form. Notify the Associate Dean if exam is a Conditional Pass.
<http://www.gradstudies.ualberta.ca/formscabinet.aspx>
- c. Following Proposal Meeting complete *Working Agreement* form, Appendix E of FPER Graduate Program Manual
<http://www.physedandrec.ualberta.ca/GraduatePrograms/FormsandHandbooks.aspx>

4. Graduate Student Ethics Training (GET)

- a. Ensure certificates are on file with the Graduate Programs Office.

5. Final Doctoral Oral Examination (by the end of year six)

- a. At least three months prior to the expected final examination, complete FGSR's *Approve External Reader or Examiner for Final Doctoral Oral Exam* form
<http://www.gradstudies.ualberta.ca/formscabinet.aspx>
- b. At least five weeks prior to the intended date of the final oral examination, complete the *Final Doctoral Examination Preliminary Acceptance of the PhD Thesis* form (Appendix G of FPER Graduate Program Manual)
<http://www.physedandrec.ualberta.ca/GraduatePrograms/FormsandHandbooks.aspx>
- c. At least four weeks prior to the intended date of the final examination, complete FGSR's *Notice of Examining Committee & Examination Date* form.
<http://www.gradstudies.ualberta.ca/formscabinet.aspx>

- d. At least three weeks prior to the final examination, the Graduate Programs Administrator sends the Notice of Examining Committee & Examination Date form to the FGSR.
- e. Bring FGSR's *Thesis Approval/Program Completion* Form to the final oral and secure signatures (withholding supervisor's signature until required changes are completed). <http://www.gradstudies.ualberta.ca/formscabinet.aspx>

Please refer to Resources for Supervisors for additional information
<http://www.gradstudies.ualberta.ca/facultystaff/resourcessupervisors.aspx>

Note: All forms should be submitted to the Graduate Administrator's office.