

Wednesday, October 8, 2025, 10:00 a.m.
Meeting #94

A167/Zoom

Voting Members

Tara Beattie, Co-Chair
Justin MacCallum, Academic Co-Chair
Jessalynn Keller – arrived during Item 2
Kimberly Lenters
Elizabeth Oddone Paolucci*
James Wasmuth
Jacob Amengor
Oleksiy Osiyevskyy
Vanessa Wood

Meeting Secretary

Courtney McVie – left the meeting during Item 4 and
returned during Item 7

Scribe

Vanessa Kozielec

Regrets

Melissa Boyce

Non-Voting Members

Michael Wright
Louise Wells
Catherine McLeod

Guests

Jeffrey Priest, Associate Dean, Graduate Studies & MEng Program, Schulich School of Engineering
– present for Item 5
Wendy Benoit, Interim Vice Provost, Teaching and Learning – present for Item 8
Christine Martineau, Educational Developer, Indigenous Ways of Knowing, Taylor Institute – present for Item 8
Lisa Stowe, Educational Leader in Residence, Experiential Learning, Taylor Institute – present for Item 8

**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 10:01 a.m. and confirmed quorum.

1. Meeting Opening

1.1. Approval of the Agenda

It was reported that Item 4 would be presented before Item 3.

Moved/Seconded

That the Agenda for the October 8, 2025 Graduate Academic Program Subcommittee meeting be approved with the reported amendments.

Carried

1.2. Traditional Land Acknowledgement

Justin MacCallum, Academic Co-Chair, provided a Traditional Land Acknowledgement.

1.3. Remarks of the Co-Chair

- The Co-Chair welcomed Justin MacCallum to his role as Academic Co-Chair of the Graduate Academic Program Subcommittee (GAPS).
- The Academic Co-Chair welcomed new members James Wasmuth, academic staff member and Associate Dean, Faculty of Veterinary Medicine, and Vanessa Wood, Interim Registrar, to the Committee.
- The Academic Co-Chair thanked members for their attention to the off-cycle changes to the Master of Data Science and Analytics and Master of Quantum Computing that were completed by e-mail vote in the summer.

2. Committee Orientation

Courtney McVie, University Secretary and Associate Vice-President, Governance, presented this item for information.

Highlights:

- The presenter provided an overview of the University's governance structure, along with the role of the University Secretariat as a neutral facilitator supporting effective oversight, accountability, and decision-making across governance bodies.
- The role of the GAPS and its undergraduate counterpart, the UAPS, was explained as vetting and advisory bodies to the Academic Planning and Priorities Committee (APPC), responsible for reviewing proposals prior to their advancement to the General Faculties Council, ensuring thorough review and sound decision-making.
- The role of the APPC subcommittees was reviewed, noting that the shift from three subcommittees to two was to align undergraduate and graduate governance processes, reduce approval routing errors, and broaden committee representation.
- The role of the Graduate Calendar Support Team (GCST) was introduced as the administrative successor to the GAPS Calendar Working Group, supporting Calendar revisions in a manner similar to the Decision Support Team's (DST) role for program proposals.
- The responsibilities of the GAPS were reviewed, including delegated authority to approve graduate course and minor program changes, program suspensions, and revisions to graduate-specific Calendar sections, as well as to review and recommend major program changes and new or terminated programs to the APPC.

- Expectations of members were outlined, including understanding the Committee's Terms of Reference, attending meetings or notifying of absences, reviewing materials in advance, engaging in respectful and informed discussion, and contributing thoughtful feedback to support sound decision-making.
- Members were encouraged to recommend individuals from the campus community for committee service opportunities as a way to broaden engagement and build governance capacity.

Secretary's Note: Item 4 was presented before Item 3.

3. Graduate Calendar Support Team Guidelines

Documentation was circulated with the Agenda. Tara Beattie, Dean and Vice-Provost (Graduate Studies) presented this item for information.

Highlights:

- The presenter explained the role of the GCST as the new iteration of the GAPS Calendar Working Group. The GCST functions as an administrative support team to assist with Calendar revisions, similar to the Decision Support Team's role for program proposals.
- The GCST was established to identify and address issues in proposal submissions early in the process, enabling proponents to bring forward well-prepared Calendar revisions to the GAPS.
- GCST membership includes graduate program directors, associate deans, Faculty of Graduate Studies (FGS) specialists, the Assistant Registrar, the Calendar Editor, and a manager from a graduate education portfolio, ensuring a broad academic and operational perspective.
- It was clarified that, historically, program approvals and Calendar revisions occurred in separate stages, often months apart. The updated process integrates these steps earlier in the workflow to reduce delays and ensure Calendar content is ready in tandem with program approvals.
- The Committee expressed appreciation for the thoughtful restructuring of Calendar support processes, recognizing the GCST as a positive step toward greater consistency, collaboration, and alignment across the University.

4. Updated Program Proposal Templates

Documentation was circulated with the Agenda. Courtney McVie, University Secretary and Associate Vice-President, Governance presented this item for information.

Highlights:

- An overview was provided of the updated Ministry of Advanced Education's standardized program proposal templates, effective August 1, 2025. The revised templates feature updated formatting, revised questions, and alignment with the Campus Alberta Quality Council (CAQC) Handbook 2.0.
- Key enhancements include improved usability, a streamlined structure to reduce redundancy, and clearer expectations to support more efficient proposal development.
- The revised templates are capped at 25 pages (including appendices) and are intended to reduce administrative burden while maintaining the integrity of curriculum development and committee review processes.

- It was noted that the new templates are designed for government submission and may not include all elements typically discussed at the University level; committees are encouraged to engage proponents in discussion to ensure alignment with institutional priorities.
- In response to questions, it was explained that:
 - The same proposal package that is reviewed by the GFC subcommittees is submitted to the Ministry, ensuring transparency with committee-reviewed content.
 - While different templates still exist for various proposal types, the previous 100-page attachments have been eliminated.
 - The templates are not tailored to address institution-specific priorities such as *Ahead of Tomorrow* or *ii' taa'poh'to'p*, the University's Indigenous Strategy; these discussions are expected to continue to occur during DST and governance committee meetings.
 - Although *ii' taa'poh'to'p*, equity, diversity, inclusion, and accessibility, and other strategic priorities may not be explicitly included in the written proposals, proponents are expected to be prepared to address these topics in alignment with the University's strategic plan during Committee meetings.
- The Committee was reminded of its role in actively engaging with proposals and asking critical questions to ensure alignment with the University's values and strategic priorities.

5. Approval of the Calendar Revisions for the Specialization in Carbon Capture, Utilization, and Storage (CCUS) within the Graduate Certificates in Advanced Engineering I and II, Schulich School of Engineering

Documentation was circulated with the Agenda. Jeffrey Priest, Associate Dean, Graduate Studies & MEng Program, Schulich School of Engineering presented this item.

Highlights:

- The presenter provided an overview of the revisions to the Calendar entry for the Graduate Certificates in Advanced Engineering Practice I and II, including the addition of four new graduate courses (ENCH 678, ENCH 679, ENCH 680, ENEN 685) for the newly approved Specialization in Carbon Capture, Utilization, and Storage (CCUS).
- These revisions are intended for inclusion in the 2025-2026 Calendar, with the first cohort of students expected to begin in Winter 2026.
- Discussions are ongoing with Carbon Management Canada (CMC), the funding partner, regarding the removal of supplemental fees associated with field trips. If direct billing to CMC is approved, the fee will be removed; otherwise, it will be included in the Calendar. Students will not be out-of-pocket, as the fee will be reimbursed through the funding arrangement.
- In response to questions, it was explained that:
 - Courses are currently restricted to students enrolled in the certificate program due to funding limitations and capacity constraints. The program is funded to support up to 56 students and will be delivered at the downtown campus. While limited space may be available for international students, the program does not meet full-time study criteria for visa purposes. Prerequisites may be revisited in future iterations if the program proves successful.

- Students outside the certificate program, including international students, will require manual registration approval. Due to limited capacity, open registration is not feasible, and additional students may need to be removed if space is exceeded.
- Students beginning in Winter 2026 will be informed of the supplemental fee. If direct billing to CMC is not approved, the fee will be listed in the Calendar. Domestic students may initially be charged but will be reimbursed through the funding mechanism.

Moved/Seconded

That the Graduate Academic Program Subcommittee approve the proposed Calendar revisions for the Specialization in Carbon Capture, Utilization, and Storage within the Graduate Certificates in Advanced Engineering Practice I and II in the Schulich School of Engineering, effective for the 2025-2026 Calendar, as set out in the documents provided.

Carried**6. Approval of the Calendar Entries for Transdisciplinary Directed Studies Courses**

Documentation was circulated with the Agenda. Louise Wells, Lead, Graduate Policy, Calendar, and Special Projects, presented this item on behalf of Jenny Godley, Associate Dean, Transdisciplinary Scholarship, Faculty of Graduate Studies.

Highlights:

- The presenter provided an overview of the proposed entries for two new Transdisciplinary Directed Studies Courses—Transdisciplinary Studies (TDST) 606 and TDST 607— for inclusion in the 2025-2026 Calendar. These courses are designed to support individualized learning and provide flexibility for students pursuing specialized topics not addressed in scheduled offerings.
- The courses are being introduced to meet immediate needs, as current students require registration in directed studies. Broader changes to the TDST program, including potential enrolment limits, will be brought forward at a future meeting.
- These courses are part of a regular thesis-based program; however, directed studies options were not included in the original Calendar entry.
- In response to questions, it was explained that:
 - Faculty members do not typically receive formal teaching credit for independent studies courses. In some Faculties, such as Veterinary Medicine, this work may be recognized differently. Generally, it is considered part of a Faculty member's graduate supervision duties, which Faculty members do receive credit for.
 - Oversight of these courses currently falls to the Program Director (the Associate Dean, Transdisciplinary Scholarship, FGS), who consults with the Dean and Associate Dean (Policy and Program Development) of the FGS. In the future a more formal governance structure may be considered for this purpose such as a graduate education program committee.
 - Although TDST 606 and 607 share the same title, they differ in unit value and grading expectations. This was discussed at GCST, and it was noted that grading schemes are outlined in course descriptions and syllabi, not in the Calendar.

- These courses are graded but do not carry traditional credit values, consistent with the format of directed studies offerings.

Moved/Seconded

That the Graduate Academic Program Subcommittee approve the Calendar entries for the directed studies courses Transdisciplinary Studies (TDST) 606 and TDST 607 for the transdisciplinary graduate programs in the Faculty of Graduate Studies, effective for the 2025-2026 Calendar, as set out in the documents provided.

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

Documentation was circulated with the Agenda. Oleksiy Osiyevskyy, Associate Dean (Policy and Program Development), Faculty of Graduate Studies, presented this item.

Highlights:

- The presenter provided an overview of upcoming changes to the TOEFL iBT scoring system, effective January 21, 2026. The revised format will replace the current 0–120 scale with a new 1–6 scale for each section. The overall score will be calculated as the average of the four section scores, rounded to the nearest 0.5.
- To support this transition, the Educational Testing Service (ETS) will continue to report an overall score on the 0–120 scale for two years following the change. However, sub-scores will only be available on the new 1–6 scale.
- FGS has proposed updates to the graduate admissions regulations to include minimum requirements for both scoring formats. These changes will ensure consistency in English language proficiency expectations and maintain eligibility for applicants regardless of which version of the test they complete.
- Calendar revisions will be added as an addendum to the 2025–2026 Calendar and will be effective for Fall 2026 admissions.
- Approximately half of graduate programs rely on the FGS' general admission requirements and will not require individual updates. Programs with higher or customized English language requirements will be contacted by FGS to support alignment with the new TOEFL scale using the provided equivalency table.
- Similar changes are being proposed for undergraduate admissions, and both sets of revisions will be submitted to APPC together.
- In response to questions, it was clarified that:
 - Students who take the TOEFL iBT before January 21, 2026 will be assessed using the 0–120 scale.
 - Students who take the test on or after January 21, 2026 may submit scores using either scale during the two-year transition period.
 - After the transition period, only the new 1–6 scale will be accepted, as TOEFL scores are valid for two years from the test date.

Moved/Seconded

That the Graduate Academic Program Subcommittee recommend that the Academic Planning and Priorities Committee approve the proposed revisions to Calendar Section G.A.1 Graduate Qualifications, effective for the 2025-2026 Calendar and Fall 2026 admissions, as set out in the documents provided.

Carried**8. Experiential Learning Framework**

Documentation was circulated with the Agenda. Wendy Benoit, Interim Vice-Provost, Teaching and Learning, Christine Martineau, Educational Developer, Indigenous Ways of Knowing, Taylor Institute, and Lisa Stowe, Educational Leader-in-Residence, Experiential Learning, Taylor Institute, presented this item for discussion.

Highlights:

- An update was provided on the evolving Experiential Learning (EL) Framework, originally approved by the GFC in 2019, now being revised to align with *ii' taa'poh'to'p* and *Ahead of Tomorrow*.
- A new working definition of EL is in development, emphasizing “doing, being, and reflecting” to support holistic learning and Indigenous pedagogical approaches. This definition will return to the Teaching and Learning Committee and the GFC for approval by the end of 2025.
- The framework encourages lifelong reflection and student-centered learning, shifting focus from evaluating outcomes to understanding personal engagement and growth.
- The presenters discussed the importance of amplifying meaningful EL and noted that existing models, such as the PEAR (Pedagogy, Experience, Assessment, Reflection) framework from the University of Waterloo, have not fully resonated with the campus community. A new pedagogical tool, AIR (Authentic Experience, Intentional Design, Reflection), was introduced to guide instructors in designing meaningful EL experiences.
- Critical reflection was emphasized as a core requirement for EL. Without opportunities for students to challenge their assumptions and engage in reflective practice—whether through debriefs, discussions, or other formats—an activity does not meet the criteria for EL.
- The previous “buckets” model has been replaced with a continuum that better reflects where and how EL occurs, including the “natural and social world” category to support Indigenous perspectives. The continuum addresses concerns about rigid categorization and offers a more flexible roadmap for integrating EL into curriculum design.
- The framework has been shaped through broad consultation with Indigenous Elders, academic leaders, and advisory committees.
- The Committee expressed support for the framework’s flexibility and responsiveness.
- In response to questions, it was explained that:
 - Shifting from a prescriptive to a descriptive approach allows for a broader understanding of how EL is embedded in both theory and practice within programs.
 - The requirement for written critical reflections has been removed to reduce the burden on instructors to formally assess and grade reflective work. The AIR framework supports meaningful reflection without tying it to formal evaluation.

- Many thesis-based graduate students engage in Work-Integrated Learning (WIL) through their research activities.
- While the updated EL continuum may not capture every instance of EL—particularly within thesis-based graduate programs—it remains a flexible pedagogical tool. The continuum is not intended to be exhaustive but rather illustrative, offering a framework for identifying and designing EL opportunities. Metrics and reporting mechanisms can still be applied as needed, ensuring that institutional requirements for tracking and evaluation are met, even if certain forms of EL fall outside the visual scope of the continuum.
- Regarding terminology, it was confirmed that WIL remains a subset of EL, alongside other forms such as community-engaged learning. The use of WIL is not being phased out but is situated within the broader EL framework.

9. Approved Revisions to the Graduate Academic Program Subcommittee Terms of Reference

Documentation was circulated with the Agenda for information. Questions can be directed to the University Secretariat.

10. Program Approvals Status Report

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

11. Other Business

There was no other business.

12. Adjournment

Moved/Seconded

That the Graduate Academic Program Subcommittee adjourn the October 8, 2025 meeting.

Carried

The meeting was adjourned at 11:48 a.m.

Courtney McVie
University Secretary