

Attendance at FGSR Council – February 23, 2022

DEPARTMENT/UNIT FACULTY REPRESENTATIVES

Present:

Agricultural, Food & Nutritional Science	Ben Willing
Art & Design	Joan Greer
Biochemistry	David Stuart
Biological Sciences	James Stafford
Biomedical Engineering	Alan H. Wilman
Business (non-departmentalized) - MBA	Michael Maier
Business (non-departmentalized) - PhD	Trish Reay
Chemicals & Materials Engineering	Hao Zhang
Chemistry	Michael Serpe
Civil & Environmental Engineering	Victor Liu
Communication Sciences & Disorders	Esther Kim
Computing Science	Greg Kondrak
Computing Science - Multimedia Program	Greg Kondrak
Dentistry (Medical Sciences)	Carlos Flores Mir
Digital Humanities	Daniel Laforest
Drama	Stefano Muneroni
East Asian Studies	David Quinter
Economics	Heather Eckert
Educational Policy Studies	Darryl Hunter
Educational Psychology	Denyse Hayward
Educational Studies	Douglas Gleddie
Electrical & Computer Engineering	Mahdi Tavakoli
Elementary Education	Trudy Cardinal
English and Film Studies	Mark Simpson
Faculte Saint-Jean (non-departmentalized)	Samira El Atia
Health Sciences Education	Douglas Gleddie
Human Ecology	Rachel McQueen
Kinesiology, Sport, and Recreation (non-dept.)	Normand Boule
Laboratory Medicine & Pathology	Monika Keelan
Law (non-departmentalized)	Linda Reif
Library & Information Studies	Dinesh Rathi
Mathematical & Statistical Science	Christoph Frei
Mechanical Engineering	Alexandra Komrakova
Medical Genetics (Medical Sciences)	Zhixiang Wang
Medical Microbiology & Immunology	Edan Foley
Medicine	Nadia Jahroudi
Modern Languages & Cultural Studies	Irene Sywenky
Neuroscience	Elena Posse de Chaves
Nursing (non-dept)	Dianne Tapp

Obstetrics & Gynecology (Medical Sciences)	Denise Hemmings
Occupational Therapy	Mary Roduta Roberts
Oncology	Alan Underhill
Oncology	Gordon Chan
Pharmacology	Elena Posse de Chaves
Pharmacy & Pharmaceutical Sciences (non-dept)	Arno Siraki
Physical Therapy	Mark Hall
Physics	Craig Heinke
Physiology	Zamaneh Kassiri
Political Science	Jared Wesley
Psychology	Chris Westbury
Rehabilitation Medicine - Rehabilitation Sciences	Patricia (Trish) Manns
Renewable Resources	Uldis Silins
Resource Economics & Environmental Sociology	Henry An
Secondary Education	Bonnie Watt
Sociology	Gillian Stevens
Surgery	Fred Berry

Regrets:

Earth & Atmospheric Sciences
 Psychiatry
 Radiology & Diagnostic Imaging (Medical Sciences)
 School of Public Health (non-departmentalized)

Absent:

Anthropology
 Cell Biology
 Communications and Technology (MACT)
 History, Classics, and Religion
 Internetworking (MINT)
 Linguistics
 Medical Sciences Graduate Program - FoMD
 Music
 Native Studies (non-departmentalized)
 Neuroscience
 Ophthalmology and Visual Sciences (Medical Sciences)
 Pediatrics (Medical Sciences)
 Philosophy
 Women's and Gender Studies

ASSOCIATE DEANS (GRADUATE) REPRESENTATIVES FOR DEPARTMENTALIZED FACULTIES

Present:

Arts	Kim Noels
Education	Doug Gleddie
Engineering	Tian Tang
Rehabilitation Medicine	Trish Manns
Science	Mark McDermott

Regrets Sent:

Agricultural, Life and Environmental Sciences (ALES)	Leluo Guan
Medicine & Dentistry	Greg Funk

EX-OFFICIO REPRESENTATIVES

Present:

FGSR Dean & Vice-Provost (FGSR Council Chair)	Brooke Milne
Vice-President (Research) (or Delegate)	Laura Beard
Vice-Provost and Chief Librarian (or Delegate)	Dale Askey
FGSR Vice-Dean	Ali Shiri
FGSR Associate Dean	Andrea MacLeod
FGSR Associate Dean	Micah True
FGSR Associate Dean	Samer Adeeb
Vice-Provost and University Registrar (or Delegate)	Carlo Dimailig

Regrets Sent:

FGSR Associate Dean	Frances Plane
---------------------	---------------

Absent:

President (or delegate)	-
Chair, FGSR Academic Appeals Committee*	Moin Yahya
Director, Centre for Teaching & Learning*	Janice Miller-Young

GRADUATE PROGRAM ADMINISTRATORS COMMITTEE (GPAC) REPRESENTATIVES

Regrets Sent:

Department of Neuroscience	Amber LaPointe
----------------------------	----------------

GRADUATE STUDENT ASSOCIATION (GSA) DIRECTLY ELECTED OFFICIALS (3) & GRADUATE STUDENT ASSOCIATION (GSA) COUNCIL (20) REPRESENTATIVES

Present:

<i>GSA President</i>	<i>Anas Fassih</i>
<i>VP Labour</i>	<i>Jessica Grenke</i>
Agriculture, Food and Nutritional Science	Emilee Storfie
Civil & Environmental Engineering	Babalola Olabode
Educational Psychology	Mehradad Yousefpoori Naeim
Internetworking	Shing Kit Lao
Materials Engineering - PhD	Sophie Shi
Mechanical Engineering	Farzad Aghazadeh Shabestari
Mechanical Engineering	Kashif Javed
Neuroscience - Masters	Nicole Dittmann
Nursing	Megan Sommerfeld
Oncology (PhD)	Andrew Locke
Pediatrics	Violet Sun
Pharmacology, PhD	Nayiar Shahid
Psychology	Eamin Zahan Heanoy
Public Health	Nazif Manbub

Absent / Alternates:

<i>VP Academic</i>	<i>Kathy Haddadkar</i>
<i>VP External (Alternate)</i>	<i>Mohd Tahsin Bin Mostafa</i>
<i>VP Student Services (Alternate)</i>	<i>Paresh Kumar</i>

OBSERVERS – NON-VOTING

FGSR, HR & Operations Coordinator*	Medha Samarasinghe
Academic Director - Post-doctoral Fellow and Academic Visitor Office*	Jason Acker
FGSR Executive Assistant & Operations *	Andrea Riewe
FGSR, EA to the Associate Deans*	Dena Giroux
FGSR, Admissions & Program Services Supervisor*	Joyce Anderson
FGSR, Supervisor, Graduate Awards*	Amanda Brown

FGSR, Director, Professional Development*	Renee Polziehn
FGSR, Business Analyst*	Justine Gill
FGSR, Team Lead – Admissions*	Kelly Montgomery
FGSR Program Services Team Lead*	Kris MacManus
GFC Secretary*	Heather Richholt
Graduate Ombudsperson*	Remonia Stoddart-Morrison

*Non-Voting

FGSR Council February 23, 2022

1.0 Call to Order at 2:02 PM

Vice-Provost and Dean, Brooke Milne, called the meeting to order. Members requiring further support with the virtual platform can reach out to Andrea Riewe for help. Those with voting authorities will have received an email with links. Voting members were asked to have this open in preparation for the voting items.

2.0 Approval of Agenda for February 23, 2022

Moved / Seconded: Doug Gleddie/Darryl Hunter
Approved by consent.

3.0 Approval of Minutes of January 26, 2022

Moved / Seconded: Heather Coleman/ Trish Reay

Discussion / Amendments:

- Linda Reif noted she was present but late; she will be added to the minutes

Approved by electronic vote.

4.0 Matters Arising from the Minutes

None

5.0 Report from the Dean

There is a great deal of transition at the moment between staff and roles across campus. Dean Milne acknowledged that Grad Chairs and Associate Deans Grad are taking on new and additional duties during this time, and suggested for them to review FGSR’s biweekly staff newsletters as they are a key source of information, updates, and deadlines. If you aren’t receiving these and would like to be added to the mailing list please email graddean@ualberta.ca.

COVID-19 Updates

- The University will begin a return to campus on Feb. 28th.
- Students, instructors, and front line staff will return first and then units will phase staff in based on operational needs once the work from home order is lifted.
- If anyone has Covid specific questions they can email Medha medha@ualberta.ca and she can follow up with the PHRT committee.

Restructuring

- Structural changes to depts and programs require structural changes to systems (i.e. Campus Solutions, GSMS). Please let us know early in the process so that we can help prepare appropriately for these anticipated changes.
- Late last year, the Provost asked FGSR to map out the graduate administrative tasks that we had identified previously as part of completing the Student Service Catalogue, and the Academic Leaders Working Group (ALWG).
 - We identified approximately 130 tasks which we then compiled into a RACI matrix to assign corresponding roles and accountabilities, and to gain clarity on who should be consulted and informed.
 - RACI matrices are commonly used to facilitate project management
 - They also reduce confusion on roles and accountabilities when a suite of tasks involve multiple points of contact among administrative staff and/or other contributors.
 - Benefits of using a RACI matrix include the establishment of clear decision-making pathways, which avoid confusion on who does what in relation to shared tasks and complementary roles.
 - They also facilitate communication across teams and to expedite decisions and outcomes with clear accountability structures and more effective distribution of workload.
 - A small focus group comprising members of GEFAC was convened in January to review the RACI matrix and the assigned responsibilities and accountabilities for the mapped graduate administrative tasks noted.
 - The outcome of these discussions was greater clarity and consensus on tasks that were pan-institutional for all graduate programs/students and those that were discipline specific
 - It's important to note that the RACI work endeavors to gain clarity on the assignment of roles and accountabilities to identified tasks; not on "removing" parties from administrative processes.
- Over the coming weeks, I will be sharing this information with GEFAC, Council, GPAC, and Dean's Council. We hope this consistent process of determining roles for each task can bring a mutual understanding of our respective responsibilities and our relationships to each other.

Supervision:

- The Supervisory Policies came into effect in January and we are working with our counterparts to post them on the UAPPOL website; they will also be published in the upcoming 2022-23 Calendar, which will be released in March.

- The Progress Report is in the final stages of testing with our colleagues in IST. We expect that to be completed in the coming weeks.
- We will send out information and ‘how to’ documents with next steps by the end of March.
- All thesis based students are expected to complete the progress report at least once per year and all incoming students should complete the guidelines within the first year of their registration.

Strike Action:

- We are developing a FAQ that is grad specific, and we plan to circulate that if needed. In the event of a strike we will create a webpage on FGSR’s site that links to institutional information as well as containing grad specific questions.
- If you have questions or are getting questions please forward them to us at graddean@ualberta.ca so that we can respond to you and add the questions and answers to our FAQ.

Discussion / Questions:

- A Council member asked for clarification about who reviews the progress reports.
 - The student and supervisor go through the report together and when it is completed, a copy goes into the official student file, a copy is emailed to the student and supervisor, and FGSR gets a notice that it has been completed. FGSR is able to run a report that will flag any reports that have recorded an “in needs of improvement” or “unsatisfactory” in the assessment. We will reach out to see how we might support the student and supervisor in those cases.
 - The GSA had asked us for a way students could confidently reach out to FGSR if they were concerned about their supervisory relationship. The review process allows for this.
- A Council member noted that typically students should try to address any issues they have with their supervisor directly or with the grad chair rather than escalate to FGSR.
 - Students are always encouraged to do so but there are times when students feel that it would be risky to discuss their concerns within the department or faculty. If and when students reach out to FGSR, we will ensure that our Associate Deans work with the unit appropriately.
 - There will be a preamble and contextual information in the form that outlines the process.

6.0 GSA Monthly Report

Anas Fassih, GSA VP Academic, presented the GSA monthly report as submitted. He highlighted that the GSA is working on a few items (as noted in the report):

- Budget
- Funds to food bank
- Minimum funding
- March to protest GoA cuts to post secondary.

He also noted that the GSA elections are coming up soon.

Questions/Discussion: None

7.0 Graduate Scholarship Committee (GSC) Report

Dean Milne invited FGSR Associate Dean, Samer Adeeb, and Supervisor of Awards and Scholarships, Amanda Brown, to present the annual Graduate Scholarship Committee report. Details are included in the Council package that was circulated prior to the meeting.

8.0 Proposal: Education: Termination of the Graduate Certificate in Teaching and Learning in Higher Education

Dean Milne introduced Associate Dean Doug Gleddie from the Faculty of Education to present the item. The Faculty has another certificate that meets the needs and this one is no longer required. This certificate was approved in 2009 but was never launched. There have never been any students registered in it and, in the meantime, the needs of the field have changed. Given that the Faculty has a different certificate that can accommodate the needs represented by this certificate, it makes sense to terminate it rather than overhaul and move changes through governance. The certificate is now in the final stage of termination. The attached documents outline the rationale put forward to terminate the program in more detail.

Motion: Be it resolved that FGSR Council approve the termination of the Graduate Certificate in Teaching and Learning in Higher Education.

Moved / Seconded: Samira El Atia/Dinesh Rathi

Questions/Discussion: None

Approved by electronic vote.

9.0 Proposal: Education: Elementary Education Laddering Info

Dean Milne introduced Associate Dean Doug Gleddie from the Faculty of Education. This proposal is similar to the laddering proposal that was approved a few months ago in Educational Studies. There are two MEds in Education Studies that have room for laddering a certificate. Both have two required courses and the rest are electives. As with the MES, which recently passed at GFC, there are teachers looking to take a few courses for salary purposes so the certificates are a good recruitment opportunity to learn about graduate studies, to earn a credential, and then possibly ladder into a full Masters later on. The completion of a certificate does not guarantee admission into a Masters, but if admitted, students would begin with a 12-credit advanced standing.

Motion: Be it resolved that FGSR Council approve the changes to the calendar entry for the MEd degrees in Elementary Education to allow for laddering from either of the Education Graduate Certificates, for implementation upon final approval and inclusion in the 23-24 UofA Calendar

Moved / Seconded: Trudy Cardinal / Darryl Hunter

Questions/Discussion:

- A Council Member asked for a friendly amendment to change the word “degree” to “degrees” in the motion so that it reads: Be it resolved that FGSR Council approve the changes to the calendar entry for the MEd degrees in Elementary Education to allow for laddering from either of the Education Graduate Certificates, for implementation upon final approval and inclusion in the 23-24 UofA Calendar

Approved by electronic vote.

10.0 Proposal: Rehab Med: Communication Sciences & Disorders

Dean Milne introduced Dr. Esther Kim, to introduce the proposed changes to the calendar entry for the program.

Dr. Kim outlined the calendar changes, which are necessary to ensure they were updated and in line with the details on the program website. The changes clarify entrance and admissions requirements. Details being updated include:

- Updates to the Indigenous perspectives course.
- Added clarity to instructions on statement of interest, CV, and the situational judgment test.
- Changes to application deadlines to be in line with other CSD programs across Canada so that students can make decisions on admissions offers around the same time.

Motion: Be it resolved that FGSR Council approve the program regulations for the Communication Sciences & Disorder department, as set forth in the included documents, for inclusion in the next UofA calendar, and implementation upon final approval.

Moved / Seconded: Denyse Hayward/ Henry An

Questions/Discussion: None.

Approved by electronic vote.

11.0 Proposal: Course Requirements Changes

Dean Milne introduced this item and noted that in the past the item was paired with item 12 on today's agenda. It made more sense to separate the two so that they could be more easily considered.

The proposed changes aim to provide clarity and direction for supervisors, grad students, and administrators on expected course work required for approved graduate programs. It also provides clear expectations on what can be counted for credit. This proposal aims to bring the doctoral and thesis based masters coursework wording into alignment with that for course based programs, which is very clear and cites that all coursework must be at the graduate level. There is not an explicit statement in the current calendar that notes that all courses must be graduate-level courses, but the proposed wording will make that clear. This item has been reviewed once at council and has been to PRC, GPST, and GEFAC. Dean Milne made a small friendly amendment to remove the word exceptions.

Motion: Be it resolved that FGSR Council approve the changes to the course requirements policies for all graduate students, as noted in the included calendar change, for implementation upon final approval, and inclusion in the next UofA calendar.

Moved / Seconded: Andrea MacLeod / Trish Manns

Questions/Discussion:

- A Council member noted that the wording from October 13, 2021 has changed significantly.
 - As the proposal has moved through various committees for discussion the wording has evolved to reflect the feedback/comments received and responses to it.
 - If a graduate program has 400 level courses that are actual requirements for the program, as outlined in the calendar and approved, then there is no need to make changes nor are there any impacts from this policy.
 - Provisions for language requirements are also considered in the wording of the proposal.
 - Credit counted towards graduate programs, especially at the doctoral level, should be at the graduate level. This is an established expectation across our peer institutions, and this provides clarity to students about the course expectations.
 - There are provisions for exceptions in the Extra to Degree proposal to consider any 300 level courses.
 - The proposal allows for some latitude to assign non-graduate level coursework with the understanding that it would be providing the flexibility for a student, to be able to shore up knowledge in a foundational area that's required for their graduate degree program. These courses would be considered auxiliary/supplemental and coded extra-to-degree.
- A Council member asked if existing programs requiring two grad courses and two other courses would make the proposed language in conflict with the approved regulations.
 - The proposal is compatible with the approved calendar language so there would not be a conflict.
- A member noted discrepancies between course requirements across grad programs so he raised the issue that a general policy would not recognize that programs function in a variety of ways. He also didn't agree that 400 level courses were necessarily less rigorous than graduate level courses. The issue he noted is that these other courses would have to be recognized as extra to degree rather than part of the required credits and the GPA.

- In the proposal, and particularly in reference to the doctoral degree, it very clearly states that if the academic unit approves the inclusion of an undergraduate course in the doctoral program, it must be at the 300 or 400 level and declared as extra to degree. This proposal does not restrict that particular option.
 - A central question in this discussion is why graduate students would be taking so many 400 level courses to meet a gap in their foundational knowledge. In this situation, why would the student not then be admitted as a qualifying student?
 - The objective of the proposal is to have consistency and maintain standards for graduate programs offered at the University of Alberta.
- Another council member noted a sense of freedom and discretion to make decisions being taken away from departments. He noted that 400 level courses aren't necessarily foundational, rather they are the only ones offered that align with the student's research interests.
 - Nothing is being taken away from departments in this proposal.
 - If programs are unable to service their degrees with sufficient graduate level courses to meet the approved program requirements then the issue is a separate one of program design.
 - Dean Milne reiterated that this proposal is not taking anything away; it's ensuring consistency and clarity around expectations for graduate level coursework as it's approved within graduate programs across the university. Its bringing thesis based program regulations into alignment with what is already established for course based programs.
- A Council member who was a graduate student observed that she was not even aware that graduate students could take undergraduate courses. She was familiar with split courses that were both 400 and 500 with the graduate courses having extra assessments. If there weren't enough grad courses wouldn't creating more slash courses make sense?
 - Cross listed or slash courses do exist. It's a matter of curriculum design and ensuring that there are sufficient courses to service the program as it is approved.
 - Having a sufficient number of offerings for students to take to meet the approved requirements of their programs is important for the viability of our programs.
 - In some faculties using the cross listed model is very common in order to make sure that we do have sufficiently diverse offerings for students to be able to take with the understanding that there's also an anti-requisite meaning if a student has taken a 400 level, then they wouldn't be able to take the 500 level or 600 level of that same course. This is also a consideration when building out additional course requirements.
- Another grad student Council member spoke of her experiences taking undergraduate courses in order to gain some base knowledge in her area of research. She found the courses to be rigorous and helpful for bridging the gap between her previous degrees and the current doctoral degree.
- A Council member wanted to confirm that under the proposal, any credit requirements must be met with graduate level courses (e.g. 500, 600, 700) and any 400 level courses would be counted as extra to degree.
 - If 400 level courses have not explicitly been included in the approved program requirements then yes, they would be considered extra to degree.

- A Council member clarified that in cases where courses are 400/500 splits it is important that this is stated explicitly in the calendar rather than allowing instructors to make ad hoc decisions about adding in extra assignments for graduate students wanting to take the 400 level courses.
 - Yes, in these cases it should be planned and an intentional aspect of how programs are designed to ensure they can meet the needs of the requirements. It's also a way to ensure that graduate students have clarity in the expectations of a graduate course so they can feel confident in being successful in the courses.
- A Council member inquired if Associate Deans or other academics can approve 400 level courses for students who might need to take courses outside of their own department if their research is interdisciplinary.
 - Grad chairs and other academics are still able to approve 400 level courses for graduate students. However, these courses, unless explicitly noted in the program requirements, will be counted as extra to degree.
 - Dean Milne clarified that she has not characterized undergrad or 400 level courses as being easy. The purpose of clarifying the policy around program course requirements is to clearly distinguish that students engaging in graduate studies are taking course content and passing evaluative methods that have been deemed to be at the graduate level to meet the program requirements as they have been approved.
 - If students were undertaking an approved interdisciplinary program then there would be provisions for taking certain courses that may be 400 level.
- A Council member noted that in some cases a split course might not give either the graduate students or the undergraduates the experience they are looking for. Students may question why they are in a course with students completing different degrees.
- A Council member spoke in favour of the proposed changes to the policy. She noted that sometimes it is necessary for students to get some background in order to be successful in the program to which they have been granted admission. Those courses should not count towards the degree but be extra since they are informing the work within the degree program.

Approved by electronic vote.

Approve: 39

Oppose: 22

Abstain: 2

Due to the time, Dean Milne proposed that the next two agenda items be flipped so the one requiring more discussion time could go first. There were no objections.

12.0 Proposal: Transfer Credit & Course Exemption Changes

The proposed policy changes will help to establish clearer criteria relating to transfer credit/advanced standing in graduate programs, minimum registration requirements, and transfer credit limits. The

changes will also ensure consistency of grad students in programs completing the same requirements, as approved for the program; this helps to maintain program standards.

Moved / Seconded: Ali Shiri / Dinesh Rathi

Questions/Discussion:

- A Council member noted that their department has a mandatory course. Masters students take the course and then decide to stay for a PhD. In this situation, would they still have to take it in the PhD?
 - The same course can't be taken twice even if it is in different degree programs.
 - In this case, if the student was awarded the course credits in a Masters then they can't be counted for meeting course requirements in the next degree.
 - If Masters students are taking the course but it is not mandatory for the Masters degree, and they know they plan to take a PhD in the same department later on, they should consider noting the course as extra-to-degree so that they are eligible to have it credited in the PhD where the course in question is a requirement.
 - If the program is allowing Masters students to take the course in order to meet program requirements, then this creates a conflict in the program design should those same students decide to complete a PhD in the same department. It would be important to consider the two issues together and work out how to manage the possible impasse.
- A Council member asked if PhD students coming into the program that are transferring in when they started the program somewhere else would be considered on a case by case basis?
 - Transfers are always handled on a case by case basis. The Supervisor and the Program would make a case for consideration to FGSR.
- A Council member wanted to clarify the process of noting how students would declare a course was extra to degree in one program. This also means that there is not an exception for the course but a student could take other, equivalent courses.
 - The paperwork would require some sort of note from the program.
- A Council member noted that his department has courses that are required for two programs and the department manages the issue by having a course exemption.
 - If programs have this explicitly stated and approved in their current programs, then there is no issue with the new policy. If this is not stated and approved then there is an issue of program design.
 - The issue with course exemptions is that it creates inequities between students and across cohorts so that there is not a standard requirement for taking courses. The University does not allow for special assessments for courses. The policy is to add transparency for what is required for programs so that expectations are clear based on what is approved and published in the calendar.
 - A substitution would mean that students are meeting the same credit load requirements but with an equivalent, approved alternative.
- A Council Member wanted confirmation that courses taken to improve the GPA outside of the program can't be brought into the program.

- When students are registering in open studies in order to take a course specifically for the purpose of raising the GPA, it needs to be clearly communicated that they cannot use that for advanced credit in the program. The courses are being taken as a qualifying student in order to meet the minimum entrance requirements to be admitted into the grad program.

Approved by electronic vote.

Approve: 42

Oppose: 15

Abstain: 4

Vice-Provost and Dean Milne made a proposal to add 15 minutes to the end of the meeting.

Moved / Seconded: Alan Underhill / Carlos Flores Mir.

Approved by consent.

13.0 Proposal: Courses Extra-to-Degree

Vice-Provost and Dean Milne introduced the item and reviewed the key points raised in the discussions over the past year. The proposal has gone through many consultations with other units such as PRC, GEFAC, etc.

The issue of fees was the main hesitation and that has now been removed from the policy in order to focus on the academic aspects, which are within FGSR's purview (fees are not).

The key highlights of the proposal are:

- A window of 12-credits to take auxiliary course work to declare extra to degree to shore up foundational knowledge; allows for some flexibility when the gaps are more minor and a qualifying year would seem excessive.
- The aim of the proposal is to provide structure and administrative direction on the maximum number of courses that can be considered and approved extra-to-degree in a graduate program.
- The changes will help ensure that students are focused on completing the approved requirements of their degree programs in a timely manner rather than trying to complete requirements for a future program or an unrelated credential or certification.

Motion: Be it resolved that FGSR Council approve the changes and clarification to the regulations on courses considered Extra-to-Degree, to take effect upon final approval and for inclusion in the 2023-2024 Calendar.

Moved / Seconded: Greg Funk/ Alan Underhill

Questions/Discussion:

- If students take up to 12 credits outside of the degree do they have to pay for them?
 - As noted at the introduction, the fee aspect is no longer part of the proposal.
- A Council member asked what happens if a student fails to register a course as extra to degree; will it be counted towards the GPA calculations and form part of their requirements? If they declare it will it be an annotation on their transcript?
 - If they declare it, there is a notation on the transcript to identify courses as extra to degree and demarcate that it is not included in the degree that is awarded. This provides the latitude and flexibility to port the course into a subsequent degree program.
 - Through a conversation between the student and supervisor, the expectation is that the student declares it at the time of registration, and decides whether they want it counted as part of the degree, or extra to degree.
 - If they are taking two programs under a dual degree program but decide they don't want to do both what would happen?
 - In this case it would depend on which degree they were planning to not complete. This would be a change of category so it would need to be assessed on a case by case basis. Minimally the students would have to satisfy the requirements of the one degree that they do want to complete.
- A Council member asked how the proposal relates to Certificates if students want to take it concurrently with a grad degree.
 - Certificates are a different administrative process. Students are advised that the Certificate and the Degree (unless an embedded Certificate) are stand alone and separate degrees. Students will also need to be advised about the limits of how many credits can be transferred.
- A Council member asked about GPA implications if a student received a lower grade in a background course or one that would be declared extra to degree.
 - Courses declared extra to degree are not counted towards the program GPA.
 - If departments are requiring students to take background courses in undergrad in order to be successful in the grad program then students should be admitted as qualifying students.
- A Council member wanted to make the observation that counting the language courses as part of a GPA can have negative impacts on students' awards GPA.
 - This is an important issue to consider, however, it is the common practice across graduate programs in Canada.
 - The opposite effect can also happen, which is that there can be an artificial inflation of grades.

Approved by electronic vote.

Approve: 46

Oppose: 3

Abstain: 3

14.0 Discussion: Academic Standing and Academic Probation

Dean Milne very briefly outlined the key considerations for this proposal. The proposed changes help provide clarity and transparency in how to deal with students who fail courses, how to provide a clear plan of remediation, and how to calculate student GPAs going forward.

Important changes to the proposed policy include:

- how CGPAs are calculated (failures stay on record; not included once they are replaced/remediated);
- which courses must be retaken vs. those that can be substituted for equivalent;
- how many attempts at remediating a failure; and,
- setting an upper limit on maximum number of allowable failed credits

Also clarity for convocation, students must deal with failures before convocation even if they meet the minimum 2.7 GPA. All the changes are meant to make it easier to manage/monitor, and be more inclusive of student support/success, through earlier intervention and remediation.

The proposal also makes it more explicit that the unit can always submit an exceptional request to consider allowing the student to remain in the program with a clear plan to move forward to regain satisfactory academic standing. Units can provide an opportunity to address issues.

This is an important regulation change that has immediate impacts on students in program now

Questions/Discussion: The discussion for Item 14.0 was tabled for next time due to the time.

15.0 Question Period

None

16.0 Adjournment

Vice-Provost and Dean Milne thanked Council members for their attendance and participation. The meeting ended at 4:18 PM.