UNIVERSITY
OF ALBERTA

PhD Nursing - Doctoral Curriculum & Program Guide

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Doctor of Philosophy (Nursing)
Calendar Statement effective September 2023

Program Mission

Embedded in a research-intensive academic context, the Faculty of Nursing's PhD Program is renowned for global leadership. The program develops nursing scholars who generate and mobilize knowledge, speak as influential voices for nursing, and lead with purpose and inclusivity to enhance healthcare outcomes and nursing within a global context.

Program Vision

Students in the PhD Program demonstrate excellence in the development, organization and evaluation of new knowledge. The Program is characterized by rigour in the quality of scholarship and relevance to nursing and the student's career goals and research interests.

Program Requirements

Program learning outcomes for the doctoral nursing curriculum are guided by the National Nursing Education Framework of the Canadian Association of Schools of Nursing, and informed by the PhD Learning Outcomes as articulated by FGSR in the University of Alberta Calendar. Program outcomes are achieved through a constellation of experiences within the program, including formal coursework, teaching and various other activities and outputs, engagement with faculty and colleagues and reflection. These activities may occur within the Faculty of Nursing and other faculties, and within relevant professional and community networks.

It is anticipated that by completion of the program, all doctoral students will achieve these learner outcomes, recognising that there is a spectrum of attainment based on individual career goals.

Students will take the following required courses (18 credits), typically in the first two years.
- NURS 600 (3 credits)
- NURS 601 (3 credits)
- NURS 609 (3 credits)
- INT D 690 (3 credits)
- NURS 696 (1 credit)
- NURS 697 (1 credit)
- NURS 698 (1 credit)
- NURS 699 (3 credits)

In consultation with the supervisor and based on individual program plans, students typically take a total of approximately 30 credits of doctoral level courses. Elective courses focus on the substantive scholarship in the field of the student's anticipated

dissertation, and research design and methods relevant to the emerging research project. The number and type of courses will vary according to students' academic backgrounds, experiences and career goals. Elective graduate courses offered by the Faculty of Nursing have the prefix of either NURS or INTD. All NURS courses require permission of the Faculty for registration by students from other faculties.

Residence Requirement

There is no requirement for a minimum period of residence on campus. Individualized plans for period(s) of on-campus study are based on supervisory expectations and student needs and goals. These plans may be influenced by opportunities for scholarly socialization, networking, and mentorship; as well as research training, funding opportunities, graduate teaching and research assistantships, and student career plans. An agreement for on-campus study must be explicitly negotiated and documented by the graduate supervisor and the student as part of the application and admission process.

Examinations

There are two examinations during the PhD program: The Doctoral Candidacy Exam which must be completed by the end of the third year; and the Doctoral Final Oral Exam. English is the language of study. All requirements for the degree must normally be completed within six years from the time a student first registers as a graduate student.

Financial Assistance and Scholarships

The Faculty of Nursing and Faculty of Graduate Studies and Research offer many opportunities for scholarships and assistance to qualified graduate students.

Graduate Programs Philosophy and Values Statement

Purpose

This statement has been drafted to guide (inform) the program redesign process and will be communicated publicly as a representation of the intentions underlying Graduate Programs. It is anticipated that the new program will establish a foundation to sustain the ideals outlined below.

Statement

Graduate Programs in the Faculty of Nursing are designed to cultivate critical engagement, intellectual curiosity and global citizenship. Students are welcomed into a research-intensive environment that honours learning and scholarship. Students are invited to think critically and reflexively about their place in the world, and engage with personal and professional opportunities to promote health equity and quality of life for the public good.

Learning is understood as a journey situated within vibrant, engaged, scholarly communities that value and support dialogue, intellectual curiosity and comfort with the uncertain nature of knowledge. The Faculty of Nursing aims to create a collaborative learning milieu that promotes engagement within nursing and across broader communities.

Students work in a context that encourages them to delve into complex problems, drawing on diverse schools of thought and academic traditions to push the boundaries of nursing through the creation and dissemination of knowledge and insight.

Rationale for Program Statements:

The Environment and Purpose of Programming
"Graduate Programs in the Faculty of Nursing are designed to cultivate critical engagement, intellectual curiosity and global citizenship."

This statement emphasizes that the environment for learning is thoughtfully created, as an intentional, yet organic (cultivate) process (design) leading to clear outcomes.

Intellectual curiosity is viewed, and fostered, as a foundational intrinsic motivator that serves as the enduring spark within an individual. Critical engagement describes the desired mode of interaction with knowledge and supports advocacy and global citizenship establishing a vision aligned with wider societal and institutional goals.

"Students are welcomed into a research-intensive environment that honours learning and scholarship."

This statement recognizes that the Faculty of Nursing is situated within a research-intensive university and emphasizes the institution's balanced focus on research as well as teaching and learning. We view our responsibility as promoting and modeling a firm commitment to research. This, combined with attitudes of respect for entrants into the field of nursing, establishes an open, welcoming and supportive environment for learners.

"Students are invited to think critically and reflexively about their place in the world, and engage with personal and professional opportunities to promote health equity and quality of life for the public good."

This statement sets up the scope and focus for learning while acknowledging each student's point of influence. Students are encouraged towards personal reflection and questioning of how their unique interests, skills and developing knowledge can contribute in alignment with wider societal, disciplinary and institutional values.

We want to emphasize both the internal reflection and growth that form part of a student's experience as well as the purpose-driven, external outcomes that arise out of their work.

The Experience/"What we offer"
"Learning is situated within vibrant, engaged, scholarly communities that value and support dialogue and intellectual curiosity."

This statement emphasizes that the Faculty of Nursing is thoughtfully creating a learning space for students that is collaborative and community-based. The programs enable an active approach to learning that encourages students to interact meaningfully and contribute to research as they develop their interests and skills.

"The Faculty of Nursing creates a collaborative learning milieu that promotes engagement within nursing and across broader communities"

This statement describes the wider disciplinary environment that the faculty community is situated in, establishing an expectation that relationships beyond the faculty are thoughtfully developed and nurtured. The faculty community builds global relationships that students are encouraged to participate in.

The Focus
"Students work in a context that encourages them to delve into complex problems, drawing on diverse schools of thought and academic traditions to push the boundaries of nursing through the creation and dissemination of knowledge and insight."

This statement emphasizes a focus on research that has the potential to influence practice. We take a broad conceptualization of nursing and recognize practice takes place in many circumstances and contexts. Nursing continues to evolve and remains firmly focused on the wellbeing of populations and individuals.

Doctoral Program Learning Outcomes Faculty of Nursing
Graduate Education Committee, May 14, 2022

Learning outcomes of doctoral graduates in the Faculty of Nursing are guided by the Faculty's mission, vision and values as reflected in the "Nursing Graduate Programs Philosophy and Values Statement".

Graduate learner outcomes in the Faculty of Nursing are also guided by two key sources:
1. PhD Learner Outcomes as articulated by the Faculty of Graduate Studies (FGSR) in the University of Alberta Calendar; and
2. Domains, guiding principles, and essential components of doctoral education in Nursing as outlined in the CASN National Nursing Education Framework (2022).

These two sources share many overlapping learner outcome statements in core domains of knowledge, research competencies, communication, and professionalism/ethics. The FGSR outcome statements reflect the primacy of discovery and knowledge development appropriate to a research-intensive University. It is intended that faculties will supplement these outcomes with program/discipline specific learning outcomes. The CASN (2022) outcome statements provide direction for Canadian doctoral nursing programs and include two additional domains that are not addressed in the FGSR calendar statement: nursing practice and leadership. The CASN learner outcomes reflect the emphasis of research and scholarship at the PhD level in the discipline of Nursing as an essential vehicle to influence health and build health capacity, and to lead and transform health systems.

Rather than attempting to combine or reword these two influential source documents, the Faculty of Nursing has endorsed the core domains and learner outcomes addressed in each of these documents and will **rely on the CASN National Nursing Education Framework (2022) as the primary document that will guide curriculum development and implementation**. Learning outcomes have been added for two additional domains: Reconciliation, Equity, Diversity, and Inclusivity, and Teaching and Education.

Program outcomes are achieved through the full constellation of experiences within the program of doctoral studies, including formal coursework, teaching and research assistantships, conferences and workshops, and mentorship and supportive coaching of the graduate supervisor and committee members. Appendix B (Outline of Program Progress, Focus and Assessment by Year of the Doctoral Program in Nursing) highlights expectations for student progression across each year of doctoral studies.

It is anticipated that by completion of their program, all doctoral students will achieve the learner outcomes, but it is also recognised that there is a spectrum of attainment. Learning activities that contribute to achievement of program learner outcomes include formal courses (core and electives), independent study, colloquium and/or doctoral retreats, graduate teaching and research assistantships, assistantships on faculty research teams, presentations and publications, and diverse forms of community engagement.

While all doctoral students will experience a program that rigorously prepares graduates to generate knowledge that informs nursing practice and health systems, it is recognized that students will have diverse career goals in mind (i.e. academic research and/or teaching, health system leadership, health policy, other health system and entrepreneurial opportunities). In consultation with the graduate supervisor and supervisory committee, individual students are encouraged to develop a plan to achieve their individualized learning goals.

Appendix A
UofA Calendar Statement of Doctoral Learning Outcomes (2020), and the CASN National Nursing Education Framework (2022)

*This document illustrates the alignment of the Doctoral Learning Outcomes from the University of Alberta Calendar, and the CASN (Canadian Association of Schools of Nursing) National Nursing Education Framework (2023).

UofA, FGSR Doctoral Learner Outcomes*	U of A, Faculty of Nursing, Doctoral Learner Outcomes, based on CASN National Nursing Education Framework [2022)
1. Knowledge 1.1. Demonstrate thorough understanding of a substantial body of knowledge with expertise that is at the forefront of an academic discipline or area of professional practice 1.2. Demonstrate awareness of the limitations of one's own work and discipline, the complexity of knowledge, and the potential contributions of other interpretations, methods, and disciplines	**1. Knowledge** **Guiding Principle:** The nursing education program prepares graduates to create new nursing knowledge and become thought leaders in health care. **Learning Outcomes** Graduates will be able to: 1.1. Develop philosophical and theoretical approaches to nursing that consider the historical development of the discipline. 1.2. Develop substantive knowledge in an area of nursing practice to improve health, health equity, and health outcomes. 1.3. Synthesize nursing knowledge and knowledge from other disciplines to develop solutions to health care issues and health inequities at the local, provincial/territorial, and national levels. 1.4. Engage in critical, independent, and creative thinking to expand existing knowledge to address global and planetary health issues.
2. Research 2.1. Conceptualize, design and implement advanced level research for the generation of new knowledge, applications, or understanding 2.2. Make informed judgements on complex issues, in specialist fields **4. Ethics** 4.1. Identify, explain, analyze, and propose solutions to existing and new ethical issues particularly as they pertain to the conduct of research in the field of study	**2. Research Skills and Critical Inquiry** **Guiding Principle** The nursing education program prepares graduates to lead complex projects to develop new knowledge and/or innovative solutions in health care. **Learning Outcomes** Graduates will be able to: 2.1. Conceptualize complex problems requiring new knowledge and new solutions based on a rigorous evaluation of existing knowledge. 2.2. Evaluate methodologies used to advance knowledge through research, or to transform health care, improve health equity, and/or optimize health outcomes. 2.3. Lead intraprofessional, interprofessional and intersectoral teams to address complex health and health care system issues through rigorous research.

	2.4. Disseminate the advances in knowledge effectively to a wide range of academic and non-academic stakeholders. 2.5. Lead the development, implementation , and evaluation of knowledge mobilization strategies. 2.6. Develop strategies to minimize and mitigate ethical risks in complex research studies and other knowledge-generating projects. 2.7. Develop competitive funding proposals to connect research or to transform health programs. 2.8. Evaluate funding proposals and scholarly articles that have been submitted for publication.
	3. Nursing Practice **Guiding Principle** The nursing education program prepares graduates to grow and strengthen an area of nursing practice to optimize health, health equity, and health care outcomes through experiential learning opportunities. **Learning Outcomes** Graduates will be able to: 3.1. Demonstrate leadership and substantive expertise in an advanced nursing practice role. 3.2. Lead the evaluation of interprofessional and/or intersectoral health initiatives, research, or policies that are carried out at the local, provincial/territorial, or national levels. 3.3. Lead the development and evaluation of interprofessional patient, community, and population safety programs; quality assurance initiatives; quality improvement processes; and program evaluation project. 3.4. Lead the development, evaluation, and integration of digital health programs to promote knowledge development and evidence-informed decision making.
3. Communication 3.1. Communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences	**4. Communication and Collaboration** **Guiding Principle** The nursing education program prepares graduates to communicate effectively with multiple audiences and to lead influential collaborations and coalitions within nursing and outside of nursing. **Learning Outcomes** Graduates will be able to: 4.1. Communicate respectfully, skillfully, and effectively with a wide range of people across roles, social identities, and geographies when leading collaborations, partnerships, and coalitions. 4.2. Articulate the role and contributions of a nurse prepared at the doctoral level when engaged in coalitions, partnerships, and collaborations.

	4.3. Integrate advanced verbal, written, and digital communication skills to communicate complex issues and solutions to diverse audiences. 4.4. Lead collaborations, partnerships and coalitions at the local, provincial/territorial, and national levels to advance nursing knowledge and/or practice.
3. Professional Capacity / Autonomy 3.1. Research, reflect upon, and take ownership of the development of skills and career goals 3.2. Demonstrate personal accountability and autonomous initiative and decision-making in complex situations 3.3. Demonstrate the intellectual independence required to be academically and professionally engaged and remain current	**5. Professionalism** **Guiding Principle** The nursing education program prepares graduates to act ethically and professionally in influential nursing positions in education, health care services, and/or government and engage in continuous professional growth. **Learning Outcomes** Graduates will be able to: 5.1. Engage in continuous professional growth in leadership roles. 5.2. Create or co-create scholarly activities and/or initiatives that contribute to health, health equity, and health outcomes ethically. 5.3. Provide nursing expertise at the local, provincial/territorial, and national levels to the analysis and solutions of emerging health issues. 5.4. Critically evaluate scholarly work as a peer reviewer using an ethical constructive, and respectful approach.
	6. Leadership **Guiding Principle:** The nursing education program prepares graduates to lead complex local, provincial/territorial, and national health care initiatives, programs, and/or research teams. **Learning Outcomes** Graduates will be able to: 6.1. Lead multi-disciplinary research teams and/or multi-level interprofessional and intersectoral health initiatives, projects, and programs. 6.2. Lead interprofessional and intersectoral teams to promote global and planetary health through policies, practices, and/or programs. 6.3. Lead interprofessional and intersectoral teams to promote anti-racism, health equity, and social justice in health care. 6.4. Foster strategic thinking and a system perspective among team members. 6.5. Evaluate systems of health care service delivery and develop transformative redesigns.
	Additional U of A, Faculty of Nursing, Doctoral Learner Outcome **7. Reconciliation, Equity, Diversity & Inclusivity**

	Guiding Principle The nursing education program prepares graduates to meet the healthcare needs of Indigenous persons and communities, and to advance the process of Canadian reconciliation by acting on the Truth and Reconciliation Commission of Canada Calls to Action (#18 – 24) (p. 9). (University of Alberta, Faculty of Nursing. (2020). *Faculty of Nursing 2020 Strategic Plan for Equity, Diversity, and Inclusivity.)* **Learning Outcomes** Graduates will be able to: 7.1. Reflect on, champion, and implement practices to create health systems and communities where there is equitable access and representation of diverse peoples. 7.2. Ensure meaningful engagement and participation of socially diverse peoples. 7.3. Lead action toward reconciliation with Indigenous peoples, communities, and knowledges.
	Additional U of A, Faculty of Nursing, Doctoral Learner Outcome **8. Teaching and Education** **Guiding Principle:** The nursing education program prepares graduates to plan, implement and evaluate teaching strategies that are appropriate to the context and learner. **Learning Outcomes** Graduates will be able to: 8.1. Assess and prioritize learning needs. 8.2. Apply and reflect on the scholarship of teaching and learning. 8.3. Develop appropriate teaching and learning strategies. 8.4. Assess learning outcomes.

PROGRAM OUTCOME STATEMENT ON RECONCILIATION, EQUITY, DIVERSITY, AND INCLUSIVITY

The Faculty of Nursing 2020 Strategic Plan for Equity, Diversity, and Inclusivity provides direction to address issues of reconciliation, equity, diversity, and inclusivity. Regarding graduate students, the EDI plan (2020) commits that "We will prepare the next generation of expert nurses in advanced clinical practice, education, and research (Master of Nursing and Doctoral programs) who are ready to advance professional nursing roles in diverse and complex contexts by:

- Attracting and retaining a robust body of outstanding graduate students.
- Reviewing criteria (e.g. holistic admission) to promote an intersectionality approach to admissions.
- Building a community of graduate students marked by excellence, engagement, equity, and inquiry that is open and diverse.

- Creating orientation and professional development activities that are respectful to the diverse needs of all students.
- Reviewing and revising the graduate programs in anticipation of the comprehensive requirements of future nursing researchers and leaders.
- Imbedding Indigenous ways of knowing, where appropriate, throughout the courses offered across the graduate programs" (p. 6).

Revisions to the doctoral curriculum provide opportunities to demonstrate action on these commitments to advance social equity and the spirit of reconciliation with Indigenous peoples, communities, and knowledges. ***Attention to issues of reconciliation, power, diversity, and equity will be noted in course descriptions to make these commitments explicit within the revisions to doctoral courses.***

Appendix B
Outline of Program Progress, Focus and Assessment
by Year of the Doctoral Program in Nursing

Progress	Learning Activities	Focus for Each Program Year	Assessment & Milestones
Year 1	Courses: NURS 600 NURS 601 NURS 609 INT D 690 NURS 696* NURS 697* *Doctoral Community of Inquiry	Year 1 Focus: ● Developing a substantive grasp of the field of study, gaps in knowledge, and theoretical foundations that will inform the dissertation project.	Graded course work Formative writing opportunities Supervisory committee formation; meeting feedback FGSR Ethics Requirement Annual progress report
Year 2	Courses: NURS 698* NURS 699 + electives (~12 credits) on research design/methods and substantive focus *Doctoral Community of Inquiry	Year 2 Focus: ● Advanced immersion in theoretical and conceptual scholarship in the field of the dissertation project. ● Conceptualization and articulation of research design and methods for the proposed research.	Graded course work Supervisory committee meeting feedback Annual progress report Preparation for Doctoral Oral Candidacy Examination
Year 3	Synthesize knowledge from courses to prepare for and complete Oral Candidacy Examination (to be completed by 24-36 months)	Year 3 focus: ● Preparation of the dissertation proposal and completion of the candidacy examination.	Supervisory committee approval of research proposal Completion of Oral Candidacy Examination (24-36 months) Research ethics approvals completed Implementation of dissertation project commences Participation on other research teams (RA, GRA) Mentorship offered to others

			(undergrad/honors, MN, PhD colleagues) Supervisory committee meeting feedback Annual progress report
Year 4		4 Focus: ● Implementation of the dissertation project. ● Articulation and translation of research findings	Progress on implementation of dissertation project Presentations on work-in-progress Supervisory committee meeting feedback Annual progress report
Ongoing & Upon Completion		Focus: ● Implementation of the dissertation project. ● Articulation and translation of research findings	Progress on implementation of dissertation project Supervisory committee meeting feedback Annual progress report Final draft of dissertation approved by supervisory committee members Final Doctoral Oral Examination

Appendix C
Doctoral Program Course Descriptions

NOTE: that 500 level graduate courses may be taken as electives by doctoral students

Course #	Course title	Course Description
NURS 600 (required) 3 credits	Knowledge Development in Nursing	Exploration of conceptual and theoretical perspectives from nursing and other disciplines that have influenced the development of nursing knowledge and structure of the discipline of nursing.
NURS 601 (required) 3 credits	Advanced Nursing Inquiry	The purpose of this course is to foster advanced scholarly inquiry and to assist students to understand, position, and defend their research theoretically and methodologically in the context of multiple perspectives and different theoretical standpoints. Emphasis will be placed on the diverse but distinctive nature of nursing inquiry created through engagement of multiple communities within health related contexts.
NURS 604 (elective) 3 credits	Fundamentals of Aging	A critical analysis of the issues and environments that influence the lives of older Canadians. Focus ison theories and knowledge about age-related normative and non-normative changes and their interaction with the physical, social, community and policy environments of older adults.
NURS 609 (required) 3 credits	Synthesizing Knowledge	The objective of this course is to provide students with the knowledge, methodological skills, and guidance through all steps of an appropriate systematic literature review for the dissertation project. Emphasis is placed on examining the methods of conducting comprehensive syntheses of quantitative, qualitative, and mixed methods research evidence. Challenges, debates, and issues in evidence-based/evidence-informed practice and policy will be addressed.
NURS 682 (elective) 3 credits	Applied Statistics for Health Research	This course focuses on statistical analysis of health data, primarily through use of parametric statistical testing. This applied statistics course will support students in developing knowledge and skills in the management, analysis, and interpretation of quantitative data. The course will include both theoretical and practical aspects, using SPSS statistical software.

		Prerequisites: Graduate level or refresher course(s) in research design and statistics. Proficiency with statistical analysis software.
NURS 683 (elective) 3 credits	Advanced Approaches to Research Design	Critically examine research designs while considering application and integration of theory, research question, population of interest, and research methods (quantitative, qualitative, and mixed). Assess challenges and potential mitigation strategies related to logistical aspects of research activity. The research lifecycle and the complexities of operationalizing the research project will be explored, critically discussed and applied to the student's research project(s).
NURS 687 (elective) 3 credits	Advanced Principles and Practice of Qualitative Inquiry	This course provides an advanced examination of the theoretical reasoning, methods and research strategies of specific approaches within contemporary qualitative inquiry. Students explore the key ontological and epistemological foundations that underlie different theoretical orientations and how different approaches lead to differences in research methods and practices. Prerequisite: Graduate level research foundations or introductory qualitative research methods course.
INT D 690 (required) 3 credits	Knowledge Utilization: Science and Practice	This course examines the science and practice of knowledge utilization, including theoretical underpinnings and exploration and critique of evidenced-based practice and knowledge translation in health care. Particular attention will be given to the conceptual and methodological features of the scientific field of knowledge utilization, knowledge use in complex organizations, and the design and application of strategies to increase the use of diverse forms of knowledge.
NURS 696	Community of Inquiry I	This seminar offers an introduction to doctoral student roles and responsibilities, doctoral nursing program outcomes, and planning of personal milestones and timelines for development as a nurse researcher and scholar.
NURS 697	Community of Inquiry II	The seminar explores strategies for doctoral nursing students to develop their scholarly profile, build academic networks, and communicate effectively with diverse audiences.

		Prerequisite: NURS 696
NURS 698	Community of Inquiry III	This seminar focuses on forms of engagement in scholarly communities, such as peer review, research collaboration, and strategies for intellectual exchange. Prerequisite: NURS 697
NURS 699 (required) 3 credits	Dissertation Seminar	This seminar focuses on doctoral students' dissertation proposals and development as nurse scholars and researchers. Students will have opportunities to integrate previous course work, develop aspects of the dissertation project, prepare for the candidacy examination, and explore proposed and ongoing research, and career development. Recommended for Winter term in the second year of the program. Prerequisite: NURS 698 (Community of Inquiry III)

Appendix D
Doctoral Program Planning Document

PhD Student Program Plan	
Name:	ID:
Research Area:	Date of Entry:
Supervisor:	Program Requirement Deadline:
Supervisory Committee Members:	Program Completion Deadline:

REQUIRED COURSES		Credits	Term/Year	Grade	Timetable
Knowledge Dev. In Nursing	NURS 600	3			Fall year 1
Advanced Inquiry	NURS 601	3			Winter year 1
Synthesizing Knowledge	NURS 609	3			Fall year 1
Knowledge Utilization	INT D 690	3			Winter year 1
Community of Inquiry I	NURS 696	1			Fall year 1
Community of Inquiry II	NURS 697	1			Winter year 1
Community of Inquiry III	NURS 698	1			Fall year 2
Dissertation Seminar	NURS 699	3			Winter year 2

ELECTIVE COURSES (NURS OR OTHER FACULTIES OR WESTERN DEANS AGREEMENT)					
	NURS				
	NURS				
	NURS				

Please consult with Associate Dean Graduate Studies if you have questions regarding program planning.

PROGRAM REQUIREMENTS	Completion Date:	Typical Timeline
Supervisory Committee Approval:		Within 12 months
FGSR Ethics Requirement		Within 12 months
Coursework Completed:		Within 24 – 30 months
FGSR Professional Development Requirement		Within 3 years
PhD Candidacy Exam:		Within 3 years
PhD Final Oral Exam:		Within 4-6 years

Program planning notes:

Required Courses:
- If you have received credit for a doctoral level course towards your MN degree, it cannot also be used for credit in your PhD program. If this course is a core required PhD course, you will need to replace the required credits with another PhD course (i.e. minimum 18 core course credits are required).
- If you have taken a graduate course as a special graduate student prior to admission, you need to complete a transfer credit request to transfer the course into your PhD program.

Elective Courses:
- Students typically take 2-4 elective courses.
- Students often take courses in research methods and/or in their substantive topic of their proposed research. Courses should be selected in consultation with the Supervisor.
- Electives can be Nursing courses or courses from another Faculty or University. This includes approved independent study courses (NURS 661) and courses through the Western Deans Agreement.

Thesis Credits:
- In order to maintain full-time status, students must be registered in at least 9 credits per fall/winter term. If you are not registered in 9 credits of coursework in any given term, thesis credits are added to obtain at least 9 credits.
- Students are able to register themselves in the on-campus sections of THES 903, 906 and 909. If you live more than 80 km from campus, you may qualify to register in an off-campus section to avoid paying certain non-instructional fees. Please e-mail nugrad@ualberta.ca. for more information.
- PhD students will automatically be registered in THES 906 by FGSR for spring and summer terms. If you take an additional course in the spring or summer, you will be assessed additional fees for the course.

Program Progression:

- The pass mark in any course taken while registered in the Faculty of Graduate Studies and Research is a grade of C+.
- When a student's term or cumulative grade point average falls between 2.3 and 2.7 they may be placed on academic probation by the Faculty.
- When a student fails to progress in their program (including failure to advance the research project), they may be placed on academic probation by the Faculty.

Oct 12, 2023

Additional Reference Documents for Further Information:

The following documents can be found on the [Faculty of Nursing Forms and Guidelines page](#):

1. Agreement for Planned Residency
   (Found under Forms>PhD Forms)

2. Thesis Guidelines (Traditional & Paper-Based)
   (Found under Guidelines, Policies & Information>PhD Program)

3. Candidacy Examination Guidelines
   (Found under Guidelines, Policies & Information>PhD Program)

4. Doctoral Final Examination Guidelines (forthcoming)
   (Found under Guidelines, Policies & Information>PhD Program)

5. Western Dean's Agreement Process (Forms - PhD Forms)
   (Found under Guidelines, Policies & Information>General Information)