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

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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 Villoso (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 Sivakumar (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

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

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
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 Villosa  
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

Devsri Lala  
Faculty of Science

Simran Dhillon  
Faculty of Science

Ashmeen Aneja  
Faculty of Science
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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
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Emily Holden
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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

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

MOTION II: 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
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
Governance Executive Summary
Action Item

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

**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.

**Item**

<table>
<thead>
<tr>
<th>Action Requested</th>
<th>☒ Approval  ☐ Recommendation</th>
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</table>

**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**

<table>
<thead>
<tr>
<th>Office of Administrative Responsibility</th>
<th>Provost and Vice-President (Academic)</th>
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**The Purpose of the Proposal is (please be specific)**
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 (outline the specific item – and remember your audience)**
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.

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.

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.

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.
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.
Item No. 5

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.

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. [See attached Course Description and Module Structure for details.]

Resources: Additional funds are not required for the development, implementation, and ongoing support for the proposed requirement.

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.

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.

Supplementary Notes and context

<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)

<For information on the protocol see the Governance Resources section Student Participation Protocol>

Those who are actively participating:
- 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

Those who have been consulted:
- 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...
Item No. 5

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).

- 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

Approval Route (Governance) (including meeting dates)
- 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

<table>
<thead>
<tr>
<th>Alignment with For the Public Good</th>
<th>Objective 4</th>
<th>Objective 21</th>
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</thead>
<tbody>
<tr>
<td>Alignment with Core Risk Area</td>
<td>Please note below the specific institutional risk(s) this proposal is addressing.</td>
<td>☐ Enrolment Management</td>
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<td>☐ Faculty and Staff</td>
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<td>☐ Funding and Resource Management</td>
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<td>☐ IT Services, Software and Hardware</td>
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<td>☐ Leadership and Change</td>
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<td>☐ Physical Infrastructure</td>
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Legislative Compliance and jurisdiction
- Post-Secondary Learning Act
- General Faculties Council
- GFC Programs Committee Terms of Reference

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:

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
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</thead>
<tbody>
<tr>
<td>Regulations of the Faculty of Graduate Studies and Research</td>
<td>Regulations of the Faculty of Graduate Studies and Research</td>
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<tr>
<td>[...]</td>
<td>[...]</td>
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<tr>
<td>Academic Integrity and Ethics Training Requirement</td>
<td>Ethics and Academic Citizenship Requirement</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
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<tr>
<td>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, 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.</td>
<td>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 Accomodate 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...</td>
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</table>
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).
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.

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.

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.

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: [https://www.ualberta.ca/graduate-studies/current-students/academic-requirements/ethics/index.htm](https://www.ualberta.ca/graduate-studies/current-students/academic-requirements/ethics/index.htm)

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.

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.
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:

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
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</thead>
</table>
| **NEW COURSE** | 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] |

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.  
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.

**Justification:** See Explanatory Memo / Governance Executive Summary  
**Approved by:** FGSR Council Feb. 17, 2021 [Pending Approval]

<table>
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<th>CURRENT</th>
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| **NEW COURSE** | 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] |

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
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)

<table>
<thead>
<tr>
<th>COURSE DESCRIPTION</th>
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<tr>
<td>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.</td>
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<tr>
<th>COURSE OBJECTIVES</th>
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<tbody>
<tr>
<td>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</td>
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<thead>
<tr>
<th>INTENDED LEARNING OUTCOMES</th>
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<tbody>
<tr>
<td>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</td>
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<table>
<thead>
<tr>
<th>MODULE 1: INTRODUCTION</th>
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<tr>
<td>Time AoL Module Breakdown</td>
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<tr>
<td>.12 0 1.0 Introduction to ethics and academic citizenship and why it matters</td>
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<tr>
<td>0 1.1 Overview of course objectives and outcomes</td>
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</table>

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

<table>
<thead>
<tr>
<th>Time</th>
<th>AoL</th>
<th>Module Breakdown</th>
<th>Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.25</td>
<td>0.12</td>
<td>1.0 Land Acknowledgement</td>
<td>Explain why land acknowledgement is important as a member of the university community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1 Why do we have a land acknowledgement [FMNI]</td>
<td>Define key terms related to Indigenous-settler relations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2 What does it mean to live, work, research, and study with the land</td>
<td>Identify responsibilities members of the university community have as they live, work, research and study with the land</td>
</tr>
</tbody>
</table>

**Campus Consultation/Design Partners**

Jennifer Ward, Lead Ed. Developer, Indigenous Focus, Centre for Teaching and Learning
Nella Sajlovic, Indigenous Strategies Manager, Provost and Vice-President Academic
Florence Glenfield, Vice-Provost--Indigenous Programming and Research
Indigenous Research Task Force
Kisha Supernant, Co-lead, Situated Knowledges (Anthropology)
Adam Gaudry, Faculty of Native Studies
Sean Robertson, Faculty of Native Studies

**Supporting Resources/Resources on Hand**

*Acknowledgement of Acknowledgement of Traditional Territory*

*What is Reconciliation?*


*Resources for Further Investigation:*

Territorial Acknowledgements
Indigenous Canada MOOC, Faculty of Native Studies
First Nations, Métis, Inuit Subject Guides
Aboriginal/Indigenous Resources
North Campus Indigenous Student Services (First Peoples’ House)

### MODULE 3: ACADEMIC INTEGRITY

<table>
<thead>
<tr>
<th>Time</th>
<th>AoL</th>
<th>Module Breakdown</th>
<th>Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.75</td>
<td>0.25</td>
<td>3.1 What is the Code of Student Behaviour (CoSB) and why is it in place?</td>
<td>Define who is a student under the CoSB Describe students’ rights and responsibilities under the code Outline the sections of the code Identify possible consequences of cheating to the student, field of study and university Describe the disciplinary process and the various sanctions that can be applied Identify campus resources that support students in aligning their behaviour with the CoSB and resources that support students facing an allegation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.2 Cheating under the CoSB</td>
<td>Define cheating under the CoSB Distinguish cheating from other violations under the CoSB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.2 Misuse of Confidential Materials</td>
<td>Define misuse of confidential materials under the CoSB</td>
</tr>
<tr>
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<td></td>
<td>3.3 Misrepresentation of facts</td>
<td>Define misrepresentations of facts under the CoSB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.4 Bribery</td>
<td>Define bribery the CoSB</td>
</tr>
</tbody>
</table>

**Campus Consultation/Design Partners**

Bryan Hogeveen, Vice-Dean, FGSR
## 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

<table>
<thead>
<tr>
<th>Time</th>
<th>AoL</th>
<th>Module Breakdown</th>
<th>Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.25</td>
<td>4.1 Why do we cite the work of others?</td>
<td>Describe why citing the works of others is important to students, readers, and researchers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2 What is Plagiarism?</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.3 When and how to cite: The Basics</td>
<td>Differentiate between material that does and does not need to be cited. Identify correct strategies for paraphrasing and evaluating examples. Identify different citation styles used in academic writing.</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Time</th>
<th>AoL</th>
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<th>Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.25</td>
<td>5.1 Introduction to Research Ethics</td>
<td>Define research integrity. Describe why research integrity is important to 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.</td>
</tr>
<tr>
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<td></td>
<td>5.2 Indigenous Research</td>
<td>Explain the ethical imperative of Indigenous involvement in research. Identify the role of Indigenous knowledge in research design, implementation, and outputs.</td>
</tr>
</tbody>
</table>
Explain the importance of community engagement in Indigenous research
List three key skills for building respectful relationships with Indigenous community, particularly in relation to post-TRC responsibilities at the University of Alberta
Explain the importance of Indigenous knowledge systems

Campus Consultation/Design Partners
Susan Babcock, Director, Research Ethics Office
Charmaine Kabatoff, REB Consultant, Research Ethics Office
Indigenous Research Task Force Florence Glenfield, 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

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

*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)**

<table>
<thead>
<tr>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>0.75</td>
<td>.25</td>
<td>7.1 Policy and legislation frameworks that support inclusive approaches</td>
<td>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</td>
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<tr>
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<td></td>
<td>7.2 Discrimination, Harassment and Duty to Accommodate</td>
<td>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, harassement and duty to accomodate</td>
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<tr>
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<td></td>
<td>7.3 Sexual Violence Policy</td>
<td>Define sexual violence Define consent Define the difference between a disclosure and a complaint List the options available for survivors of sexual violence</td>
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<td>7.4 Ethics of Self-Care</td>
<td>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</td>
</tr>
</tbody>
</table>
Describe how understanding your rights relates to self-care
Identify campus resources that support students’ self-care, personal conduct and ethical behaviours

**Campus Consultation/Design Partners**
Deb Erekes, Student Conduct and Accountability
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

**Supporting Resources/Resources on Hand**
- 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

**Resources for Further Investigation**
- 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

| 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 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**

<table>
<thead>
<tr>
<th>Time</th>
<th>Module Breakdown</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Introduction to Ethics and Academic Citizenship as a Doctoral Student</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Overview of course objectives and outcomes</td>
<td></td>
</tr>
</tbody>
</table>

**Module 2: Land Acknowledgement and Indigenization**

<table>
<thead>
<tr>
<th>Time</th>
<th>Module Breakdown</th>
<th>Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.25</td>
<td>1.0 Land Acknowledgement</td>
<td></td>
</tr>
</tbody>
</table>
|      | 1.1 Indigenizing and Decolonizing the Academy | Explain TRC of Canada’s *Calls to Action* (2015) Describe three approaches to indigenization within post-secondary institutions (indigenous inclusion, reconciliations indigenization, decolonial indigenization) that attempt to response to the TRC *Calls to Action*

**Campus Consultation/Design Partners**
Florence Glanfield, Vice-Provost—Indigenous Programming and Research
Nella Sajlovic, Indigenous Strategies Manager, Provost and Vice-President Academic
Indigenous Research Task Force
Jennifer Ward, Lead Ed. Developer, Indigenous 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

**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**

<table>
<thead>
<tr>
<th>Time</th>
<th>Module Breakdown</th>
<th>Intended Learning Outcomes</th>
</tr>
</thead>
</table>
| 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)
- 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)

**MODULE 4: RESEARCH AND SCHOLARSHIP INTEGRITY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Module Breakdown</th>
<th>Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td>Research and Scholarship Integrity</td>
<td>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</td>
</tr>
<tr>
<td>5.1</td>
<td>Intellectual Property and Your Graduate Research</td>
<td>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</td>
</tr>
</tbody>
</table>

**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)
### MODULE 5: ETHICAL PRINCIPLES IN UNIVERSITY TEACHING

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

### Campus Consultation/Design Partners
- Chris Hackett, Student Conduct and Accountability
- Bryan Hogeveen, Vice-Dean, FGSR
- Jennifer Ward, Lead Ed. Developer, Indigenous 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](#)
- [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

| 2   | Final Course Assessment (see ILOs outlined above for assessment strategies)     |

2 \text{COURSE TOTAL}
Additional Information:
Ethics and Academic Citizenship Requirement

Mapping

ETHICS AND ACADEMIC CITIZENSHIP*
Requirement Mapping

Masters
Course-based & Thesis-based

INT D 710: Ethics and Academic Citizenship
6 Hours

Learning Modules:
1. Land Acknowledgement & Relationship with Land
2. Academic Integrity
3. Citing the Works of Others
4. Intro to Research Ethics
5. Conflict of Interest
6. Workplace Ethics & Self-care

PhD
Incoming

INT D 720: Advanced Ethics and Academic Citizenship
2 Hours

Learning Modules:
1. Land Acknowledgement and Indigenization
2. Academic Citizenship
3. Research & Scholarship Integrity
4. Ethical Principles in University Teaching

PhD
Masters Completed at UA**

*Failure to complete requirement in first term will result in registration being blocked
**Student must have taken INT D 710: Ethics and Academic Citizenship
Overview

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
Listservs (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