

Minutes of a meeting of the APPC Subcommittee on Courses and Teaching Programs (SCTP) held **Thursday, November 14, 2002** at 3:00 p.m. in Room 609 of the James Administration Building.

PRESENT: Jim Brawer, Vivian Choy, Martha Crago (Chair), Jane Everett, William Hendershot, Cindy Smith (Secretary), Alison Thorne

REGRETS: Sam Drury, Joan Russell

GUEST: Professor John Galaty, Faculty of Arts

04.01 The Agenda was approved with the following addition:

- Under Business Arising – Report from the Faculty of Engineering [02-SCTP-10-06].

04.02 The Minutes of the meeting of October 31, 2002 were approved with the following additions:

- Item 03.06, Faculty of Education, page 3, B.Ed. in Music – add to Professional Component section: “EDEA 406 deleted from list of Required Courses”;
- Item 03.06, Faculty of Education, page 4, Concurrent B.Ed. in Music/B.Mus. in Music Education – add to Professional Component section: “EDEA 406 deleted from list of Required Courses”.

04.03 **BUSINESS ARISING**

(a) Field Study Semester Definition

The committee reviewed the following proposed definition developed by Dr. Crago with SCTP’s input:

“A field study semester is a structured set of courses (no less than 12 credits), specifically identified as a field study semester, to be taken in an on- or off-campus location that involves interaction with a particular social, cultural and/or physical environment. The credits of the courses in a field semester may be used to satisfy requirements of an academic program. (E.g., Bay of Fundy Field Semester, FAES Summer Field Semester, Panama Field Semester, African Field Semester, Barbados Field Study Semester [in preparation]”

It was noted that “no less than 12 credits” was added to ensure full-time student status. Professor Hendershot commented that this did not apply to the summer session and suggested that it be removed, to which the committee agreed. It was also agreed to add to the list of examples “Barbados Field Semester (in preparation)”, as this will be submitted to SCTP in the near future for approval.

The following revised definition will be recommended to APPC for approval:

“A field study semester is a structured set of courses, specifically identified as a field study semester, to be taken in an on- or off-campus location that involves interaction with a particular social, cultural and/or physical environment. The credits of the courses in a field semester may be used to satisfy requirements of an academic program.”

(b) Report from the Faculty of Engineering [02-SCTP-10-06]

School of Urban Planning

URBP 506 Environmental Policy and Planning (3 cr.)

Consultations for this new course were reviewed. Most had no objections except for the Department of Geography, which felt there was some overlap with a few of their courses. Following further discussion, SCTP felt the description should be revised to specify the content of this course concentrated on urban environmental problems.

SCTP's requested change:

- revise description as follows: “Analytical ... and addressing urban environmental problems in ...”

SCTP requested:

- e-mail response, and revised description, to SCTP Secretary [cindy.smith@mcgill.ca] who will revise proposal

For expedited approval by SCTP Chair

04.04 **FACULTY OF SCIENCE** – 02-SCTP-10-11

Review of this report was deferred from the October 31, 2002 meeting.

Department of Geography; Administered by the Faculties of Agricultural and Environmental Sciences, Arts, and Science

African Field Study Semester (15 cr.)

This field study semester consists of 6 credits of Required Courses and 9 credits of Complementary Courses. It provides one term of integrated field study in East Africa, consisting of five courses, which emphasizes environmental conservation.

Professor Galaty joined the meeting to participate in the discussion of this proposal and respond to the committee's questions. He explained that a consortium of Canadian universities is involved with Langara College

to teach these courses in Africa. As it is difficult for McGill professors to be away from the campus for an entire semester, courses are condensed into 3 weeks. McGill professors are responsible for providing the core of the program, but students pay fees to Langara College and register through them; Langara then transfers students' credits to McGill. In response to Dr. Crago's query, Professor Galaty responded that McGill professors are preparing to be responsible for McGill's courses if Langara decides in the future to discontinue their involvement.

At the moment, Langara administers the many experienced people in Africa who plan safaris and provide food for the students. McGill people responsible for this field study semester are prepared to hire an administrator if Langara discontinues involvement. It would probably not be more costly to McGill, as many aspects could be covered by in-house staff (i.e., a medical doctor teaching at McGill who volunteers his/her time). Also, McGill would limit enrolment to 25 students, have a residence facility for students, and arrange three 4-week periods (so that not all professors have to attend each period); this would be convenient for professors involved in multiple study semesters because courses in the study semester are offered in alternating years. Professor Galaty commented that as of November 2002, there are approximately 25 McGill students interested in registering for the courses in January 2003, and five McGill professors are prepared to teach their courses. One of the advantages of Langara's continued involvement is students from across Canada attend and this provides intermingling of McGill students with students from other universities. A disadvantage is that there is a large amount of students.

In response to a query from Dr. Crago, Professor Galaty indicated that minimally it would take 12-13 students to make the study semester functional and would prefer to limit enrolment to a maximum of 25. He indicated that the cost to students is approximately \$12,000 and at this time there is no McGill financial aid for students. If McGill became responsible for this study semester, potential internal scholarships could be developed. Dr.

Crago commented that the Québec government has mobilization financing available to Québec-resident students for off-site programs. This amounts to approximately \$1,000/month. More information may be obtained from the Student Exchange Office at McGill.

Professor Hendershot had the following concerns about the concept of a study semester:

- How can the quality be judged (i.e., what makes a study semester an excellent educational opportunity)?

- How will departments and the University cover the professors' absence for a semester (i.e., compensation for course load, committee work, supervision of graduate students)?
- What are the benefits to students and to the University?
- What are the risks to professors and students (e.g., physical, health, safety)?

Professor Galaty responded that computers aid professors' communication with their graduate students. As for committee work, there are many capable academics that would be able to temporarily replace absent professors and then field study professors could do more intensive committee work when on campus. As for security, he replied that the campsite areas are pre-screened, guards are on site, professors and students are made aware of potential risks and are informed of appropriate vaccinations/medication required, a medical doctor travels with the group, and due diligence is always taken. Professor Galaty recalled one incident that occurred over the past 5 years, which involved someone slitting a tent, breaking in, and stealing a purse. Physical harm came to one participant who decided to remain in the area after the completion of the courses and broke a leg.

Dr. Crago queried who is responsible in Africa to provide continuity when McGill staff has returned to Montreal. Professor Galaty indicated that Langara College has a director stationed in Africa. He commented that McGill is prepared to hire an administrator if needed.

Professor Brawer queried if those responsible at McGill researched any literature available on field study semesters. Dr. Crago commented that research she has seen on intensive learning indicated that it is less effective than learning over a longer period of time. Professor Galaty responded that he hadn't seen any literature on this topic, but speaking from experience he recognized the fact that the study semester works best for students who have appropriate background preparation in the relevant fields of study. This form of learning is beneficial to students because they can interact with locals, the subject comes alive, more interaction with the professors, and many students say this has been their best learning experience. Students in the African Field Study Semester work very hard in regards to reading assignments, field excursions, and lectures.

Ms. Thorne and Dr. Crago commented that the University may want to consider the issue of creating two-tiered education with learning structures like field semesters that are available only to students who can afford to pay.

Following further discussion, the committee approved the African Field Study Semester and it will be reported to APPC for discussion. SCTP would like to advise APPC of the following concerns with this particular proposal:

- need to reevaluate this field semester and its financing if Langara College discontinues involvement.

In addition, SCTP suggests to APPC that a review/discussion of the following aspects of field semesters be undertaken:

- the need for criteria for field semesters;
- the issue of whether field semesters should exist in other sectorial areas (the present ones are all in the environmental areas). Should the French Department, for example, run a field semester in Paris? Is the Italian Summer School in Florence becoming a field semester?
- the need for guidelines and criteria to be developed for chairs of departments, which would address a professor's participation;
- an evaluation of pedagogical worth of program;
- an evaluation of the financial implications of field semesters for students.

Department of Biology
BIOL 328 Biological Diversity in Africa (3 cr.)

SCTP's suggested changes:

- prerequisite should be listed in Banner subject code [example, BIOL 205]

- delete from prerequisite “or equivalent”
 - revise description to read: “Biological diversity ... by the instructor, using field setting in ...”
- New course approved with these changes; SCTP Secretary will revise proposal

Faculty of Agricultural and Environmental Sciences, Department of Natural Resource Sciences
NRSC 300 Natural History of East Africa (3 cr.)

SCTP’s suggested change:

- remove first sentence from description and revise so that it reads: “Introduction ... A science context ...”
- New course approved with these changes; SCTP Secretary will revise proposal

04.05 **FACULTY OF ARTS** – 02-SCTP-11-13

Department of Art History and Communication Studies
ARTH 300 Canadian Art to 1914 (3 cr.)

SCTP requested:

- confirmation that all books listed in the bibliography are available at the McGill libraries; response to be forwarded to SCTP Secretary [cindy.smith@mcgill.ca]

SCTP’s suggested change:

- revise description to read: “Canadian art ... pre-contact period through the colonial ...”; committee felt that art of the First Nations should not be considered objects

New course approved with this change; SCTP Secretary will revise proposal

Catholic Studies Program
CATH 325 The Religious Sense (3 cr.)

SCTP’s suggested change:

- revise description to read: “An ... freedom and responsibility, using literature ...”

New course approved with this change; SCTP Secretary will revise proposal

Department of Italian Studies
ITAL 309 Perspectives on Italy (3 cr.)

SCTP’s suggested change:

- revise description to remove specific topics, as this is material for the course syllabus, and location of the course, as this can be indicated in the Calendar

SCTP requested:

- clarification why not a 200-level course; *Secretary’s note:* SCTP Chair received clarification from Professor Enrica Quaroni that 200-level courses in the Department of Italian Studies are language courses and all courses taught in English are at the 300 level or above
- who will teach course; *Secretary’s note:* SCTP Chair received confirmation that a McGill professor will teach the course and that it will only be taught in Florence
- has the Department considered offering a Florence Field Study Semester?
- responses to be forwarded to SCTP Secretary [cindy.smith@mcgill.ca]

New course approved by SCTP Chair on behalf of the committee

04.06 **OTHER BUSINESS**

Minor Changes

The Secretary reported the following minor changes from the Faculties of Arts, Education, and Management, which were approved. These minor changes will be reported to APPC (and Graduate Studies, if graduate level) for information only.

Faculty of Arts

Department of Italian Studies

B.A.; Major Concentration in Italian Studies (36 cr.)

Program revisions:

- course ENGL 447 added to list of Complementary Courses, Group D
- Complementary Courses, Group B ITAL 320 and ITAL 380 titles changed;

B.A.; Major Concentration in Italian Language & Literature (36 cr.)

Program revisions:

- course ENGL 447 added to list of Complementary Courses, Group D
- Complementary Courses, Group B ITAL 320 and ITAL 380 titles changed;

B.A.; Honours in Italian Studies (54 cr.)

Program revisions:

- course ENGL 447 added to list of Complementary Courses, Group D
- Complementary Courses, Group B ITAL 320 and ITAL 380 titles changed;

B.A.; Joint Honours - Italian Studies Component (36 cr.)

Program revisions:

- course ENGL 447 added to list of Complementary Courses, Group D
- Complementary Courses, Group B ITAL 320 and ITAL 380 titles changed;

B.A.; Minor Concentration in Italian Civilization (18 cr.)

Program revisions:

- course ENGL 447 added to list of Complementary Courses, Group D
- Complementary Courses, Group B ITAL 320 and ITAL 380 titles changed;

B.A.; Minor Concentration in Italian Studies (18 cr.)

Program revisions:

- Complementary Courses, Group B ITAL 320 and ITAL 380 titles changed;

ITAL 232 The Italian Short Story (3 cr.) – retirement;

ITAL 320 Manzoni: Novel and Nationhood (3 cr.) - title, description;

SCTP's suggested change:

- delete last sentence in proposed description, as this is information for course syllabus
- ITAL 379 Italy and European Romanticism (3 cr.) – retirement;
- ITAL 380 Verga: The Illusion of Reality (3 cr.) – title; description.

Department of English/Comparative Literature

The following courses are reported for retirement:

- 102-610D Pro-Seminar:Comp Literature (6 cr.)
- 102-614A Studies in Comp.Lit.Theory 1 (3 cr.)
- 102-615B Studies in Comp.Lit.Theory 2 (3 cr.)
- 102-620A Studies in Narrative 1 (3 cr.)
- 102-621B Studies in Narrative 2 (3 cr.)
- 102-630A,B Studies in Dramaturgy 1 (3 cr.)
- 102-631B Studies in Dramaturgy 2 (3 cr.)
- 102-640A,B Sociology of Literature 1 (3 cr.)
- 102-641B Sociology of Literature 2 (3 cr.)
- 102-650A Studies in Genre Theory 1 (3 cr.)
- 102-651B Studies in Genre Theory 2 (3 cr.)
- 102-661A,B Spec Topics in Lit Theory 1 (3 cr.)
- 102-662B Spec Topics in Lit Theory 2 (3 cr.)
- 102-664A,B Spec Topics in Comp Literature 1 (3 cr.)
- 102-665B Spec Topics in Comp Lit 2 (3 cr.)
- 102-682A,B,L Individual Tutorial (3 cr.)

102-684B Tutorial (3 cr.)
102-690A,B,C,D Research Methods & Methodology (6 cr.)
102-697A,B,C,D,N Thesis Research 1 (6 cr.)
102-698A,B,C,D,N Thesis Research 2 (6 cr.)
102-699A,B,C,D,N Thesis Research 3 (12 cr.)
102-702D Comprehensive Exam – Part 1 (0 cr.)
102-703A,B,D Comprehensive Exam – Part 2 (0 cr.)
102-704B,C,D Comprehensive Exam – Part 3 (0 cr.)

Faculty of Education

These revisions are to reverse what the Department revised in September 2002, as the revisions approved by SCTP

September 19, 2002 resulted in a shortage of credits for students in the existing B.Ed.; Teaching French as Second Language.

Department of Integrated Studies in Education

B.Ed. in Teaching French as a Second Language (120 cr.)

Program revisions:

- Academic Components Required Course EDSL 343 replaced by EDSL 341
- Pedagogy Required Courses: EDSL 445 replaced by EDSL 444; EDSL 473 replaced by EDSL 472; EDSL 403 replaced by EDSL 402
- Pedagogical Support Courses: EDSL 313 replaced by EDSL 301; EDSL 348 replaced by EDSL 345
- Professional Components, Professional Seminars Required Courses: EDSL 320 replaced by EDSL 319; EDSL 420 replaced by EDSL 419;

B.Ed.; Joint-Inter University Program; Français langue seconde [with Université de Montréal] (120 cr.)

Program revisions:

- Professional Components, Professional Seminars Required Course EDSL 319 replaced by EDSL 320; EDSL 419 replaced by EDSL 420;

EDSL 301 Étude de la langue (3 cr.) – prerequisite, term;

EDSL 313 EP-Étude de la langue (3 cr.) – retirement;

EDSL 319 Séminaire professionnel 3 (3 cr.) – prerequisite, corequisite, credit weight increase from 1 to 3 cr., retire

after June 2007;

EDSL 320 3 Séminaire professionnel (1 cr.) – title, prerequisite, corequisite, credit weight decrease from 3 to 1 cr.;

SCTP's suggested change:

- revise title to read: “Séminaire 3 professionnel”

EDSL 343 EP-Littérature jeunesse en FLS (3 cr.) – retirement;

EDSL 345 Enseignement du FLS-immersion (3 cr.) – prerequisite, corequisite;

EDSL 348 EP-Enseigne du FLS-immersion (3 cr.) – retirement;

EDSL 402 Évaluation en FLS (3 cr.) – prerequisite;

EDSL 403 EP-Évaluation en FLS (3 cr.) – retirement;

EDSL 419 Séminaire professionnel 4 (3 cr.) – prerequisite, credit increase from 2 to 3 cr., retirement after June 2007;

EDSL 420 4 Séminaire professionnel (2 cr.) – title, prerequisite, corequisite, credit decrease from 3 to 2 cr., term;

SCTP's suggested change:

- revise title to read: “Séminaire 4 professionnel”

EDSL 444 Lab d'enseignement en FLS (3 cr.) – prerequisite, corequisite;

EDSL 445 EP-Lab d'enseignement en FLS (3 cr.) – retirement;

EDSL 472 Enseignement du FLS-secondaire (3 cr.) – prerequisite, corequisite, term;

EDSL 473 EP-Enseigne du FLS-secondaire (3 cr.) – retirement;
EDFE 261 Stage d'assistanat-2e année (3 cr.) – hrs/wk and number of days accurately indicated.

Faculty of Management

ORGB 321 Leadership (3 cr.) – description.

SCTP's suggested change:

- revise proposed description to read: “Leadership theories ... skills”; delete last sentence that lists topics, as this is information that should be added to course syllabus

The meeting ended at 4:55 pm.