UNIVERSITY OF ALBERTA
DEPARTMENT OF HUMAN ECOLOGY

GRADUATE PROGRAM MANUAL

GENERAL INFORMATION

A Short History

In 1918 the Department of Household Economics was established under the Faculty of Arts and Science at the then 10-year old University of Alberta. Classes were held in the basement of the Arts building and after three years, graduates were awarded a Bachelor of Science in Household Economics. The program was intended to provide professional training for women in the Faculty of Arts and Science. The first classes began in the fall of 1918 with seven students enrolled in the Household Economics program and fourteen students from the Faculty of Arts and Science taking Household Economics courses as options.

In 1928, the Department of Household Economics became the School of Household Economics within the Faculty of Arts and Science. There were two programs: a BSc (HEc) which was a four-year degree program from junior matriculation and a BHEc program which required three years from senior matriculation. The major focus of the program was foods and nutrition.

The School was first reorganized in 1963 when the Faculty of Arts and Science divided into two separate faculties. Household Economics elected to join the Faculty of Science. In 1975, the School of Household Economics became the Faculty of Home Economics by action of the General Faculties Council. In 1981, the Faculty departmentalized into three major areas of specialization: Foods and Nutrition, Clothing and Textiles, and Family Studies.

Since 1975 there have been several other name changes and mergers; most notably, early in the 1990s, the Faculty of Home Economics and the Faculty of Agriculture and Forestry merged to become the Faculty of Agriculture, Forestry, and Home Economics. As part of this merger, the Departments of Clothing and Textiles and Family Studies merged to become the Department of Human Ecology. More recently, in 2007, to recognize the broad range of activities undertaken within the Faculty, it was renamed the Faculty of Agricultural, Life, and Environmental Sciences.

The predecessors to today's Department of Human Ecology at the University of Alberta were characterized by a focus on traditional household-based activities such as cooking and sewing. Today, as a contemporary academic field, human ecology features rigorous critical analysis and the application of knowledge to areas that concern the near social environment of family and community relationships, and the near material environment of textiles and clothing, and other forms of material culture (such as products, buildings, etc.). Faculty members and graduate students draw on the natural and social sciences and humanities to conduct multidisciplinary research in the areas of Aging; Children, Youth, and Families; Material Culture Studies; and Textile & Apparel Science.

Location

The Human Ecology Building (HEB) is located on the corner of 89 Avenue and 116 Street on the North Campus. A campus map is available.

Professors

For information on the Department's professors and their research groups, use the research tab on the Human Ecology homepage to find their individual biographical pages based on four main areas: aging; children, youth and families; material culture studies, and; textile and apparel science.

Graduate Program Committee and the Graduate Program Coordinator

Primary responsibility for administration of all graduate programs in the Department of Human Ecology rests with the Graduate Coordinator and the Graduate Program Committee. The Graduate Program Committee comprises the Graduate Coordinator, appointed by the Department Chair; at least two additional academic staff members who are actively supervising graduate students, appointed by the Department Chair; the Graduate Program Administrator; and two graduate students appointed by the Graduate Coordinator in consultation with the

Department Chair and the student body. Terms of appointment for student members are one year, renewable for up to two additional years.

Members of the Graduate Program Committee review applications of prospective graduate students, review applications for awards, review applications for Teaching Assistantships, review course programming, and prepare relevant policies and documents pertaining to the Department's graduate program.

The [Terms of Reference](#) for the Graduate Program Committee are available for anyone who would like more information.

Graduate Program Administrator

Your Graduate Program Administrator provides support to you and your supervisor for the length of your graduate degree. The Administrator ensures you receive pertinent up-to-date information regarding the provision of financial support and provides necessary advice on all issues pertaining to the successful completion of your program - from admission, to course registration and coordinating your final exam. The Administrator monitors your progress and student record in conjunction with the Faculty of Graduate Studies and Research (FGSR). They will liaise with the instructors, supervisors, and departments to ensure University rules and regulations pertaining to academic programs are followed. Graduate Program Administrators can be reached by emailing grad.ales@ualberta.ca.

PRACTICAL INFORMATION

Graduate Student Offices

There are several graduate student offices located in the HEB. However, because of COVID-19 University employees and students must continue to work remotely unless they have approval to work on campus. Graduate students should discuss with their supervisor their need for student office space and protocols for coming to campus.

If approval is granted, keys for grad student offices are available from the main office (email hhorvath@ualberta.ca). A $10 key deposit (cash) is required and refunded when the key is returned. The grad student office key gives access to all grad student offices (so you can use any department-provided computer) and to room 314, the lounge/lunch room.

E-mail and Computer Identification Information

To use your UofA e-mail account, you need a Campus Computing Identification (CCID) code and a password. The University's Information Services and Technology (IST) office will automatically send this information to you after your application has been successfully submitted, usually within two business days.

Computing Assistance

You can use the IST Help Desk in 2-10 General Services Building. Call them at 780-492-9400, e-mail the helpdesk at ist@ualberta.ca, or visit their [web page](#) for more information.

Changing E-mail Passwords

Information Services and Technology (IST) advises students to change the password that they have been assigned to something easy to remember, and to do this periodically. Password changes can be done [online](#) or at the IST Help Desk (2-10 General Services Building). If you forget your password it is best to change your password in person.

Graduate Student Office Computers

Two computer stations are available in each of rooms 208, 320, 347, and 354 in the HEB. These computers are to be shared by all graduate students. They have Microsoft Office on them, and select computers also have SPSS,

Nvivo, and mPLus software. Additional computers in the graduate student officers are provided by faculty members for their own students. If you encounter problems with the computers, email hhorvath@ualberta.ca in the main office the name and contact information of one of the Faculty of ALES IT staff.

Campus Computer Labs

Computers are also available on a first-come, first-serve basis in the computer labs on campus when they are not booked for classes. Visit the IST website for more information.

Printers/photocopiers in the labs work on your ONEcard and are 12 cents per page. Two labs are located next door to HEB, in the General Services Building in rooms 221 and 866.

University Wireless System

The Human Ecology Building is equipped with the University Wireless System (UWS) throughout and students are welcome to use their own computers if they wish.

Computing Tips

- For Department e-mail correspondence, use only UofA e-mail accounts (not personal Yahoo, Gmail, Shaw, or other accounts). Addresses for UofA e-mail accounts are printed near the top of your timetable notice. You can access your e-mail (and all other Google applications) online.
- Please contact Nash Goonewardena (avinash@ualberta.ca), the systems analyst for the Faculty of ALES, to ensure that you are placed on all departmental list servs and that you have access to departmental resources such as shared computers in lab spaces and workstations in departmental classrooms.
- The Department regularly sends information through email that may help you succeed in your program (e.g., information about scholarship and award applications, job postings, fees and bursaries, new course offerings, department seminars, social events). It is essential that you monitor your email regularly for such information - it is your responsibility to ensure that you respond to deadlines in a timely manner.
- Always create back-up copies of your work.
- When using computers that are also used by others, be sure you back up your work. Clean out old documents as often as you can and delete your folders when you leave. Please shut down the computer if no one else is around and at the end of the day.

UOFA CAMPUS INFORMATION

The ONEcard

The ONEcard is the University's multipurpose identification and debit card for students. The ONEcard office is located in 9104 HUB Mall. You will need to show photo ID (driver's license or passport) and provide your Student ID number. This card allows you to:

- Borrow books from the library;
- Access certain gym facilities;
- Access the University Health Centre;
- Use the Graduate Students' Association (GSA) photocopier and room booking services;
- Use print facilities and campus photocopiers found in the libraries and around campus; and
- U-Pass (transportation) identification.

Further information about the ONEcard is available online.

Universal Transit Pass (U-Pass)

The U-Pass provides students with unlimited access to regular Edmonton, St. Albert, and Strathcona County transit services for Spring/Summer (May – August), Fall (September – December) and Winter (January – April) academic terms. The U-Pass is a partnership between the UofA, the Students' Union, and the GSA.

Students obtaining their first ONEcard will receive their U-Pass at the same time. After that, new stickers are required to validate your pass each term. Check the website for information on sticker distribution, dates and locations at the beginning of each term.

All students are eligible to participate in the U-Pass program as long as they are registered in one 3-credit course. Students cannot opt-out unless they are registered in a thesis section that is offered off- campus.

Faculty of Graduate Studies and Research (FGSR)

The FGSR is responsible for the general administration of graduate programs, from the admission and registration through to convocation and keeps all documentation related to graduate students and their applications, admissions, programs, course grades, examinations, and theses.

FGSR is ultimately responsible for the admission of graduate students; for the setting of minimum entrance requirements and minimum academic standing requirements, and for ensuring that these standards are met. FGSR also submits to the Council of the Faculty of Graduate Studies and Research changes affecting graduate program policies. FGSR's website should be visited regularly during your graduate studies to ensure you are aware of FGSR's policies, regulations, and important deadlines. The FGSR policy manual is an excellent information source for graduate students. You will need to familiarize yourself with FGSR policies and requirements.

FGSR Location:	2-29 Triffo Hall
Hours of Operation:	8:30 – 4:00 (all year)

Graduate Students' Association (GSA)

Located in Triffo Hall, the GSA is a student-run, not-for-profit organization and the official representative body for all Master's and PhD students at the University. The GSA represents over 7,300 graduate students to the University's Board of Governors and other decision-making bodies. The GSA website provides a range of useful information and services offered including grants, subsidiaries and bursaries. The GSA administers a mandatory dental plan for all graduate students who are registered full time.

Health and Dental Coverage

As an on-campus, off-campus, or international graduate student registered full-time in the Fall Term and as a member of the GSA, you are automatically covered by the Graduate Students' Association Health and Dental Plan A full-time student is registered for at least 9 or more graduate credits in the Fall Term. If you already have coverage you can opt out of the coverage, however, you must do so by the GSA's deadline.

Human Ecology Graduate Student Association (HEGSA)

HEGSA represents graduate students in the department. The group plans and holds academic and social events of interest to our graduate students. Such events have included a potluck welcome lunch, "Writing and Whinging" meet-ups, and other social events. HEGSA elections are held in October, and any interested Human Ecology graduate student may run for a position on the executive. If you have any questions or would like to talk with the current executive members, email hecolgsa@ualberta.ca.

Human Resources Information

Social Insurance Number (SIN)

If you are an international student and will receive a scholarship or assistantship payment, you will need to apply for a SIN. Every student that receives employment income or a scholarship must have a SIN as it is used for income tax reporting. To apply for a SIN, see the Graduate Program Administrator for an "Employment Contract" form. The form is to be taken to the Government of Canada at Canada Place for processing along with your SIN application form. Please note that your cheque will be held by Human Resources (HR) until your SIN is provided. When you receive your SIN card, show the Graduate Program Administrator your card so they can take a copy of your card for your file. The Department will provide HR with a copy of your SIN card. To obtain your SIN please visit

Canada Place (Main Floor, 9700 Jasper Avenue, Edmonton, Alberta) between 8:00am and 4:00pm, Monday to Friday. More information about obtaining a SIN is available on the [Government of Canada's website](#).

Study Permit

Please show your study permit to the Graduate Program Administrator when you arrive. If you are employed on campus, HR will hold your cheque until they receive a copy of your study permit. The Graduate Program Administrator will provide HR with a copy of your study permit.

Pay Periods/Direct Deposit

You will receive payment for your assistantships on the following schedule:
- Days worked, 1st to 15th = pay day the 25th of the same month
- Days worked, 16th to 31st = pay day the 10th of the following month.
- After that, your regular paydays will be the 10th and the 25th

Please ensure you are set-up for direct deposit. You can do this by adding your bank account information to Bear Tracks. The system will allow you to deposit into Canadian bank accounts only. Once you have set-up your banking information, your pay will be automatically deposited into your account. Please note that if you have not been paid for a six-month period you will need to resubmit your banking information as the system will consider your information obsolete until you update your information.

TRAINING OPPORTUNITIES AND OTHER RESOURCES

Graduate Teaching and Learning Program

The [Graduate Teaching and Learning (GTL) Program](#) is open to all graduate students and postdoctoral fellows. The multi-tier program, a collaboration of FGSR, departments and faculties, and the Office of the Vice-Provost (Academic Programs), delivers opportunities for training in university instruction. All graduate students who have Department teaching assistantships are strongly encouraged to complete Level 1 of this program. If you are not sure which of the sessions would be most applicable for you, please consult with the faculty member for whom you are a teaching assistant. FGSR has not restricted the number of sessions a student can attend.

Centre for Teaching and Learning

[Centre for Teaching and Learning](#) (CTL) offers a wide range of programs and services to support teaching and learning. With the exception of the August Teaching Orientation, all CTL sessions and symposia are open to graduate students. The CTL Resource Library has a number of books, journals, and videos on teaching and learning topics that can be borrowed by graduate students.

Technology Training Centre

Visit the [Technology Training Centre](#) (TTC) web page to see the courses that are offered for computer-related skills. Several courses are free for grad students. Many low cost courses are offered for students in the evenings.

Professional Development Program

Starting in September 2016, students must complete an FGSR Professional Development Program, which includes the creation of an Individual Development Plan and eight hours of professional development activities. The requirements of this program are explained in more detail on on this document. Additional information about the program can be found on [FGSR's website](#).

Although students who began their programs prior to September 2016 are not required to complete the Professional Development Program, they are welcome to do so – and all graduate students are encouraged to take advantage of activities and resources on campus to develop professional skills and qualities sought by employers. From cultivating a teaching portfolio and integrating ethics into your research, to preparing for careers outside

academia, there are sessions and workshops year-round to help you now and in the future. Make yourself competitive in the global market by starting your professional development the day you arrive on campus.

University Health Centre

The University Health Centre is located on the second floor of the Student Union Building (SUB). It operates on a walk-in basis. There is a pharmacy on the main floor of SUB.

Fitness and recreation

The fitness centre on the main (North) UofA campus is the Van Vliet Centre and on South campus is the Saville Sports Centre. As a UofA student you have an automatic membership to use the facilities. You will need to have your ONEcard available to gain entry to the facilities. Fitness and recreational classes are offered throughout the year – these usually require payment. Visit their website for more information on hours, fees, and facilities.

Music, Art, Theatre

A wide range of music concerts can be heard at SUB and Convocation Hall. Also, the Music Department features Monday Noon Music concerts for free during fall and winter terms. A wide variety of Fine Art Exhibitions are regularly held at the Fine Arts Building Gallery (FAB Gallery), and the Department of Drama features regular theatre performances at the Timms Centre for the Arts.

ROLES AND RESPONSIBILITIES

Students, supervisors, the Graduate Coordinator, the Graduate Program Committee, the Department, and FGSR all have responsibilities related to graduate students' programs. It is important that all parties understand their own and others' responsibilities for the graduate school experience to be as positive as possible. Each party's responsibilities are described in the following sections. As well, please see the details on FGSR's Roles and Responsibilities page.

Students

Graduate students are ultimately responsible for their own programs. They are expected to read the Calendar and any other relevant documents to become familiar with all regulations and deadlines relating to their programs. Students are fundamentally responsible for: ensuring that their registration is accurate and does not lapse; submitting appropriate forms to the Department in a timely manner for signature and processing; and, paying all fees required by the deadline dates set out in the Calendar.

More specifically, graduate students should:
- make themselves aware of the contents of the graduate portions of the Calendar and take responsibility for meeting the requirements set out there, as well as requirements set out in the program contract/progress review forms provided by the Department;
- regularly inform the supervisor and supervisory committee members about progress;
- maintain open communication with their supervisor and Graduate Coordinator concerning any problems;
- meet with their supervisor and complete a progress report for distribution to the Graduate Coordinator and the student file (2 times/year for Masters students and annually for doctoral students);
- make research results accessible (beyond their appearance in a thesis) to an appropriate audience through conference presentations and publications;
- together with the supervisor, ensure that program contract, committee appointment (PhD only), and progress review forms are filed as required; and
- be aware of deadlines for applications for financial support such as scholarships, research assistantships (RAs), teaching assistantships (TAs), research projects, and seek advice and assistance from your supervisor in making applications, etc.

Supervisors

Assignment of Supervisors

Supervisors are assigned to students upon admission by the Graduate Program Committee, on the basis of:

- supervisory capacity of individual faculty members;
- shared research interests of student and faculty member; and
- shared interest in working together, as indicated by faculty members during the application review process and by students in their application materials.

Role of the Supervisor

The supervisor is directly responsible for the supervision of the student's program. In this capacity, the supervisor assists the student in planning a program, brings to the student's attention all program requirements, degree regulations, and general regulations of the Department and the FGSR, provides counsel on all aspects of the program, and stays informed about the student's research activities and progress. The supervisor is also charged with ensuring that students conduct their research in a manner that is effective, safe, productive, and ethical.

The supervisor prepares a program of study for the student, arranges for and attends all supervisory committee meetings and the candidate's examinations, ensures that these are scheduled and held in accordance with FGSR and Department regulations, and reviews the proposal and thesis (both in draft and final form).

More specifically, the supervisor, with the support of the Department:

- provides an environment for the student that is conducive to scholarly work and in which the student can grow intellectually;
- provides appropriate guidance to the student on the nature of research and the standard expected, and be accessible to give advice and constructive criticism;
- informs the student of the normal expectations held by the supervisor and the Department at the beginning of the student's program;
- works with the student to establish a realistic timetable for completing various phases of the program;
- considers a graduate student as a junior colleague in research;
- ensures that there are sufficient material and supervisory resources for each graduate student under supervision;
- works with the student to establish the supervisory committee as soon as possible after the start of the program and ensure that it maintains contact and formally meets at least once a year with the student;
- ensures that the student is aware of his/her requirements and when necessary, assist the student in meeting these; and
- sets-up committee meetings and examinations after consultation and with full knowledge of the student.

The Student-Supervisor Relationship

Supervisors play a key role in students' experience of graduate education. They advise on the selection of courses and collaborate with students on their capping exercise, practicum, or thesis/dissertation research. Establishing and maintaining a good student/supervisor relationship is essential to a successful (and enjoyable) experience.

Approaches to Research

The student/supervisor relationship is as unique as the individuals involved. While all students are expected to do independent research, some supervisors prefer their graduate students to work on projects that fit into the supervisor's overall research program, with the graduate student becoming part of a research team. If funding is essential to do work in a given area, this can be especially important. Other supervisors are agreeable to students conducting research that is unconnected to the supervisor's research. It is essential that you determine what approach your supervisor prefers so that you have a better understanding of how you and your research will fit with your supervisor's style and expectations.

Challenges

As in other relationships in life, relationships between students and supervisors that began with promise can sometimes become unworkable. The process of assigning supervisors is based, in part, on a student's stated research interests at the time of application. It is impossible to guarantee from this information that a "good fit" has been made - only time and experience will tell. During the course of a graduate program, a student's expanding interests may lead her/him away from original research interests. Additionally, a student may find that his/her particular style of research or time management clashes with that of the supervisor.

Most issues can be resolved with a little good will, common sense, and a commitment to respect from all parties involved. Keep a professional perspective on the process. Resolution of any concerns should first be attempted by communicating directly with the supervisor. If that fails, the next step would be to consult with the Graduate Coordinator (if your supervisor is the Graduate Coordinator, consult with a faculty member of the Graduate Program Committee).

Changing Supervisors

Under certain circumstances, students may wish to change supervisors. Such circumstances can include: lack of compatibility with the supervisory style; changing needs of a student; significant personality differences; or changed research interests. Students are free to seek alternate arrangements for supervision without fear of censure. The student should first discuss any such change with the current supervisor and obtain agreement of the alternate supervisor and the Graduate Coordinator. Keep in mind that it is only possible to change supervisors if another supervisor is available in your research area. Begin by speaking with your current supervisor and the Graduate Coordinator. A workable solution often can be achieved without actually changing supervisor.

Supervisors on Leave

It is the responsibility of a supervisor to make adequate provision for supervision of their graduate students during their leave. Therefore, staff members who intend to take leave during a period (exceeding two months) in which they have graduate students under their supervision shall submit to the Department Chair or Graduate Coordinator and to the graduate student(s) involved a written statement describing the arrangements which have been made to provide satisfactory supervision during the period of leave. The supervisor shall nominate a member of the Department who will be empowered to act on behalf of the supervisor in matters pertaining to the graduate student(s).

Role of Department in Supervision

The Department oversees the supervision of all graduate students enrolled in its programs and serves as the chief liaison with the FGSR. The Department is responsible for ensuring that the student receives proper supervision and that the regulations and requirements of the FGSR and the Department are met.

The Department is responsible for recommending and keeping the FGSR informed of any development in or changes relating to the student's program, including the appointment of the supervisor and supervisory committee members (where applicable) and changes to that membership, change of student status, course and program changes, scheduling of examination dates, and so on. The Department's Graduate Coordinator is the official representative of the Department to its graduate students and to FGSR.

REGISTRATION AND PROGRAM MAINTENANCE

Program Registration

You can register for courses after you receive your official admission letter. To do this, you need to:
1. Meet with your supervisor to plan your timetable using your program contract form;
2. Register using the UofA's online registration and data management system "Bear Tracks"; and
3. Confirm your registration by paying your fees.

Bear Tracks

Students register using Bear Tracks, an interactive, web-based service for applicants, students and employees. Information on how to register for Fall and Winter terms, including course listings describing each class and indicating the units of course weight, class structure and fee index, and class schedules are on the Bear Tracks website. You will need your Student ID to access Bear Tracks. With Bear Tracks, you can view information regarding:

- Admission
- Academic record
- Contact information
- Registration
- Graduation
- Fee assessments and Student financial information
- Employee pay information for TA and RA salary and awards payments
- Direct deposit set-up so pay cheques are automatically deposited to your bank account

Paying Fees

Information about how to pay tuition fees can be found on the Admissions and Programs website. If fees are not paid by the term fee payment deadline, a late penalty will be applied to the outstanding balance at the end of each month.

The "Program Contract and Progress Review" Forms

When you first meet with your supervisor, one of your tasks will be to complete the "program contract" form. By filling out this form, you and your supervisor will set out the requirements for your program of study and research. This contract form enables both you and the Department to have a document that can be regularly consulted to ensure that you are meeting the requirements of your program. This contract form also protects you and the Department against any unilateral rule changes (i.e., unilateral changes to course subject requirements, number of courses to be taken, etc.).

Although this document is called a contract, its terms are not written in stone; that is, the student and supervisor can discuss the conditions of the contract and make changes, if both parties agree. Details regarding the purposes of the form, and instructions for completing it, are described below.

Using the Program Contract and Student Progress Forms

The program contract and progress review forms serve three purposes:

1. The program contract sets out the expectations regarding course work, as negotiated by the supervisor and student, thus protecting both the student and the Department from either one unilaterally changing the rules.
2. The contract form provides a mechanism for the Department to fulfill its responsibility for ensuring that the regulations and requirements of FGSR (and the Department) are met (for example, with respect to course selections, advance credit, etc.).
3. The student progress form provides a mechanism for monitoring student progress so that the Department can fulfill its responsibilities for keeping the FGSR informed any development in or changes to the student's program (e.g., change of student status following completion of qualifying or probationary conditions), and for ensuring timely completion of students' programs.

It is the joint responsibility of the student and supervisor to ensure that the program contract and progress review forms are completed and filed in a timely fashion.

Before the student's first term of study, the supervisor and student meet in order to complete the front page of the program contract form (the student's supervisor can download the program contract from the HE Shared Drive). The top portion of the form should be completed according to terms laid out in the student's letter of acceptance. The student and supervisor will then agree on a course of study and indicate the following on the form:

11

- any courses to be completed as qualifying work (if applicable);
- the core course requirements, and optional and research methods/statistics courses that are to be completed as part of the student's graduate program;
- the year and term in which it is expected that the student will take each of these courses (to be indicated in the space provided in the "date planned" column); and
- any courses for which the supervisor is recommending advance credit be granted; or exemptions from required courses (e.g., if a student took a HECOL undergraduate/graduate level slash course as an undergraduate) (provide a brief explanation in the "comments/notes" column and provide any substantiating documentation - e.g., transcript).

The student and supervisor will date and sign the form, the original will be returned to the Graduate Program Administrator, and a copy will be made for the student and supervisor after the Graduate Coordinator has reviewed the contract and signed off. The original is retained in the student's file.

If advance credit for courses(s) is being recommended, the Graduate Program Administrator will make the necessary request to FGSR, enter the date the request is made, and FGSR's response on the program contract form, and inform the supervisor and student of FGSR's decision. Note: Courses must have been taken within the last six years and must be graduate-level courses in order to be eligible for advance credit.

To monitor student progress, the student progress form will be administered in the manner outlined below.

1. Master's students will meet twice annually with their supervisor to review and report on the student's progress to date. These meetings will take place after each term, ideally in January and May, after transcripts become available.
2. At the meeting, the supervisor will record the following on the program contract form:
   - any changes in the courses to be completed either as qualifying courses or as part of the graduate program (changes need to be agreed to by the student and supervisor);
   - program requirements met (e.g., professional presentations, thesis elements, etc.); and
   - brief comments on student progress (e.g., what progress has been made to date and whether this is judged satisfactory, reasons for lack of progress, milestones achieved, goals for the coming months, etc.).
3. The student progress form should be dated and signed by the student and the supervisor.
   - If more extensive comments are required than will fit in the space provided, they should be written in memo form, signed by the student and supervisor and copies provided to the student, supervisor and Graduate Program Administrator.
4. The supervisor should inform the Graduate Program Administrator and/or the Graduate Coordinator of any action required by them as a result of the meeting (e.g., request for change in student status as a result of completing qualifying or probationary requirements, request for a leave of absence, requirements to withdraw due to unsatisfactory performance, etc.).
5. The Graduate Program Administrator and the Graduate Coordinator will review the progress forms in February and July/August to ensure that everything is in order.

Maintenance of Registration

Course-based Programs
Students in course-based degree programs must register in coursework or in MREG 800 (Maintain Registration) for at least one term in each September to August period to keep their program active. When a course-based student does not register in any course(s) for a one term, s/he will lose campus privileges such as U-Pass, library access, Health Services, and Phys Ed facilities use for that term. The system will not recognize that you are an active student if you are not registered. Keep this in mind while you are planning your program with your supervisor. When you register again, the system will consider you an active student and the services you could not access will be reinstated.

Thesis-based programs

In order to keep their program active, students registered in thesis-based Master's and Doctoral programs must register all year round in coursework and/or thesis research. To register full-time in a thesis program in Fall/Winter, students must register in a combination of course work and/or thesis research comprising a minimum of 9 credits each term. Students registered in less than 9 credits in a Fall/Winter term are considered part-time students. Students who are admitted to any thesis-based program and who initially register as full-time students must register full-time for the remainder of their program.

Thesis sections are scheduled according to units of course weight equivalency. Thesis sections can be used in combination with course registrations in order to achieve the correct units of course weight for registration status (i.e., full time or part time). For example, if a student registers in two 3-credit courses, the addition of THES 903, would bring the registration status to full-time or 9 credits. THES 903 has a 3-credit weight, THES 906 is 6 credits and THES 909 is 9 credits.

International Students: Take note of the conditions of your study permit. If you fail to maintain full- time registration, you may jeopardize your standing with Citizenship and Immigration Canada.

Change of Registration

Students can add or drop courses to their registration within ten working days after classes begin. After the close of registration, all changes to a graduate student's registration require the approval of the Department and FGSR. Requests to change registration are reviewed by FGSR when a memo with compelling circumstances from the student and the Graduate Coordinator or Department Chair is submitted. FGSR may or may not approve the request.

ENSURE YOUR REGISTRATION IS CORRECT BEFORE THE ADD/DROP DEADLINE! Students who fail to keep their program active by registering will be considered to have withdrawn from their program and will be required to reapply. The readmission fee is approximately $1,500.00.

13

PROGRAM REQUIREMENTS

Overview of Degree Requirements

Program *refers to number of credits	Program Requirements HECOL CORE	Other Requirements		
		Research Methods and/or Statistics	Additional Coursework *refers to number of credits	
Course-based Master's Degrees				
MSc in Family Ecology and Practice (*26)	HECOL 610, 611, 682, 691, 692 OR HECOL 604, 615, 682, 691, 692 (if interested in studying Aging)		*9	HECOL 900 (*6): *Directed Research Project* or HECOL 613 (*6): *Practicum* Presentation of project or practicum 8 hours of Professional Development
MSc in Textiles and Clothing (*26)	HECOL 570, 571, 691, 692		*12	HECOL 900 (*6): *Directed Research Project* or HECOL 613 (*6): *Practicum* Presentation of project or practicum 8 hours of Professional Development
MA in Material Culture (*26)	HECOL 661, 662, 691, 692		*12	HECOL 900 (*6): *Directed Research Project* or HECOL 613 (*6): *Practicum* Presentation of project or practicum 8 hours of Professional Development
Thesis-based Master's Degrees				
MSc in Family Ecology and Practice (*20)	HECOL 610, 611, 691, 692 OR HECOL 604, 615, 691, 692 (if interested in studying Aging)	*6	*6	2 terms full-time residency 2 professional research presentations Thesis 8 hours of Professional Development
MSc in Textiles and Clothing (*20)	HECOL 570, 571, 691, 692	*6	*6	2 terms full-time residency 2 professional research presentations Thesis 8 hours of Professional Development
MA in Material Culture (*20)	HECOL 661, 662, 691, 692	*6	*6	2 terms full-time residency 2 professional research presentations Thesis 8 hours of Professional Development
PhD in Human Ecology				
*20 credits	HECOL 601, 693, 694	*6	*9	2 years full-time residency Written comprehensive exam Oral candidacy exam 2 professional research presentations Dissertation 8 hours of Professional Development

Research Methods and Statistics Courses (for all Grad Students)

Courses to gain competencies in research methods and statistics will depend on a student's area of study, especially whether they are oriented towards the physical sciences, social sciences, or humanities. Those in the social sciences should have basic competencies in qualitative and/or quantitative methodology and statistics. Those in the physical sciences should have basic competencies in laboratory methods (particularly for textile science) and statistics. Below is a list of research methods and statistics courses offered at the UofA. See the Calendar or Bear Tracks for more details. Prior to selecting courses, it would be a good idea to request copies of the syllabus to review with your supervisor. This will help you select courses that align as closely as possible with your background preparation, substantive research interests, and research methods/statistics that you'll be using in your thesis/dissertation research.

Most departments block registration in their graduate-level courses. To register in a course that is blocked, you need to contact the department offering the course to request registration.

ANTHRO 511	Ethnographic Field Methods I
ANTHRO 524	Visual Anthropology
COMM 597	Introduction to Qualitative Inquiry (Faculty of Extension)
EDPS 509	Research Design and Data Analysis
EDPS 535	Indigenous Research Methodologies
EDPY 500	Introduction to Data Analysis in Educational Research
EDPY 501	Introduction to Methods in Educational Research
EDPY 502	Single-case Research Design
EDPY 503	Qualitative Methods of Education Research
EDPY 505	Quantitative Methods I
EDPY 605	Quantitative Methods II
EDSE 606	Theory and Practice in Action Research
EDSE 611	Phenomenological Research
EDSE 612	Arts Based Research
EDSE 613	Participatory Research
EDSE 621	Phenomenological Writing
HECOL 522	Introduction to Structural Equation Modeling
HECOL 565	Material Culture, Methods and Identities
HIST 601	Philosophy of History and Methodology
HIST 604	Application of the Social Sciences to History
INT D 500	Introduction to Community-based Research & Evaluation
INT D 540	Principles of Qualitative Inquiry
LIS 505	Introduction to Research in Library and Information Studies
MARK 710	Research Methodology in Marketing
NURS 504	Statistics in Nursing Research
NURS 512	Quantitative Research
NURS 513	Qualitative Research
NURS 682	Statistics for Causal Analysis in Health Research
NURS 687	Advanced Principles and Practice of Qualitative Inquiry
PSYCO 522	Developmental Methods: Design and Data
PSYCO 531	Design and Analysis in Psychological Research I
PSYCO 532	Design and Analysis in Psychological Research II
REN R 580	Biometrical Techniques in Agri-food, Environmental and Forest Sciences
RSOC 515	Quantitative Social Research Methods
RSOC 516	Collaborative and Participatory Research Methods
SPH 502	Conducting Research in Health Promotion
SPH 503	Introduction to Health Promotion Research
SPH 509	Biostatistics I
SPH 531	Statistical Methods in Health Research
SPH 623	Qualitative and Community-Based Approaches in Health Research
SOC 509	Quantitative Data Analysis
SOC 515	Quantitative Methods in Social Research
SOC 518	Qualitative Methods in Social Research
SOC 519	Comparative and Historical Methods in Sociological Research
SOC 616	Structural Equation Modeling with LISREL
STAT 532	Survival Analysis
STAT 561	Sample Survey Methodology
STAT 575	Multivariate Analysis
STAT 578	Regression Analysis

Program Planning and Evaluation Courses

Students in the course-based MSc programs in Family Ecology & Practice are required to take HECOL 682, *Program Planning and Evaluation.* If students are not able to take HECOL 682, due to situations such as a scheduling conflict,

they can take another graduate-level program planning and/or evaluation course to meet this program requirement. Additionally, for Human Ecology graduate students whose career goals include program evaluation, it is recommended that in addition to HECOL 682, they take a graduate-level course that focuses specifically on the topic. Other graduate level program planning and evaluation courses offered at UofA are outlined below.

EDPS 577	Foundations of Adult and Higher Education
EDPS 585	Needs Assessment and Program Evaluation
EDPY 615	Program Evaluation
NURS 506	Program Planning
SPH 504	Health Promotion Planning and Evaluation
SPH 517	Strategies in Health Promotion Practice
SPH 631	Health Program Evaluation

Required Master's Level Competencies for PhD Students
PhD students are expected to possess, at the time of admission, basic competencies in:
1. Research methods and/or statistics (*6)
2. Professional Seminars: HECOL 691, 692

If students do not have these competencies when they are admitted to the doctoral program, they will be required to complete them as part of their program of study.

Additional Course Requirements
Students and supervisors will work together to find courses that meet program requirements and ensure that students acquire requisite knowledge and skills to successfully complete their thesis/dissertation, directed research project, or practicum. The first place to look for relevant courses is among those offered by the Department of Human Ecology. These may be supplemented, according to individual needs, by courses from other departments. Additional courses are suggested by your supervisor when completing your contract form.

Independent Study courses (e.g., HECOL 501, 651, 652): To register in an independent study course, students and supervisors must complete an *Individual Study/Directed Research Form* Once a form is reviewed and signed off by the Graduate Program Coordinator, it should be submitted to the Graduate Program Administrator (grad.ales@ualberta.ca) and Francine Hodder, Course Management Team Lead, Faculty of ALES (fhodder@ualberta.ca). Francine will register the student in the Independent Study course.
**Note*: Independent Study course forms need to be submitted prior to the add/drop deadline.

Additional Program Requirements
In addition to courses, there are a number of program requirements that students complete as part of their graduate programs. Students in all graduate programs must complete an ethics requirement and at least one presentation. As of Fall 2016, all graduate students at UofA must also complete a professional development requirement. Course-based Master's students complete a directed research project or practicum placement and thesis-based Master's students conduct research and write a thesis. Doctoral students complete a written comprehensive exam and oral candidacy exam, and they conduct original research and write a dissertation.

Graduate Ethics Training
Ethics and academic integrity training is mandatory for all UofA graduate students. Each student is required to complete the equivalent of at least eight (8) hours of structured academic activity in ethics to meet this requirement. Human Ecology offers the ethics training requirement by the completion of two components:
1. Completion of the Graduate Ethics Training (GET) Program course. This web-based course is offered by FGSR and focuses on a number of ethical issues in the academic environment including Conflict of Interest, Conflict Resolution, Intellectual Property, Integrity and Scholarship, Graduate Student-Supervisor Relationships.
2. Completion of two research ethics seminars as part of HECOL 692.

Once a student completes the FGSR GET course, the student will provide evidence of completion to the Graduate Program Administrator (grad.ales@ualberta.ca). Once confirmation is received that the student attended both research ethics seminars in HECOL 692 and satisfactorily completed required assignments, the ethics requirement will be signed off as complete on your contract form.

You are required to complete all ethics components to convocate.

Ethics Review

An Ethics Review is required when research involves living human participants (course-based directed research project, Master's thesis, doctoral dissertation). This is done online through the Research Ethics Office Human Ethics Research Online (HERO) program. Details about the ethics review application and review process are provided in the ethics seminars in HECOL 692.

Professional Presentations

All researchers are ethically obligated to share the results of their research with practitioners, policy makers, the general public, and especially their colleagues.

Course-based Master's Students

Course-based Master's degree students are required to make at least one professional presentation related to their directed research project or practicum placement in the Department or to relevant agency staff (where the practicum and/or directed research project was completed).

Thesis-based Master's & PhD Students

Thesis-based Master's and PhD students are required to make at least two professional research presentations as either a sole or first author (at least one of which must be oral and at least one of which includes results of their research) prior to submitting their thesis or dissertation.

The presentation requirement provides a practical opportunity for students to learn about research dissemination, and to ensure that students live up to their obligation to circulate their research findings. In addition, critical feedback from colleagues is essential to producing high quality research. Therefore, the presentation requirement also provides opportunities for students to get critical feedback from colleagues about their work, outside of a classroom setting. The presentation requirements represent the minimum activity that should occur. Students are strongly encouraged to present at least once before a professional/ academic audience and at least once outside the Department.

Professional presentations may include:
- presentations (papers, workshops, posters, symposia, exhibitions) at professional conferences (e.g., Alberta Home Economics Association, National Council on Family Relations (NCFR), International Association on Gerontology and Geriatrics (IAGG) World Congress, International Textile and Apparel Association); and
- presentations at colloquia or seminars on campus (e.g., Department of Human Ecology Lunchtime Research Seminars).

Not eligible for fulfilling the presentation requirements are:
- presentations done for course credit; and
- guest lectures in classes.

Procedures for Scheduling Lunchtime Research Seminars

1. Students and supervisors work together to determine appropriate content and scheduling of presentations; that is, students need to book a time only after consulting with their supervisor.
2. Lunch-time research seminars are usually scheduled for the first and third Tuesday of the month from 12:30 pm to 1:30 pm. A schedule will be sent to all graduate students and faculty at the beginning of each academic term. Research seminars outside of these scheduled times must be organized by the supervisor and student.

3. Students will be asked to write a sentence or two, maximum, to describe the nature of their presentation to alert audience members about whether the focus will be on formative evaluation or the delivery of research findings. However, the requirement for dissemination of research results must be met by all students.

Professional Development Requirement

All graduate students at the UofA who started programs in September 2016 and onward are required to complete an FGSR Professional Development Program, which includes the creation of an Individual Development Plan (IDP) and eight hours of professional development activities. There is a workbook available to students to facilitate the development of the IDP. Although graduate students are responsible for taking the lead on meeting the PD Requirement, graduate supervisors have a role to play. Once students complete their IDP, they are to discuss it with their supervisor and their plans for professional development. *Note that the IDP must be finalized and reviewed by your supervisor within the first 12 months of Master's students' programs and the first 18 months of doctoral students' programs.*

The IDP will assist students in identifying areas, topics etc. for PD. It is up to departments to determine what counts as PD – although FGSR has some guidelines about what "counts" and what does not "count." *Students will receive no more than four hours of credit from any single category of PD options listed in FGSR PD documents.* Not all students will do the same PD workshops, experiences etc. Decisions about PD activities should align with students' career paths and goals, and their self-assessment of professional skills. Graduate students can attend specific lectures in HECOL 408 that can count toward their PD hours. Permission by the course instructor is required before attending. Information about the PD options in HECOL 408 can be found here. Some of our HECOL 690 seminar topics may be relevant for some students -- and certainly can be "counted." If supervisors and students have questions about whether a specific session or experience will "count" as PD hours, they should touch base with the Graduate Coordinator.

Students need to provide evidence that they have participated in PD activities. If students use a HECOL 690 seminar, the Department will have a record of their attendance. For other sessions, students should use the declaration of attendance form, which is available on the FGSR professional development website. Students need to keep track of the sessions they attend using the record of activity form, which is also available on the FGSR website. Once all PD hours have been achieved students will need to complete the IDP and PD Completion form, have it signed by their supervisor, and then submit it to the Graduate Program Administrator (email grad.ales@ualberta.ca) to be retained in the student's file.

Course-based Masters students who will be doing a practicum are advised to take the professional practice course (HECOL 508). This is the graduate version of HECOL 408. All PD requirements (i.e., IDP and 8-hours of PD) will be met by taking this professional practice course and no further PD requirements are needed. Please note, that this course is ONLY offered to course-based Masters students doing a practicum.

Additional information about the program, as well as various documents and forms and details about information sessions for supervisors and students, can be found on FGSR's website.

Course-based Master's Directed Research Project or Practicum

Course-based Master's students can choose to complete a directed research project or practicum placement, both of which represent *6 course credits. The directed research project (HECOL 900) and practicum (HECOL 613) should be completed in the last term of study so that students have an opportunity to build on, integrate, and apply theoretical and empirical knowledge generated through course work.

Directed Research Project (HECOL 900)

*   To register in HECOL 900, students and supervisors must complete the HECOL 900: Directed Research Project form. Once the form is reviewed and signed-off by the Graduate Coordinator, it should be submitted to the Graduate Program Administrator (grad.ales@ualberta.ca) and Francine Hodder, Course Management Team Lead, Faculty of ALES (fhodder@ualberta.ca). Francine will register the student in HECOL 900.

- There are a variety of projects that students can complete for HECOL 900. They can conduct a small-scale study that provides answers to one or more specific research questions. Alternatively, they can do an applied project that is based on practice or policy problems, perhaps for a specific client, agency, or government ministry. Examples include: needs assessments, program development or evaluation, mounting a museum exhibit, a design project, or a critical analysis of policies and/or programs.
- The directed research project requires a written report or some other finished product to be retained by the Department, as well as a presentation in the Department or to relevant agency staff.
- The directed research project and report must demonstrate the student's ability to integrate theory, research, and if it is an applied project, aspects of practice and/or policy.
- The scope of a directed research project and report is less than that of a Master's level thesis.

Graduate Practicum (HECOL 613)

Course-based Master's students can choose to do a *6 credit practicum. Master's students in thesis-based programs and doctoral students can also complete a practicum (*3 or *6 credits) as part of their additional course requirements. All graduate practicums must include the requirements outlined below. Additional details about the requirements can be found in the "Forms" cabinet in the Human Ecology drop-down menu. The syllabus also includes other course requirements that can be included in practicum placements, as well as evaluation forms, an affiliation agreement, and ethical guidelines. A syllabus will be developed by the academic supervisor so that the student, academic supervisor, and field supervisor have consistent information about the requirements for and expectations of the practicum. It is recommended the professional practice course (HECOL 508) be taken the semester immediately preceding the practicum.

To register in HECOL 613, students and supervisors must complete the HECOL 613: Practicum Project form and attach the syllabus. Once the form is reviewed and signed-off by the Graduate Coordinator, it should be submitted to the Graduate Program Administrator (grad.ales@ualberta.ca) and Francine Hodder, Course Management Team Lead, Faculty of ALES (fhodder@ualberta.ca). Francine will register the student in HECOL 613.

A field placement in an agency/organization, government ministry, business etc.
- *3 practicum = 120 hours
- *6 practicum = 240 hours
- the decision about the field placement site will be mutually agreed upon by the student and supervisor.
- to avoid potential conflicts of interest, the field placement site *cannot* be the student's current or recent place of employment.
- although the student might make some preliminary inquiries with a practicum site and/or field supervisor, it is the responsibility of the supervisor to make the formal arrangements.
- Prior to beginning the practicum, a Student Affiliation Agreement form must be signed by the student, the supervisor, and the field supervisor.

Within the practicum hours, students will conduct an independent project, the focus of which is determined by the student and the field supervisor. The project can be a small or large part of the total practicum hours, depending upon its nature, but it must be a project for which the student takes major responsibility.

A written report and oral presentation about the independent project and/or practicum experience will be completed by the student. Although the specific requirements of the report and presentation will be agreed upon by the supervisor and the student, they should both integrate scholarly literature. The presentation can be done in the Department or at the practicum agency, whichever is most appropriate.

Additional Information on PhD Program Requirements

Acceptance into the PhD Program without a Thesis-based Master's Degree

The doctoral program in Human Ecology is a research degree. Thus, the Department of Human Ecology requires that students entering the doctoral program in Human Ecology have a thesis-based Master's degree in a relevant discipline with a minimum GPA of 3.0 on a 4.0 scale over the last 60 credits. Applicants who have not completed original, empirical, academic research (thesis or equivalent) will not be considered for direct admission into the doctoral program. Instead, if they meet all other admission criteria, they may be considered for admission into a Master's program. Once they complete an original, empirical, and academic piece of research (the equivalent of a Master's thesis but without being defended at an oral exam), which is submitted for presentation at a national or international conference or submitted to an academic journal for publication, they may be considered for a change of status into the doctoral program.

Acceptance into the PhD Program without a Prior Master's Degree

In general, a Master's degree is regarded as a requirement for admission to a doctoral program (particularly, a research-based Master's that resulted in a written thesis). Occasionally, exceptional applicants holding a baccalaureate degree may be considered for admission to the PhD program without first completing a research-based Master's degree. Such applicants will normally be subject to the following requirements:

- They must present the equivalent of a four-year baccalaureate degree in a related field from a recognized institution, with a minimum grade point average of 3.7 on a 4.0 scale, or its equivalent, in the last *60 course weights.
- They must present evidence of the ability to conduct original academic research (such as a completed honours thesis or its equivalent).
- They must present three letters of recommendation from academic referees who speak to the applicant's research and scholarly capabilities.
- There must be an appropriate supervisor available.

Upon the recommendation of the Graduate Program Committee that the applicant be admitted, and FGSR's approval of that recommendation, the applicant will be admitted to the thesis Master's program as a full-time student for a period of one academic year and will be required to complete the following courses: HECOL 691 and 692, two research methods and/or statistics courses, and one of the following pairs of courses: 1) HECOL 610 and 611 or 2) HECOL 604 and 615 or 3) HECOL 570 and 571 or 4) HECOL 661 and 662. They also will be required to provide further evidence of their ability to conduct original PhD-level academic research (e.g., submit an academic paper for publication and/or presentation at a professional conference).

The decision to accelerate the student to the PhD program at the end of the year is not automatic and depends on above-average performance and strong recommendation from the student's supervisory committee and the Department's Graduate Coordinator. At the end of the student's first academic year, the Graduate Program Committee will assess the student's performance and, if satisfied that they have met the above requirements (passed all courses, achieved a minimum GPA of 3.3, and demonstrated research capability), the Graduate Coordinator will normally recommend to FGSR that the student be admitted to the PhD program. Such admissions will normally be made only in September. Students who fail to meet these requirements will be permitted to continue in the Master's program as long as they meet the minimum FGSR and Department standards for continuing in the Master's program. Such students who successfully complete the Master's program will be eligible to apply to the PhD program through the usual channels.

PhD Comprehensive Examination

The written comprehensive exam is critical for the purpose of assessing the adequacy of a student's knowledge of the theory, content, and research methods that are relevant to their chosen field of study. It is also intended as an opportunity for mentoring; students receive the opportunity to respond to feedback on their writing from their committee. Together with the candidacy exam, the comprehensive exam allows the assessment of the student's preparedness to do original research at an advanced level.

The comprehensive exam allows students to:
- demonstrate in-depth knowledge of their research area
- demonstrate their ability to think critically
- connect theories with a substantive research area
- develop an argument
- demonstrate original thinking
- gain experience responding to scholarly feedback

The comprehensive exam takes place after completion of course work and before the candidacy exam, normally within the first two years of the program if the student had the expected basic competencies on admission. Normally the oral candidacy exam will occur within six months of the written comprehensive exam.

Procedures for Comprehensive Exams

The supervisory committee will set the exam questions which will normally cover four areas:
- Research and theory related to the student's stream of research (ie., Aging; Children, Youth & Families; Material Culture Studies; Textile & Apparel Science)
- Research and theory related to the student's substantive area
- Research design and methods
- Human ecology theory

A minimum of six weeks prior to the exam, the student, in consultation with the supervisory committee, will develop a reading list. The reading list will cover the same four areas that will be covered in the comprehensive exam. Its purpose is to define and set reasonable boundaries around the content which will be considered "fair game" for the exam. The student may refer to literature they have read but is not included on the reading list during the exam, but they should not have to do additional library research in order to answer the questions adequately. The final reading list will be submitted to the Graduate Coordinator and the Graduate Program Administrator at the same time, so that they may check that sufficient time is allowed for the student to prepare for the exam, that reading lists cover the required four areas, and that the reading lists are reasonably consistent in breadth and depth.

In setting the exam, the committee will refer to the PhD comprehensive exam question bank maintained by the Department in order to ensure that emphasis and difficulty of exam questions are comparable for all students. The exam question bank includes copies of the questions that have comprised previous examinations. They are intended to serve as examples to committees in setting exams, and as study aids for students, but each exam experience will be tailored to the student's area of study.

Each committee member will submit two to three questions related to one or more of the four exam areas; the supervisor will be responsible for setting the overall exam in consultation with other committee members (this may involve selecting the most appropriate questions, clarifying questions, integrating similar questions from different committee members, etc.). The exam will comprise two to three questions in each of the four areas; the student will answer their choice of one question in each of the four areas. The comprehensive review questions will be submitted to the Graduate Coordinator at least one week prior to the exam so that they may ensure that the exam adheres to the expected format and that exam are reasonably consistent in breadth and depth. The final version of the questions will be filed with the Graduate Program Administrator.

The exam will be take-home; the student will return the typed answers to the committee within seven days. The seven-day format was chosen after extensive consultation with previous graduate students. It is believed to provide the best opportunity for students to demonstrate their depth and breadth of knowledge while still allowing them to meet other personal (but not employment) obligations. That is, it is not expected that students will work on their exam 24 hours/day, 7 days/week. Students should organize their lives accordingly and should allow for adequate breaks, meals, exercise and sleep.

Guidelines for Evaluating Comprehensive Exams in Human Ecology

Questions will be evaluated independently by each committee member. Their evaluations will be based on the extent to which the student demonstrates:

- an accurate understanding of the relevant theory and research in their chosen field of study (i.e., Aging; Children, Youth & Family; Material Culture Studies; Textile & Apparel Science);
- the ability to correctly and adequately reference the relevant literature;
- an ability to synthesize and integrate theories and research findings to arrive at a deeper and more comprehensive understanding of the issues in their chosen field of study;
- critical thinking;
- original thinking;
- a broad understanding of the range of methodological approaches that may be used to address relevant questions in their chosen field of study; and
- an understanding of the conditions under which different research methods and techniques should be applied.

In evaluating each answer, each supervisory committee member will assign the student's answer to one of the following 4 categories:

1. Pass with excellence - exceeds expectations.
2. Pass - clearly satisfactory/adequate; meets expectations.
3. Marginal Pass - minimally acceptable; not the quality of response expected, but nonetheless, demonstrates the basic minimal understanding deemed necessary to pursue doctoral research. If more than one answer falls into this category, then students are assigned a conditional pass or a fail for the exam as a whole—see below.
4. Fail - answer to question is not acceptable at the doctoral level (lack of critical thinking and original thought, lack of knowledge of the literature, etc.

Each committee member will, within two weeks of receiving the student's responses (unless otherwise agreed by the committee and student to accommodate vacation or work schedules), provide to the supervisor one of the following recommendations, based on their overall assessment of the student's responses:

1. Pass - answers to the questions are adequate (i.e., pass—excellent, or pass—clearly satisfactory/adequate).
2. Conditional Pass - answers to at least two questions are adequate, while one or two are judged to be marginal (not up to expectations but demonstrate sufficient basic understanding to serve as a foundation for revisions).
3. Fail - answers to more than two questions are judged to be marginal; OR answers to one or more questions are judged to be deficient (do not demonstrate even a basic understanding).

Guidelines for How an Exam as a Whole is Judged as a Pass

Should two or more committee members assign the exam a conditional pass, the committee shall recommend one of the following:

- That the student complete additional course work in the area(s) in which they are judged to be marginal; OR
- That the student be permitted to revise their answer(s) to the questions judged to be marginal; the committee shall provide the student with written feedback as to the deficiencies in the answers; the student will again be given one week to complete the revisions.

Should two or more committee members assign the exam a fail, the committee shall recommend one of the following:

- That the student complete additional course work in the area(s) in which they are judged to be deficient AND write a new exam; OR
- That the student be required to withdraw from the program.

Additional [Tips for Comprehensive Exams](#) available here.

The PhD Proposal

Proposal writing can begin any time during the program and should begin sooner rather than later. The proposal is distributed to members of the candidacy exam committee prior to the candidacy exam. Before the proposal is distributed to the full committee, the supervisory committee members provide feedback and approve its distribution to other members. Following the candidacy exam, the supervisory committee gives final approval of the proposal (which might not occur until after revisions are made in response to feedback and discussion during the candidacy exam).

The PhD Candidacy Exam

The candidacy exam is an oral exam. It allows a student to demonstrate that they have an adequate knowledge of the discipline and subject matter that is relevant to the thesis. It also allows the student to demonstrate his or her ability to pursue and complete original research at an advanced level. Since the purpose of the candidacy exam, together with the comprehensive exam, is to assess the student's preparedness to do original research, this Department's policy is that the candidacy takes place after the proposal has been submitted to the student's committee but before beginning the research itself.

In addition to the [Conduct of Examinations and Standard Examination Protocols](#) set out by FGSR, the Department of Human Ecology requires that students provide copies of their CV and copies of their UofA graduate program transcripts (or lists of all courses taken toward graduate programs at the UofA and the grades obtained) to doctoral candidacy examination committee members at the same time as copies of the research proposal are distributed. At this time, the supervisor should contact those candidacy examination committee members who do not also sit on the supervisory committee, and let them know that copies of the student's answers to the comprehensive exam are available upon request. If requested, the supervisor will provide electronic copies of the student's answers to the comprehensive exam prior to the candidacy exam. The comprehensive exam answers may provide committee members with additional information about areas of student strength or areas that may warrant further exploration during the candidacy exam.

As per FGSR policy, the candidacy examination of a full-time student must be held within three years of the commencement of a student's program. Students who do not meet the three-year deadline, must apply for an extension. For part-time students, the department will determine the appropriate time period. The procedures for doctoral timeline extensions in the Department of Human Ecology are outlined below.

First Extension:
The student and supervisor each must write a letter to the Graduate Coordinator. The student's letter requesting an extension should provide an explanation as to why the 3-year deadline has not been met, the program requirements that have been completed, and a schedule/timeline and plan for completing the remaining program requirements. The supervisor's letter should indicate whether they support the student's request for an extension. As well, the supervisor should provide additional information to that provided in the student's letter, which is relevant for the Graduate Coordinator to consider. Once the Graduate Coordinator receives the letters, they will meet with the student and supervisor if necessary. An internal department decision will be made by the Graduate Coordinator, and the FGSR extension form will be completed and submitted to FGSR. If the conditions and deadlines outlined on the FGSR extension form are not met, a second extension may not be supported by the Department of Human Ecology. If the Graduate Coordinator makes a decision that an extension will not be granted, they will recommend to the FGSR that the student's program be terminated.

Second Extension:
The student and supervisor each must write a letter to the Graduate Coordinator. The student's letter requesting another extension should provide an explanation as to why a second extension is being requested, progress that has been made since the first extension, and a schedule/timeline and plan for completing the remaining program requirements. The supervisor's letter should indicate whether they support the student's request for an extension.

As well, the supervisor should provide additional information to that provided in the student's letter, which is relevant for the Graduate Coordinator to consider. Once the Graduate Coordinator receives the letters, they will meet with the student and supervisor. The Graduate Coordinator will then write a letter to the FGSR indicating whether they support the request for the extension. If an extension is being supported, the FGSR extension form will need to accompany the Graduate Coordinator's recommendation. FGSR will make the final decision about whether a second extension will be granted.

PhD Dissertation Research

Execution of the proposed research commences after the successful completion of course work and comprehensive and candidacy exams, after approval of the proposal by the student's supervisory committee, and after approval is received from the Human Ethics Committee (if needed). See additional details about undertaking doctoral research on pages 27 - 28. The research:

- Must embody results of original investigations and analyses.
- Must be of such quality as to merit publication, meeting the standards of reputable scholarly publications.
- Must constitute a substantial contribution to knowledge in the candidate's field of study.
- May be traditional or paper-based format. Students should consult with their supervisory committee about the relative merits and challenges/limitations of both the traditional and paper-based formats. Paper-based dissertations completed by students in Human Ecology should adhere to the guidelines outlined below.

Paper-based Dissertation Format

The basic components of paper-based dissertations are 1) a preface, 2) an introductory chapter, 3) three to four published, submitted (under review), and/or publishable manuscripts, 4) a discussion chapter, and 5) a reference list/bibliography that includes all sources drawn on in the dissertation. It may also be appropriate to include 6) a separate literature review and appendices.

1. *Preface*: Consistent with FGSR policy, all paper-based dissertations that include co- authored manuscripts must include a preface at the beginning of the dissertation that indicates the nature and extent of the student and co-authors' contributions to the research and manuscripts included in the dissertation.

2. *Introductory chapter*: Similar to a traditional dissertation, an introductory chapter will set the stage for the dissertation by outlining the purpose, objectives, rationale for, and the significance of the research. It is likely that this chapter will situate the research in relevant scholarly literature. As well, the introduction should clearly outline the focus of each manuscript and how they relate to the general focus of the dissertation.

3. *Manuscripts*: Dissertations will include three or four manuscripts that have been published, are under review, and/or are publishable. There is no limit on the number of published manuscripts. The manuscripts should each address an individual question or objective that relates to the broader focus of the dissertation. The specific focus of each manuscript will be detailed in the dissertation proposal, and approved by the supervisory committee. At least one manuscript will be an empirical study. Others can be reviews, theoretical, and/or methodological papers. Each manuscript must have a title page that indicates the title, authors, and the journal to which the manuscript has been published/is under review/will be submitted. Each manuscript must have a reference list of all sources drawn on.

4. *Discussion chapter:* Paper-based dissertations will conclude with a chapter that draws the dissertation to a close, highlighting key findings and new knowledge, as well as strengths and limitations of the work and implications for research, theory, policy, and/or practice.

5. *Comprehensive reference list/bibliography*: Consistent with FGSR policy regarding all dissertations, regardless of format, a comprehensive reference list/bibliography will outline all sources used in the dissertation.

6. *Additional chapters/components*: Although a review of relevant literature will likely be part of the introductory chapter, some paper-based dissertations might include a separate literature review chapter. As well, appendices may be included.

General formatting guidelines: The format of the dissertation must adhere to FGSR requirements. A consistent referencing and formatting system is used throughout the dissertation. That is, the referencing style and format of manuscript chapters do not adhere to specific journal requirements (within the dissertation).

Evaluation guidelines for supervisory and examining committees: The supervisory committee has final approval of the research proposal and dissertation content. If a manuscript has been published solely by the student (with no supervisor/supervisory committee input and/or approval) the supervisory committee can require that this manuscript not be included as part of the dissertation. If manuscripts and/or the dissertation as a whole are not consistent with the dissertation proposal, the committee may also require revisions. Examining committees will not be able to require revisions to manuscripts that have already been published. However, final oral exams comprise two components, the written document and the oral defense of the document. Doctoral candidates must understand and be able to defend their work to the satisfaction of the examining committee. Examining committees can require revisions to all components of the dissertation except manuscripts that have been published.

Citation/Referencing Style for Written Reports, Theses, and Dissertations

The Department requires that a commonly-accepted academic citation and referencing style be used in all documents. These include APA, Harvard, MLA, Chicago, Turabian, Vancouver/CSE, IEEE, ACS, etc. The citation/referencing style used will be determined by the student's supervisory committee. In the social sciences, typically APA or Harvard referencing styles are used. In the humanities, typically MLA, Chicago, or Turabian styles are used. In the physical sciences, typically ACS, Vancouver/CSE or IEEE referencing styles are used.

Completing Your Program

Course-based Programs

When a student in a course-based Master's program completes all coursework and other required assignments and the Department notifies the Graduate Program Administrator that a program completion form needs to be completed. The Department also submits a Report of Completion of Course-based Master's Degree form to FGSR and the student's name will be placed onto the list for the next convocation. Students must apply for convocation using the feature found under Academics menu in Bear Tracks. Additional details can be found on FGSR's website.

Thesis-based Master's and PhD Programs

Students in thesis-based Master's and PhD programs must register in "Thesis" during the registration period in which the thesis and accompanying evidence of program completion is submitted to FGSR. This enables FGSR to award credit for the thesis at that time. Upon successful completion of the final oral exam and completion of any revisions, a "Thesis Approval/Program Completion" form is sent to FGSR by the Department. Students must apply for convocation using the feature found under Academics menu in Bear Tracks. Additional details can be found on FGSR's website.

Theses and dissertations are submitted to FGSR in electronic format. As well, the Department of Human Ecology requires one hard copy for inclusion in the Human Ecology Reading Room.

Human Ecology Policy on Academic Standing in Graduate Programs

In accordance with FGSR policy, the standards for acceptable academic standing in graduate programs offered through the Department of Human Ecology exceed those set by the FGSR. The minimum acceptable grade in any course taken by students registered in the Master's and Doctoral programs in Human Ecology is a grade of B-. Grades below a B- count as failing grades for graduate students in Human Ecology. Graduate students in Human Ecology who achieve a grade of C+ or lower will be required to re-take the course for which they received a failing grade or take an equivalent/replacement course. Should a student fail a course or obtain a grade of "C+" in a course, the Department may recommend to FGSR that the student be placed on academic probation. Should a student receive a "B-" multiple times, the Department may also recommend that the student be placed on academic probation.

All students pursuing a Master's degree (MSc and MA course-based and thesis-based) in Human Ecology must maintain a minimum cumulative grade point average of 3.0 throughout the course of the program. Should a student's cumulative grade point average fall below the required minimum, the Department may recommend to FGSR that the student be placed on academic probation or be required to withdraw.

All students pursuing a doctoral degree in Human Ecology must maintain a minimum cumulative grade point average of 3.3 throughout the course of the program. Should a student's cumulative grade point average fall below the required minimum, the Department may recommend to FGSR that the student be placed on academic probation or be required to withdraw.

The Process of Academic Probation

When placed on academic probation, the student will be required to meet with their supervisor and the Graduate Coordinator to determine the conditions of probation. The supervisor will be responsible for writing up the conditions of probation and this document will be signed by the student, supervisor, and Graduate Coordinator and placed in the student's file. The Department will then recommend to FGSR that a student be placed on academic probation for a specified period by submitting a Change of Category or Academic Standing form to the FGSR detailing the conditions of the probation. If approved by the FGSR, a comment of "On Academic Probation" is added to the student record and reflected on the student's transcript.

If the student satisfactorily meets the conditions of the probationary period, the supervisor will request to the Graduate Coordinator to remove the student from academic probation. The Department will then submit a Change of Category or Academic Standing form to the FGSR for approval. If approved by the FGSR, a comment of "Cleared Academic Probation" is added to the student record and reflected on the student's transcript.

If the student does not meet the conditions of academic probation, a recommendation will be made to FGSR that the student be required to withdraw from the program. Only in unusual cases with extenuating circumstances will a request for a second probationary period be made.

UNDERTAKING MASTER'S and PHD RESEARCH

Research Objectives

Graduate research accomplished by the student/supervisor team has two objectives. The first is to undertake creative, intellectual activity. This requires that the student and supervisor undertake the dialogue necessary to select and work together on a research problem. The outcome of this aspect of the program depends, in part, on developing a successful collaboration between the student and the supervisor, and sometimes also between the student and committee members. It is, therefore, essential that students get acquainted with their supervisor, and their supervisor's research and supervisory style in order to understand their supervisor's approach.

The second objective is for graduate students to progress through the program and successfully complete it. It is a good idea for the student and supervisor (and sometimes the committee) to "personalize" the general plan/time-line for achievement of the various milestones. To do so, the student and supervisor should be aware of each other's goals for progress, in order to identify potential problems, and to suggest changes that will help ensure the student's success.

As a student, you should discuss with your supervisor expectations about time management, organization, and how often you will need to meet. Also discuss the degree of independence and/or collaboration required, and the frequency with which you require assessment and feedback. Remember: when in doubt, ask! Supervisors will generally be happy to assist in any area that is confusing or about which you are unsure.

Master's Thesis
- Should reveal that a student is able to work in a scholarly manner.

- Shows the candidate is acquainted with the principal works published on the thesis subject.
- As far as possible, it should be an original contribution to the body of knowledge.
- Will be traditional format (vs. paper based).

Choosing Your Research Topic

Graduate students may feel overwhelmed by the number of choices they face regarding research topics, but it is important to focus your topic as soon as possible in order to maximize the benefits of your course work. Your supervisor is your best resource here. Since your supervisor was assigned to you because of their expertise in the subject matter in which you are interested, they will be able to steer you in the right direction. As you read for courses, or while working as part of your supervisor's research team, make notes, jot down ideas, think about those issues that have recurring interest, and keep track of potential research questions that appeal to you. As you review these you may find that a common thread emerges – identifying this thread will make it easier to settle on a research topic. Time, experience, and on-going discussions with your supervisor will help you to define a manageable research question.

Resources for Ideas

If you are have trouble narrowing your topic, or deciding on an area of research, you should look at theses, dissertations, and applied research projects completed by previous Human Ecology graduate students (or students from other Departments). The work of previous Human Ecology graduate students is available in the reading room located in room 302B or accessed through the library website using [Education and Research Archive (ERA)](#) or [ProQuest Dissertations and Theses](#). Your fellow graduate students can also be helpful – ask them about their research. Attend seminars, talk with others, ask questions, and read other students' theses to get as full a view as possible. Research seminars hosted in the Department and throughout the university can also be valuable sources of information. Keeping a journal or list of ideas, topics, and questions that interest you can be a great help.

Bibliography/Reference Management

The best thing you can do for yourself as soon as you start reading the literature is set up a bibliographic database on software such as RefWorks, ProCite, Mendeley, Zotero or End Note. A program like this allows you to enter all the information needed for references, along with keywords and notes that permit you to search your own records as they begin to accumulate. All of these referencing management software systems can be used with Microsoft Word to enter citations as you write your papers or thesis. At the click of a button, your reference lists will be formatted automatically in the style you choose. You also have the option of setting up your own styles for both citations and reference lists. [RefWorks](#) is a web-based citation manager offered through the UofA library.

The Department requires that a commonly-accepted academic citation and referencing style be used in all documents. These include APA, Harvard, MLA, Chicago, Turabian, Vancouver/CSE, IEEE, ACS, etc. The student's supervisory committee will determine the citation/referencing style to be used.

Thesis formatting (Thesis-based Master's and PhD dissertation)

In order to satisfy the rules for what must be included in the thesis or dissertation and what it should look like, review the [Thesis Preparation, Requirements and Deadlines](#) on the FGSR web site.

Student Tips

- Authorship and Intellectual Property: Completion of a thesis or dissertation is often a collaborative process between student and supervisor (and sometimes supervisory committee members). Thus, it is often the case that both students and supervisors feel some intellectual ownership of the work. In the dissemination of collaborative research findings, students and supervisors naturally wish to ensure that their contributions to the collaboration are fairly represented. From early in the relationship, be sure to discuss issues of authorship to ensure clear parameters.
- Familiarize yourself with [FGSR's Guidelines for Authorship](#).
- Work closely with your supervisor—they have the expertise to help.

- Pay attention to research topic "trends," keeping in mind that any topic chosen will be your focus for the foreseeable future.
- Pick a research topic and/or question as soon as possible so as to maximize the feedback from professors during your courses and assignments.

SUPERVISORY AND EXAMINING COMMITTEES

Composition & Role of Thesis-based Master's Committees

The Department of Human Ecology requires that supervisory committees be established for all students in thesis-based Master's programs. The supervisory committee will include a minimum of two faculty members, one of whom is the supervisor and the other who may be from inside or outside the Department. A third faculty member, who will serve as an arms-length examiner, will be added for the student's final oral examination (as per Section 8 of FGSR's Graduate program manual for Master's final oral examining committees). One of the members of the examining committee must be from outside the Department.

Typically, it is expected that the supervisory committee will be established by the end of the first year of the student's program (or upon completion of all course work). The names of the supervisory committee members must be sent to the Graduate Program Administrator, who will keep a record of it in the student's file. The supervisory committee will guide the student's development of the research proposal, approve the research proposal, provide advice to the student during the research process as appropriate, and will usually serve on the final oral examining committee.

Composition & Role of Course-based Master's Committees

Directed Research Project

Course-based Master's students do not have a supervisory committee. Students completing a directed research project as part of their course-based program require a supervisor and a reader to evaluate the written report from the directed research project, which typically comprises an academic report or major paper that integrates scholarly literature.

The role of the reader is to conduct a critical review of the document and provide written feedback on its quality. The main criterion for readers is that they must have expertise in the topic area and normally be a current or former University faculty member (i.e., from the Department of Human Ecology, another department at the UofA, another university, and may include professor emeriti).

One month before the report from the directed research project is to be sent to the external reader, the supervisor should submit the name of a reader to the Graduate Program Administrator for approval by the Graduate Coordinator. An "approval of reader" form can be accessed on the HE Shared Drive by the supervisor. If the recommended reader is not a faculty member (or professor emeritus) at the UofA, a curriculum vitae for the reader should be provided.

Evaluation of the Directed Research Project

The directed research project is evaluated by the supervisor and one reader. The procedure for the evaluation is as follows:
- The supervisor works with the student throughout the development and writing of the directed research project document. When the supervisor determines that the document is complete and ready for evaluation, it is sent to the reader for review.
- The reader will have three weeks to evaluate the student's document. The role of the reader is to conduct a critical review of the document and provide written feedback on the quality of the document. The reader will submit the Course-Based Master's Directed Research Project Evaluation form to the Graduate Program Administrator (the supervisor can access the form on the HE Shared Drive).

- Any suggested revisions to the document are sent to the supervisor with a copy to the student.
- The supervisor consults with the student about how revisions will be handled, including which of the suggested revisions must be undertaken.
- The student submits the final document to the supervisor who grades it on a pass/fail basis.
- In cases where there is a discrepancy between the supervisor's and reader's evaluations, final approval of the document will rest with the Graduate Coordinator. In such cases, the Graduate Coordinator may request a third evaluation.

Graduate Practicum

Course-based Master's students do not have a supervisory committee. Students completing a practicum (*6) as part of their course-based program only require a supervisor. However, the field supervisor for the practicum placement is involved in the determination of the work to be completed during the practicum placement, including the independent project. Although the academic supervisor has ultimate responsibility for determining whether the student has satisfactorily met the expectations of the practicum placement, the field supervisor typically provides feedback to the academic supervisor about the student's performance.

Composition & Role of PhD Committees

Consistent with FGSR policy, doctoral supervisory committees comprise at least three members, and candidacy exam committees and final oral examining committees comprise at least five members. The supervisory committee includes the supervisor and two other members with expertise that aligns with the student's proposed research. The names of the supervisory committee members must be filed with the Graduate Program Administrator and approved by the Graduate Coordinator in advance of the comprehensive examination. The supervisory committee works with the student to develop a reading list for the comprehensive exam, develops questions and evaluates the comprehensive exam, provides the student with guidance around the development of the research proposal, approves the research proposal (both the draft that goes to the candidacy exam committee members and the final draft), provides advice to the student during the research process as appropriate, and usually serves on the candidacy and final oral examining committees.

Additional committee members (beyond those who are on the supervisory committee) are added for the candidacy and final oral examining committees, and are required to be "arm's length." Arm's length examiners are not a member of the supervisory committee; not connected with the thesis research in a significant way; not associated with the student, outside of usual contact in courses or other non-thesis activities; and not a close collaborator of the supervisor. They may, however, be from same department. These committee members may serve as arm's length examiner for both the candidacy and the final.

The approval of the appointment of the final examining committee, including the appointment of an external examiner or reader is by the Deans of the teaching Faculties. In the Faculty of ALES, the Dean sub-delegates this power to the Associate Dean (Research and Graduate Studies). The approval of the membership of a doctoral candidacy examination committee has been delegated to the departments.

The following table provides information about Master's and doctoral examining committee membership. Additional information can be found on FGSR's website.

Master's and Doctoral Examining Committees Membership Checklist

	Master's final	Doctoral candidacy	Doctoral final
Number of committee members	At least 3 At most 5	At least 5 At most 7	At least 5
Supervisor/supervisory committee is part of the examining committee?	Yes	Yes	Yes
Examination committee chair?	Must be from the Department; cannot be the supervisor; recommended not an examiner	Must be from the Department; cannot be the supervisor; cannot be an examiner	Must be from the Department; cannot be the supervisor; cannot be an examiner
Minimum degree qualification of examiners?	At least half must hold a Masters degree or higher	At least half or more must hold a doctoral degree	At least half or more must hold a doctoral degree
Required number of U of A Faculty Examiners (full-time tenure/tenure-track, full-time FSO, or retired faculty/FSO)?	At least half	At least half	At least half; there cannot be fewer U of A Examiners than non-U of A examiners. For the definition of "University of Alberta Examiners" see the Calendar.
Number of arm's length examiners?	At least 1	At least 2	At least 2
Number from outside the U of A (external examiner/reader)?	Not applicable	Not applicable	1; An external examiner is present at the exam (in-person, telephone, teleconference); and external reader is not.

Eligibility as Supervisor(s)

Each of the following criteria must be satisfied by at least one of the supervisor(s):

1. a tenured, tenure-track, or retired faculty member, or a Faculty Service Officer, of the University of Alberta;
2. active in the general subject area of the student's research;
3. demonstrate continuing scholarly or creative activity of an original nature; and
4. either hold a degree equivalent to or higher than that for which the student is a candidate, or have a demonstrated record of successfully supervising students for the degree.

Recruiting and Appointing Committee Members

The procedure for approaching potential committee members should be discussed and agreed upon by student and supervisor, but normally the approach would be made by the supervisor. The supervisor should confirm that the potential committee members are willing to serve and request that the Graduate Program Administrator complete the necessary paperwork for the student's file. The choice of committee members (appointment and/or removal) must be jointly agreed to by student and supervisor, and approved by the Graduate Coordinator.

Replacement of Committee Members

As with a supervisor, there may be occasions when a committee member should be replaced. The committee member should first be consulted and reasons for suggesting replacement should be explained. If, even after this consultation, student and supervisor agree that replacing the committee member is in everyone's best interest, the committee member being replaced should be informed in writing and a copy of the letter filed with the Graduate Program Administrator. The supervisor should then request approval of the new committee member so that a new committee appointment form can be put on file.

- Pay attention to, and take every opportunity to interact with professors from whom you take courses. This is a great way to identify and get to know some possible committee members.
- As with your supervisor, get to know as much as you can about your other committee members' research and expertise.

Opening Final Oral Exams to Observers

FGSR policy now permits persons other than the examining committee (and the student, of course) to attend the final oral exam (i.e., the defense). The HECOL Graduate Program Committee believes that there is value in opening defenses to observers such as other HECOL graduate students and faculty members because it would represent an important learning opportunity for both students and supervisors (especially new faculty members who have as yet participated in few defenses). At a minimum it would give everyone some idea as to what to expect at their own defense. FGSR policy gives the Chair of the examining committee the responsibility for determining whether observers should be permitted to attend the defense they are chairing. We encourage examining committee Chairs to give this permission as the default position, but we feel that they should also consult with the supervisor and student in making this determination in each individual case. Only HECOL graduate students and faculty members should be invited to attend, and only members of the examining committee would be permitted to ask questions. However, the presentation at the beginning of the exam may be open to a wider audience, but again, only following approval with the committee Chair.

STUDENT FUNDING

Getting a post-secondary degree is a costly business. A variety of sources of financial support are available to graduate students, many of which are described below. Students have the primary responsibility to seek out and secure financial resources adequate to complete their graduate program in a timely manner. Supervisors and the Department are responsible for helping students identify and pursue appropriate sources of funds. As well, for university and external awards (e.g., tri-council) the Department supports students in developing strong applications through the provision of feedback about applications (after the supervisor has worked with the student to develop a polished application). As deadlines for applications arise, relevant information will be circulated via e-mail.

The Department's goals related to graduate student funding include:
- ensuring that as many students as possible receive funding during a period reasonably required to complete their degree through a variety of sources (department graduate teaching/research assistantships, department and university awards, scholarships and grants, faculty member research grants, and external scholarships);
- equitable allocation of funding, within constraints imposed on specific funding sources; and
- transparent policies and procedures for graduate student funding.

Decisions about allocation of all departmental and university funds for student support are made by members of the Graduate Program Committee, with input from the Department Chair.

Graduate Teaching Assistantships (GTA) – Department Policies & Procedures

Decisions about Teaching Assistants (TAs) that are funded by the Department will be made by the Graduate Coordinator with input from other members of the Graduate Program Committee. To inform decision making, requests for teaching assistantships are solicited from both academic staff and graduate students. The Department Chair reviews and gives final approval for the assignments. The assignments are recorded by the Graduate Program Administrator and forwarded to Human Resources for letters of appointment to be completed.

Any graduate student can apply for assistantships. The application deadline is April 30. The Graduate Program Administrator will send the form to current and incoming graduate students.

If you are appointed to an assistantship, any tuition fees owing after the payment deadline are automatically divided into 3 equal installments each term and deducted from your pay. For Term 1 fees, one installment is deducted from pay issued in each of the following months: October, November, and December; Term 2 fees are deducted from your pay in February, March, and April.

Two general criteria guide decisions about assistantships supported by department funds:
- Students who hold major awards typically are not eligible for a departmental TA. However, faculty members can offer research assistantships from grants to students who have received a major award. Some awards limit the amount that may be received in addition to the major award.
- Departmental support for a student typically does not exceed the equivalent of one semester of 12 hours/week of TA funding. Some students receive more funding than this when their supervisor provides RA funding from a grant.

The Department's priorities for Graduate Assistantships are outlined below.
Teaching Assistantships:
- Provide teaching assistant support to lab courses.
- Provide teaching assistant support to larger undergraduate courses with heavy marking loads.

Appropriate Activities for Graduate Teaching Assistants
Graduate teaching assistantships are expected to be used primarily for graduate-level activities such as lab set-up; teaching, demonstrating, or supervising students during a lab; marking; and proctoring exams.

In contrast, the following kinds of activities should not constitute a significant part of any teaching assistantship and typically will not be approved to be a paid responsibility of a teaching assistantship: cutting fabric swatches; photocopying; attending or sitting in on lectures (without an active role).

Sometimes it is important for students to do extra background reading to help prepare themselves for a particular teaching assistantship and/or attend lectures in which they are not actively participating/teaching. These activities typically are not paid. Similarly, guest lectures in undergraduate courses fall outside of paid TA activities. Faculty members are encouraged to provide opportunities for all interested graduate students to gain some teaching experience by offering guest lectures.

Student Tip
- Although the Department endeavours to meet as many student requests as possible and distribute the funding available for TAs in an equitable manner, we often are not able to fulfill all the assistantship funding requests that we receive. Importantly, faculty members may receive research grants throughout the year, and as such, RA opportunities could become available. So, it's a good idea to keep your ears and eyes open.

Scholarships and Awards
Details about available scholarships and awards can be found on FGSR's website.

Department and University Scholarships and Awards
On an annual basis, students can apply to be nominated for a variety of Department and University scholarships and awards (listed below). Every spring, the Graduate Program Administrator sends the application form to current and incoming students. Members of the Graduate Program Committee review the applications and determine the nominations. Supervisors and nominated students are required to prepare the nomination forms. Members of the Graduate Program Committee review University scholarship and award nominations and provide feedback to students and their supervisors so that the strongest possible nominations are submitted. A full list of scholarships and awards is available on the FGSR website.

Travel Awards

Support for travel related to your research is available from various sources such as:

- Department of Human Ecology Graduate Student Research and Travel Grant (see details below);
- FGSR Graduate Travel Awards;
- Alice E Brewer Graduate Travel Award: Administered by Human Ecology for PhD Students that are Canadian or Permanent Residents; and
- Graduate Students Association Travel Award (GSA).

External Scholarships

Tri-council Scholarships

The Graduate Program Committee identifies domestic students who will be competitive for scholarships from SSHRC (Social Sciences and Humanities Research Council), NSERC (Natural Sciences and Engineering Research Council of Canada), and CIHR (Canadian Institutes of Health Research). Students work with their supervisor to develop an application, which undergoes internal adjudication by the Graduate Program Committee before it is submitted. Master's-level scholarships are due by December 1 and PhD scholarships are due in October. Check the FGSR website for additional details about the applications and deadlines. The Graduate Program Committee will inform students about internal deadlines.

Other Agencies

Refer to agency websites for award descriptions, deadlines, and application processes.

Alberta Museums Association
Alberta Innovates
PolicyWise for Children & Families
International Development Research Centre (IDRC)
The W.L. Mackenzie King Memorial Scholarships
Canadian Federation of University Women (CFUW)
Mitacs

Student Tip

- Ensure that you apply for funding in a professional manner. If you need to get letters of reference/support, make sure that you allow your referees ample time (at least three weeks), and provide them with sufficient information, so they can prepare their documents in an effective manner.