



General Faculties Council
Graduate Academic Program Subcommittee
Approved Minutes

Wednesday, May 28, 2025, 10:00 a.m.
Meeting #93

Zoom

Voting Members

Tara Beattie, Co-Chair
Jacob Amengor
Getachew Assefa – arrived during Item 1.3
Amy Dambrowitz
Jessalynn Keller – arrived during Item 1.2
Kimberly Lenters
Justin MacCallum – left during Item 9
Elizabeth Oddone Paolucci
Oleksiy Osiyevskyy

Meeting Secretary

Michelle Speta

Scribe

Vanessa Kozielec

Regrets

Qiao Sun, Academic Co-Chair
Michael Wright

Non-Voting Members

Christine Johns – arrived during Item 1.3
Catherine McLeod – arrived during Item 1.3
Louise Wells

Resource Personnel & Observers

Elizabeth Pando, Program Innovation Partner
Kelly Hoglund, Senior Specialist, Academic Initiatives
Janelle Morris, Program Innovation Partner

Guests

Jeffrey Priest, Associate Dean, Graduate Studies and MEng Program, Schulich School of Engineering
– present for Item 3
Jenny Godley, Associate Dean, Transdisciplinary Scholarship, Faculty of Graduate Studies
– present for Item 4
Wendy Benoit, Interim Vice-Provost (Teaching and Learning)
– present for Item 10
Barbara Brown, Associate Dean, Teaching and Learning, Werklund School of Education
– present for Item 10
Natasha Kenny, Senior Director, Taylor Institute
– present for Item 10
Adil Arshad, Educational Development Consultant, Taylor Institute
– present for Item 10
Robin Arsenault, Teaching and Learning Project Coordinator, Taylor Institute
– present for Item 10

Secretary's Note: In accordance with the Board Bylaws Section 9.2, the motion box and "Carried" denotation serves as the entry in the minutes that the Chair of the meeting declared the motion carried.

The Chair called the meeting to order at 10:01 a.m. and confirmed quorum.

1. Meeting Opening

1.1. Approval of the Agenda

Moved/Seconded

That the Agenda for the May 28, 2025 Graduate Academic Program Subcommittee meeting be approved.

Carried

1.2. Traditional Land Acknowledgement

The Co-Chair provided a Traditional Land Acknowledgement.

1.3. Remarks of the Co-Chair

- The Co-Chair remarked that this was Michael Wright and Qiao Sun's last Graduate Academic Program Subcommittee (GAPS) meeting and expressed gratitude for their contributions to the Committee over their term.
- The Co-Chair shared remarks on behalf of the Academic Co-Chair, Qiao Sun, who was unable to attend this final meeting but wished to extend her sincere thanks to the Committee for the honour of working with them, and expressed that it was a wonderful experience.
- Justin MacCallum, Associate Dean, Graduate and Post-Doctoral Scholars from the Faculty of Science has been appointed by the GFC Executive Committee as GAPS Academic Co-Chair effective July 1, 2025.
- The Calendar entry for the new Master of Finance (MFin) program was approved by the GAPS at the January 22, 2025 meeting for the 2025-2026 Calendar. The Co-Chair clarified that the program is not launching until Fall 2026 and does not yet have approved tuition. The MFin entry has been published with an administrative note advising of the Fall 2026 launch and that program details are subject to change in the 2026-2027 Calendar.
- Amy Dambrowitz, Registrar, provided an update on the upcoming June convocation, including that there are nearly 7,000 students graduating, with an anticipated 5,113 students walking the stage.

Approval of the April 9, 2025 Meeting Minutes

Documentation was circulated with the Agenda.

Moved/Seconded

That the Minutes of the Graduate Academic Program Subcommittee meeting held on April 9, 2025 be approved.

Carried

2. Creation of the Graduate Specialization in Carbon Capture, Utilization, and Storage (CCUS) within the Graduate Certificate in Advanced Engineering Practice I and II, Schulich School of Engineering

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

Highlights:

- The presenters provided an overview of the proposed creation of a Graduate Specialization in Carbon Capture, Utilization, and Storage (CCUS) within the Graduate Certificates in Advanced Engineering Practice I and II in the Schulich School of Engineering (SSE).
- This specialization is being developed following a successful application for two years of federal funding aimed at training up to 1,500 individuals in carbon management-related activities, with a specific goal of training up to 112 graduate students.
- In response to questions, it was explained that:
 - At present, there is no intention for the program to become a long-term offering. Funding from Carbon Management Canada (CMC) under the 'Talent Acceleration and Career Training in Low-carbon Energy' (TACTILE) program is in place until Winter 2027. While the SSE will leverage other funding opportunities should they arise, if no additional funding is secured at the end of the two-year period, the program will be sunsetted.
 - This specialization is one of two offerings the University is developing through the TACTILE training program. The Faculty of Science will also be offering a non-credit micro-credential and professional certificate in partnership with Continuing Education.
 - The specialization will comprise four 3-unit courses to be completed in one year. Courses for the specialization are being developed in alignment with existing SSE courses, but will be tailored to cover specific topics not currently addressed in existing curriculum.
 - Students who do not complete the certificate within the two-year CMC-funded window would be responsible for funding any remaining courses themselves. In this case, SSE would assist students in identifying which existing SSE courses could count toward the CCUS specialization.
- The Co-Chair noted that a key strength of the graduate certificate model is its ability to respond quickly to shifts in workforce demand or changing government and societal priorities. If the sector becomes saturated with trained professionals, a new specialization can be proposed in response to different needs.

Moved/Seconded

That the Graduate Academic Program Subcommittee recommend that the Academic Planning and Priorities Committee approve the creation of the Graduate Specialization in Carbon Capture, Utilization, and Storage (CCUS), within the Graduate Certificate in Advanced Engineering Practice I and the Graduate Certificate in Advanced Engineering Practice II, effective Winter 2026, as set out in the documents provided.

Carried

3. Revisions to the Calendar Entries for the Graduate Certificates in Transdisciplinary Studies I and II

Documentation was circulated with the Agenda. Jenny Godley, Associate Dean, Transdisciplinary Scholarship, Faculty of Graduate Studies (FGS), presented this item.

Highlights:

- The presenter provided an overview of the proposed revisions to the Calendar entries for the Graduate Certificates in Transdisciplinary Studies I and II.
- The presenter explained that a full Calendar entry is being added for Transdisciplinary Studies II, which will be offered beginning in Fall 2025 and the current entry is a placeholder. The new entry will clarify that the Graduate Certificates in Transdisciplinary Studies I and II may be taken as stand-alone credentials or as part of a ladder pathway, either sequentially or concurrently, toward a Master of Transdisciplinary Studies, with the first cohort for the Master's program expected to begin in Fall 2026.
- Additional revisions to the Calendar entry for Transdisciplinary Studies I include the removal of specializations in 'Ethics and Sustainability' and 'Foundations of One Health', as the launch dates for these specializations remain unconfirmed and they are not currently being offered.
- The course list in the program/course requirements section is also being updated to remove the note about Transdisciplinary Studies (TDST) 605.02 (a topics course) being offered in lieu of one of the four required courses, as this course has not yet been developed.
- In response to questions, it was explained that:
 - Concurrent enrolment in the two certificates is possible as each consists of four courses with two courses from each specialization being offered in the Fall and Winter terms, respectively. A student enrolled concurrently would take four courses per semester and complete both certificates in eight months.
 - The certificates were initially envisioned as being completed in sequential Fall and Winter terms, but course scheduling did not work out to allow all courses for a given specialization to be offered in a single term. While the FGS is the administrative home of the transdisciplinary programs, course scheduling is managed by the teaching Faculties.
 - Consideration has been given to offering courses in the Spring/Summer terms in addition to Fall/Winter. Social Research Methods courses will likely remain in Fall/Winter due to their alignment with existing graduate offerings, but Social Innovation courses may have more scheduling flexibility, pending further discussions at the Faculty level.
 - To date, one applicant has applied to the Social Research Methods specialization and two to Social Innovation. The application deadline is June 1. While the FGS wanted to provide the opportunity to apply this year, these numbers have prompted consideration of improved marketing strategies for the following year.
 - Two of the three applicants are PhD students who have received permission from their supervisors and graduate programs to take the certificates concurrently with their doctoral programs. FGS is monitoring course loads closely to help inform Faculties as they continue to refine the design of the certificates.
 - Industry and community partners are being engaged in the development of the Social Innovation courses, ensuring practical, real-world perspectives are incorporated into the program design.

Moved/Seconded

That the Graduate Academic Program Subcommittee (GAPS) approve the proposed revisions to the Calendar entries for the Graduate Certificates in Transdisciplinary Studies I and II, effective for the 2025-2026 Calendar, as recommended by the GAPS Calendar Working Group, and as set out in the documents provided.

Carried**4. Revisions to Calendar Sections G.D.5 *Graduate Withdrawals*, G.A.8 *Graduate Readmission*, and G.A.9 *Graduate Reactivation***

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 revisions to Calendar sections G.D.5 *Graduate Withdrawals*, G.A.8 *Graduate Readmission*, and G.A.9 *Graduate Reactivation*. These changes aim to clarify current practice surrounding different types of withdrawals and subsequent steps.
- There has been ongoing confusion regarding the language in the *Withdrawals* section (G.D.5), particularly around how long a student must wait to apply to the same graduate program or a different graduate program following a Required to Withdraw (RTW) decision, and when that rule applies. The revisions clarify that students who have been RTW for academic reasons are ineligible to apply for readmission to the same graduate program, or for admission to a different graduate program, for a minimum of one year following the date of the RTW decision. Students who have been RTW for failure to register may apply for readmission at the next admission intake.
- The proposed revisions also add clarity to the distinction between a Voluntary Withdrawal and an RTW. The revisions explicitly state that students under review for misconduct are not permitted to withdraw while the review process is ongoing; and clarify existing practice on reactivation and readmission.
- The Committee discussed how the regulations regarding application for readmission after RTW differ between graduate and undergraduate programs. Undergraduate students are permitted to apply for readmission anytime after being RTW, as long as the admission intake for which they have applied is at least one year after the date of withdrawal. The proponent acknowledged the difference between the undergraduate and graduate processes and believes it is appropriate to not allow graduate students to apply until after one year has passed.

Moved/Seconded

That the Graduate Academic Program Subcommittee (GAPS) recommend that the Academic Planning and Priorities Committee approve the proposed revisions to Calendar Sections G.D.5 *Graduate Withdrawals*, G.A.8 *Graduate Readmission*, and G.A.9 *Graduate Reactivation*, effective for the 2025-2026 Calendar, as recommended by the GAPS Calendar Working Group and as set out in the documents provided.

Carried

5. Revisions to Calendar 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 revision to Calendar subsections J.1.1 *Appeals of Required to Withdraw (RTW) Decisions* and J.1.2 *Appeals of Suspensions or Expulsions* to add a new regulation regarding continued registration for graduate students who are under appeal.
- The new regulation states that graduate students may not proceed with candidacy components or thesis examinations while they are under appeal.
- The rationale for this change is that if a graduate student successfully completes candidacy or defends their thesis while under appeal, and their appeal is later denied, the completed candidacy or thesis exam must be annulled. There is a high risk of this negative outcome, as data provided to the FGS by the Student Appeals Office shows that appeals are more likely to be denied than granted.
- Consideration was given to whether this regulation should be provided in the Graduate Regulations section of the Calendar instead of in Section J. *Student Appeals*. It was ultimately decided that from a student-facing and faculty-facing perspective, it would be most clear for these regulations to be embedded in the overarching regulations on student appeals.
- The presenter brought forward for discussion an amendment to Section J.1.1 to move the new sentence “During the appeal process, graduate students may not continue with candidacy components and thesis examinations” after the existing sentence “For specific Faculty restrictions, please refer to the Faculty regulations sections of this Calendar.” The rationale for moving the sentence would be to avoid the possible perception that individual Faculties have different regulations regarding completion of candidacy and thesis exams during appeals.
- The Committee discussed the implications of re-ordering the two sentences, noting that the proposed reordering could lead to undergraduate students missing the direction to check Faculty regulations for any restrictions that could impact them. As a result, the Committee requested an amendment that the sentence “During the appeal process, graduate students may not continue with candidacy components and thesis examinations” be placed in a separate paragraph after the sentence regarding Faculty-specific restrictions to ensure clarity.

Moved/Seconded

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

Carried**6. Faculty of Science Additional 2025-2026 Calendar Revisions**

Documentation was circulated with the Agenda. Louise Wells, Lead, Graduate Policy, Calendar and Special Projects, presented this item on behalf of the Faculty of Science.

Highlights:

- The presenter provided an overview of the proposed Calendar revisions to Biostatistics (BIST) courses offered by the Faculty of Science within the Mathematics and Statistics (MTST) graduate program.
- It was explained that BIST 600 is being reinstated in the Calendar after having been removed in error as part of a package approved at the December 11, 2024 GAPS meeting. At the time, it was believed BIST 600 was a multi-term (A/B) course and therefore subject to removal in alignment with FGS' shift away from multi-term courses. BIST 602 and 604 were introduced as replacements.
- The MTST program has since clarified that BIST 600 is a single-term course, not multi-term. As such, there was no need for the creation of BIST 602 and 604, and BIST 600 must be reinstated.
- It was confirmed that no students are currently registered in any of the affected courses.

Moved/Seconded

That the Graduate Academic Program Subcommittee (GAPS) approve the proposed additional Calendar revisions for graduate courses in the Faculty of Science, effective for the 2025-2026 Calendar, as recommended by the GAPS Calendar Working Group and as set out in the documents provided.

Carried**7. Revisions to the Internship (INTE) 614 and 615 Course Entries**

Documentation was circulated with the Agenda. Louise Wells, Lead, Graduate Policy, Calendar and Special Projects, presented this item.

Highlights:

- The presenter provided an overview of the proposed Calendar revisions to the language for the INTE 614: Graduate Internship I and INTE 615: Graduate Internship II course entries.
- A review of the Calendar identified that the existing descriptions for these graduate-level internship courses could be made clearer for students.
- Specifically, the revisions clarify that INTE 614 is intended for full-time internships undertaken during the Fall or Winter terms, and INTE 615 is intended for full-time internships undertaken during the Spring or Summer terms, or for part-time internships during the Fall or Winter terms.
- The revisions reflect that when the courses are taken together, the internships span approximately six months.

Moved/Seconded

That the Graduate Academic Program Subcommittee (GAPS) approve the proposed revisions to the course entries for INTE 614 and INTE 615, effective for the 2025-2026 Calendar, as recommended by the GAPS Calendar Working Group, and as set out in the documents provided.

Carried

8. Calendar Processes and Protocols

Amy Dambrowitz, Registrar, and Louise Wells, Lead, Graduate Policy, Calendar and Special Projects, presented this item for information.

Highlights:

- The presenters provided an overview of protocols and processes related to the publication of the Academic Calendar. Key points included:
 - The Academic Calendar is published annually on March 1, with an effective date of September for the upcoming academic year to ensure students have access to the most up-to-date program and course information. An exception applies to tuition and fees, which take effect in May each year.
 - An addenda and errata page has been launched to track any changes made to the Calendar after March 1 of each year. As in previous Calendars before Coursedog, addenda are new content added, and errata are corrections. Admission regulations for new programs may be published up to one academic year in advance of the program's start to support with the admissions cycle. The Calendar entry should include a notation indicating the anticipated launch date (e.g., Fall 2026). Full program details should be published in the Calendar for the year in which the program will be delivered. Tuition must be approved prior to Calendar publication, as tuition fees are directly linked to course Calendar entries.
- An update was also shared on the Coursedog Workflow Phase II implementation plan for the 2026–2027 Calendar cycle:
 - The Faculty of Nursing will pilot the new process in which their Faculty Calendar Administrators will enter changes directly into Coursedog, which will prompt a workflow in Coursedog that moves through each stage of the review and approval process, and on to publication.
 - The Degree Maps and Recommended Program Sequences functionality was introduced. Individual degree maps will not be subject to governance review, as they will be built from the program requirements approved for the Calendar.
- In response to questions, it was clarified that for thesis-based graduate programs, degree maps will include narrative sections where graduate milestones (e.g., candidacy, thesis submission) can be documented alongside coursework.

9. Course-level Mapping of Entrepreneurial Thinking (ET) and Research and Creative Scholarship (RCS)

Documentation was circulated with the Agenda. Wendy Benoit, Interim Vice-Provost (Teaching and Learning), presented this item for information.

Highlights:

- The presenters provided an overview of a new course mapping initiative under the University of Calgary's Strategic Plan, *Ahead of Tomorrow*, which is developing an inventory of undergraduate and course-based graduate opportunities for Entrepreneurial Thinking (ET) and Research and Creative Scholarship (RCS) experiences.
- This initiative, part of the Academic Innovation Plan, builds on previous work around Work-Integrated Learning (WIL) mapping and is intended to become a routine practice for academic units, much like the ongoing identification of WIL opportunities. While WIL attributes are externally reported to the Ministry of Advanced Education, ET and RCS data are intended for internal institutional use to support academic

planning, program design, and student awareness.

- It was explained that work on course attribute mapping began in 2021, with a focus on WIL, along with ET being categorized for the purposes of embedded certificate programming. For this phase, academic units are being asked to review their courses to identify existing ET and RCS opportunities and help define qualifying criteria.
- To support this process, a spreadsheet template with separate ET and RCS sections is being developed to help categorize courses. A leadership information session was held in May with representatives identified by their Deans. Resources from this session (including a recording) are available for reference and broader dissemination.
- The presenters emphasized that ET and RCS mapping should reflect consistent course-level features, not elements that vary significantly with instructors or term offerings. These characteristics must be present each time the course is offered to support consistency in tracking and registration.
- Work with the Office of Institutional Analysis (OIA) was conducted to scan Calendar course descriptions and identify likely RCS components across disciplines to aid in narrowing the list of courses requiring further validation by units, especially since RCS activities can be understood and implemented differently across academic fields.
- Units are requested to submit course lists to the Registrar's Office by June 20, 2025, so that the identified ET and RCS courses are reviewed and identified with appropriate attribute(s) in Peoplesoft over the summer. The first inventory will be finalized for the 2024–2025 academic year and updated annually thereafter to support growth tracking and institutional planning.
- This work is being supported by the Office of Signature Learning Experiences, which officially launches in July.
- Discussion emphasized the importance of including both course-based and thesis-based graduate programming in the mapping process. The Co-Chair underscored that this work supports entrepreneurial pathways for graduate students and reflects institutional priorities.
- In response to questions, it was explained that:
 - Each iteration of this mapping process will inform improvements, with the goal of creating a smooth, repeatable process for both academic and operational planning.
 - Definitions for ET and RCS exist in various documentation but are not yet available online. Once finalized mapping data is received, the definitions will be published in the Calendar.

10. 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.
- 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 Traditional 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.

11. Annual Committee Performance Review

Documentation was circulated with the Agenda. Tara Beattie, Co-Chair, GAPS, and Michelle Speta, Associate Secretary, presented this item for discussion.

Highlights:

- The presenters explained that the annual committee performance review is an opportunity for Committee members to provide feedback on the operations of the Committee and their experience over the past year.
- Committee members expressed that the goals, objectives, and responsibilities of the Committee are appropriate, that the group is sufficiently diverse and large enough to foster meaningful discussion, and that materials are shared far enough advance to allow members to prepare thoughtfully and engage more effectively during meetings.
- Gratitude was expressed for Louise Wells and her contributions in preparing materials for the Committee.

12. Program Approvals Status Report

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

13. Other Business

There was no other business.

The Co-Chair expressed gratitude for the work of the Committee, acknowledging and valuing their expertise, time, and thoughtful review of proposals.

14. Adjournment

Moved/Seconded

That the Graduate Academic Program Subcommittee adjourn the May 28, 2025 meeting.

Carried

The meeting was adjourned at 11:59 a.m.

Michelle Speta

Meeting Secretary