

The following Motions and Documents were considered by the General Faculties Council at its Monday, April 26, 2021 meeting:

Agenda Title: **New Members of GFC**

CARRIED MOTION:

TO APPOINT/REAPPOINT:

The following undergraduate student representatives to serve on GFC for terms commencing May 1, 2021 and ending April 30, 2022:

Nicole de Grano	Faculty of Arts
Chris Beasley	Faculty of Arts
Maddie Dempsey	Faculty of Arts
Julia Villosio	Faculty of Arts
Vaughn Beaulieu-Mercredi	Faculty of Arts
Georgia Koref	Faculty of Arts
Tia Marko	Faculty of Arts
Lisa Glock	Faculty of Arts
Rama Taha	Augustana Faculty
Ghalia Aamer	Faculty of Business
Levi Flaman	Faculty of Business
Yusuf Oliya	Faculty of Business
Emily Motoska	Faculty of Education
Reagan Morris	Faculty of Education
Devin Doherty	Faculty of Education
Phillip Vandevalk	Faculty of Education
Adrian Wattamaniuk	Faculty of Engineering
Chanpreet Singh	Faculty of Engineering
Andrew Batycki	Faculty of Engineering
Tahmid Al Hafiz	Faculty of Engineering
Siddharth Thakur	Faculty of Engineering
Farhana Rahman	Faculty of Engineering
Andy Deprato	Faculty of Kinesiology, Sport & Recreation
Kyle Whitlock	Faculty of Law
Jesse Lafontaine	Faculty of Medicine & Dentistry
Cindy Sun	Faculty of Nursing
Jenny Lam	Faculty of Nursing
Chiara Concini	Faculté Saint-Jean
Mohit Sinha	Faculty of Science
Aadhavya Sivakumaran	Faculty of Science
Nikita Adekar	Faculty of Science
Akanksha Yeola	Faculty of Science
Samar Barazesh	Faculty of Science
Devshri Lala	Faculty of Science
Simran Dhillon	Faculty of Science
Ashmeen Aneja	Faculty of Science

The following undergraduate student members elected by the Students' Union to the Board of Governors and appointed to GFC for a term that is concurrent with terms on the Board (May 1, 2021 to April 30, 2022):

Rowan Ley	President, Students' Union
David Konrad	Student Appointee (Board of Governors Representative)

The following graduate student representatives at-large to serve on GFC for terms commencing May 1, 2021 and ending April 30, 2022:

Khandaker Akib Shahriar	Chemistry
Maggie Lin	Nursing
Adekunle Mofolasayo	Civil and Environmental Engineering
Sophie Shi	Chemical and Material Engineering
Ding Xu	Political Science
Emily Holden	Biological Sciences

The following graduate student member elected by the Graduate Students' Association to the Board of Governors and appointed to GFC for a term that is concurrent with a term on the Board (May 1, 2021 to April 30, 2022):

Anas Fassih	President, Graduate Students' Association
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The following appointed NASA representative to the Board of Governors to serve for a three-year term concurrent with the appointment to the Board of Governors:

Andrei Tabirca	NASA Appointee to the Board
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CARRIED MOTION:
TO RECEIVE:

The following statutory undergraduate student members nominated by the Students' Union to serve on GFC for terms beginning May 1, 2021 and ending April 30, 2022:

Abner Montiero	Students' Union Nominee
Talia Dixon	Students' Union Nominee

The following statutory graduate student member nominated by the Graduate Students' Association to serve on GFC for a term beginning May 1, 2021 and ending April 30, 2022:

Kathy Haddadkar	Graduate Students' Association Nominee
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The following ex officio members to serve on GFC for a term beginning July 1, 2021 and extending for the duration of the appointment:

Kyle Murray	Acting Dean of the Faculty of Business
Diane Kunyk	Acting Dean of the Faculty of Nursing
Frederick West	Acting Dean of the Faculty of Science
Tammy Hopper	Interim Dean of the Faculty of Rehabilitation Medicine
Nick Holt	Interim Dean of the Faculty of Kinesiology, Sport, and Recreation
Simaan AbouRizk	Interim Dean of the Faculty of Engineering

FINAL Item 4

Agenda Title: **Ethics and Academic Citizenship Requirement for Graduate Students (formerly titled the Academic Integrity and Ethics Training)**

DEFEATED MOTION:

Proposed amendment to *Calendar* language (Attachment 1, page 2): The Ethics and Academic Citizenship Requirement ensures that all graduate students have equal access to information about academic integrity, understand what it means to act with academic integrity, and are equipped to meet their obligations under University policies.

CARRIED MOTION:

THAT the General Faculties Council approve the revision of the Ethics and Academic Citizenship Requirement (formerly titled the Academic Integrity and Ethics Training Requirement) as set forth in Attachments 1-4, for immediate implementation, and inclusion in the 2022-2023 Calendar.

FINAL Item 5

New Members of GFC

MOTION I: TO APPOINT/REAPPOINT:

The following undergraduate student representatives to serve on GFC for terms commencing May 1, 2021 and ending April 30, 2022:

Nicole de Grano	Faculty of Arts
Chris Beasley	Faculty of Arts
Maddie Dempsey	Faculty of Arts
Julia Viloso	Faculty of Arts
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Rama Taha	Augustana Faculty
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Adrian Wattamaniuk	Faculty of Engineering
Chanpreet Singh	Faculty of Engineering
Andrew Batycki	Faculty of Engineering
Tahmid Al Hafiz	Faculty of Engineering
Siddharth Thakur	Faculty of Engineering
Farhana Rahman	Faculty of Engineering
Andy Deprato	Faculty of Kinesiology, Sport & Recreation
Kyle Whitlock	Faculty of Law
Jesse Lafontaine	Faculty of Medicine & Dentistry
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Mohit Sinha	Faculty of Science
Aadhavya Sivakumaran	Faculty of Science
Nikita Adekar	Faculty of Science
Akanksha Yeola	Faculty of Science
Samar Barazesh	Faculty of Science
Devshri Lala	Faculty of Science
Simran Dhillon	Faculty of Science
Ashmeen Aneja	Faculty of Science

Item No. 4

The following undergraduate student members elected by the Students' Union to the Board of Governors and appointed to GFC for a term that is concurrent with terms on the Board (May 1, 2021 to April 30, 2022):

Rowan Ley	President, Students' Union
David Konrad	Student Appointee (Board of Governors Representative)

The following graduate student representatives at-large to serve on GFC for terms commencing May 1, 2021 and ending April 30, 2022:

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Anas Fassih	President, Graduate Students' Association
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The following appointed NASA representative to the Board of Governors to serve for a three-year term concurrent with the appointment to the Board of Governors:

Andrei Tabirca	NASA Appointee to the Board
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Nick Holt	Interim Dean of the Faculty of Kinesiology, Sport, and Recreation
Simaan AbouRizk	Interim Dean of the Faculty of Engineering

FINAL Item No. 5

Governance Executive Summary
Action Item

Agenda Title	Ethics and Academic Citizenship Requirement for Graduate Students (formerly titled the Academic Integrity and Ethics Training)
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Motion

<p>THAT the General Faculties Council approve the revision of the Ethics and Academic Citizenship Requirement (formerly titled the Academic Integrity and Ethics Training Requirement) as set forth in Attachments 1-4, for immediate implementation, and inclusion in the 2022-2023 <i>Calendar</i>.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Brooke Milne - Vice-Provost and Dean, FGSR
Presenter(s)	Brooke Milne - Vice-Provost and Dean, FGSR Ali Shiri - Associate Dean, FGSR Deanna Davis - Senior Lead, Educational Curriculum Developer, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (<i>please be specific</i>)	The proposal is before the committee because FGSR seeks to standardize academic integrity and ethics education by taking responsibility for the foundational training that all graduate students need.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>FGSR will lead the design, development, implementation, and maintenance of two online, zero-credit courses (INT D 710 and INT D 720). The proposed design of these courses aligns with guidance and feedback already gathered through extensive campus consultation, and an environmental scan of UofA resources and external institutions with ethics education as a bonafide requirement. The proposed calendar entry and course design were approved by FGSR Council February 17, 2021 for inclusion in the 2022-2023 calendar.</p> <p>These are zero-credit courses in BearTracks, and their successful completion will appear on students' transcripts. Students who do not complete the course(s) within the first term of their program will be blocked from registering in subsequent terms until such time they are completed or a plan is submitted noting when they will be.</p> <p>By proposing required, zero-credit and flexibly accessible courses to be completed by all graduate students, FGSR aims to support the early development of graduate students as academic citizens, and offer timely and equitable access to information about academic integrity, research and scholarship integrity, and university policies. With attention given to EDI and Indigenization and decolonization, FGSR also seeks to support UAlberta's Strategic Plan for EDI by offering students a foundational understanding of equity, diversity and inclusivity, and Indigenization and decolonization.</p> <p>By taking responsibility for ethics education, FGSR seeks to standardize academic integrity and the foundational ethics education that all graduate students require to be successful in their programs. The proposed changes would reflect FGSR's minimum institutional requirement and would not supersede discipline specific requirements stipulated by professional accreditation bodies or agencies.</p>

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The proposed Ethics and Academic Citizenship Requirement addresses issues related to deadlines for completion, curriculum, tracking, and resources identified in the formal review:

1. Implement an early intervention and clear deadlines to better educate students about their rights and responsibilities as members of the university community
2. Ensure completion of the requirement within the first term of study by blocking registration for students who fail to meet this deadline
3. Better support international students who come from different academic backgrounds where issues of plagiarism, copyright, and intellectual property are approached differently
4. Implement early intervention and standardized curriculum to reduce the number of complicated and resource intensive cases associated with the Code of Student Behaviour and academic misconduct through early, centralized, standardized, and coherent ethics education
5. Differentiate ethics education for Masters and Doctoral students to better address the complex research work and teaching responsibilities associated with doctoral studies through program specific courses:
 - a. INT D 710: Ethics and Academic Citizenship (6 hours; zero-credit, online; to be completed by all graduate students)
 - b. INT D 720: Advanced Ethics and Academic Citizenship (2 hours; zero-credit online; to be completed by all Doctoral students)
6. Integrate institutional priorities related to EDI, including Indigenization and decolonization into ethics education for graduate students
7. Support the safety and dignity of all members of the university campus through education on sexual violence, discrimination, harassment, and duty to accommodate
8. Support UAlberta's teaching mission by offering Doctoral students foundational knowledge of ethical principles related to teaching and learning
9. Reduce barriers for requirement completion by offering flexible access to ethics education that is designed in accordance with principles of universal design for learning
10. Reduce the administrative burden on departments currently tracking the completion of the requirement and standardize acceptable proof of completion
11. Reduce the burden on departments/faculties and student-service units currently providing foundational ethics training and thereby increase departmental capacity to offer discipline specific research and/or professional ethics training.

Ethics and Academic Citizenship Requirement: The Ethics and Academic Citizenship Requirement would be fulfilled with two online, zero-credit courses, including: INT D 710 Ethics and Academic Citizenship and INT D 720 Advanced Ethics and Academic Citizenship. Modular in design, the courses would adhere to principles of universal design for learning and would include assessments of learning. The design of these courses would align with guidance and feedback gathered through the consultative process outlined below. FGSR would lead the development and implementation of these courses in consultation and partnership with key stakeholders as outlined below and in the [proposed course design](#), and would assume responsibility for maintaining these courses, including regularly refreshing the content.

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	<p>INT D 710 Ethics and Academic Citizenship (6 hours, online) provides foundational knowledge of ethical principles and relevant university policies, including: land acknowledgement and relationship with land, academic integrity, plagiarism, research ethics, conflict of interest, and workplace ethics and self-care.</p> <p>INT D 720 Advanced Ethics and Academic Citizenship (2 hours, online) provides advanced treatment of ethical principles, including: land acknowledgement and Indigenization, research and scholarship, intellectual property, academic citizenship, and ethical principles in university teaching. <i>[See attached Course Description and Module Structure for details.]</i></p> <p>Resources: Additional funds are not required for the development, implementation, and ongoing support for the proposed requirement.</p> <p>Next Steps--Timelines and Transition: The requirement would come into place in Fall 2022. The courses that would make up the new requirement will be available for completion in July 2021. Development and implementation of these courses would continue to embrace principles of consultation and partnership with key stakeholders and subject experts. The 2021-2022 academic year would serve as a transition period. FGSR's current programming would continue during the 2021-2022 academic year to support current students who may be midway through completing the requirement under the current calendar guidelines. All incoming students (Fall 2021) would be strongly encouraged to complete the requirement through these courses. Current students are also encouraged to complete their requirement through the courses; however, this would not be mandatory.</p> <p>A communication plan will be developed to ensure students and departments/faculties are informed of the changes to the requirement and will be instructed of the various options available to students during the transition period. Coordination between the FGSR's Senior Lead and Educational Curriculum Developer, Program Services Team (responsible for ethics education), and graduate coordinators and administrators will further support the transition to the proposed requirement.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> ● Brooke Milne - Vice-Provost and Dean, FGSR ● Ali Shiri - Associate Dean, FGSR ● Deanna Davis - Senior Lead, Educational Curriculum Developer, FGSR ● Members of the FGSR Decanal Team and FGSR Staff Team <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● An external environmental scan was completed, including a review of the University of Waterloo, University of Manitoba, McMaster, John Hopkins School of Public Health, University of Guelph, and the University of Toronto. An internal scan of campus resources, support, and subject expertise has also been completed. ● FGSR assembled an advisory group to seek input and support for this proposal. The changes highlighted here were informed by consultation with this advisory group. The advisory group was comprised of a cross disciplinary group of graduate coordinators (from Medicine, Arts, Native
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	<p>Studies and Engineering) as well as campus partners, including the Academic Success Centre (Mebbie Bell, Director), Office of the Student Ombuds (Brent Epperson, Graduate Ombuds), Copyright Office (Amanda Wakaruk, Copyright Librarian), Office of Research Ethics (Susan Babcock, Director).</p> <ul style="list-style-type: none"> • FGSR has also consulted with the Office of the Provost (John Nychka, Vice-Provost of Learning Initiatives; Florence Glanfield, Vice-Provost of Indigenous Programming and Research; and, Nella Sajlovic, Indigenous Strategies Manager), the Office of Student Conduct and Accountability (Chris Hackett, Student Conduct Officer), and Jennifer Ward, Lead Ed. Developer, Indigenous Focus, Centre for Teaching and Learning. Further consultation is set with Ellen Watson, Lead Educational Developer, Assessment and Evaluation with the Centre for Teaching and Learning. • Consultation on the logistics with the FGSR Program Services Leads • GEFAC - December 3 and January 28, 2021 • Policy Review Committee - January 6 FGSR Council - January 20, 2021 • Graduate Program Support Team - January 28, 2021
<p>Approval Route (Governance) (including meeting dates)</p>	<ul style="list-style-type: none"> • Policy Review Committee - Approved calendar and proposed course design February 3, 2021 • FGSR Council - Approved February 17, 2021 • GFC Programs Committee - March 18, 2021 • GFC Executive Committee - April 12, 2021 • General Faculties Council - April 26, 2021

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Objective 4 Objective 21</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="526 1205 1542 1398"> <tr> <td data-bbox="526 1205 1089 1398"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 1205 1542 1398"> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act General Faculties Council GFC Programs Committee Terms of Reference</p>			

Attachments:

1. Calendar - Ethics and Academic Citizenship Requirement
2. New Courses - Ethics and Academic Citizenship Requirement
3. Course Description and Module Structure
4. Additional Information: Overview, Mapping, and Transition Overview - Images

Prepared by: Brooke Milne, Vice-Provost and Dean, FGSR (bmilne@ualberta.ca)

***Item: Ethics and Academic Citizenship Requirement
(formerly titled the Academic Integrity and Ethics
Training Requirement)***

Date: January 28, 2021 (Course numbers added on Feb. 25, 2021; Friendly Amendment updated on April 22, 2021)

2022-2023 University of Alberta Proposed Calendar Graduate Program Changes:

CURRENT	PROPOSED
<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Academic Integrity and Ethics Training Requirement</p> <p>The University of Alberta expects graduate students, as members of the University community, to uphold the highest degree of ethical practice in the conduct of their education, research, and professional activities.</p> <p>Students are responsible for understanding and following the various policies and practices mandated by the University (including, but not limited to, the Code of Student Behaviour,</p> <p>the Discrimination and Harassment Policy, the Research and Scholarship Integrity Policy, the Animal Ethics Policy, the Standards for the Protection of Human Research Participants, and the Conflict of Commitment and Conflict of Interest Policy), FGSR-specific guidelines and expectations, departmental guidelines and expectations, Tri-Council or other funding bodies ethical requirements, and any ethical codes mandated by the students' professional governing body.</p>	<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Ethics and Academic Citizenship Requirement</p> <p>Graduate students, as members of the University of Alberta community, are expected to uphold the highest degree of ethical practice in the conduct of their education, research, workplace behaviour, and professional activities.</p> <p>Graduate students are responsible for understanding their rights, responsibilities, and obligations and for adhering to approved university policies and practices including the Code of Student Behaviour, Intellectual Property Guidelines for Graduate Students and Supervisors, Discrimination and Harassment and Duty to Accommodate Policy, Research and Scholarship Integrity Policy, Animal Ethics Policy, Standards for the Protection of Human Research Participants, Conflict of Commitment and Conflict of Interest Policy, and Sexual Violence Policy, among others. Graduate students are also responsible for meeting departmental guidelines and expectations, Tri-Council or other funding bodies ethical requirements, and any</p>

ethical codes mandated by a student's professional governing body.

The Ethics and Academic Citizenship Requirement ensures that all graduate students have equal access to information about academic integrity, understands what it means to act with integrity, and are equipped to conduct themselves in ways that uphold the [values of the University of Alberta](#).

To meet this requirement, graduate students will complete the following by the end of the first term of registration in their degree program:

Master's Course Based and Thesis

- The six hour, online, non-credit course INT D 710 - Ethics and Academic Citizenship

Doctoral

- The six hour, online, non-credit course INT D 710 - Ethics and Academic Citizenship
- The two hour, online, non-credit course INT D 720 - Advanced Ethics and Academic Citizenship

Doctoral students who completed their Master's degree at the University of Alberta and previously passed INT D 710 Ethics and Academic Citizenship are only required to take INT D 720 - Advanced Ethics and Academic Citizenship.

If a student does not complete the above noted courses by the end of their first term of registration in their degree program, their registration in subsequent terms will be **restricted** until such time as the course(s) is completed and/or a **plan for completion is submitted by the student to the Faculty of Graduate Studies and Research. Note: FGSR will send students reminders to complete the requirement prior to the end of their first term (if not completed already).**

<p>Ethics training is a critical part of the education of all graduate students and in addition to their required ethics training students are expected to seek opportunities to broaden their knowledge of ethics and good practice early in their programs. Like all members of the University community, graduate students should be aware that they will be held accountable for their actions under these various codes even if they have not yet completed their required ethics training or are acting on the advice of others.</p>	<p>The INT D 710 Ethics and Academic Citizenship course provides foundational knowledge of ethical principles and relevant university policies, including: land acknowledgement, academic integrity, plagiarism, introduction to research ethics, conflict of interest, and workplace ethics and self-care.</p> <p>The INT D 720 Advanced Ethics and Academic Citizenship course provides advanced treatment of ethical principles, including: Indigenization, academic citizenship, research and scholarship, , and ethical principles in university teaching.</p> <p>For information about INT D 710 Ethics and Academic Citizenship and INT D 720 Advanced Ethics and Academic Citizenship, students should refer to the FGSR website at: <<Link: https://www.ualberta.ca/graduate-studies/current-students/academic-requirements/ethics/index.htm>></p> <p>The Ethics and Academic Citizenship Requirement is a minimum institutional requirement mandated by the Faculty of Graduate Studies and Research and does not supersede discipline specific requirements stipulated by professional accreditation bodies or agencies. All graduate students are responsible for completing the requirement to successfully complete their course work and/or the conduct of research.</p> <p>Ethics education is an integral part of all graduate programming. In addition to the Ethics and Academic Citizenship Requirement, students are expected to seek opportunities to broaden their knowledge of ethics and good practice throughout their programs.</p>
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~~Graduate degree requirements include a mandatory component that provides training in the areas of academic integrity and ethics. The normal requirements of this training component will include participation in activities such as workshops, presentations, discussion groups and course work related to each of the following areas:~~

- ~~1. Intellectual Property Guidelines for Graduate Students and Supervisors
www.uofa.ualberta.ca/graduate-studies/about/graduate-program-manual/section-10-intellectual-property~~
- ~~2. The University of Alberta Research and Scholarship Integrity Policy
<https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/Research.aspx>~~
- ~~3. The relevant Tri-Council and Canadian Council on Animal Care requirements for ethics approval for research including emphasis on the limitations of the requirements, i.e., for which areas of research is ethics approval necessary.~~

~~To fulfil these requirements, each student is normally expected to complete the equivalent of at least eight hours of structured academic activity for this training component. Students should consult the department for guidance about specific requirements for ethics training and refer to the FGSR website at <https://www.ualberta.ca/graduate-studies/current-students/academic-requirements/ethics>.~~

[...]

[...]

Justification:

Approved by:

Policy Review Committee - February 3, 2021

FGSR Council - February 17, 2021

Item: Ethics and Academic Citizenship Requirement Courses

Date: February 8, 2021 (Course numbers updated Feb. 25, 2021)

2022-2023 University of Alberta Proposed Calendar Graduate Program Changes:

CURRENT	PROPOSED
<p>*NEW COURSE</p>	<p>INT D 710 Ethics and Academic Citizenship [*0; fi 0] (to be completed in a student’s first term but offered in all terms, unassigned) [Faculty of Graduate Studies & Research]</p> <p>This 6-hour Ethics and Academic Citizenship course provides foundational knowledge of ethical principles and relevant university policies, including: academic integrity, plagiarism, introduction to research ethics, conflict of interest, and workplace ethics and self-care.</p> <p>Master’s students who have already completed the INT D 710 Ethics and Academic Citizenship course and pursue a second master's degree are not required to repeat the course.</p>
<p>Justification: See Explanatory Memo / Governance Executive Summary Approved by: FGSR Council Feb. 17, 2021 [Pending Approval]</p>	

CURRENT	PROPOSED
<p>*NEW COURSE</p>	<p>INT D 720 Advanced Ethics and Academic Citizenship [*0; fi 0] (to be completed in a student’s first term but offered in all terms, unassigned) [Faculty of Graduate Studies & Research]</p> <p>This 2-hour course provides advanced treatment of ethical principles, including: research and scholarship, intellectual property, academic citizenship, and ethical principles in university teaching. While this advanced course is only required for all Doctoral students at the Uof A, it is open to any graduate students who have already completed the INT D 710 Ethics and Academic Citizenship course, and who wish to participate in the advanced modules. Prerequisite: INT D 710</p>

ETHICS AND ACADEMIC CITIZENSHIP REQUIREMENT

Course Descriptions, Module Structure, Outcomes, and Supporting Resources

[INT D 710 Ethics and Academic Citizenship Course Overview](#)

[INT D 720 Advanced Ethics and Academic Citizenship Course Overview](#)

Requirement Summary:

Graduate students, as members of the University of Alberta community, are expected to uphold the highest degree of ethical practice in the conduct of their education, research, workplace behaviour, and professional activities. The Ethics and Academic Citizenship Requirement ensures that all graduate students have equal access to information about academic integrity, understands what it means to act with integrity, and are equipped to conduct themselves in ways that uphold the values and policies, and practices of the University of Alberta.

The Ethics and Academic Citizenship Requirement will be fulfilled with two online, zero-credit courses, including: INT D 710 Ethics and Academic Citizenship and INT D 720 Advanced Ethics and Academic Citizenship. Modular in design, the courses will adhere to principles of universal design for learning and will include assessments of learning. The design of these courses align with guidance and feedback gathered through extensive campus consultation and an environmental scan of UofA resources and external institutions with ethics training as a bonafide requirement. FGSR will lead the development and implementation of these courses in consultation and partnership with key stakeholders as outlined below.

Reference Documents:

[Thesis-Based Master's and PhD Learning Outcomes](#)

[Learning Outcomes and Quality Assurance](#)

INT D 710 ETHICS AND ACADEMIC CITIZENSHIP

(Masters and Doctoral Students | 6 Hours | online, zero-credit)

COURSE DESCRIPTION		
INT D 710 Ethics and Academic Citizenship course provides foundational knowledge of ethical principles and relevant university policies, including: academic integrity, plagiarism, research ethics, conflict of interest, and workplace ethics and self-care.		
COURSE OBJECTIVES		
Equip graduate students with a basic understanding of university policy, including their rights and responsibilities Provide foundational knowledge of the behavioural expectations that support academic integrity, ethical research, and an atmosphere of safety and dignity for all members of the University of Alberta		
INTENDED LEARNING OUTCOMES		
Identify ethical concerns related to academic citizenship, including: relationship with land, academic integrity and research ethics, information and data handling, workplace ethics and self-care Define, recognize, analyse ethical matters related to academic citizenship		
MODULE 1: INTRODUCTION		
Time	AoL	Module Breakdown
.12	0	1.0 Introduction to ethics and academic citizenship and why it matters
		1.1 Overview of course objectives and outcomes
Supporting Resources/Resources on Hand		
The Fundamental Values of Academic Integrity, International Center for Academic Integrity (ICAI) (2021)		
University of Alberta: Vision, Mission, and Values		

MODULE 2: LAND ACKNOWLEDGEMENT AND RELATIONSHIP WITH LAND			
Time	AoL	Module Breakdown	Intended Learning Outcomes
.25	.12	1.0 Land Acknowledgement	
		1.1 Why do we have a land acknowledgement [FMNI]	<p>Explain why land acknowledgement is important as a member of the university community</p> <p>Define key terms related to Indigenous-settler relations</p> <p>Explore your relationship to land and Indigenous communities</p>
		1.2 What does it mean to live, work, research, and study with the land	<p>Identify responsibilities members of the university community have as they live, work, research and study with the land</p>
<p>Campus Consultation/Design Partners</p> <p>Jennifer Ward, Lead Ed. Developer, Indigeneous Focus, Centre for Teaching and Learning</p> <p>Nella Sajlovic, Indigenous Strategies Manager, Provost and Vice-President Academic</p> <p>Florence Glanfield, Vice-Provost--Indigenous Programming and Research</p> <p>Indigeneous Research Task Force</p> <p>Kisha Supernant, Co-lead, Situated Knowledges (Anthropology)</p> <p>Adam Gaudry, Faculty of Native Studies</p> <p>Sean Robertson, Faculty of Native Studies</p>			
<p>Supporting Resources/Resources on Hand</p> <p>Acknowledgement of Acknowledgement of Traditional Territory</p> <p>What is Reconciliation?</p> <p>Team ReconciliAction YEG (2018) "As Long as The Sun Shines, The Grass Grows and The River Flow," <i>Faculty Blog</i>, Faculty of Law, University of Alberta (9 January 2018), Accessed 5 February 2021, https://ualbertalaw.typepad.com/faculty/2018/01/as-long-as-the-sun-shines-the-grass-grows-and-the-river-flows.html</p>			
<p>Resources for Further Investigation:</p> <p>Territorial Acknowledgements</p> <p>Indigenous Canada MOOC, Faculty of Native Studies</p> <p>First Nations, Métis, Inuit Subject Guides</p> <p>Aboriginal/Indigenous Resources</p> <p>North Campus Indigenous Student Services (First Peoples' House)</p>			
MODULE 3: ACADEMIC INTEGRITY			
Time	AoL	Module Breakdown	Intended Learning Outcomes
.75	.25	3.1 What is the Code of Student Behaviour (CoSB) and why is it in place?	<p>Define who is a student under the CoSB</p> <p>Describe students' rights and responsibilities under the code</p> <p>Outline the sections of the code</p> <p>Identify possible consequences of cheating to the student, field of study and university</p> <p>Describe the disciplinary process and the various sanctions that can be applied</p> <p>Identify campus resources that support students in aligning their behaviour with the CoSB and resources that support students facing an allegation</p>
		3.2 Cheating under the CoSB	<p>Define cheating under the CoSB</p> <p>Distinguish cheating from other violations under the CoSB</p>
		3.2 Misuse of Confidential Materials	<p>Define misuse of confidential materials under the CoSB</p>
		3.3 Misrepresentation of facts	<p>Define misrepresentations of facts under the CoSB</p>
		3.4 Bribery	<p>Define bribery the CoSB</p>
<p>Campus Consultation/Design Partners</p> <p>Bryan Hogeveen, Vice-Dean, FGSR</p>			

Remonia Stoddart-Morrison, Student Ombuds

Supporting Materials and/or Resources on Hand

[Code of Student Behaviour](#)

[Graduate Ethics Training \(GET\) FGSR \(Online Course\)](#)

Code of Student Behaviour and Your Graduate Studies: What you Need to Know, Academic Integrity and Ethics Training Series (FGSR, hybrid workshop, 2 hours)

Resources for Further Investigation

[Code of Student Behaviour](#)

[Academic Success Centre](#)

[Research and Writing Library Guide](#)

[UofA Libraries Foundational Tutorials](#)

MODULE 4: CITING THE WORK OF OTHERS

Time	AoL	Module Breakdown	Intended Learning Outcomes
1	.25	4.1 Why do we cite the work of others?	Describe why citing the works of others is important students, readers, and researchers
		4.2 What is Plagiarism?	Define plagiarism and identify potential consequences of plagiarism as it relates to the University of Alberta Code of Student Behaviour List the types of plagiarism and evaluate writing examples for plagiarism Identify common reasons students plagiarize Identify strategies to avoid plagiarism Differentiate between material that does and does not need to be cited
		4.3 When and how to cite: The Basics	Differentiate between material that does and does not need to be cited Identify correct strategies for paraphrasing and evaluate examples Identify different citation styles used in academic writing

Campus Consultation/Design Partners

Mebbie Bell, Director, Academic Success Centre

Stephen Kuntz, Associate Director, Academic Success Centre

Supporting Materials and/or Resources on Hand

[Code of Student Behaviour](#)

[To Your Credit \(CTL\)](#)

[FGSR Understanding and Avoiding Plagiarism \(2 hour online course\)](#)

[Graduate Ethics Training \(GET\) FGSR \(Online Course\)](#)

Resources for Further Investigation:

[To Your Credit \(CTL\)](#)

[Avoiding Plagiarism \(2 hour online course\) \[transition course to focus on paraphrasing and summarizing\]](#)

Academic Success Centre

[Citation Guides, UAlberta Libraries](#)

MODULE 5: INTRODUCTION TO RESEARCH ETHICS

Time	AoL	Module Breakdown	Intended Learning Outcomes
1	.25	5.1 Introduction to Research Ethics	Define research integrity Described why research integrity is important the field of study, individual researcher, and institution Explain how research ethics emerged and why research ethics is important to both human and animal research Explain who is responsible for research ethics Identify when ethics approval is needed Identify campus resources that support and provide expertise in the ethical conduct of research
		5.2 Indigenous Research	Explain the ethical imperative of Indigenous involvement in research Identify the role of Indigenous knowledge in research design, implementation and outputs

			<p>Explain the importance of community engagement in Indigenous research</p> <p>List three key skills for building respectful relationships with Indigenous community, particularly in relation to post-TRC responsibilities at the University of Alberta</p> <p>Explain the importance of Indigenous knowledge systems</p>
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Campus Consultation/Design Partners

Susan Babcock, Director, Research Ethics Office

Charmaine Kabatoff, REB Consultant, Research Ethics Office

Indigenous Research Task Force Florence Glanfield, Vice-Provost--Indigenous Programming and Research)

Jennifer Ward, Lead Ed. Developer, Indigenous Focus

Kisha Supernant, Co-lead, Situated Knowledges (Anthropology)

Adam Gaudry, Faculty of Native Studies

Sean Robertson, Faculty of Native Studies

Anne Carr-Wiggin, Native Studies Librarian

Supporting Resources/Resources On Hand

[Guidelines for Authorship](#)

[Guidelines for Ownership of Research Materials](#)

[Graduate Student Supported by Research Contracts or Affiliated](#)

[Academic and Research Integrity \(FGSR, 1 hour online course\)](#)

[Graduate Ethics Training \(GET\) FGSR \(Online Course\)](#)

[Truth and Reconciliation Commission](#)

Resources for Further Investigation:

[Foundational Research Tutorials](#)

[Research Ethics Office](#)

[TCPS 2 Tutorial Course on Research Ethics \(CORE\)](#)

[CITI Courses](#)

[Part 1: Ethics of Animal Use](#)

[Part 2: Species and Procedure/Technique Training](#)

[Truth and Reconciliation Commission of Canada](#)

[Residential Schools Library Guide](#)

[Indigenous Canada MOOC, Faculty of Native Studies](#)

MODULE 6: CONFLICT OF INTEREST

Time	AoL	Module Breakdown	Intended Learning Outcomes
.75	.25	6.1 Student-supervisor Relationships	<p>Describe strategies for establishing and maintaining a strong relationship with your graduate supervisor</p> <p>Explain strategies understanding and setting expectations, roles, and responsibilities with your supervisor</p> <p>Identify strategies that support effective student-supervisor communication</p> <p>Describe strategies that support productive conflict resolution</p> <p>Identify campus resources that support graduate students with their supervisory relationship</p> <p>Analyse cases studies related to the student-supervisor relationship</p>
		6.2 Intellectual Property	<p>Define intellectual property as it relates to intellectual, artistic, and entrepreneurial creations and innovations</p> <p>Distinguish between copyright and patents</p> <p>Describe key components the University of Alberta's intellectual policy as it relates to graduate students' research, discoveries, and/or invention</p> <p>Explain graduate students' rights to intellectual property as outlined in the University of Alberta's Intellectual Property Guidelines</p>
		6.3 Intellectual Property: Copyright	<p>Explain who has the rights to content protected by copyright in their thesis and why</p> <p>List three options graduate students have related to including third party content in their theses</p>

			Identify when it is appropriate to conduct a preliminary fair dealing assessment related to using third party content in your thesis. Identify resources to support students in interpreting policies and author agreements relevant to their published articles; and
Campus Consultation/Design Partners: Vicki Ruétalo, Associate Dean, FGSR Remonia Stoddart-Morrison, Student Ombuds Amanda Wakaruk, Copyright Office FGSR Decanal Team			
Supporting Resources/Resources on Hand: Naomi Krogman and Sarah Ficko (2018) <i>Supervision Guide</i> , Faculty of Graduate Studies and Research (October 18, 2018), Accessed 5 February 2021, https://www.ualberta.ca/graduate-studies/media-library/about/faculty-and-staff/resources-for-supervisors-and-graduate-coordinators/20181018-guidelines-for-supervision-and-mentorship-for-faculty-and-administrators.pdf Intellectual Property Guidelines for Graduate Students and Supervisors Frequently Asked Questions about Inventions and Commercialization at the University of Alberta Research and Scholarship Integrity Policy Copyright and Your Graduate Studies, Academic Integrity and Ethics Training Requirement Series (FGSR, hybrid workshop) Graduate Ethics Training (GET) FGSR (Online Course)			
Resources for Further Investigation: Intellectual Property Guidelines for Graduate Students and Supervisors Frequently Asked Questions about Inventions and Commercialization at the University of Alberta Research and Scholarship Integrity Policy Intellectual Property--An Entrepreneur's Guide (FGSR Online Course) Copyright Office, UAlberta			
MODULE 7: WORKPLACE ETHICS AND SELF-CARE			
Time	AoL	Module Breakdown	Intended Learning Outcomes
0.75	.25	7.1 Policy and legislation frameworks that support inclusive approaches	Identify the rights and responsibilities of students and employees, as they relate to human rights in learning and work spaces Identify the connection between human rights and accommodation, and inclusive learning and work spaces Define the terms: equity, diversity, inclusion, intersectionality, and oppression Define accessibility and universal design Identify strategies to support an inclusive approach
		7.2 Discrimination, Harassment and Duty to Accommodate	Define the terms discrimination, harassment, and accommodation Identify key components of the Discrimination, Harassment, and Duty to Accommodate policy Explain the value of cultivating an inclusive learning and work spaces Analyse case studies related to the Discrimination, Harassment, and Duty to Accommodate policy Analyze cases studies related to discrimination, harassment and duty to accommodate
		7.3 Sexual Violence Policy	Define sexual violence Define consent Define the difference between a disclosure and a complaint List the options available for survivors of sexual violence
		7.4 Ethics of Self-Care	Explain the ethical imperative of self-care as a member of the academic community Describe how self-care is connected to an individual's ability to manage personal conduct, including workplace ethics, and ethical standards that govern the academic community Describe strategies for self-care including setting, monitoring and revising milestones

			Describe how understanding your rights relates to self-care Identify campus resources that support students' self-care, personal conduct and ethical behaviours
<p>Campus Consultation/Design Partners</p> <p>Deb Erekes, Student Conduct and Accountability Sexual Assault Centre Donnell Willis, Advisor, Office of Safe Disclosure Evelyn Hamdon, Senior Advisor, Equity and Human Rights, Office of the Provost and Vice-President (Academic) Remonia Stoddart-Morrison, Student Ombuds Suman Varghese, Registered Psychologist, Clinical Counselling Services Josee Ouellette, Counsellor, Student Wellness, Campus St.- Jean, Academic Support Doug Gleddie, Associate Dean, Graduate Studies, Faculty of Education</p>			
<p>Supporting Resources/Resources on Hand</p> <p>Code of Student Behaviour Protected Areas and Grounds Under the Alberta Human Rights Act Human Rights at the University of Alberta EDI Strategic Plan OHS Act, Regulation and Code Discrimination, Harassment and Duty to Accommodate Policy Sexual Violence Policy Ethical Conduct and Safe Disclosure Policy Inclusive Work and Learning Spaces: Policy and Practices, Academic Integrity and Ethics Training Series Workshop (FGSR, hybrid workshop, 1.75 hours) Responding to Sexual Violence at the University of Alberta, Academic Integrity and Ethics Training Series Workshop (FGSR, hybrid workshop, 1.5 hours) Episode 2: Scholars in a Dangerous Time: Loneliness, Isolation and COVID-19, Postcase, FGSR Grad School Confidential, December 2021 Episode 3: Hitting the Wall: On Burnout in Grad School, Podcast, FGSR Grad School Confidential, February 2021</p>			
<p>Resources for Further Investigation</p> <p>Grad School Confidential Sexual Violence Information and Resources Sexual Assault Centre Discrimination, Harassment and Duty to Accommodate Policy Sexual Violence Policy Suicide Prevention Training (QPR) Office of Safe Disclosure and Human Rights Education, Office of Safe Disclosure and Human Rights Student Services Strategic Plan for EDI, UAlberta</p>			
6	COURSE TOTAL		

INT D 720 ADVANCED ETHICS AND ACADEMIC CITIZENSHIP

(Doctoral Students | 2 Hours | zero-credit, online [optional for Masters Students])

Course Description: INT D 720 Advanced Ethics and Academic Citizenship provides advanced treatment of ethical principles, including: research and scholarship, intellectual property, academic citizenship, and ethical principles in university teaching.

Prerequisite: INT D 710 Ethics and Academic Citizenship

Course Objectives:

Equip graduate students with a basic understanding of university policy, including their rights and responsibilities
Provide doctoral students with a deeper understanding understanding of academic citizenship, including duties, responsibilities and values as it relates to their personal conduct, research and scholarly activities, and role as educators

Intended Learning Outcomes:

Identify ethical concerns related to indigenizing and decolonizing the academy, academic citizenship, research and scholarship integrity, ethical principles in university teaching

Define, recognize, analyse ethical matters related to indigenization, research and scholarship integrity, academic citizenship, and teaching and learning

Module 1: Introduction to Advanced Ethics and Academic Citizenship

Time	Module Breakdown	Intended Learning Outcomes
.12	1.0 Introduction to Ethics and Academic Citizenship as a Doctoral Student 1.2 Overview of course objectives and outcomes	

Module 2: Land Acknowledgement and Indigenization

Time	Module Breakdown	Intended Learning Outcomes
	1.0 Land Acknowledgement	
.25	1.1 Indigenizing and Decolonizing the Academy	Explain TRC of Canada's <i>Calls to Action</i> (2015) Describe three approaches to indigenization within post-secondary institutions (indigenous inclusion, reconciliations indigenization, decolonial indigenization) that attempt to response to the TRC <i>Calls to Action</i>

Campus Consultation/Design Partners

Florence Glanfield, Vice-Provost--Indigenous Programming and Research

Nella Sajlovic, Indigenous Strategies Manager, Provost and Vice-President Academic

Indigeneous Research Task Force

Jennifer Ward, Lead Ed. Developer, Indigeneous Focus, Centre for Teaching and Learning

Adam Gaudry, Faculty of Native Studies

Sean Robertson, Faculty of Native Studies

Anne Carr-Wiggin, Native Studies Librarian

Supporting Resources/Resources on Hand

[Acknowledgement of Traditional Territory](#)

[What is Reconciliation](#)

Adam Gaudry and Danielle Lorenz (2018) "Indigenization as inclusion, reconciliation, and decolonization: navigating the different visions for indigenizing the Canadian Academy," *AlterNative*, 14(3) 218-227.

.Team ReconciliAction YEG (2018) "As Long as The Sun Shines, The Grass Grows and The River Flow," *Faculty Blog*, Faculty of Law, University of Alberta (9 January 2018), Accessed 5 February 2021.

<https://ualbertalaw.typepad.com/faculty/2018/01/as-long-as-the-sun-shines-the-grass-grows-and-the-river-flows.html>

Mae Cook, Jordan (2019) "What do people really mean when they say 'indigenization'?" *Folio* (21 February 2019), Accessed 5 February 2021. <https://www.ualberta.ca/folio/2019/02/what-do-people-really-mean-when-they-say-indigenization.html>

Resources for Further Investigation

[Indigenous Canada MOOC, Faculty of Native Studies](#)

[Truth and Reconciliation Commission, UAlberta Libraries](#)

[First Nation, Métis, and Inuit Subject Guide, UAlberta Libraries](#)

[Indigenous Research Guide, UAlberta Libraries](#)

MODULE 3: ACADEMIC CITIZENSHIP

Time	Module Breakdown	Intended Learning Outcomes
0.25	3.0 What is academic citizenship	Define academic citizenship

	3.1 What duties, behaviours, attitudes, and values characterize academic citizenship	Identify duties, behaviours, attitudes, and values characterize academic citizenship Analyze case studies that explore issues related to academic citizenship
Campus Consultation/Design Partners FGSR Decanal Team Mebbie Bell, Academic Success Centre Chris Hackett, Student Conduct and Accountability Florence Glanfield, Vice-Provost--Indigenous Programming and Research		
Supporting Resources/Resources on Hand The Fundamental Values of Academic Integrity, International Center for Academic Integrity (ICAI) Bruce Macfarlane (2007) Defining and Rewarding Academic Citizenship: The implications for university promotions policy, <i>Journal of Higher Education Policy and Management</i> , 29:3, 261-273, DOI: 10.1080/13600800701457863 Academic Career Pathways: Case studies across the Academic Pathways Criteria, The University of Sheffield		
Resources for Further Investigation The Fundamental Values of Academic Integrity, International Center for Academic Integrity (ICAI) Bruce Macfarlane (2007) Defining and Rewarding Academic Citizenship: The implications for university promotions policy, <i>Journal of Higher Education Policy and Management</i> , 29:3, 261-273, DOI: 10.1080/13600800701457863		
MODULE 4: RESEARCH AND SCHOLARSHIP INTEGRITY		
Time	Module Breakdown	Intended Learning Outcomes
.75	5.0 Research and Scholarship Integrity	Explain excellence in research is critical to the field of study, the university, and society Explain the purpose of the Research and Scholarship Integrity Policy Outline the responsibilities of researchers and scholars Outline the responsibilities of the principle investigator List behaviours defined as misconduct in research scholarship
	5.1 Intellectual Property and Your Graduate Research	Define intellectual property Explain the University of Alberta's intellectual property policy as it relates to graduate students' various research roles Identify supervisors' rights to students' discovery/invention Explain who owns data produced in a students' thesis Identify resources to support students should a dispute arise with respect to intellectual property and/or co-authorship
Campus Consultation/Design Partners Susan Babcock, Director, Research Ethics Office Charmaine Kabatoff, REB Consultant, Research Ethics Office FGSR Decanal Team		
Supporting Resources/Resources on Hand Intellectual Property Guidelines for Graduate Students and Supervisors Frequently Asked Questions about Inventions and Commercialization at the University of Alberta Guidelines for Authorship Guidelines for Ownership of Research Materials Graduate Student Supported by Research Contracts or Affiliated Institutions FGSR Intellectual Property: An Entrepreneur's Guide (1 hour, online course) Graduate Ethics Training (GET) FGSR (Online Course) Research and Scholarship Integrity Policy Human and Animal Research Ethics, Academic Integrity and Ethics Training Series Workshop (FGSR, hybrid workshop, 1.5 hours)		
Resources for Further Investigation CITI: Responsible Conduct of Research (Ethics Credit: 2.5 hours) CITI: Good Clinical Practice: Social and Behavioral Research Best Practices for Clinical Research (Ethics Credit: 2.5 hours) CITI: Good Laboratory Practice (Ethics Credit: 2.5 hours) CITI: Biomedical Basic (Ethics Credit: 2.5 hours) TCPS 2 Tutorial Course on Research Ethics (CORE) [Human Research Ethics] (Ethics Credit: 3 hours) FGSR Intellectual Property: An Entrepreneur's Guide (1 hour, online course)		

[Intellectual Property Guidelines for Graduate Students and Supervisors](#)
[Graduate Program Manual: Intellectual Property](#)
[Frequently Asked Questions about Inventions and Commercialization at the University of Alberta](#)

MODULE 5: ETHICAL PRINCIPLES IN UNIVERSITY TEACHING

Time	Module Breakdown	Intended Learning Outcomes
.75	6.0 Twin Pillars of Ethical Teaching in University Teaching 6.1 Indigenizing and Decolonizing the Classroom 6.2 Assessment and Grading Policy	Describe the ethical areas of responsibility held when teaching in the university setting Explain what it means to indigenize and decolonize the classroom Identify strategies that support inclusion Outline the key features of the assessment and grading policy Analyze case studies focused on ethical issues in university teaching

Campus Consultation/Design Partners

Chris Hackett, Student Conduct and Accountability

Bryan Hogeveen, Vice-Dean, FGSR

Jennifer Ward, Lead Ed. Developer, Indigeneous Focus, Centre for Teaching and Learning

Cosette Lemelin, Assistant Director, Centre for Teaching and Learning

Lead Educational Developer, Assessment and Evaluation, Centre for Teaching and Learning

John Nychka, Vice-Provost, Teaching Initiatives

Supporting Resources/Resources on Hand

[Intellectual Property Guidelines for Graduate Students and Supervisors](#)

[Graduate Program Manual: Intellectual Property](#)

[FGSR Intellectual Property: An Entrepreneur's Guide \(1 hour, online course\)](#)

Ethical Principles in University Teaching, Graduate Teaching and Learning Program (GTLP), Level 1 Workshop (1.75 hours)

Decolonizing and Indigenizing the Academy, GTLP, Level 1 Hybrid Workshop (1.75 hours)

Fundamentals of Grading and Assessment, GTLP, Level 1 Hybrid Workshop (2 hours)

Resources for Further Investigation

[Graduate Teaching and Learning Program](#)

[Centre for Teaching and Learning](#)

[STLHE Ethical Principles in University Teaching](#)

[Assessment and Grading Policy](#)

[Access to Evaluative Course Material Procedure](#)

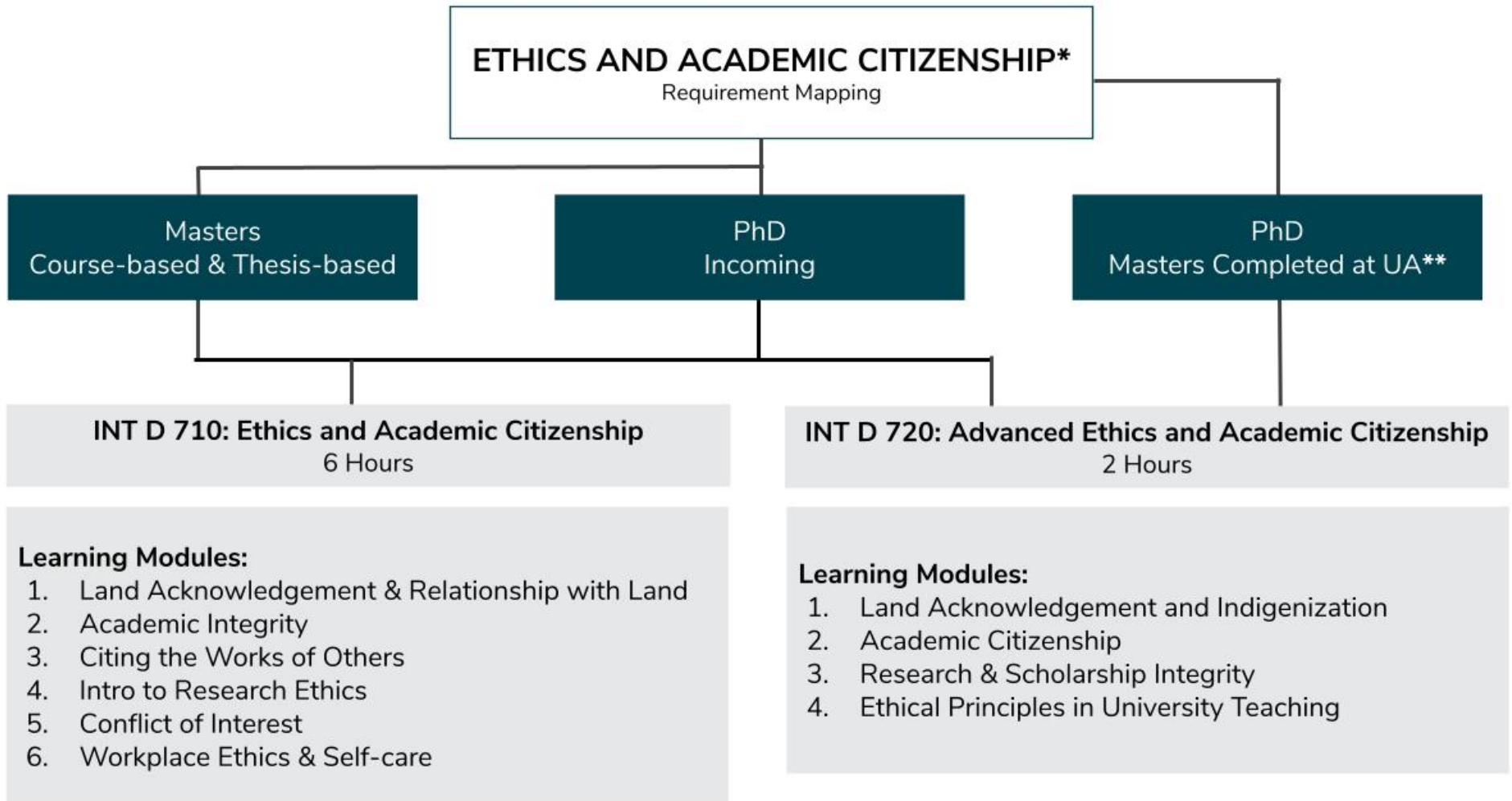
[Grading Procedure](#)

[Indigenous Canada MOOC, Faculty of Native Studies](#)

MODULE 7: AOL

.25	Final Course Assessment (see ILOs outlined above for assessment strategies)
2	COURSE TOTAL

Additional Information:
Ethics and Academic Citizenship Requirement
Mapping



***Failure to complete requirement in first term will result in registration being blocked**

****Student must have taken INT D 710: Ethics and Academic Citizenship**

**Additional Information: Ethics and Academic Citizenship Requirement
Overview**

Approved by FGSR Council,
February 17, 2021 for
implementation Fall 2022

6XX Ethics and Academic Citizenship

Format & Delivery

Online, non-credit course

Offered in eClass

Designed in compliance
with universal & accessibility
principles

Timeline & Tracking

Should be completed within
the first term

Appears on the student's transcript

Streamlines the tracking and
administration of the requirement
and reduces workload
for departments

Curriculum & Content

Academic Integrity, Plagiarism
Intro to Research Ethics
Conflict of Interest
Workplace Ethics and Wellbeing
(all students)

Research and Scholarship
Intellectual Property
Ethical Practices in University
Teaching
Academic Citizenship
(PhD students)

FGSR's minimum institutional requirement
and does not supersede discipline specific requirements stipulated by
professional accreditation bodies or agencies.

Transition Plan for Current Students



Current Programming will continue until August 31, 2022

Academic Integrity and Ethics Training Series

Online courses (eClass)

- GET Course
- Understanding and Avoiding Plagiarism
- Academic and Research Integrity
- Intellectual Property

Other (such as):

- TCPS 2 Tutorial Course on Research Ethics
- CITI Courses
- Departmental Offerings used for the fulfilment of the FGSR Requirement

Communication Channels to Support Requirement Transition

Shortlist for Students

Shortlist for Staff

Special announcements

Listserves (GPAC, FGSR Council)

eClass announcements

FGSR social media

FGSR website

All current students are encouraged to complete the new requirement; however, they will be given one year to meet the requirement under the old calendar entry. After August 31, 2022, students will be required to meet the new calendar guidelines.

FGSR Council: January 20, 2021

Consultation Overview

