

Thursday, May 15, 2025, 9:00 a.m.
Meeting #106

A167/Zoom

Voting Members

Amy Dambrowitz, Co-Chair
Melissa Boyce, Academic Co-Chair
Fabiola Aparicio-Ting
Wendy Benoit
Shawna Cunningham*
Gabriela Dziegielewska
Zahra Shajani* – left during Item 7
Mindi Summers
Andrew Szeto
Verity Turpin* – left during Item 9
Dan Wilson* – arrived during Item 3, left during Item 7
Gail Zuk*

Non-Voting Members

Christina Furtado
Lesley Gerein
Emma Lockyer
Kimberley McLeod
Carol Poland
Vanessa Wood

Resource Personnel & Observers

Rachel Bruce*, Manager, Academic Programs, Faculty of Arts
Ahmad Ghasemloonia, Associate Dean, Student Success & Interdisciplinary Academic Programs,
Schulich School of Engineering
Constance Heshka*, Manager, Undergraduate & Graduate Programs, Faculty of Kinesiology
Christine Johns, Associate Deputy Provost, Provost's Office
Pat Kaip, Manager, Undergraduate Student Services, Haskayne School of Business
Jennifer Logan*, Program Coordinator, Bachelor of Health Science, Cumming School of Medicine
Maria Soos-Gonzol, Manager, Student Services, Faculty of Social Work

Guests

Amy Bromley*, Associate Dean, Undergraduate Medical Education (UME), Cumming School of Medicine
– present for Item 3
Oleksiy Osiyevskyy, Associate Dean (Policy and Program Development), Faculty of Graduate Studies
– present for Item 4
Michelle MacKenzie, Assistant Registrar, Enrolment Services
– present for Item 5

University Secretary

Courtney McVie

Meeting Secretary

Michelle Speta

Scribe

Vanessa Kozielec

Regrets

Rebecca Archer
Alberto de Salvatierra
Cari Din
Catherine Heggerud
Meera Singh
Erin Spring

Jennifer de Roaldes, Associate Registrar, Information, Admissions & Recruitment
– present for Item 7

Jessica Ayala*, Senior Associate Dean, Faculty of Social Work
– present for Item 7

Robin Yates, Deputy Provost
– present for Item 8

Barbara Brown, Associate Dean, Teaching and Learning, Werklund School of Education
– present for Item 11

Natasha Kenny, Senior Director, Taylor Institute
– present for Item 11

Adil Arshad*, Educational Development Consultant, Taylor Institute
– present for Item 11

Robin Arsenault*, Teaching and Learning Project Coordinator, Taylor Institute
– present for Item 11

**Attended virtually*

Secretary's Note: In accordance with the General Faculties Council (GFC) Bylaws Section 8.2, the motion box and "Carried" denotation serves as the entry in the minutes that the Chair of the meeting declared the motion carried.

The Co-Chair called the meeting to order at 9:03 a.m. and confirmed quorum.

1. Meeting Opening

1.1. Approval of the Agenda

Moved/Seconded

That the Agenda for the May 15, 2025 Calendar and Curriculum Subcommittee be approved.
--

Carried

1.2. Traditional Land Acknowledgement

Gail Zuk provided a Traditional Land Acknowledgement.

1.3. Remarks of the Co-Chairs

The Co-Chairs included the following in their opening remarks:

- New member Students' Union Vice-President (Academic), Gabriela Dziegielewska, was welcomed to her first meeting.
- Members whose terms end on June 30, 2025 were thanked for their service.
- The final convocation at the University of Calgary Campus at Qatar was held last week.
- Spring Convocation begins on June 3 and will include 11 ceremonies.

2. Approval of the April 17, 2025 Meeting Minutes

Documentation was circulated with the Agenda.

Moved/Seconded

That the minutes of the Calendar and Curriculum Subcommittee meeting held on April 17, 2025 be approved.

Carried

3. Recommendation of the Revisions to the Undergraduate Medical Education (UME) Admission Regulations for the Southern Alberta Medical Program (SAMP), Cumming School of Medicine

Documentation was circulated with the Agenda. Amy Bromley, Associate Dean, Undergraduate Medical Education (UME), Cumming School of Medicine, presented this item.

Highlights:

- The presenter provided an overview of the proposed revisions to the Cumming School of Medicine – Doctor of Medicine Calendar sections 5.3.1.A *Eligibility for Admission* and 5.3.1.C *Equitable and Inclusive Admissions*. These updates reflect the expansion of the Undergraduate Medical Education (UME) program to include the Southern Alberta Medical Program (SAMP), a distributed medical campus hosted at the University of Lethbridge.
- The objective of the SAMP is to recruit applicants who have a demonstrated interest in completing their medical training and subsequently establishing their professional practices in rural southern Alberta. Applications for admission will open in July 2025, with the first cohort starting in July 2026.
- The Rural Application Process is being proposed to identify applicants with strong ties to rural or remote communities. In addition to the required general applicant essay, individuals who apply through the Rural Application Process can choose to submit a personal essay describing their background and experience to provide reviewers with additional context regarding their rurality.
- The revisions are proposed in advance of the July 2025 application cycle to ensure prospective students are aware of the new opportunity.
- In response to questions, it was explained that:
 - The scoring model to assess an applicant's connection to rural and remote communities is based on medical education literature regarding the retention of medical professionals in rural areas. Components include the nature and duration of the applicant's connection to a rural/remote region, healthcare-related experiences, and a validating community reference. Details of the scoring breakdown will not be shared publicly to maintain integrity in the admissions process.
 - Rural Application Process applicants are required to complete the foundational Indigenous education requirement, as outlined in Section 2.8 of the Applicant Manual. Most applicants meet this requirement with the Indigenous Canada Massive Open Online Course (MOOC).

- Concerns around the need for transparency regarding how applicants are assessed and how admissions decisions are made were discussed. It was acknowledged that the current wording does not offer clear guidance to applicants on how to improve or change their application approach if unsuccessful. National-level discussions are underway to address how to balance fairness with transparency, particularly, how to discourage students from tailoring their responses solely to meet admissions criteria.
- The Committee requested the following amendments:
 - Revise the second paragraph of the SAMP sub-section under Rural Application Process to clarify that students who are admitted to SAMP will not have the option to transfer to the University of Calgary campus.
 - Flip the order of the Black Applicant Admission Process (BAAP) and Indigenous Application Process (IAP) sections in the Applicant Manual to match the order of the corresponding sections in the Calendar, and revise the section numbers (6.2 versus 6.3) in the Calendar entry accordingly.
 - Revise the IAP section to be congruent with the language used by the University regarding documentation of Indigenous citizenship/membership.

Moved/Seconded

That the Calendar and Curriculum Subcommittee (CCS) recommend that the Academic planning and Priorities Committee approve the proposed Calendar revisions for the Undergraduate Medical Education program in the Cumming School of Medicine, effective for the 2025-2026 Calendar and the admission cycle commencing July 1, 2025, as recommended by the CCS Calendar Working Group, and as set out in the documents provided, with the requested amendments.

Carried

4. Recommendation of the Revision to Section J.1 *Continued Registration While Under Appeal* for Graduate Students

Documentation was circulated with the Agenda. Oleksiy Osiyevskyy, Associate Dean, Policy & Program Development, FGS, presented this item.

Highlights:

- The presenter provided an overview of the proposed additions to Calendar sections J.1.1 *Appeals of Required to Withdraw (RTW) Decisions* and J.1.2 *Appeals of Suspensions or Expulsions* which set out the new regulation that graduate students who are appealing an RTW, suspension, or expulsion decision may not proceed with candidacy requirements or thesis examinations while they are under appeal.
- The rationale for these changes stems from instances where students have progressed through milestones such as candidacy and thesis exam components while under appeal and subsequently had their appeals denied. In this case, the completed milestone would be annulled, which has a significant negative impact on the student.
- Data from the Student Appeals Office indicates a low success rate for graduate student appeals, which means the risk of an annulment being required is high.

- It was emphasized that University Regulations apply to all students, while Graduate Regulations are additional regulations for graduate students only. Although these changes affect thesis-based graduate students only, it was determined that this information is best placed in University Regulations Section J. *Student Appeals* because the Graduate Regulations do not have a dedicated section on appeals.
- In response to questions, it was explained that:
 - Generally speaking, students have the right to continued registration while under appeal, which means they maintain their registration status and continue paying tuition. Graduate students may be able to continue with other aspects of their academic work, besides candidacy and thesis exam components. Any additional restrictions on the student's academic activities would be detailed in the decision letter.
 - The decision-making processes behind graduate student RTW, suspension, and expulsion decisions are thorough, extensive, and not made lightly.
 - The timelines for student appeals are prescribed by the University Appeals Committee Procedure and University Appeals Tribunal Procedure. The process may be prolonged due to extension requests, usually from the student appellant.
- The Committee discussed moving the sentence in J.1.1 regarding RTW appeals to the University Appeals Tribunal to the end of the section for improved flow. The amendment was requested pending consultation with Legal Services and further discussions with the Student Appeals Office.

Moved/Seconded

That the Calendar and Curriculum Subcommittee recommend that the Academic Planning and Priorities Committee approve the proposed revision to Section J.1 *Continued Registration While Under Appeal*, effective for the 2025-2026 Calendar, as set out in the documents provided.

Carried

Secretary's Note: As no concerns were raised by Legal Services and the Student Appeals Office in consultation following the meeting, the amendment was incorporated prior to submission to the Academic Planning and Priorities Committee (APPC).

5. Recommendation of the Revision to University Regulations Section B.14.1 *Withdrawal from a Course(s)*

Documentation was circulated with the Agenda. Michelle MacKenzie, Assistant Registrar, Enrolment Services, and Vanessa Wood, Deputy Registrar, presented this item.

Highlights:

- The presenters provided an overview of the proposed revisions to Calendar Section B.14.1 *Withdrawal from a Course(s)* which provide updated information following the recent administrative change to maintain unit load for course withdrawals.
- The change responds to concerns about the negative impacts that may result from the loss of unit load due to course withdrawal. Losing full-time status impacts students' eligibility for financial supports (e.g., student loans, sponsorships) and has immigration implications for international students. The Registrar's Office and advising teams regularly work with students who feel compelled to remain in a course and risk failing rather than withdrawing, due to concerns about losing full-time status.

- This change is particularly important for Indigenous students, for whom moving from a full-time to part-time course load can result in losing band sponsorship and subsequently being moved to the end of the list for future sponsorship, meaning it may take 3–5 years to requalify. The Committee recommended that the benefits of this change for Indigenous students be highlighted in the briefing note prior to submission to the APPC for final approval.
- The Committee expressed appreciation and strong support for this student-centric change.

Moved/Seconded

That the Calendar and Curriculum Subcommittee recommend that the Academic Planning and Priorities Committee approve the proposed revision to Calendar section B.14.1 *Withdrawal from a Course(s)*, effective for the 2025-2026 Calendar, as set out in the documents provided.

Carried**6. Approval of the Faculty of Social Work Additional 2025-2026 Calendar Revisions**

Documentation was circulated with the Agenda. Gail Zuk, Associate Dean (Undergraduate), Faculty of Social Work, presented this item.

Highlights:

- The presenter provided an overview of the proposed Calendar revisions to course prerequisites for Social Work (SOWK) 590: Final Practicum and SOWK 592: Final Integrative Seminar in the Faculty of Social Work.
- The changes are to correct an oversight that has created registration barriers for After-Degree students in the Bachelor of Social Work (BSW) program, as the prerequisite minimum of 81 units does not apply for this group.
- While the current prerequisites are accurate for University Transfer students and Alberta Social Work Diploma holders, they do not appropriately reflect the pathway for After-Degree students who must only complete 27 units.
- The revision will ensure that BSW After-Degree students can register for these courses without encountering prerequisite errors in the student information system.

Moved/Seconded

That the Calendar and Curriculum Subcommittee approve the proposed additional Calendar revisions for the Faculty of Social Work, effective for the 2025-2026 Calendar, as recommended by the CCS Calendar Working Group and set out in the documents provided.

Carried**7. Recommendation of the Revisions to the Undergraduate Admission Regulations**

Documentation was circulated with the Agenda. Jennifer de Roaldes, Associate Registrar, Information, Admissions and Recruitment, presented this item.

Highlights:

- The presenter provided an overview of the proposed revisions to the undergraduate admission regulations sections of the Calendar effective for Fall 2026 admissions. These revisions aim to improve clarity and transparency for students. Key changes include:
 - Making the Faculty of Nursing's Indigenous Community Route permanent, following the successful pilot with Siksika Nation and Old Sun Community College, and the addition of new partner communities effective Fall 2025.
 - Adjusting general admission requirements for the Faculty of Science to align with high school courses that are required prerequisites for first-year Science courses.
 - Adding admission requirements for the Faculty of Social Work's new Four-Year Bachelor of Social Work program for which high school admissions are beginning Fall 2026. Transfer admissions will open for Fall 2027.
 - Clarifying the distinction between "recommended" and "required" courses for admission to the Haskayne School of Business. Transfer admission requirements have been relaxed, removing the condition that students must have completed a minimum of nine units of required courses before applying, to address instances where students were previously denied admission due to the regulation wording.
 - Updating language for Indigenous Admissions to shift from the term "Bridging" to "Pathway," as recommended by *ii'taa'poh'to'p* Working Circle 6 (Policies, Procedures, and Practice).
 - Expanding the Faculty of Science's Indigenous Pathway Program to include Neuroscience.
 - Revising language regarding the Academic Turnaround Program (ATP) in A.5.7 *Required to Withdraw Students* to increase transparency and provide clearer guidance on processes.
 - Revising the Equitable and Inclusive Admission Process to address misalignment between the current personal statement requirements and the intended goals of this pathway. This includes changing the name to 'Student Access Process'.
- In response to questions, it was explained that:
 - For admission to Nursing programs, both Math 30-1 and Math 30-2 are accepted. Math 30-2 is preferred due to its alignment with nursing content, but Math 30-1 is accepted to avoid limiting students' options for other programs.
 - Under Section A.7.1 *Required to Withdraw Students*, students must observe a 12-month break from academic work at the University following a required withdrawal. However, applications for readmission may be submitted anytime after withdrawal.
 - A sentence was added to Section A.11 *Combined or Concurrent Degree Admissions* to improve transparency, stating that combined degrees are not available for second or subsequent degrees. Previously, this information only existed in Section A.5.5 *Second-Degree Students*.
- The Committee noted that the Werklund School of Education is working with the Northland School Division to reintroduce 30-level subjects that are no longer broadly offered. While this may be considered "upgrading," it could also fall under pathway programming, so there may be a future need to evaluate and possibly redefine the regulation terminology.
- The Committee recommended future consultation with Working Circle 4 (Academic Programs) to ensure alignment across related initiatives.

- The Committee requested the following amendments:
 - Clarify the language in Section A.7.1 *Required to Withdraw Students* to state that students who have been RTW for academic reasons from any Faculty at the University of Calgary or another post-secondary institution will not be permitted to participate in academic work until at least 12 months have elapsed. They can submit their application for admission/readmission anytime.
 - Add an explanatory note to Section A.5.1.3 *Early Admission Process for Current High School Students* to align with Section A.5.1.1 *Undergraduate Admission Requirements* to clarify that recommended courses are not required for admission, but may be prerequisites for first-year courses.
 - Revise the second bullet point in Section A.10 *Student Access Process* to clarify that the option of admission to the students' first-choice program through bridging only applies if the Faculty has a bridging program in place.

Moved/Seconded

That the Calendar and Curriculum Subcommittee recommend that the Academic Planning and Priorities Committee approve the proposed revisions to Calendar Section A. Undergraduate Admissions, effective for the 2025-2026 Calendar and Fall 2026 admissions, as set out in the documents provided, with the requested amendments.

Carried

8. Merger of the Academic Program Subcommittee and the Calendar and Curriculum Subcommittee

Documentation was circulated with the Agenda. Robin Yates, Deputy Provost, and Courtney McVie, University Secretary, presented this item for information.

Highlights:

- The presenters provided an overview of the proposal for the merger of two of the three subcommittees of the Academic Planning and Priorities Committee (APPC), the Academic Program Subcommittee (APS) and the Calendar and Curriculum Subcommittee (CCS), to form the Undergraduate Academic Program Subcommittee (UAPS), effective Fall 2025.
- The change is aligned with strategy 4 of *Ahead of Tomorrow* as it streamlines the governance process for undergraduate academic programs by creating a clearer and more efficient governance pathway.
- UAPS will mirror the function of the Graduate Academic Program Subcommittee (GAPS), overseeing undergraduate academic programs, curriculum, and Calendar changes. This integrated approach is intended to foster holistic decision-making where Calendar components are considered by the same body as the program proposal.
- Alongside this proposal, the CCS Calendar Working Group is being reviewed this summer to formalize and elevate the important work of this group. The Decision Support Team (DST) for academic programs is being considered as a possible model for this. A benefit of following the DST model for the Working Group is that it would separate the group from the GFC structure, which would allow more flexibility on membership and help ensure a broad range of perspectives are at the table.
- The presenter expressed appreciation to the Committee for their dedication to providing high-quality work over the years.

- In response to questions, it was explained that:
 - Following the review and new iteration of the current CCS Calendar Working Group structure, it is possible that the current UAPS TOR will be revised. Feedback on the TOR is welcome and can be sent to the Provost's Office or the University Secretariat.
 - This proposal was recommended by the APPC and is being presented to the CCS prior to the GFC Executive Committee, which holds final approval authority for this proposal.
 - Regarding voting membership, the UAPS TOR lists "one academic staff member" rather than "one Associate Dean" as the appointee from each Faculty offering undergraduate programs. This language mirrors that of the GFC Teaching and Learning Committee TOR.
 - Although the TOR state that the appointments will be made by Faculty Councils, individual Faculty Councils may choose to delegate this authority. For instance, some Faculty Councils have already delegated appointment work.
 - A four-year review of CCS and APS business found that peak times for APS were staggered with peak times for CCS, so it is expected that with the addition of one extra meeting per year, the volume of work for UAPS will be reasonable.
 - A priority for the new iteration of the Calendar Working Group is to empower the group to flag discussion points for the UAPS.

9. Calendar Processes and Protocol

Kimberley McLeod, Associate Registrar & Director, Systems and Policy, and Amy Dambrowitz, Registrar, presented this item for information.

Highlights:

- The presentation provided an overview of protocols and processes related to the publication of the Academic Calendar. The importance of revisiting these processes at the end of each cycle as the Calendar moves forward was noted. Key points included:
 - The Calendar is published annually in early March with an effective date of September for the upcoming academic year. This publishing timeline is to ensure students have access to the most up-to-date program and course information in advance of the next academic year. An exception applies to tuition and fees, which take effect in May each year.
 - Protocols for publishing new programs, including that admission regulations may be published up to one academic year in advance to align with the admissions cycle and that a notation should be included indicating anticipated launch (e.g., Fall 2026). Full program details should only be published in the Calendar for the year in which the program will launch. Tuition must be approved prior to Calendar publication, as course fees are directly linked to Calendar entries.
 - Changes intended to take effect immediately or within the current academic year must be clearly identified as such during governance approval, particularly after March publication, when the current academic year's Calendar has been archived.
 - An addenda and errata page has now been launched under University Regulations. As in previous Calendars before Coursedog, this will track any changes made to the Calendar after publication; addenda are new content added and errata are corrections.

- Faculties should be reviewing any tuition changes in the Summer as the Board of Governors approves tuition in December. Courses without approved tuition cannot be published.
- The presenter also noted that meetings were held last week with Deans and Associate Deans to review the implementation plan for Coursedog Workflow Phase II.

10. Program Approvals Status Report

Documentation was circulated with the Agenda for information only. Questions can be directed to the Program Innovation Hub.

11. Principles for the Assessment of Student Learning

Documentation was circulated with the Agenda. Wendy Benoit, Interim Vice-Provost (Teaching and Learning) and Assessment Principles Group Co-Chairs Natasha Kenny, Senior Director, Taylor Institute for Teaching and Learning, and Barbara Brown, Associate Dean, Teaching and Learning, Werklund School of Education, presented this item for discussion.

Highlights:

- The presenters provided an overview of the draft Principles for the Assessment of Student Learning, developed to guide meaningful reflection, dialogue, and decision-making around assessment practices across the University community, within the context of existing educational and governance processes.
- These principles have emerged from work within UCalgary's teaching and learning community, alongside broader institutional collaborators. They are being brought forward ahead of the next academic year to prompt consideration of how and where they will be formally embedded within institutional frameworks.
- The principles are intended to serve as a tool for continuous and incremental review, learning, growth, action, and transformation – offering guidance to the institution, Faculties, and individual educators in the ongoing development and improvement of assessment practices.
- The framework is not prescriptive in how assessment should be implemented; rather, it invites consideration of what effective, principled assessment might look like in practice. The current draft includes eleven principles (A–K) broad, evidence-based statements intended to apply across diverse contexts, including both thesis- and course-based graduate programs.
- Several academic units have already expressed interest in co-creating assessment strategies aligned with the principles, and are eager to contribute to their development. The draft report is available publicly.
- Over the past two years, the project has been informed by an environmental scan, literature review, and consultations with over 450 individuals. These efforts identified a set of interrelated factors that influence assessment practices – factors that extend beyond individual instructors or single-course assessments—and these insights underpin the development of the A–K principles.
- Emphasis was placed on the collaborative journey with Indigenous scholars, elders, and knowledge keepers to ensure alignment with *ii' taa'poh'to'p*. The presenters noted the importance of engaging through oral traditions and in partnership with the Office of Indigenous Engagement to ensure the work is done in a respectful and culturally appropriate way.

- The Committee recommended that a glossary be provided on terminology related to Indigenous Ways of Knowing, and that consideration be made to connecting these principles to the People and Culture portfolio including University onboarding to ensure they are clear to new instructors, and to ensure consistency across Faculties.

12. Other Business

There was no other business.

13. Adjournment

The meeting was adjourned by consensus at 11:08 a.m.

Michelle Speta
Associate Secretary