

---

Minutes of the meeting of the **Academic Policy and Planning Committee** held on Thursday 17th March 2005 from 3:00 to 5:00 p.m. in the Arts Council Room (Room 160, Arts Building)

Present: M. Crago (chairing), B. Arciero, J. Beheshti, A. Bryan, W. Caplin, V. Errunza, J. Galbraith, W. Hendershot, P. Holland, J.C. Hurtubise, A. Kenjeev, S. McDougall, M. Mendelson, M. Nahon, J. Schmidt, H.M.C. Richard (Secretary to the Committee)  
Regrets: L. Butler-Kisber, J. Feine, D. Fraser, A. Husain, A. Masi, L. Vinet, J. Zucchi  
Guests: M. Dagenais (item 4), A. Saroyan (item 5)

---

**Document circulated at the meeting:**

- 04-APPC-03-52 APPC Working Group on McGill's Grading Policies – proposed terms of reference
- 04-APPC-03-53 Proposed change of name for the Centre for Applied Family Studies

**09.01 Proposed agenda**

Approved with the addition of two items under "Other business": the proposed change of name for the Centre for Applied Family Studies and translation of University degrees.

**09.02. Minutes of meeting held on 3<sup>rd</sup> March 2005**

The minutes were approved.

**09.03 Business arising from minutes of previous meeting**

Item 08.05: as noted in the minutes, the title 'Graduate Diploma in Registered Dietitian Credentialing' was **not** changed to "Post-Graduate Diploma" as that title does not exist at McGill.

**09.04 Comité du suivi sur les programmes (CSP) – CUP follow-up**

- CSP Report #16 Programs in the Dentistry, Pharmacy and Optometry (04-APPC-03-50)  
(Dr Marie Dagenais, Faculty of Dentistry)

Dr Dagenais who represented McGill on the CSP Working Group on Dentistry, Pharmacy and Optometry programs, which held its meetings over the winter of 2003, presented the report.

*Recommendation 1 on research development, training of researchers and interuniversity exchanges:* Dr. Dagenais updated APPC members on developments at McGill's Faculty of Dentistry, regarding hiring and research funding. The report does not correctly reflect McGill's success in recruiting master's students; the difficulty rests with limited resources. Both McGill and Université de Montréal opted not to participate in a joint Ph.D. program proposal with Université Laval; geographical distance and different graduate studies regulations did not facilitate the offering of such a joint program. The Faculty of Dentistry currently has five students enrolled in its *ad hoc* Ph.D. program. Discussions have been held with the Department of Experimental Medicine which might provide an umbrella for the Faculty's Ph.D. students.

*Recommendation 2 on collaboration with other medicine and health science units:* Dr. Dagenais mentioned the Centre for Research on Pain, the Centre for Advanced Bone and Periodontal Research, and a centre on biosensors and biodips being planned. Four professors have joint appointments in Medicine and Dentistry.

*Recommendation 3 re. ongoing training:* Dr. Dagenais stated that the pool of Anglophone dentists that might be interested in a complete continuing education program at McGill is relatively small; course attendance has nevertheless doubled in the past year. A forensic dentistry web-based program has been developed and might be turned into a diploma program; a continuing education course in Orthodontics on CD-ROM has been developed by Dr. Jean-Marc Retrouvey; Université Laval and Université de Montréal will be using a French version of this CD-ROM and the Ordre des dentistes might be interested in it as well. Because of the expansion in that area, the Faculty is looking for a full-time person to administer its continuing education activities.

The Faculty of Dentistry was congratulated on its remarkable evolution in the past ten years, in particular on the way it has networked and integrated its teaching programs and research activities with other Faculties.

#### **09.05 Council for Graduate and Post-doctoral Studies (CGPS) (04-APPC-03-51)**

- M.A. in Educational Psychology; Health Professions Education

(Dr. Alenoush Saroyan, Program Director, Dept of Educational and Counselling Psychology)

In presenting the proposed program, Dr. Saroyan stated that students in health disciplines have been taking courses in Educational Psychology and a demand was expressed for more courses that would lead towards a degree. Interest for collaboration in research has also increased. The proposed option expands the scope of educational psychology into the health professions at a time when medical education units are becoming an integral part of medical schools in North America, making graduates of such programs as the one being proposed, increasingly sought after.

Dr Saroyan explained that the list of required courses in the existing M.A. in Educational Psychology has been increased by two 3-credit courses, one of which, EDPE 600 *Current Topics in Educational Psychology* was a complementary course option, while EDPE 637 *Issues in Health Professions Education* will be a seminar for all students. Three credits of complementary courses are covered by EDPE 639 *Practicum in Health Professions Education* which will offer students with an education background a healthcare reality context. Students from a health professions background will take either EDPH 689 *Teaching and Learning in Higher Education* or EDPE 535 *Instructional Design*. The six credits of “elective courses” will allow students to pursue a particular topic of interest in more depth. Student numbers would be limited to ten in the first year in order to ascertain good coordination for the Practicum. The Faculty of Medicine advises that great care be exercised in selecting students because of interface with patients. The possibility of an interview for admission is being considered.

In the discussion APPC voiced a number of concerns. It was not clear whom the proposed program was intended for and how the program could bring together people with such different backgrounds, educational and medical; the lack of pre-requirements was a concern. Dr Saroyan responded that students who have been taking courses from both disciplines are not that different and professionals of either kind may have different professional backgrounds but are all interested in medical education and research and headed towards doing the same thing. The Centre for Medical Education illustrates this point in that a variety of people work there and graduates of the proposed program would be engaged in similar activities.

Regarding the six credits of elective courses, it was noted that it might be difficult to force students to take certain program-related courses under that appellation. It was proposed and agreed that, if the proposed program were approved, “Elective courses” should be renamed “List C” under Complementary Courses; that category would then be increased to 9 credits. “Relevant courses to be chosen in consultation with the supervisor and program director” was clarified to mean “with their approval”. It was also stated that Educational Psychology students in the program might be able to go on to Ph.D. studies; whether medical students could pursue studies towards a Ph.D. was not sure.

APPC was concerned about the lack of stated prerequisites. In response to a question as to whether there is a standard undergraduate degree which forms the basis for access to Educational Psychology, it was stated that most students in Educational Psychology have a Psychology background, although some students have been admitted with an Education background or other backgrounds and are asked to take make-up courses. Across all of the Educational Psychology programs, the selectivity rate is 10% in a pool of 300 applicants. APPC was concerned about the admissions process for students from different backgrounds wishing to take the proposed program.

Rather than creating a new concentration, APPC felt that the objectives of the program could be met by a *stream* in the existing option and by establishing appropriate pre-requisites for the practicum courses. **The proposed program was therefore not approved for submission to Senate.**

#### **09.06 Research Policy Committee**

- Revised Research Centre Regulations, March 2005 (04-APPC-03-49)

Interim Vice-Principal (Research) Jacques Hurtubise presented the revisions made to the text of the Research Centre Regulations which were approved by APPC on 4<sup>th</sup> November, and considered and referred back by Senate on November 17, 2004. Dr. Hurtubise stated that McGill’s current guidelines (1995) have

focused on the formation of research centres but not on their review and closure. The new regulations propose a mechanism to review research centres every five years. As entities attached to Faculties, research centres should be part of the planning strategies of one or several Faculties. Governance by a board, the naming of the director with a time limit of the director's term so that no centre may be one person's fiefdom, are other points covered by the new regulations. The "minimal" set of by-laws have now been renamed "sample" set of by-laws: each centre can formulate its own by-laws. The revised document, prepared in consultation with the Deans and MAUT separates sections more clearly.

In the discussion the following revisions were suggested and agreed to:

- the new regulations should appear first in the document that is presented to Senate.
- point 7 on page 8 should read: "A Research Centre that seeks formal recognition by McGill must first obtain approval from the faculties most concerned, and then from the Research Policy Committee, the Academic Policy and Planning committee ~~and, finally, Senate, and, finally, the Board of Governors.~~"
- the end of item 3 on page 7 was revised to read: "... A Director is normally appointed for a term of two to five years, and can serve at most ~~two consecutive terms~~ ten years."
- the Regulations should on page 8 include an item stating that "A Research Centre must have bylaws, which must address at least the following issues: physical location, faculty or faculties to which the Research Centre reports, management, membership of the board, procedures for election to the board, meetings of the board, appointment of the director, annual report, categories of membership, election of members, resource allocation, and budget."
- items 8 and 9 of the Sample set of By-laws were restructured to include the requirement that the Board meet at least once a year as background for the possibility of an Extraordinary Meeting.

It was agreed that the Research Centre Regulations should be revised in light of the comments made by APPC. **The revised version will be submitted to Senate for approval** (370<sup>th</sup> APPC Report to Senate, April 13, 2005 meeting of Senate).

#### **09.07 Proposed Working Group on McGill's Grading Policies – terms of reference (04-APPC-03-52)**

A proposal for the mandate and composition of the APPC Working Group on McGill's Grading Policies was discussed. In addition to the A+ grade, the group would consider several grading issues that need to be addressed. It was suggested and agreed that in addition to the A+ grade, the preamble should raise the following issues:

- overall grade distribution,
- coherence with the European Credit Transfer System (ECTS);
- inconsistencies among faculties, grading on a University-wide level;
- whether the University should adopt letter grades or number grades, given that the Banner system is able to take one but not both.

In order to reconcile disciplinary differences on grading at the Working Group level, it should be stated that "In consultation with all faculties, the Working Group will address those various issues."

The proposed composition of the Working Group was also discussed. The following were suggested and agreed that the Working Group should include the following:

- the Provost or delegate as chair;
- a representative of the Subcommittee on Teaching and Learning (SCTL) who could be the Director of Teaching and Learning Services;
- three associate deans responsible for academic or student affairs: one from the Faculty of Arts, one from the Faculty of Science and one from other Faculties;
- two undergraduate students with different disciplinary orientations;
- one graduate student.

Framework: the Working Group should report to APPC semi-annually.

#### **09.08 Other business**

- a) Proposed change of name for the Centre for Applied Family Studies to Centre for Research on Children and Families (04-APPC-03-53)

Given time constraints, this item was postponed to the next meeting. It was also noted that more information was required.

## b) Translation of McGill degree names

Associate Provost Martha Crago reported that Interim Secretary General William Foster had notified the Chair of APPC that *“The Secretariat is receiving a growing number of requests from students for “official” translations of the name of their degree, diploma, certificate, etc. This translation is usually from the Latin or English into French or English as the case requires and is required to satisfy the demands of “foreign” educational/licensing/ governmental authorities. It is important that we have translations that have official approval and which are known to all academic units. It would seem that the task of approving such translations would fall within the terms of reference of APPC and Senate.”*

It was stated that more information would be gathered on the scope of the task at hand.

*(Note: Only the official degrees, diplomas, certificates, etc require translation, ie. the degree title stated on the parchment that graduates receive at convocation. Titles in Latin will be translated to English and French, and those that are in English will be translated into French. A list of the translated degree titles will be provided to APPC.)*

The meeting adjourned at 5:05 p.m.

*Helen M.C. Richard 2005-03-24*