

Minutes of the meeting of the Academic Policy and Planning Committee held on 2<sup>nd</sup> May 2002, from 3:00 to 5:00 p.m. in Room 609 of the James Administration Building.

Present: L.Vinet (chair), C. Bushnell, E. Cooper, M. Crago, G. Demopoulos, F. Groen, W. Hendershot, N. Kasirer, A.C. Masi, J. Paquette, G. Philie, L. Proulx, F. Sagel, H.M.C. Richard (Secretary of the Committee)  
Regrets: P. Depalle, R. Eley, H. Goad, M. Graham, A. Grover, H. Knox, A. Lau, C. Straehe  
Guests: E. Caplan, C. Le Maistre, M. Maguire, H. Perrault (items 5 and 6), J. Hurtubise (it.7)

10.01 **Proposed agenda.**

The proposed agenda was adopted.

10.02 **The minutes of the meeting held on 28 April 2002** were approved with one correction. Under 09.03, the second sentence of the second paragraph should read: "On the other hand the possibility of having ~~the faculty's name reflected in the degree name~~ a B.Sc. (Env.) has been discussed and has also met with disagreement because the name gives the impression that the F.A.E.S. is the only faculty at McGill dealing with the environment."

10.03 **Business arising**

a) Graduate Students' Progress Reports

- i. Forms: Model Annual Graduate Student Progress Record (completed by student); Model Annual Objectives Report Form; Model Annual Progress Report – Evaluation Form (01-APPC-04-35)
- ii. Annual Objectives and Progress Reporting (to be inserted in "Guidelines and Policy to Academic Units on Graduate Advising and Supervision") (Revised 01-APPC-04-36)

Professor Crago presented the revisions indicated in italics in section 3.iii of the "Guidelines and Policy to Academic Units on Graduate Advising and Supervision" and resulting from consultations with PGSS and further suggestions by Helen Richard. In the discussion that ensued, it was noted that the proposed timeframe for the setting of new objectives and assessment of student progress towards those new objectives was not suited to master's programs which are supposed to be completed in 18 months. It was wondered whether the proposed forms and procedure would be as necessary and as useful for master's students as for doctoral students and whether they would be too onerous for master's students and should be instituted for doctoral students only. It was argued that they would be useful for master's students as well but that the timeframe should be compressed in accordance with the length of the program. It was therefore agreed that the same process should apply to both master's and doctoral students but using different timeframes. The setting of new objectives "within a maximum of six months" was also viewed as unrealistic, given that if there is a performance problem, a supervisor is likely to want to see to it immediately, not wait as long as six months.

**It was agreed that the language of the proposal should be revisited by APPC before the proposal is submitted to Senate.**

- b) Proposal to change the degree designation Bachelor of Science in Agriculture, B.Sc. (Agr) to Bachelor of Science in Agricultural and Environmental Sciences, B.Sc. (Agr Env Sc) (01-APPC-04-32)

The Chair reported that the Dean of Science had declined APPC's invitation to discuss the B.Sc. degree title and had mentioned a number of concerns, particularly regarding admissions. Shortly before the APPC meeting a memo had been received from the Dean of the Faculty of Agricultural and Environmental Studies

(FAES) indicating the Dean's wish "to withdraw the proposal temporarily from consideration by the Committee" pending receipt of information relating to input from Associate Vice-Principal Nick de Takacsy

and feedback from APPC on the reasons behind the rejection of the Faculty proposal. The general concern was that the degree designation should reflect the program studies appropriately.

**The Chair will summarize the input received by APPC and the Committee's discussion in a memo to the Dean of the F.A.E.S.**

- c) Naming of academic units and programs

It was reported that after discussion by the Principal/Vice-Principals group on April 18, Helen Richard had reworked the document for the PVP meeting on April 25. Further revisions will be made before the document is discussed by the Deans on May 15 and **tabled at the APPC meeting on May 16**. The proposal therefore would not be submitted to Senate before the fall.

d) Teaching Portfolio instructions

It was reported that Professor Crago was preparing **a new version of the document for APPC**.

- 10.04 SCTP Report on meeting held on April 11, 2002 (01-APPC-05-37)  
No items requiring APPC approval.

- 10.05 Proposed program revisions - Faculty of Education

Associate Dean (Academic) Mary Maguire and Professor Cathrine Le Maistre, chair of the Undergraduate Programs Revision Committee, presented the three program revisions proposed by the Faculty of Education. CAPFE (Comité d'agrément des programmes de formation à l'enseignement) has required that McGill University change its programs in the way the Faculty is now proposing to change them. Though the Faculty would of its own volition have restructured its teacher-training programs, it might not have done it as fast had it not been for the pressure of having to meet MEQ norms and requirements. The proposals, considered by SCTP on April 25, had to be submitted to CAPFE in the first week of June, hence their early submission to APPC, so as to be included in APPC's Report for the meeting of Senate on May 15, 2002.

a) B. Ed. Kindergarten and Elementary (01-APPC-05-41)

Revisions to this teacher education program have been prompted by major changes in the organization, delivery and content of the elementary school curriculum and influenced by consultations with colleagues in the school milieu. The list of new courses and side-by-side comparison, giving an overview of the program and major changes, were considered. The required courses in Elementary school Mathematics and Elementary School Science were noted. The course titles "Science Teaching" and "Teaching of Science" were explained by the fact that the old course will still have students and until the course can be retired a slightly different name had to be used to distinguish the new course. It was noted that the Faculty was capitalizing on new hires, that the adequacy of library resources had been checked, and that in all, there was no need for extra resources. **Approved.**

b) B. Ed. Teaching English as a Second Language (01-APPC-05-42)  
**Approved.**

c) B. Ed. Secondary (01-APPC-05-43)

Two aspects of the MEQ's new requirements are 1) that students will be admitted to a limited number of teaching profiles (generally one subject area, rather than a pair of subjects), and 2) that religious studies are no longer a teaching option except as part of the Social Sciences teaching profile. Students can however take an optional subject area and thus meet schools' preference for more versatile teachers. It was noted that the Field Experience courses are professional seminars allowing students to debrief after their practicum. The "Second Field Experience" indicates a change from the course "Second-Year Field Experience". The course on inclusive education is now a compulsory course and more substantial in content. **Approved.**

- 10.06 Proposed graduate programs and options

a) M.A.; Culture and Values in Education; Non-Thesis – Jewish Education  
SCTP – minutes of meeting held on November 1, 2001 (01-APPC-05-38)

Professor Crago presented background information. When the proposal was submitted a year earlier, it was stopped at the Faculty of Graduate Studies and Research and has since progressed slowly through the committees. McGill would now offer two ways for becoming a teacher of Jewish studies in Jewish educational settings: the four-year B.Ed. and the 45-credit M.A. As Quebec excludes religion from education programs, certification of teachers for Jewish schools is provided by a licensing board in the U.S. The M.A. option, proposed as a non-thesis Jewish Education option in the M.A. Culture and Values, is seen as an ingenious route. It is unclear whether the B.Ed route for teaching Jewish and general

studies will in future be dropped or maintained. One of the concerns is that only one professor, Professor Eric Caplan, is directly involved in the proposed program. A private donation will support the cost of the new courses (no more than three will be given per year). The Dean of the Faculty of Religious Studies Barry Levy is also involved in teaching. As very few people are involved in this program, the concern was whether students would get good guidance and adequate supervision. The Faculty of Education has addressed the question and placed the program in the Department of Integrated Studies in Education.

Professor Eric Caplan joined the meeting. He explained that the program has been offered at the bachelor's level since 1973, as a four-year B.Ed. program leading to certification to teach Jewish and general studies either at the kindergarten and elementary level or at the high school level. As these programs were not included among the exit profiles listed in the MEQ document *La formation à l'enseignement : les orientations, les compétences professionnelles* (MEQ, 2001-001-1152) (Teacher Training: Orientations, Professional Competencies", the University has presented two options to the MEQ for consideration: creation of a 120-credit specialization program and the possibility to offer a minor within the revised Kindergarten/Elementary B.Ed. degree. The University is awaiting the MEQ's response. In the mean time, the Faculty is proposing to offer this third avenue for University graduates who are not interested in doing a second bachelor's program, in particular candidates from the U.S. where future teachers usually complete an undergraduate degree in the subject area they desire to teach and receive their teacher education at the master's level. Rather than proposing a new degree, the Faculty of Education opted to use an existing degree, the M.A. in Culture and Values in Education. The Special Project has been replaced by an internship consisting of 500 hours of supervised field work in a Jewish school or education institution. The program comprises extensive field experience, solid training in pedagogy (special needs students in particular) and special courses in Judaica. Certification will not be granted by the Quebec government but by The National Board of License for Teachers and Principals of Jewish Schools in North America. School principals are excited about this degree and at the prospect of having teachers properly trained.

In the discussion which ensued the question of difference in pedagogical training was raised. It was noted that the majority of teachers were trained in this particular paragon (bachelor's degree in an academic subject followed by a shorter teacher training program) before the Quebec Ministry of Education imposed a shift to the four-year B.Ed. degree. The proposed new education option within the M.A. degree is a direction that the Faculty of Education would like to move into as it has the advantage of meeting international student demand; the Faculty of Education would like to have both types of programs. Unlike the M.Ed, the M.A. allows the development of more creative programs. This program however could not have been considered without a generous financial endowment. The funds allow for the offering of B.A. and M.A. level courses. Courses are offered every two years. It is unclear how many M.A. level students will be drawn. The largest program, at York University, attracts 45 students in a city with a much larger Jewish population than Montreal (175 000 in Toronto as opposed to 101 000 in Montreal). It was suggested that though the program has growth potential it may be limited by teaching resources. Dr. Caplan teaches three courses, the Dean of the Faculty of Religious Studies teaches one, and two courses are taught by externals. The Committee was concerned about meeting obligations to students and students' teaching and supervision needs. Asked about the effect of sabbaticals on teaching commitments, Dr. Caplan stated that someone from the community with the required expertise normally takes over and that obligations to students are taken seriously. Solutions will be found that will be good for the students; students are well served by being taught from the field as well as from the University.

The question as to whether this program could be viewed as a precedent and whether all religions should be treated equally was raised. It was replied that on the one hand the MEQ chose to retire all religious education programs and allow for no religion to be taught in school but for the moral education option under History and Citizenship. On the other hand, students might be interested in a cultural and religious orientation, and each request has to be considered carefully. The point has been made to the MEQ that Jewish studies "is a broad and diversified field of study that includes three dialects of Hebrew, Bible, religious thought, Jewish history, philosophy, religious practices, holiday observances, family life and many other areas"; Judaism is broader than religion and there is much that is not centered on theology.

The Chair thanked Associate Dean Mary Maguire and Dr. Eric Caplan. The Committee continued its discussion, particularly on the model proposed for providing initial teacher training and the precedent it might create for the Faculty to develop such M.A. program options for all sorts of other fields for non-Quebec students who do not need certification from Quebec. It was suggested that McGill may choose to reflect on where it stands with respect to training teachers. It was noted that the proposed program was in keeping with teacher training programs elsewhere (adding pedagogical training to a bachelor's degree in the subject to be taught) and that the Faculty had done its best in proposing a program that met the needs of a particular clientele. Aware that the intention was to offer the proposed program option in September 2002, the Committee concluded that it should give the program proposers a chance while not putting the

University in jeopardy.

**Approved for submission to Senate.**

b) M.Sc. in Kinesiology and Physical Education (45 cr.)

c) M.Sc. in Kinesiology and Physical Education; non-Thesis (45 cr.) (01-APPC-05-39)

Professor Hélène Perrault joined the meeting and presented the proposals which are break-outs from the existing M.A. rather than completely new programs. They are intended to reflect the evolution of the field. The M.Sc. degree will be more appropriate than the M.A. for attracting graduate students who will focus on Exercise Physiology and Biomechanics and for them to apply for funding through NSERC. A question was raised regarding the courses that students would be taking as complementary credits in the M.Sc. thesis proposal. It was noted that within the complementary course component, as is currently the case, students were to take at least 9 credits of course work selected in consultation with the advisor. That statement, originally included on the proposal forms got lost in the revised proposal forms and should be re-inserted in the description.

**Approved for submission to Senate.**

- 10.07 Formalization of relationship with the Centre de Recherches Mathématiques - the CRM and McGill (01-APPC-05-40)

Professor Jacques Hurtubise joined the meeting. He explained that members of the Montreal mathematics community have been working together, that the CRM has been an important part of this, and that the proposal now before APPC was partly to recognize a state of fact. The initiative was also being driven by an opportunity to seek more funding for bigger centres from FCAR. The CRM has a large infrastructure and a large budget. It also has a fully developed management structure, including a board and an international scientific advisory panel. There is general agreement that there should be representation on the Board concomitant with university contributions (staff and material). Last year the CRM statutes were changed to allow staff of other universities to join as members.

In the discussion it was not clear what the CRM's relation to McGill would be (the CRM is defined as a centre of the Université de Montréal), whether the Centre by-laws would have to be rewritten, and how the proposal should be presented to Senate. Was a university centre being officially transformed into an inter-university structure? What would the official status be? Furthermore, no formal, official invitation from the Université de Montréal had been received, and this was clearly required. The time constraint for making the institutional partnership official before an application for FCAR funding was noted. It was suggested that McGill could not join a centre that does not exist as an inter-university centre.

The Chair suggested that it be **moved that McGill express its willingness to become an institutional partner of the CRM as a multi-university research centre in the mathematical sciences, upon invitation from the Université de Montréal. If an invitation were received before submission to Senate, then the condition could be removed. The motion was voted upon and carried.**

- 10.08 Other business  
None.

The meeting adjourned at 5:45 p.m.