



442nd REPORT OF THE ACADEMIC POLICY COMMITTEE TO SENATE
on APC meeting held on 8th and 22nd November 2012

I. TO BE APPROVED BY SENATE

(A) NEW TEACHING PROGRAMS REQUIRING SENATE APPROVAL (approvals of new minors and options added to existing programs and major revisions to programs are reported in Section IV.A.1.a. for information)

School of Continuing Studies - *Appendix A*

Certificate of Proficiency in Written English – Workplace Communication (48 CEUs)
Certificate of Proficiency in Written French – Workplace Communication (48 CEUs)

At a meeting on 8th November 2012, APC reviewed a proposal from the School of Continuing Studies for the creation of two certificate programs, the Certificate of Proficiency in Written English – Workplace Communication (48 CEUs) and the Certificate of Proficiency in Written French - Workplace Communication (48 CEUs). They would be the first programs to be offered totally online by the Language and Intercultural Communication Department of the School of Continuing Studies. The programs are intended for students already active in the workplace, but in need of more proficiency in Written English or French. The need for the programs was confirmed by the results of two surveys (700 responses). Such certificates are considered to be an added value for attaining personal goals of gaining language effectiveness in the workplace. The programs will seek to draw as many international students as possible. The first two courses that were approved in spring 2012, and were advertised only through the School's web page, attracted a great number of inquiries worldwide. Submission to CREPUQ's *Commission d'évaluation des projets de programmes (CEP)* and to the Ministry of Higher Education, Research, Science and Technology (MHERST) for evaluation and approval is not required.

APC therefore recommends that Senate approve the following resolution:

Be it resolved that Senate approve the proposed Certificate of Proficiency in Written English – Workplace Communication and Certificate of Proficiency in Written French – Workplace Communication.

(B) ACADEMIC PERFORMANCE ISSUES / POLICIES / GOVERNANCE/AWARDS

Revisions to the McGill Policy on Ethical Conduct of Research Involving Human Subjects

At meetings on 4th October and 8th November 2012, APC reviewed revisions to the McGill *Policy on Ethical Conduct of Research Involving Human Subjects* submitted by the Research Advisory Council (RAC), which approved them on 18th July 2012. APC approved the proposed revisions and so recommends them to Senate for approval.

The revisions are presented to Senate as a separate agenda item for approval and further recommendation to the Board of Governors.

(C) CREATION OF NEW UNITS / NAME CHANGES / REPORTING CHANGES - Appendix B

Proposed name change for the Centre for Research on Language, Mind and Brain

At a meeting on 22nd November 2012, APC reviewed a proposal to change the name of the Centre for Research on Language, Mind and Brain to Centre for Research on Brain, Language and Music, in order to reflect an expansion in the Centre's field of research and membership. The proposed name change was approved by the Research Advisory Council (RAC) on 20th June 2012.

Be it resolved that Senate approve the proposed name change for the Centre for Research on Language, Mind and Brain (CRLMB) / Centre de recherche sur le langage, le mental et le cerveau to Centre for Research on Brain, Language and Music (CRBLM) / Centre de recherche sur le cerveau, le langage et la musique (CRCLM) and so recommend to the Board of Governors.

(D) CHANGES IN DEGREE DESIGNATION – none

II. TO BE ENDORSED BY SENATE / PRESENTED TO SENATE FOR DISCUSSION

Annual Report on Student Exchanges – Appendix C

At a meeting on 22nd November 2012, APC reviewed the Annual Report on Student Exchanges, which is hereby submitted to Senate for discussion.

III. APPROVED BY APC IN THE NAME OF SENATE

(A) DEFINITIONS – none

(B) STUDENT EXCHANGE PARTNERSHIPS / CONTRACTS / INTERUNIVERSITY PARTNERSHIPS – none

(C) OTHER

By-Laws of the Paul-André Crépeau Centre for Private and Comparative Law

At a meeting on 8th November 2012, APC reviewed and approved revisions to the By-Laws of the Paul-André Crépeau Centre for Private and Comparative Law. The Centre, founded in 1975, was approved as a McGill research centre in February 1988. The Centre was renamed (name change effective March 2012), following the death in July 2011 of its founding director, Professor Crépeau. The revisions to the By-Laws consisted in removing the former name, the Quebec Research Centre of Private and Comparative Law, and inserting the Centre's official new name.

IV. FOR THE INFORMATION OF SENATE

A) APPROVAL OF COURSES AND TEACHING PROGRAMS

1. Programs

a) APC approvals (new options/concentrations and major revisions to existing programs)

- i. New concentrations/options within existing programs -*none*
- ii. Major revisions of existing programs - *none*

- b) APC Subcommittee on Courses and Teaching Programs (SCTP) approvals (Summary reports: <http://www.mcgill.ca/sctp/documents/>)

i. Moderate and minor program revisions

Faculty of Agricultural and Environmental Sciences

Approved by SCTP on 18th October 2012:

- B.Sc.(Ag.Env.Sc.); Ecological Agriculture; Specialization (24 cr.)
- B.Sc. (Nutr.Sc.); Nutrition; Global Nutrition; Major (90 cr.)

Faculty of Education

Approved by SCTP on 18th October 2012:

- B.Ed.; Physical and Health Education (120 cr.)
- B.Ed.; Secondary English (120 cr.)
- B.Ed.; Secondary Mathematics (120 cr.)
- B.Ed.; Secondary Social Sciences – History and Citizenship, Ethics (120 cr.)
- B.Ed.; Secondary Social Sciences – History and Citizenship, Geography (120 cr.)
- B.Ed.; Kindergarten and Elementary education; First Nations and Inuit Studies (120 cr.)
- B.Ed.; Kindergarten and Elementary; Jewish Studies (120 cr.)
- B.Ed.; Kindergarten and Elementary Education (120 cr.)
- B.Ed.; Kindergarten and Elementary Education; Pédagogie de l’immersion française (120 cr.)
- B.Ed.; Secondary Science and Technology; Major (120 cr.)
- Ph.D.; Educational Studies; Language Acquisition

ii. Program retirements - *none*

2. Courses

a) New Courses:

Approved by SCTP on 18th October 2012:15

Faculty of Agricultural and Environmental Sciences: 3

School of Continuing Studies: 10

Desautels Faculty of Management: 1

Faculty of Science: 1

b) Course Revisions:

Approved by SCTP on 18th October 2012:8

Faculty of Agricultural and Environmental Sciences: 2

Faculty of Arts: 4

School of Continuing Studies: 2

c) Course retirements:

Approved by SCTP on 18th October: 12

Faculty of Arts: 2

Faculty of Education: 10

(B) OTHER

Courses without descriptions: Many older courses, especially certain types (e.g., thesis courses and reading/research/project courses), do not have descriptions. In January 2012, APC approved a requirement that all courses have a description, and at its meeting on 8th November 2012, APC approved an implementation process that minimizes the work required of faculties. Proposed course descriptions have been distributed to faculties for verification and possible revision.



McGill

12-APC-11-21

New Program/Major or Minor/Concentration Proposal Form

(07/2004)

<p>1.0 Degree Title Please specify the two degrees for concurrent degree programs</p> <p>Certificate</p>	<p>2.0 Administering Faculty/Unit</p> <p>School of Continuing Studies</p>
<p>1.1 Major (Legacy= Subject)(30-char. max.)</p> <p>Prof in Writ Eng–Workplce Comm</p>	<p>Offering Faculty/Department</p> <p>School of Continuing Studies – Language and Intercultural Communication</p>
<p>1.2 Concentration (Legacy = Concentration/Option) If applicable to Majors only (30 char. max.)</p>	<p>3.0 Effective Term of Implementation (Ex. Sept. 2004 = 200409)</p> <p>Term 201301</p>
<p>1.3 Minor (with Concentration, if Applicable) (30 char. max.)</p>	

Many students studying English as a Second Language succeed in reaching an adequate level of oral fluency. However, they experience some difficulty in developing solid written communication skills which require more time and effort. This imbalance in language acquisition is a handicap in the workplace, where effective writing is a critical aspect of success for both employees and employers. With the rise of globalization, telecommuting and digital communications, good writing skills have indeed become vital in the modern workplace.

Based on the results of internal and external surveys as well as on student requests, we have come to the conclusion that a short program leading to a non credit certificate is the best vehicle for providing English writing instruction in the workplace context:

- A short non credit program allows working students to achieve tangible results in a short period of time and within the framework of a well organized learning environment.
- A non credit certificate grants students an official recognition of proficiency, which can prove useful on the job market. In this sense, it brings a marked added value to the program.

The program's global objective is to help students who have a deficiency in written English overcome this barrier and improve the quality and effectiveness of their written communication in workplace settings. The program is designed to meet the needs expressed in the surveys we have conducted: a student-centered learning environment, content geared toward linguistic accuracy, key skills in written communication for the workplace, and a delivery format allowing for flexibility.

Because of its non credit nature, this program is not intended for full-time McGill students, who need credits in order to get their degree.

5.0 Program Information

Please check appropriate box(es)

5.1 Program Type

- Bachelor's Program
- Master's
- M.Sc. (Applied) Program
- Dual Degree/Concurrent Program
- Certificate
- Diploma
- Graduate Certificate
- Graduate Diploma
- Ph.D. Program
- Doctorate Program (Other than Ph.D.)
- Private Program
- Off-Campus Program
- Distance Education Program (By Correspondence)
- Other (Please specify)

5.2 Category

- Faculty Program (FP)
- Major
- Joint Major
- Major Concentration (CON)
- Minor
- Minor Concentration (CON)
- Honours (HON)
- Joint Honours Component (HC)
- Internship/Co-op
- Thesis (T)
- Non-Thesis (N)
- Other
- Please specify

5.3 Level

- Undergraduate
- Dentistry/Law/Medicine
- Continuing Ed (Non-Credit)
- Collegial
- Masters & Grad Dips & Certs
- Doctorate
- Post-Graduate
- Medicine/Dentistry
- Graduate Qualifying
- Postdoctoral Fellows

6.0 Total Credits

48 CEUs

7.0 Consultation with Related Units

Yes No

Financial Consult

Yes No

List of consultations:

- Inna Popova, Associate Director, Prof. Development and Corporate Training
- Pierre Larouche, Business Services Consultant, School of Continuing Studies

8.0 Program Description (Maximum 150 words)

The non credit *Certificate of Proficiency in Written English – Workplace Communication* is designed to offer an intense training in written English as a Second/Foreign Language, from the mid intermediate to the advanced level. For each level, the program includes specific language objectives, various forms of writing commonly used in the workplace, and strategies for effective written communication. It is designed for the acquisition of the linguistic, communicative and pragmatic competency needed in workplace contexts, and comprises a stringent pedagogical follow-up. The program's three levels are compatible with national and international frameworks of reference for languages, such as the Canadian Language Benchmarks (CLB), the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, and the Common European Framework of Reference for Languages (CEFR).



<p>1.0 Degree Title Please specify the two degrees for concurrent degree programs</p> <p>Certificate</p>	<p>2.0 Administering Faculty/Unit</p> <p>School of Continuing Studies</p>
<p>1.1 Major (Legacy= Subject)(30-char. max.)</p> <p>Prof in Writ Fre-Workplce Comm</p>	<p>Offering Faculty/Department</p> <p>School of Continuing Studies – Language and Intercultural Communication</p>
<p>1.2 Concentration (Legacy = Concentration/Option) If applicable to Majors only (30 char. max.)</p>	<p>3.0 Effective Term of Implementation (Ex. Sept. 2004 = 200409)</p> <p>Term 201301</p>
<p>1.3 Minor (with Concentration, if Applicable) (30 char. max.)</p>	

4.0 Rationale for new proposal

Many students studying French as a Second Language succeed in reaching an adequate level of oral fluency. However, they experience some difficulty in developing solid written communication skills which require more time and effort. This imbalance in language acquisition is a handicap in the workplace, where effective writing is a critical aspect of success for both employees and employers. With the rise of globalization, telecommuting and digital communications, good writing skills have indeed become vital in the modern workplace.

Based on the results of internal and external surveys as well as on student requests, we have come to the conclusion that a short program leading to a non credit certificate is the best vehicle for providing French writing instruction in the workplace context:

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The program's global objective is to help students who have a deficiency in written French overcome this barrier and improve the quality and effectiveness of their written communication in workplace settings. The program is designed to meet the needs expressed in the surveys we have conducted: a student-centered learning environment, content geared toward linguistic accuracy, key skills in written communication for the workplace, and a delivery format allowing for flexibility.

Because of its non credit nature, this program is not intended for full-time McGill student, who need credits in order to get their degree.

9.0 List of proposed program for the New Program/Major or Minor/Concentration.

If new concentration (option) of existing Major/Minor (program), please attach a program layout (list of all courses) of existing Major/Minor.

Proposed program (list courses as follows: Subj Code/Crse Num, Title, Credit weight under the headings of: Required Courses, Complementary Courses, Elective Courses)

Certificate of Proficiency in Written English – Workplace Communication

Required Courses (48 CEUs)

- CEGL 215 English Grammar at Work (8 CEUs)
- CEGL 216 English Grammar and Writing in Context 1 (8 CEUs)
- CEGL 315 English Grammar and Writing in Context 2 (8 CEUs)
- CEGL 316 English Vocabulary for Workplace (8 CEUs)
- CEGL 415 English Writing Techniques for Workplace (8 CEUs)
- CEGL 416 English Written Communication Strategies for Workplace (8 CEUs)

10.0 Approvals

Routing Sequence	Name	Signature	Date
Department	Hervé de Fontenav	<i>[Signature]</i>	11/09/2012
Curric/Acad Committee	Dr. James Archibald	<i>[Signature]</i>	11 SEPT 2012
Faculty 1 (SCS)	Dr. Judith Potter	<i>[Signature]</i>	SEPT. 11/12
Faculty 2	Inna Popova	<i>[Signature]</i>	11/09/2012
Faculty 3			
SCTP	SCTP APPROVED		OCT. 18/12
GS			
APPC			
Senate			

Submitted by

Name: Hervé de Fontenav

Phone: 514 398 7484

Email: herve.defontenav@mcgill.ca

Submission Date:

To be completed by ARR:

CIP Code

Attach extra page(s) as needed

5.0 Program Information

Please check appropriate box(es)

5.1 Program Type

- Bachelor's Program
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7.0 Consultation with Related Units

Yes No

Financial Consult

Yes No

List of consultations:

- Loretta Hyrat, Director, French Language Centre
- Pierre Larouche, Business Services Consultant, School of Continuing Studies

8.0 Program Description (Maximum 150 words)

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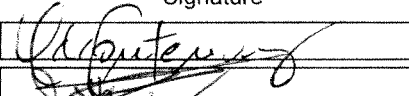
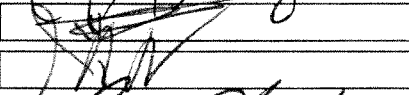
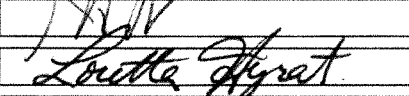
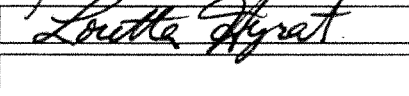
Proposed program (list courses as follows: Subj Code/Crse Num, Title, Credit weight under the headings of: Required Courses, Complementary Courses, Elective Courses)

Certificate of Proficiency – French for Written Communication in the Workplace

Required Courses (48 CEUs)

- CFRN 215 – French Grammar at Work (8 CEUs)
- CFRN 216 – French Grammar and Writing in Context 1 (8 CEUs)
- CFRN 315 – French Grammar and Writing in Context 2 (8 CEUs)
- CFRN 316 – French Vocabulary for Workplace (8 CEUs)
- CFRN 415 – French Writing Techniques for Workplace (8 CEUs)
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Faculty 3	SCTP		
SCTP	APPROVED		OCT. 18/12
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APPC			
Senate			

Submitted by

Name: Hervé de Fontenav

Phone: 514 398 7484

Email: herve.defontenay@mcgill.ca

Submission Date:

To be completed by ARR:

CIP Code

Attach extra page(s) as needed



McGill

Memorandum Note de service

Office of the Vice-Principal
(Research and International Relations)
James Administration Building, Suite 419
Tel.: 514-398-2995 Fax: 514-398-8257

Bureau de la vice-principale
(recherche et relations internationales)
Pavillon James de l'administration, bureau 419
Tél.: 514-398-2995 Téléc.: 514-398-8257

Date: August 2, 2012

To/Destinataire(s): Prof. Masi, Provost and APC Chair

From/De la part de: Dr. Rose Goldstein, Vice-Principal (Research and International Relations)

c.c. Ms. Helen Richard, Academic Planning Officer
Dr. Vincent Gracco, Faculty of Medicine *Rose Goldstein*

Subject/Object: Official name change for the Centre for Research on Brain, Language and Music (CRBLM), formerly CRLMB (The Centre for Research on Language, Mind and Brain)

The Centre for Research on Language, Mind and Brain (CRLMB) is a McGill University-approved Research Centre (since 2001). The Centre Director, Dr. Vincent Gracco, Faculty of Medicine, has requested that the Centre formally changes its name to the Centre for Research on Brain, Language and Music (CRBLM) in order to reflect changes in the research direction and its membership.

The name change is a result of a recent merger (2011) of two major Montreal research groups with highly complementary research foci: **CRLMB** at McGill and **BRAMS** (International Laboratory for Brain, Music and Sound) based at Université de Montréal. The new centre currently holds a FRQNT Regroupement Stratégique grant (awarded in 2011).

The Research Advisory Committee (RAC) has reviewed the documentation provided by Dr. Gracco at its meeting held on June 20, 2012 and recommend that the name change is approved by APC.

Background information
for the proposal
to change the name of McGill's Centre for Research on Language, Mind and Brain (CRLMB)
to "Centre for Research on Brain, Language and Music" (CRBLM)

The proposal for the creation of the Centre for Research on Language, Mind and Brain (CRLMB - *Centre de recherche sur le langage, le mental et le cerveau*) was approved by APC, Senate and Board of Governors in November 2001. This interdisciplinary research centre initially involved researchers from the faculties of Arts, Education, Medicine, and Science and also comprised academic researchers from four Quebec universities whose research focuses on the neurobiology, acquisition, development and disorders of human language.

Justification for the proposed name change:

The change in research direction, which the proposed name reflects, is more an expansion since the Centre has not lost focus in any research area but rather has gained new and related areas. In 2011, McGill's CRLMB, with approximately 35 full-time faculty members, joined forces with BRAMS, the International Laboratory for Brain, Music and Sound Research, created in June 2004 and based at Université de Montréal, with 22 members from within and outside the province, including members from McGill, Concordia and UdeM.

The expanded centre, whose proposed name is "Centre for Research on Brain, Language and Music (CRBLM)", will foster interdisciplinary research in the social and neurobiological foundations of language and music. Research directions will now encompass the study of the neuroscience of both language and music and their intersection. This essence of the Centre's mandate is to facilitate the development of research and training activities in the similarities, differences and interaction of music and language from development to aging and from basic science to clinical application.

The Centre currently holds a FRQNT *Regroupement Stratégique* grant (2011). The members of the Laboratory secured a \$14 million CFI grant which was used to create research infrastructure at both UdeM and McGill.

Consultations:

The faculties of Arts, Education, Medicine, and Science, and the Schulich School of Music, were consulted and have agreed to the change.

Previous approvals:

The Research Advisory Committee (RAC) approved the name change proposal at its meeting on 20th June 2012.

November 2012



McGill

MEMORANDUM

OFFICE OF THE DEPUTY PROVOST (STUDENT LIFE AND LEARNING)

Morton J. Mendelson
 Deputy Provost (Student Life and Learning)
 James Administration Building
 Tel: (514) 398-3109 Fax: (514) 398-3576
morton.mendelson@mcgill.ca

TO: Academic Policy Committee

FROM: Morton J. Mendelson, Deputy Provost (Student Life and Learning)

DATE: November 22, 2012

SUBJECT: Report on Student Exchanges

This report on student exchange activities at McGill includes the following:

- student mobility numbers: incoming and outgoing overall, by faculty, and by destination country and region;
- list of new, renewed and cancelled agreements;
- list of other mobility agreements (e.g., Undergraduate Research Trainee)
- comprehensive list of bilateral student exchange agreements: general and faculty-specific

Initiatives that were taken to improve international education opportunities include:

- Upgrading the **website**. The website www.mcgill.ca/students/international was re-organized to provide an easier, more intuitive browsing experience for inbound and outbound students.
- Updating the **McGill Student Exchange Program Three-Year Action Plan 2012-2015** in consultation with all participating faculties, schools and departments.
- Introducing an **online Study Away application and course approval process** on Minerva.
- Upgrading and improving the **Exchange application**, allowing for four exchange options instead of two and including the mobility award component.
- Formalizing an **approval process for student exchange agreements open to graduate students**, whereby potential partners are approved by the Council for Graduate and Postdoctoral Studies.
- Formalizing **student exchange agreements for MBA exchanges** with select members of the Partnership for International Management (PIM) association.
- Organizing the University-wide **Pre-departure Orientation Session in conjunction with the Faculty of Medicine orientation for international clinical rotations**, to facilitate the participation of Medicine students in the University-wide plenary session. Attendance at Pre-departure Orientation was 23% higher than in 2010-2011, the largest to date.

Initiatives planned for the upcoming year:

- **Changes to Awarding of PBSCE Mobility Award**
 A base award will be distributed to all Fall and Winter 2013/14 participants in eligible McGill programs (i.e., exchange, field study semester, and clinical practicums). There will be no application

to receive the base award, but students will be able to opt-out, and the unused funds will be funneled into student aid designated for mobility. Additionally, students who qualify for student aid will be able to apply for a need-based supplement up to the maximum (\$3000) for the *Programme de bourses pour courts séjours à l'extérieur du Québec* (PBSCE). A portion of the grant will be allocated for graduate travel awards as well.

- **Undergraduate Research Trainee Pilot Program**

The primary goal of the Undergraduate Research Trainee Pilot Program, also known as the Graduate Recruitment Pipeline Pilot Program (GRPPP), is to support graduate recruitment by connecting qualified, motivated upper-level undergraduate students from select feeder universities with McGill faculty members looking for short-term research assistants and/or the opportunity to evaluate prospective graduate students. Our two pilot partner institutions, UNESP in Brazil and Tecnológico de Monterrey in Mexico, are located in countries with funding programs that provide fellowships to students pursuing graduate studies abroad. The pilot program was launched this year by the Office of the Deputy Provost (Student Life and Learning) in collaboration with Graduate and Postdoctoral Studies (GPS) and the Faculties of Agricultural & Environmental Science, Engineering, Medicine, Music, and Science (i.e. the STEM disciplines), which regularly admit undergraduate research trainees.

- **Science Without Borders**

The Canada-Brazil Science without Borders (SWB) Scholarship Program is a new 12-month study abroad program funded by the Government of Brazil. Undergraduates who meet McGill's admissions criteria may apply for two semesters of full-time study as Visiting Students and for 3-4 months as an Undergraduate Research Trainee under the supervision of a McGill faculty member. (If necessary, they may also take up to one semester of language training in the McGill School of Continuing Studies.) It is estimated that Canadian universities will receive approximately 12,000 scholars through SWB over the next four years. McGill accepted five undergraduate students under this program for the 2012-2013 academic year and looks forward to welcoming more students next year. In Fall 2012, the Canadian Bureau for International Education, which administers the Canada-Brazil SWB Scholarship Program, announced that the graduate and post-doctoral scholarship program, which will fully fund 4-year PhD studies, as well as Graduate Research Trainees and post-doctoral research, will launch this year.

- **Pilot Allowing Students with CGPAs Under 3.0 To Participate In Exchanges**

The Enrolment and Student Affairs Advisory Committee (ESAAC) accepted a proposal for a student exchange pilot that would allow students with CGPAs between 2.5 and 2.99 to participate in exchanges, as opposed to the current minimum of 3.0. The proposal is based on two studies¹ conducted by international organizations that suggest that exchange experiences may help academically weaker students succeed. The proposal was presented as an opportunity to test the results at McGill while also addressing some of the issues and recommendations raised by the report of the Principal's Task Force on Diversity, Excellence and Community Engagement. A three-year pilot project with a select number of bilateral partners will commence with a target cohort for Fall 2013.

¹ R. King, A. Findlay, & J. Ahrens (2010). International Student Mobility Literature Review. Commissioned by the Higher Education Funding Council for England (HEFCE), the British Council and the UK National Agency for Erasmus: http://www.britishcouncil.org/hefce_bc_report2010.pdf. Georgia Learning Outcomes of Students Studying Abroad Research Initiative (GLOSSARI Project): <http://glossari.uga.edu/>.