



1.0 Degree Title Please specify the two degrees for concurrent degree programs <input type="text" value="Graduate Certificate"/>	2.0 Administering Faculty or GPS <input type="text" value="Graduate and Postdoctoral Studies"/>
1.1 Major (Subject/Discipline) (30-char. max.) <input type="text" value="Foundations in Health Sciences Education"/>	Offering Faculty & Department <input type="text" value="Interfaculty Studies"/>
1.2 Concentration (Option) (30 char. max.) <input type="text"/>	3.0 Effective Term of Implementation (Ex. Sept. 2019 or 201909) Term <input type="text" value="202209"/>
1.3 Complete Program Title (info from boxes 1.0+1.1+1.2+5.2) <input type="text" value="Graduate Certificate in Foundations in Health Sciences Education"/>	Self-funded

4.0 Rationale and Admission Requirements for New Program/Concentration

To address the gap in existing health education (HPE) programs offered globally and the current McGill Master's in Educational Psychology, Health Professions Education concentration. These programs are sufficient in scope and content but do not adequately meet the needs of current and future students; including flexibility of curricula and delivery, contextualized & applied content, mentoring support, and sufficient interaction with experts in medical education. Students will primarily be practicing health professionals. The graduate certificate will facilitate their work as clinician educators. Admissions requirements: A health sciences, health professions, or a relevant undergraduate degree and interview. See attached summary for details.

5.0 Program Information
 Indicate an "x" as appropriate

5.1 Program Type	5.2 Category	5.3 Level
Bachelor's Program	Faculty Program (FP)	Undergraduate
Master's	Major	Dentistry/Law/Medicine
M.Sc.(Applied) Program	Joint Major	Continuing Studies (Non-Credit)
Dual Degree/Concurrent Program	Major Concentration (CON)	Collegial
Certificate	Minor	X Masters & Grad Dips & Certs
Diploma	Minor Concentration (CON)	Doctorate
X Graduate Certificate	Honours (HON)	Post-Graduate Medicine/Dentistry
Graduate Diploma	Joint Honours Component (HC)	Graduate Qualifying
Professional Development Cert	Internship/Co-op	
Ph.D. Program	Thesis (T)	5.4 Requires Centrally-Funded Resources
Doctorate Program (Other than Ph.D.)	Non-Thesis (N)	Yes <u>Obtained</u> No <u> </u>
X Self-Funded/Private Program	Other	
Off-Campus Program	Please specify	
X Distance Education Program Or Blended	<input type="text"/>	
Other (Please specify)		

6.0 Total Credits or CEUs (if latter, indicate "CEUs" in box) <input type="text" value="15"/>	7.0 Consultation with Related Units
	Yes X No Financial Consult Yes X No Attach list of consultations. Attached

8.0 Program Description (Maximum 150 words)

The Graduate Certificate in Foundations in Health Sciences Education focuses on theoretical and evidence-based knowledge and practical skills in the areas of teaching and learning, curriculum and course design, assessment and evaluation, leadership, and scholarship as applied to health sciences education. Program content includes contemporary educational and psychological concepts theories and evidence-based practices relevant to specific contexts in which health and health science professionals practice, and the different educational roles they are likely to assume. The blended learning format includes face-to-face instruction and synchronous and asynchronous on-line learning. The program includes project-based assignments that build on one another provide opportunities to integrate courses and to explore their application to authentic personal contexts.

9.0 List of proposed new Program/Concentration

If new concentration (option) of existing program, a program layout (list of all courses) of existing program **must** be attached.

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

Graduate Certificate in Foundations in Health Sciences Education (15 credits)

REQUIRED COURSES (15 credits)

EDPE 657 Learning, Cognition, and Motivation in Health Sciences Education (3 credits)

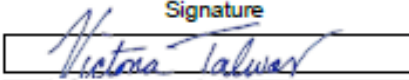
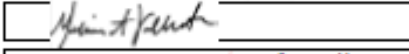
EDPE 658 Introduction to HSE Curriculum and Program Development (3 credits)

EDPE 659 Introduction to Assessment and Evaluation in HSE (3 credits)

HSED 601 Introduction to Leadership in Health Sciences Education (3 credits)

HSED 602 Introduction to Scholarship in Health Sciences Education (3 credits)

10.0 Approvals

Routing Sequence	Name	Signature	Meeting Date
Department	Victoria Talwar		12/9/2021
Curric/Acad Committee	Melissa Vollrath- FCC Chair		18 November, 2021
Faculty 1	Aimee Ryan- Assoc. Dean	Aimee Ryan <small>Digitally signed by Aimee Ryan Date: 2021.12.10 16:22:43 -0500</small>	10 December, 2021
Faculty 2			
Faculty 3			
CGPS			
SCTP			
APC			
Senate			

Submitted by

Name

Phone

Email

Submission Date

To be completed by ES:

CIP Code

REMINDERS:

*Box 5.4 – Must be completed; see section 6.5.4 within the New Program Guidelines at:

<https://www.mcgill.ca/scto/guidelines>.

**All new program proposals must be accompanied by a 2-3 page support document.

Vanessa Bridgman, Ms.

From: Adam Dubé, Dr.
Sent: January 4, 2022 3:24 PM
To: Vanessa Bridgman, Ms.
Subject: Re: Feedback on proposals submitted for CGPS- January 17th

Vanessa,

I approve the new Graduate Certificate Foundations in Health Science Education.

Adam Dubé, PhD | Associate Professor | Associate Dean — Academic Programs |
McGill University | Faculty of Education | Technology, Learning & Cognition Lab: [McGill.ca/tlc](https://www.mcgill.ca/tlc)

On Jan 4, 2022, at 10:59 AM, Vanessa Bridgman, Ms. <vanessa.bridgman@mcgill.ca> wrote:

Hi Adam,

It seems as though the missing approvals are for the program proposal. Could you kindly reply to this email indicating your approval of the new Graduate Certificate Foundations in Health Sciences Education program, on behalf of Education's Academic Policy Committee?

Thank you,
-Vanessa

From: Alenoush Saroyan, Dr. <alenoush.saroyan@mcgill.ca>
Sent: December 20, 2021 3:18 PM
To: Vanessa Bridgman, Ms. <vanessa.bridgman@mcgill.ca>; Adam Dubé, Dr. <adam.dube@mcgill.ca>
Cc: Linda Snell, Dr <linda.snell@mcgill.ca>; Kimberly John - Faculty Curriculum Committee <fcc.med@mcgill.ca>
Subject: Fwd: Feedback on proposals submitted for CGPS- January 17th

Hi Adam and Vanessa,
Please see comment from Chloe in CGPS. The proposal was accepted by the Fac of Ed. APC but there is no record of approval. Can you please address this? I will take care of the other comments.
Thanks.
Alenoush

Sent from my iPad

Begin forwarded message:

Graduate Certificate in Foundations of Health Sciences Education

Context

Health sciences education (HSE) is an emerging field that integrates education and health care, focusing on the teaching and learning of future health sciences professionals. These health sciences professionals are clinicians in health fields or are basic or social scientists, working in areas related to health. An effective HSE program will require the combination of learning in both the classroom and the clinical environment as well as authentic instructional and assessment approaches. Many topics in HSE arise from and must be applied to clinical practice and learning. This field continues to grow in response to changes in health care, new methods and means of instructional delivery, and increasing demands for evidence-informed teaching and learning in the health professions.

Concurrent with the growth of this field, there has been an increasing demand globally for advanced education programs in HSE, related to the development of academic career tracks in education within health professions schools. Emphasis on quality education, innovative curricular models, accreditation practices in HSE globally, and the 'professionalization' of health professions educators with the need for credentialed experts in this area have further bolstered this demand. Ideal graduates of these programs are expected to have knowledge of contemporary psychological and educational theories and the expertise to apply this knowledge in the design of curricula, instruction, assessment, and program evaluation. They also are expected to demonstrate that they know and can apply concepts of education leadership and scholarship in their role as educators. To date, most programs geared to address this demand are general degree programs (e.g., education, educational psychology) or are in the form of professional development opportunities (e.g., fellowship programs, faculty development activities). Most programs of the former are not focused on the context in which health science professionals work. For example, some master's programs (including McGill's M.A. degree in Educational Psychology, Health Professions Education Concentration) emphasize education research. Furthermore, these programs are typically structured in a way that may not be time-feasible for practicing health professionals or academics. Professional development programs of the latter kind lack the depth necessary to address the needs of the field. At McGill there has been a demand for a program that would provide contextualized content in a format that is feasible for health professional and health science teachers and education leaders.

Strategic Priority

The context and needs described above provide an opportunity for McGill to draw on the expertise of two of its leading Faculties, Medicine and Health Sciences, and Education, to emerge as a leading innovator in this area. The present proposal for a Graduate Certificate in Foundations of Health Sciences Education outlines program content contextualized in HSE and delivered in a blended learning format to accommodate and address the needs of health professionals and health scientists in education. Importantly, the program advances the strategic priorities of the Faculty of Education (FY20) and Faculty of Medicine and Health Sciences (Education Strategic Plan). It is the expressed interest of the current deans of both Faculties to address these strategic priorities by combining the expertise within both Faculties to develop and deliver a Graduate Certificate program in Health Sciences Education that would prepare much needed expertise locally, nationally, and internationally.

Part of the mission of the recently opened McGill's Institute for Health Science Education (IHSE) in the Faculty of Medicine and Health Sciences is to 'educate future and current health care professionals' in education, and one of the main goals for the IHSE is to offer graduate programs in HSE. The IHSE emphasizes interdisciplinary (e.g., collaborating with other Faculties such as Education) and interprofessional (i.e. all health professions) education. Increasing the cohort of skilled educators and leaders in health sciences education with expertise in curriculum design and assessment, leadership, and education scholarship will fill vital roles in the health professions Schools and Faculties in all Quebec universities, including McGill. (Currently, within McGill, some health professions faculties (e.g. Dentistry) or Schools (e.g. Nursing) and the basic science departments have no formal education 'units', and few to no education-trained professionals.)

Program Specifications

The proposed self-funded Graduate Certificate in Foundations in Health Sciences Education Program, is an initial step in a joint endeavour between the Faculty of Education and Faculty of Medicine and Health Sciences. This 15-credit (comprising five courses) program will be offered jointly by the Faculties of Education and Medicine and Health Sciences. Delivery will be over one year, in a structured, blended learning format to meet the needs and availability of the target audience, who are primarily physicians and other health sciences professionals. The first in the set of five courses offers a review of contemporary educational and psychological theories, relevant to teaching and learning, curriculum design, and assessment. The remaining four courses are foundational concepts in areas that are deemed essential in training health sciences educators: curriculum and course design, assessment and evaluation, leadership, and scholarship. Furthermore, each of the latter four courses forms the basis for future graduate certificate programs, envisioned to offer specialization in each of these areas. The completion of the present Foundations Graduate Certificate and two of the abovementioned graduate certificate programs will lead to a master's degree.

A particular attribute of the blended learning delivery format is that instead of contact hours, the program uses "learning time", similar to the European Credit Transfer System (ECTS), to frame the duration of instruction. Each course comprises 130 hours, for a total amount of learning time for this graduate certificate of 650 hours. This exceeds the 450 hrs. recommended by the European Commission (28-30 hrs. per credit < https://ec.europa.eu/education/ects/users-guide/key-features_en.htm#ectsTop>; 90 hrs., recommended by experts in the design of on-line learning (see for example Dave Cormier, <http://davecormier.com/edblog/>); and 120 hrs. associated with the Carnegie Unit. Learning time includes all forms of instruction and associated activities: lectures, group and individual activities, assignments, readings, projects, and other instructional and learning activities that occur during face-to-face and on-line instruction that can be both synchronous and asynchronous.

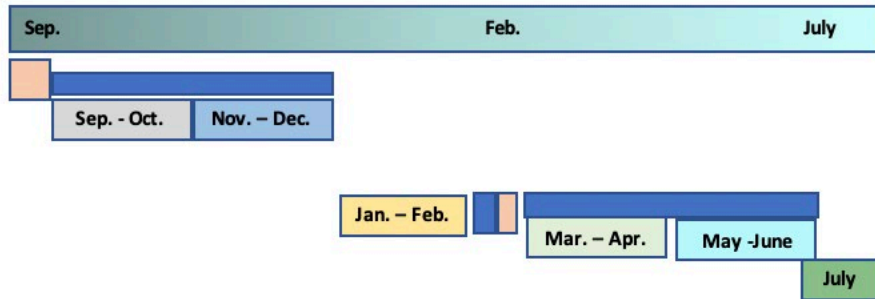
The blended learning format comprises two components: (a) face-to face instruction offered on campus (2 weeks at the beginning and one week in the middle of the program), and (b) on-line instruction with both synchronous and asynchronous learning. Courses are offered in sequence and within fixed periods to a specific cohort to foster a sense of community of practice, accommodate the synchronous on-line activities component of courses, and ensure the timely completion of the program. Assignments are planned to enable students to apply and integrate content from one course with another. Accumulated assignments, demonstrating the application of content acquired to individual contexts, comprise a usable portfolio applicable to the context in which the individual practices. Combined, the courses target the following overall objectives and competencies:

- a) Describe concepts, theories and evidence-based practices relevant to teaching and learning, curriculum and course design, assessment and evaluation, leadership, and scholarship in HSE;
- b) Critically evaluate strengths and limitation of these concepts, theories and practices, and describe their relevance to specific professional contexts;
- c) Apply relevant concepts, theories and practices to teaching, assessment, leadership, and scholarship activities in specific professional contexts.

The face-to-face component is considered particularly important for students to maximize opportunities for social learning, relationship building and the development of a community of practice.

Assessment of student learning is through individual and group projects and presentations, some of which will build upon content from preceding courses. In the blended-learning model used for planning this program, courses have reduced face-to-face (F2F) time but that reduction is replaced by carefully planned, pedagogically valuable activities that are an integral part of the curriculum. This approach is not the same as providing self-instructional modules that can be completed anywhere at any time. The class extends beyond the classroom whether that classroom is a traditional F2F classroom or a class held virtually. Students will be working collaboratively in learning teams outside of class. Their genuine collaboration with their peers on carefully constructed problems is not an optional activity. This goes far beyond coming to class on time, doing the homework and participating in class discussions. The weighting allocated to participation reflects the significant value placed on these structured activities. Participation is evaluated with a comprehensive rubric.

The diagram below shows how the program will unfold.



- Face to Face** Starting fall term – Face-to- Face – 10 days (60 hrs.), orientation to program; introduction to Courses 1, 2, & 3.
- On-line** 21 weeks, 7 weeks each for Courses 1, 2, & 3
- EDPE - 657** Course 1. Learning, Cognition, & Motivation in HSE
- EDPE - 658** Course 2. Introduction to Curriculum & Program Development in HSE
- EDPE - 659** Course 3. Introduction to Assessment & Evaluation in HSE
- On-line** 1-week orientation to Courses 4 & 5
- Face-to-Face**, 5 days (30 hrs.), introduction to Courses 4 & 5
- On-line** 14 weeks, 7 weeks each for Courses 4 & 5
- HSED - 601** Course 4. Introduction to Leadership in HSE
- HSED - 602** Course 5. Introduction to Scholarship in HSE
- July** Wrap-up event (virtual or in person) and networking with new cohort

The face-to-face instruction is conceptualized in modules, each module comprising 3 hours. During the initial 10 days of f2f, there will be a total of 20 modules, five pertaining to general content and 15 to the three EDPE-prefixed courses. As the courses are developed concurrently through a process of on-going consultation, the terminology used is consistent across courses. Similarly, course related activities and assignments are designed to cumulatively lead to a usable portfolio with detailed specifications to implement a program within the context of each individual’s practice.

FACE TO FACE _Fall term (TOTAL HOURS=60)

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
a.m.									
p.m.									



General, common to all courses- Activities include: Introduction to instructors and participants, program format; overview of content and program goals; reflection on beliefs on teaching, learning and assessment,



EDPE-657- Learning, Cognition and Motivation in HSE



EDPE-658 - Foundations of Curriculum and Program Design in HSE



EDPE-659 – Foundations of Assessment and Evaluation in HSE

Activities in the three courses include lectures and discussion, case work, group work, independent work, and presentation by students.

During the 5 days of the mid-certificate f2f week there will be 10 modules, 5 each for Leadership and Education Scholarship. Activities in the two courses include lectures and discussion, case work, group work, independent work, and presentation by students. Although there are no specific ‘integration modules’, there will be some assignments requiring content from both these courses. As this f2f is shorter than the previous 2-week block, there will be some online learning activities in the two weeks prior to provide a background: these include an introduction to the two courses, videos, self-assessments, exercises, and readings.

FACE TO FACE _Winter term (TOTAL HOURS=30)

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5



HSED- 601- Foundations of Leadership in HSE



HSED-602 – Foundations of Scholarship in HSE

On-line Instruction

Activities during on-line instruction are either synchronous or asynchronous. The synchronous component includes live or recorded lectures, complementary videos, case studies, directions for independent work (e.g., guided readings, reflection, individual assignments such as case-based work, etc.). The asynchronous component includes small group work, self-assessment activities discussion panels, presentations with peer and instructor feedback, individual and small group virtual meetings with the instructor.

Positioning Against Comparator Programs

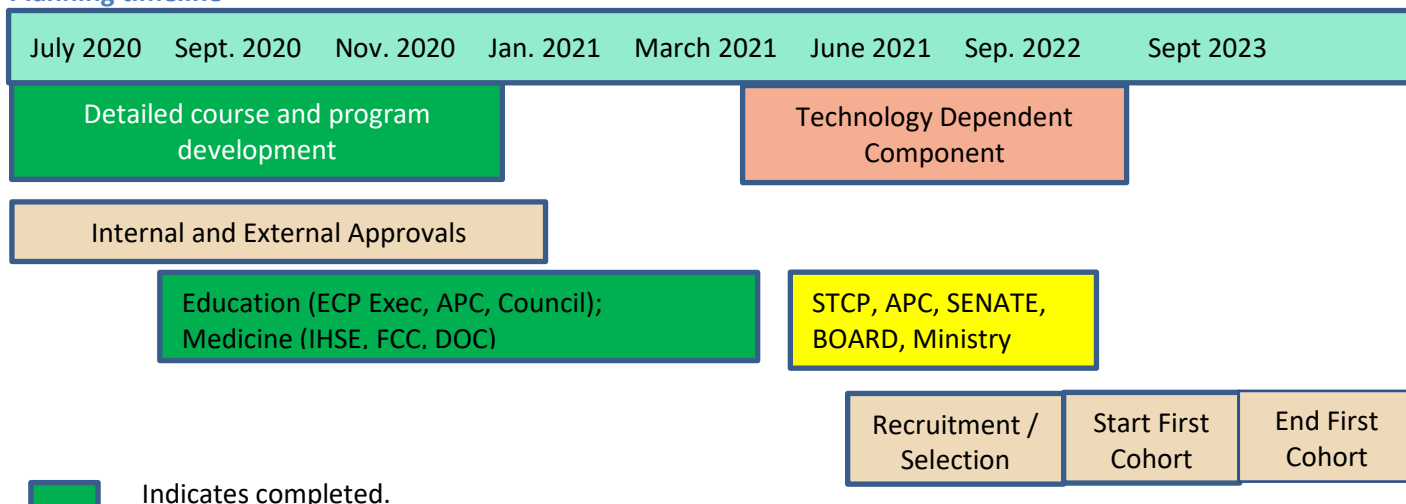
This certificate program can be compared to programs, both at the master’s and certificate levels, that exist globally. The top 3 master’s programs (out of over 100) are the ones offered by the University of Illinois at Chicago (UIC), University of Dundee (Scotland), and Maastricht University (The Netherlands). Their curricular content is similar to McGill’s existing Masters’ program (Educational Psychology, HPE Concentration). Of these, Dundee’s is ‘stackable’, with the opportunity to do parts as a certificate or a diploma. The Universities of Cardiff, Edinburgh and Ottawa also offer similar ‘stackable’ masters. UIC and Maastricht are graduate degrees, primarily offered online with a mandatory 1-2 weeks a year residency. In Canada, McMaster offers a recently developed Master’s in a blended-learning format, Université Laval offers a ‘micro-programme’ in Health Sciences Pedagogy (as a face-to face program offered by a single Faculty), and the University of Ottawa offers a 15-credit Diploma program, similar in scope and content to Laval’s. Thus, the proposed HSE Certificate program differs from and is a valuable addition to the offerings by Quebec and other Canadian universities.

The proposed Graduate Certificate program has combined the best features of existing programs, rendering it the only program with such characteristics in Montreal and Quebec and positioning itself among the best programs in the world:

- a) It is a Graduate Certificate program, short enough to be attractive and “do-able” for health sciences professionals and health science educators.
- b) It lends itself to a future ‘stackable’ Master’s degree by providing the essential foundations for all health science educators. In the future, further specialization through additional certificates in teaching and learning, curriculum and course design, assessment and evaluation, leadership, and scholarship will lead to a master’s degree.
- c) It is offered in a blended-learning format, making it accessible to health sciences professionals locally, nationally, and internationally.
- d) Courses are offered in sequence to ensure that coherent conceptual development and practical application as well as timely completion of the program.
- e) Its curricular content is specific to the context of health sciences and relevant to the needs of health sciences educators, professionals, and academics.
- f) It is developed and offered jointly by the Faculties of Medicine and Health Sciences, and Education, drawing on combined expertise within these two Faculties.

This Graduate Certificate Program will be self-funded.

Planning timeline



APPENDIX 1

**CONSULTATION REPORT FORM
RE PROGRAM PROPOSALS**

DATE: April 22, 2021

TO: Isabelle Vedel
Director: Family medicine MSc, education option

FROM: Linda Snell and Alenoush Saroyan,

The attached proposal has been submitted to the Curriculum Committee, and it has been decided that your department should be consulted.

Program Title: Graduate Certificate in Foundations of Health Sciences Education

Would you be good enough to review this proposal and let me know as soon as possible, on this form, whether or not your department has any objections to, or comments regarding, the proposal. Specifically, a course [or courses] taught by your department that has [have] been included in the program's list of courses. [no courses included]

 X **NO OBJECTIONS** **SOME OBJECTIONS**

COMMENTS:

I consulted Charo Rodriguez, director of the medical education option and our grad prog committee. No objection were made. Dr Rodriguez even mentioned that she would like to find collaborations between our medical education concentration and your certificate. I let you see directly with Dr Rodriguez.
Good luck for the start of your new certificate !

Signature: 

Date: May 12, 2021

APPENDIX 1

**CONSULTATION REPORT FORM
RE PROGRAM PROPOSALS**

DATE: April 22, 2021

TO: Adam Dube
Co-director ECP Masters degree, HPE option

FROM: Linda Snell and Alenoush Saroyan,

The attached proposal has been submitted to the Curriculum Committee, and it has been decided that your department should be consulted.

Program Title: Graduate Certificate in Foundations of Health Sciences Education

Would you be good enough to review this proposal and let me know as soon as possible, on this form, whether or not your department has any objections to, or comments regarding, the proposal. Specifically, no courses taught by your department have been included in the program's list of courses.

 X NO OBJECTIONS _____ SOME OBJECTIONS

COMMENTS: None.

Signature: _____


Date: _____
April 30, 2021

From: [Batchimeg Zuend](#)
To: [Daniela Frischer, Ms.](#)
Cc: [Kimberly John - Faculty Curriculum Committee](#); [Alenoush Saroyan, Dr.](#); [Linda Snell, Dr](#)
Subject: RE: financial approval - HSE cert program
Date: November 11, 2021 17:06:38
Attachments: [APB_20200203_HSE_selffunded_v5.xlsx](#)

Hi Daniela,

It was great seeing you this afternoon!

Thanks for answering some of my questions on the attached document. I had previously seen and approved a slightly different version of it.

I confirm my approval.

Please let me know if you need anything else.

Thank you and have a nice evening.

Batchimeg

Batchimeg Zuend, MBA

Director of Finance | Faculty of Medicine & Health Sciences | **McGill University**
3605 de la Montagne, room 223, Montréal, QC H3G 2M1
tel: 514-398-5768 | fax: 514-398-7313

From: Daniela Frischer, Ms. <daniela.frischer@mcgill.ca>
Sent: November 9, 2021 3:35 PM
To: Batchimeg Zuend <batchimeg.zuend@mcgill.ca>
Cc: Kimberly John - Faculty Curriculum Committee <fcc.med@mcgill.ca>; Alenoush Saroyan, Dr. <alenoush.saroyan@mcgill.ca>; Linda Snell, Dr <linda.snell@mcgill.ca>
Subject: financial approval - HSE cert program

Hello Batchimeg,

I hope you are doing well!

I am contacting you to seek your approval for the attached Graduate Program Certificate in Health Science Education budget. This is a joint, self-funded program between our two Faculties, Alenoush Saroyan (Education) and Dr. Linda Snell (Medicine), both cc'ed here, are the Program Directors responsible for this submission.

This program has taken a somewhat circular path, due to the mixed messages we have been receiving from the Provost Office with respect to its self-funded nature. In a recent meeting with Chris Buddle and Josephine Nalbantoglu it was decided, however, that only a submission as a self-funded program would make sense financially.

Alenoush and I were under the impression that your approval had already been received, but it does

not seem to be on file with your Faculty Curriculum Committee (Kimberly John is equally in cc on this message)

Please let me know if you need any additional information or would like to set up a brief meeting to discuss.

Thank you and have a good day,

Daniela

[Daniela Frischer](#) | Senior Manager, Finance & Resource Planning, Faculty of Education | [McGill University](#) | Education Bldg., 3700 McTavish Street, Suite 441, Montreal, QC, H3A 1Y2 | P 514.398.3749 | F 514.398.4679