McGill

New Program/Major or Minor/Concentration Proposal Form

(2013)

1.0 Degree Title
Please specify the two degrees for concurrent degree programs

PhD

1.1 Major (Legacy= Subject)(30-char. max.)

Interdisciplinary Oral Health Sciences

1.2 Concentration (Legacy = Concentration/Option)
If applicable to Majors only (30 char. max.)

1.3 Minor (with Concentration, if Applicable) (30 char. max.)

2.0 Administering Faculty/Unit

Graduate and Postdoctoral Studies

Offering Faculty/Department

Dentistry

3.0 Effective Term of Implementation
(Ex. Sept. 2004 = 200409)
Term

201809

4.0 Rationale and Admission Requirements for New Proposal

This transformative program will produce doctoral graduates capable of using innovative interdisciplinary approaches in oral health science research. Students will develop competencies in and an understanding of oral health research problems, terminology and methodology across oral health disciplines. Given the increasing complexity of oral health sciences research, graduates of this program will be prepared to lead interdisciplinary research teams to solve oral health-related issues. See admission requirements on attached page. This will replace the ad hoc PhD in Craniofacial Health Sciences.

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
- **X 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
- **X Thesis (T)**
- Non-Thesis (N)
- Other
- Please specify

5.3 Level
- Undergraduate
- Dentistry/Law/Medicine
- Continuing Studies (Non-Credit)
- Collegial
- Masters & Grad Dips & Certs
- **X Doctorate**
- Post-Graduate Medicine/Dentistry
- Graduate Qualifying
- Postdoctoral Fellows

5.4 FQRSC (Research) Indicator (for GPS) Yes No

6.0 Total Credits

0

7.0 Consultation with
Related Units **Yes X** No
Financial Consult **Yes X** No
Attach list of consultations.

8.0 Program Description (Maximum 150 words)

This program will provide students with a core foundation in the research philosophy, methodology and ethics used in all oral health science disciplines. It will provide a broad overview of research methodologies ranging from the qualitative to quantitative. Students will be given opportunities to learn and practice the skills necessary for a rewarding career in oral health research. The program provides unique interdisciplinary training in oral health science research methods, oral and written communication, leadership and management skills necessary to lead interdisciplinary oral health research teams.

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)

PhD in Interdisciplinary Oral Health Sciences (CREDIT WIEGHT)

Required courses (12 credits):

DENT 663 Introduction to Research (1 credit)
DENT 664 Introduction to Research Communication (1 credit)
DENT 665 Leadership and Management Skills in Research (1 credit)
DENT 671D1 Advanced Research Seminars (1 credit)
DENT 671D2 Advanced Research Seminars (1 credit)
DENT 700 Comprehensive Exam Skills (1 credit)
DENT 701 PhD Comprehensive Examination (0 credits)
DENT 786D1 Interdisciplinary Oral Health Research (3 credits)
DENT 786D2 Interdisciplinary Oral Health Research (3 credits)

Complementary courses (3 – 18 credits):

DENT 504 Biomaterials and Bioperformance (3 credits)
DENT 654 Mechanisms and Management of Pain (3 credits)
DENT 655 Health Technology Assessment (3 credits)
DENT 669 Extracellular Matrix Biology (3 credits)
DENT 672 Applied Mixed Methods in Health Research (3 credits)
DENT 673 Biotechnology and Entrepreneurship (3 credits)
DENT 680 Linear and Logistic Regressions in Health Science (3 credits)
DENT 681 Readings in Dentistry and Health Research 1 (1 credit)
DENT 682 Readings in Dentistry and Health Research 2 (2 credits)
DENT 683 Readings in Dentistry and Health Research 3 (3 credits)
DENT 685 Theory of Dental Public Health (3 credits)
DENT 706 Advanced Seminar in Qualitative Health Research (3 credits)

*The number of COMPLEMENTARY credits each student must take is determined with their supervisor, depending on student background.
*Courses at the 500-level or higher in other departments can be chosen by students in consultation with their supervisors and the program director.

Attach extra page(s) as needed

10.0 Approvals

Routing Sequence	Name	Signature	Date
Department	Thu. S. TRAN	Thu	NOV 1, 2016
Curric/Acad Committee			
Faculty 1	PAUL ALLISON	Paul Allison	NOV 9, 2016
Faculty 2			
Faculty 3			
CGPS			
SCTP			
APC			
Senate			

Submitted by

Name	
Phone	
Email	
Submission Date	

To be completed by ARR:

CIP Code

PhD in Interdisciplinary Oral Health Sciences

Admission Requirements

1. MSc in health sciences or related discipline and one 300-level or higher course in statistics or equivalent; OR
2. MSc degree in a non-health sciences related discipline, one 300-or higher level course in statistics and at least 6 credits in biological sciences; OR
3. "Fast-track" from McGill's Thesis MSc in Dental Sciences after completing the required courses (DENT 671D1/D2 Advanced Research Seminar; DENT 663 Introduction to Research; EPIB 507 Biostatistics for Health Sciences) and satisfy GPS requirements for fast-tracking.

Notes:

- Students wishing to enter the program who have not yet earned a MSc degree are invited to explore our Thesis and Non-Thesis programs in Dental Sciences. Fast track applications will be considered after completion of one year of MSc (Thesis) studies and upon satisfaction of GPS requirements for fast-tracking.
- 300-and 500-level courses are targeted to upper level undergraduate students at McGill. Please consult with admissions to ensure your courses meet the entrance requirements.

APPENDIX B
CONSULTATION REPORT FORM
RE NEW COURSE PROPOSAL

DENT 665 Leadership and management in health research

DATE: January 10, 2017

TO: Prof. Samer Faraj (Management)

FROM: Prof. Mari Kaartinen (Dentistry)

We are requesting a consultation on a new course: **DENT 665 Leadership and management in health research.**

The aim of this **1-credit** course is to give graduate students, enrolled in the PhD program of Faculty of Dentistry (and others with permission), an overview of leadership and management concepts and skills as they pertain to health and biomedical research. Most who hold higher degrees (MSc or PhD) will secure work positions and/or face situations in which effective leadership and management skills are necessary. This course will give students a grounding in leadership theory and models specific to the health research environment through seminars and discussions. The course will aid students to recognize leadership personality traits in themselves and to foster them. The course will also focus on health research-related project management skills, team building, collaboration, decision making, conflict resolution, equity and inclusion, all of which are necessary to succeed in health research and to lead interdisciplinary research teams. The course will also include a team project involving deconstructing and reconstructing steps to accomplish a larger long project such as conference or team grant application.

DENT 665 will serve as a mandatory course for students in the **PhD program in Interdisciplinary Oral Health Research** that is currently being developed at McGill University. The course will be launched in Winter/Spring 2018 and will begin as an elective course until full PhD program is approved.

Please, review the attached brief schedule and let us know whether or not your department has any objections to, or comments regarding, the course proposal. **We would be grateful to receive your response by as soon as possible.**

_____NO OBJECTIONS ___X___SOME OBJECTIONS

COMMENTS (included here or emailed separately):

Thank you for consulting with the Faculty of Management regarding your new course 'DENT 665 Leadership and management in health research'.

This one credit course seems a bit unrelated to the core mission of the Faculty of Dentistry. It is exactly the content matter that professors in Management focus on in terms of research and teaching.

As a general comment, your faculty's request fits well in the culture of McGill where each faculty prefers to develop courses internally even though the subject matter expertise resides in next door faculties. Within this culture, why call on the expert next door when we can keep the teaching internally? The logic is often articulated as: our needs are specific to profession X. For example, why learn Management when we are looking for Management in X. I guess no one cares about this nonsensical fragmentation of content and the fact that you giving students a lower quality experience than if the teaching was done in the relevant faculty.

This is not the first time this issue comes up. Every faculty seems to want to launch their own courses in Management. One could imagine a scenario where you would come to the Faculty of Management and ask for an expert in Leadership to teach your 1 credit course. Or alternatively, ask us to include your students in our own leadership courses (we do have them). But that would be too logical and cost effective.

If the University feels that is a good use of scarce resources and wants to reward this fragmentation, I have no objection. Good luck with your offering.

Signature: Samer Faraj PhD Program Director Desautels Faculty of Management
Date: January 17 2017

Please return to Sabine Dhir, PhD, GPS OFFICE ADDRESS or fax 514-398-6283 or email academicprograms.gps@mcgill.ca.

Marie Vigouroux, Ms

From: Mari Kaartinen, Dr.
Sent: January-19-17 12:59 PM
To: Samer Faraj, Prof.; Lisa Cohen, Prof.
Cc: Demetrios Vakratsas, Prof.; Suzanne Sellitto; Jocelyne Feine, Dr.; Laura Stone, Dr.; Marie Vigouroux, Ms; Maria Palumbo, Ms.
Subject: RE: Course consultation / DENT 665 Leadership and management in health research

Dear Samer and Lisa,
Thank you for your rapid response.
I completely agree with you!

Dr. Cohen would you be willing to assist with us on this matter and perhaps meet with me at some point to conceptualize what we could do together? I have had some interest also from Experimental Medicine for a course like this, so we would like to build this with the best people and with best plan and contents.

Regards,
Mari Kaartinen

From: Samer Faraj, Prof.
Sent: Thursday, January 19, 2017 12:52 PM
To: Mari Kaartinen, Dr. <mari.kaartinen@mcgill.ca>; Lisa Cohen, Prof. <lisa.cohen2@mcgill.ca>
Cc: Demetrios Vakratsas, Prof. <demetrios.vakratsas@mcgill.ca>; Suzanne Sellitto <suzanne.sellitto@mcgill.ca>; Jocelyne Feine, Dr. <jocelyne.feine@mcgill.ca>; Laura Stone, Dr. <laura.s.stone@mcgill.ca>; Marie Vigouroux, Ms <marie.vigouroux@mcgill.ca>; Maria Palumbo, Ms. <maria.palumbo2@mcgill.ca>
Subject: Re: Course consultation / DENT 665 Leadership and management in health research

Hi Mari,

I truly believe that including our subject matter experts would strengthen your program. But it is your decision. We welcome collaboration but are not seeking to impose ourselves on other programs.

If you would like a subject matter expert on leadership, I would suggest that you contact Lisa Cohen our OB area coordinator for a more specific discussion (I have included her on the email). We have several people that are actively researching healthcare management, including leadership.

Take care,

Samer Faraj
Director, Desautels PhD Program
Canada Research Chair in technology, management & healthcare
Professor and Head, Group on Complex Collaboration
Desautels Faculty of Management - McGill University
(514) 398-1531 xcollaboration.org

> On Jan 19, 2017, at 11:15 AM, Mari Kaartinen, Dr. <mari.kaartinen@mcgill.ca> wrote:
>
> Dear Professor Faraj,
> Thank you for your response and honest take on the course proposal.

The course outline is a draft at this point and we are in a time line to submit out PhD program proposal so no details was entered in the form.
It has been my intention to invite Management professor(s) to teach particularly the theory of leadership, but since I have not yet contacted any, it was not appropriate to mention this.

We would be very interested in collaborating on this course with Management. Would you have suggestions who would be willing to teach a few hours?

Regards,
Mari Kaartinen

From: Samer Faraj, Prof.
Sent: Thursday, January 19, 2017 10:50 AM
To: Mari Kaartinen, Dr. <mari.kaartinen@mcgill.ca>
Cc: Demetrios Vakratsas, Prof. <demetrios.vakratsas@mcgill.ca>; Suzanne Sellitto <suzanne.sellitto@mcgill.ca>; Jocelyne Feine, Dr. <jocelyne.feine@mcgill.ca>; Laura Stone, Dr. <laura.s.stone@mcgill.ca>; Marie Vigouroux, Ms <marie.vigouroux@mcgill.ca>; Maria Palumbo, Ms. <maria.palumbo2@mcgill.ca>
Subject: Re: Course consultation / DENT 665 Leaderhip and mamagement in health research

Dear Mari,
Please find enclosed my response. We have reservations but will not oppose your proposal.
Take care,

Samer Faraj
Director, Desautels PhD Program
Canada Research Chair in technology, management & healthcare
Professor and Head, Group on Complex Collaboration
Desautels Faculty of Management - McGill University
(514) 398-1531 xcollaboration.org

> On Jan 6, 2017, at 11:40 AM, Mari Kaartinen, Dr. <mari.kaartinen@mcgill.ca> wrote:
>
> Dear Professor Faraj,
> I am contacting you to request a consultation on a new course 'DENT 665 Leadership and management in health research'. Please, see the attached consultation form and brief course outline.
>
> Please, let us know, in writing in the attached form, if you have any comments, or any objections regarding the course.
>
> Thank you for your time and best wishes for the New Year!
>
> Mari Kaartinen, PhD
> Associate Professor
> Faculty of Dentistry
> Faculty of Medicine
> <DENT 665 CONSULTATIVE DOCUMENT_Jan 6_2017.doc><DENT 665 Leadership and management in research.docx>

Marie Vigouroux, Ms

From: Mari Kaartinen, Dr.
Sent: January-25-17 3:26 PM
To: Laura Stone, Dr.; Jocelyne Feine, Dr.; Marie Vigouroux, Ms; Maria Palumbo, Ms.
Subject: DENT 665

Good new everyone – Brian Rubineau from Management has agreed to work on the DENT 665 Leadership and management course with me. I will request a new consultation from Prof Faraj.
Regards,
Mari

Mari Kaartinen, PhD
Associate Professor
Director, Non-thesis MSc Program
Director, Division of Biomedical Sciences

Faculty of Dentistry,
and Faculty of Medicine
(Department of Medicine,
Division of Experimental Medicine)
McGill University
Strathcona Bldg. Room M-72
3640 University street
Montreal, QC, H3A 0C7
Canada

Tel. 514-398 7203 ext. 089668
Email. mari.kaartinen@mcgill.ca
URL: https://www.mcgill.ca/dent-biomedical/research-axes-and-researchers/mari-kaartinen

McGill

Introduction to the Course Outline Brief Guide

Course outlines are intended to provide students with an overall plan for your course, in order to enable them to function efficiently and effectively in the course. A course outline is generally divided into the sections described in the following pages. This Course Outline Brief Guide provides a template that you may use as you develop or revise your own course outline. Items in **bold print** are required to be included in course outlines, which must be provided to students during the first week of classes according to the McGill Charter of Students' Rights (Chapter One, Article 10.2 - amended by McGill Senate 21 January 2009 - of the Handbook on Student Rights and Responsibilities, available as a PDF document). In this document, grey text provides additional helpful information. You may modify this document (add/delete sections) as you like, provided that the items referred to in bold print remain. The course outline may be either posted on myCourses or distributed as a printed version; the choice is at your discretion.

Faculty-specific instructions

The following Faculties and Schools offer their own templates:[1]

- Faculty of Engineering
- School of Continuing Studies' Career & Professional Development:
  Template for PC users / Template for Mac users

Further information

- Sample course outlines are available (right sidebar).
- The Teaching Preparation Checklist may also be of interest as you prepare for your course.
- Request in-person assistance: Teaching and Learning Services (TLS) is available to assist individual professors, departments and Faculties with various aspects of curriculum and course design, and the teaching and learning process.

Please contact TLS for further information about our services:

Teaching and Learning Services, McLennan Library Building
3415 McTavish Street, Suite MS-12 (ground level)
Montreal, Quebec H3A 0C8 [Map]

Tel.: 514-398-6648
Fax: 514-398-8465
Email: tls@mcgill.ca

Website: http://www.mcgill.ca/tls

Comments and suggestions welcome

This Course Outline Brief Guide is a work in progress. If you have any suggestions, questions, or if you would like to share your course outline as a model for other instructors, please be in touch!

[1] If your Faculty has its own template that is not listed here, please contact us. Thanks!

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Interdisciplinary Oral Health Research

(as it appears in the eCalendar)

General Information

Course # 786 D1 & 786 D2

Section #001

Term Fall/Winter

Year

Course pre-requisite(s)

Course co-requisite(s)

Course schedule (day and time of class)

Number of credits: 6

Course location: Downtown Campus – room TBD

Instructor Information (Repeat as necessary for multiple instructors)

Name and Title: Dr. Jocelyne Feine

E-mail: Jocelyne.feine@mcgill.ca

Telephone number for office appointments: 514-290-0898

Office hours for students

Office location – 2001 McGill College, 5th floor, Room 533

Instructor Information (Repeat as necessary for multiple instructors)

Name and Title: Dr. Laura Stone

E-mail: laura.stone@mcgill.ca

Telephone number for office appointments: 514-398-7203, ext 00039

Office hours for students

Office location – GENOME BLDG, 740 Dr. Penfield, Room 3100

TA Information (if applicable)

Name

E-mail

Telephone number for
office appointments

Office hours for students

Office location

Course Overview

Enter the course description as it appears in the eCalendar. Go to http://www.mcgill.ca/study to open the eCalendar, then enter the course number in the search field to find your course.

As the keystone course in the PhD Program, the course, "Interdisciplinary Oral Health Research", will provide the student with information on the theoretical/philosophical underpinnings and practical issues inherent in a variety of scientific approaches to health science research, including fundamental, pre-clinical, human and population methodologies. With this background, the student will be better prepared to participate in or lead an interdisciplinary health research project.
Using a modular format, this course will present an overview of various approaches to problem solving in health science research. The modules will address philosophic differences between disciplines, as well as how each discipline develops hypotheses, the ethical issues particular to each, methodological approaches, analytic techniques, appropriate use of potentially hazardous materials, interpretation of findings, knowledge translation, etc.

Learning Outcomes

Learning outcomes are clear statements of the knowledge, competencies or skills you expect students to have acquired by the end of the course (e.g., "By the end of this course students should be able to synthesize information from..." or "make predictions" or "solve problems"). Learning outcomes provide more detailed information about the course goals or objectives.

By the end of this course, students should be able to:

1) **Describe the main types of health science research**
2) **Describe the rationale for and the continuum of research translation**
3) **Describe the philosophical underpinnings behind each of the main types of health research**
4) **Describe the general aims in each of the main types of health research**
5) **Describe the methodologies used in each of the main types of health research**
6) **Describe the statistical approaches used in each of the main types of research**
7) **Describe the ethical considerations relevant to each of the main types of health research**
8) **Describe the primary end-users of each of the main types of health research**
9) **Describe the knowledge translation activities of each of the main types of health research**
10) **Be able to communicate effectively within an interdisciplinary team**
11) **Develop a study protocol within an interdisciplinary team.**

Instructional Method

Provide a brief description of instructional approaches that will be used during the course (e.g., lectures, seminars, laboratory or clinical activities, group projects). You may also choose to include additional information relevant to this course, such as attendance requirements, and classroom etiquette.

The instruction will consist of lectures, group projects and reflective writing. Prior to each session, students will be assigned to read 1-3 articles on the topic to be discussed. At the end of each session, each student will write a short description (reflective writing) of what s/he learned within that session.

Also mention intended use of technologies such as Student Response Systems (virtual “clickers”), videoconferencing, and myCourses.

All instructors are strongly encouraged to conduct mid-course evaluations (examples here). Advising students of mid-course evaluations ahead of time will likely lead to more constructive feedback.
At the mid-point and the end of the semester, students will complete self- and course evaluations that will be used to guide individual discussions with a course director.

Required Course Materials

Provide specific information about required readings, including title, author(s), edition number and availability (from where they can be purchased or borrowed). It is helpful to the students to indicate how each reading relates to a particular topic in the course.

Readings will be will be 1-3 peer-reviewed publications assigned by each instructor prior to their lectures. A list will be provided in the syllabus, and all materials will be uploaded in *MyCourses*

The Library provides access to course materials, both print and online, in its Course Reserves system. The Library puts course reserve materials on short-term loan at the branch libraries, while also linking to online materials (both e-books and e-journal articles.)

Course Packs can be made available at the library branches, along with print and online links for the materials listed in these Course Packs. Please share your lists of course materials with your Liaison Librarian. You can work with your Liaison Librarian to create links to the library's Course Reserves and online resources in myCourses – see this Checklist for details.

Any other required materials should be listed.

Optional Course Materials

If optional materials (e.g., recommended readings) exist, list them here.

Recommended reading:
How to Write a Lot by Paul Silva 2007
The Double Helix by Watson and Crick
(More to come)

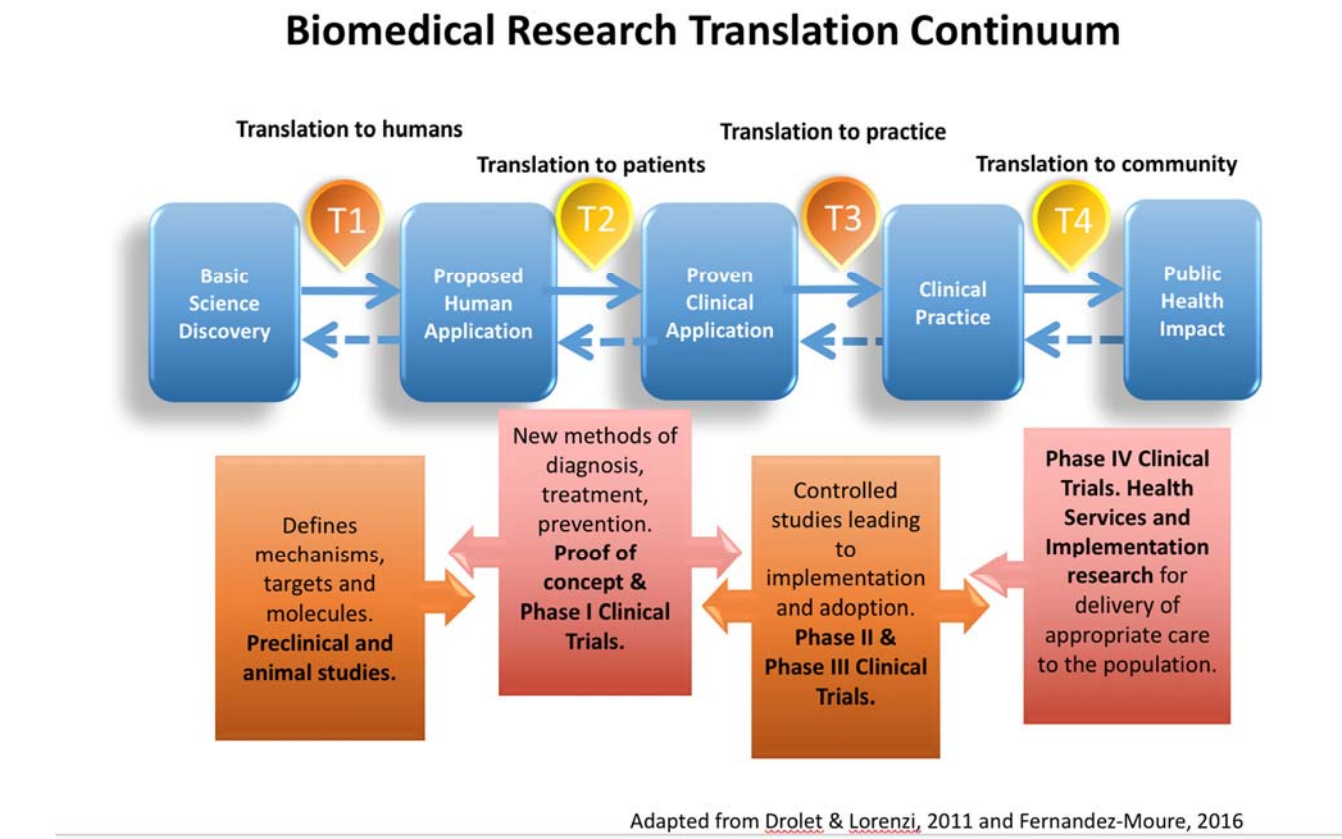
Course Content

- **A description of the topics to be addressed in the course**

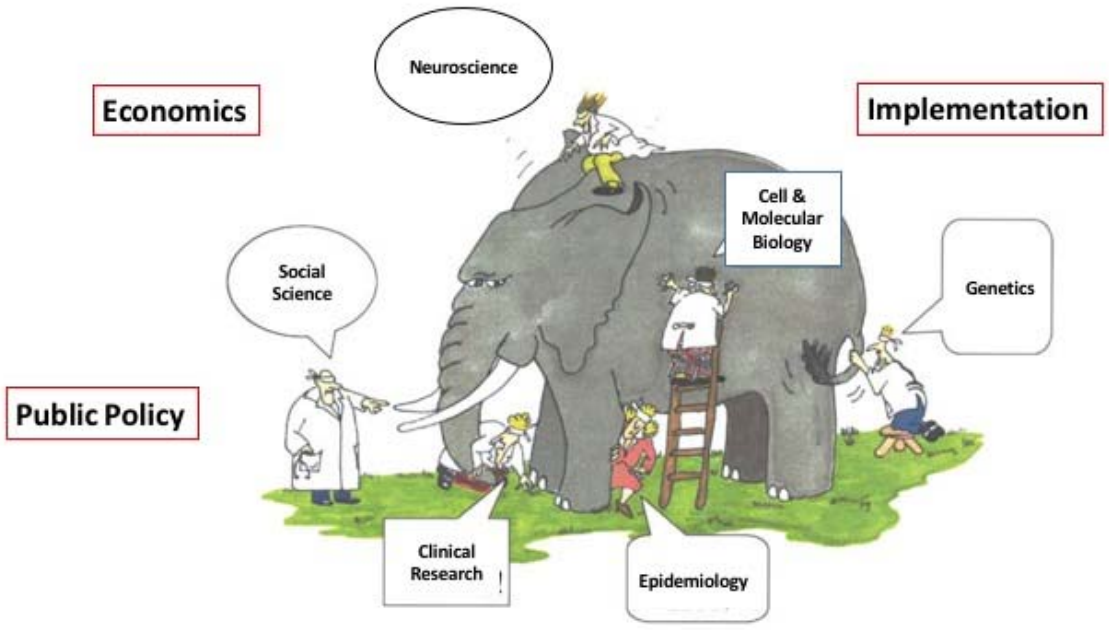
  Each presenter will address all of the following topics:

  - **Philosophical underpinnings**
  - **Rationale**
  - **General aims**
  - **Methodologies used**
  - **Statistical methods**
  - **Ethical considerations**
  - **Primary end-users**
  - **Knowledge translation activities**

- A concept map or graphic representation of the content of the course



Adapted from Drolet & Lorenzi, 2011 and Fernandez-Moure, 2016



- The rationale for the sequence of the course, especially if there is not an assigned text in chapter sequence (e.g., an historical approach with topics arranged chronologically, a progression from simple to more

complex procedures or concepts, or a series of theoretical principles followed by applications)

The sequence will follow the biomedical research model, we will progress from basic science through community implementation research.

- If appropriate, explain what the course is not about or what topics will not be covered.

  This is not a didactic class; students will not need to know detailed methodological techniques or detailed terminologies for each research method (e.g. the name of a specific gene is not important; but how a genetic researcher would approach the understanding of a problem is important).

PRELIMINARY OUTLINE

Optional organizer:

Class/Topic	Date	Re	Assignments and/or Readings Due
		Health research overview	e.g., quiz, paper, group project, exam.
1		Intro to Interdisciplinary research (Feine, Stone, Hovey, Kaartinen)	
2		Intro to Interdisciplinary research (Feine, Stone, Hovey, Kaartinen)	
3		Biomaterials in Oral Health research	
4		Cellular mechanisms in Oral Health research	
5		Animal models: molecular and cellular	
6		Student presentations – "My research methodology"	Students will discuss their research in relation to each of the learning outcomes (e.g. philosophy, ethics etc…)
7		Animal models: behavioural and systems in Oral Health research	
8		Animal models & preclinical studies: pharmaceutical testing in Oral Health research	
9		Animal models & preclinical studies: devices in Oral Health research	
10		Biomarkers and brain imaging in Oral Health research	
11		Human genetics in Oral Health research	
12		Student debates	Students debate issues related to

			health and science such as 'is health care a human right'
13		Student debates	Students debate issues related to health and science such as 'is health care a human right'
14		Introduction to Epidemiology in Oral Health research	
15		Strategic drug development & regulatory policies + IP	
16		Device development & regulatory policies +IP	
17		RCTS – interventional research	
18		Qualitative Oral Health research	
19		Mixed methods	
20		Participatory research	
21		Health Technology Assessment	
22		Public policy & Global health research funding	
23		Repositories (e.g. tissue banks and data bases)	
24		Student projects	Interdisciplinary teams who will develop, write and present their interdisciplinary research proposals
25		Student projects	Interdisciplinary teams who will develop, write and present their interdisciplinary research proposals
26		Student projects	Interdisciplinary teams who will develop, write and present their interdisciplinary research proposals

It is strongly recommended that variations in schedules, e.g., due to holidays and reading week, be indicated.

Evaluation

A description of the means of evaluation to be used in the course: The purpose of evaluation is to provide feedback to students on their learning, as well as to permit the instructor to assign a fair grade at the end of the course. Providing explicit information about assignments and grading procedures will clarify expectations and allay student anxiety, while supporting students in pacing their studies, gauging their progress, and achieving learning outcomes.

Student performance in this course will be assessed on a Pass/Fail basis on their competencies in participation and contribution, as well as team collaboration. Specifically:

In the 1st semester: Students will individually present their research, addressing each of the 10 competencies. They will also work in teams to prepare and participate in debates on topics of public policy and health implementation strategies. In addition, they will submit a reflective writing at the end of each session, in which they describe what they learned in that session.

In the 2nd semester: They will create interdisciplinary research teams, then each team will prepare a proposal for a team grant that will be peer reviewed by Faculty and one of the other teams. At the end of the semester, all teams will present their grant proposals to the entire group.

Optional organizer:

Name of Assignment	Due Date	% of final grade

McGill Policy Statements

Required Course Outline Statements [in keeping with Senate resolutions]

Academic Integrity:

"McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures" (see www.mcgill.ca/students/srr/honest/ for more information). (Approved by Senate on 29 January 2003)

The FRENCH TRANSLATION of the Academic Integrity statement may also be used on your course outline:

« L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).»

Language of Submission:

"In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded." (Approved by Senate on 21 January 2009 - see also the section in this document on Assignments and Evaluation.)

The FRENCH TRANSLATION about this right may also be used on your course outline:

« Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue). »

Text-matching Software:

If you intend to use Text-matching software, you must follow the guideline below as well:

Use of Text-matching software: You must inform students in writing before the end of the add/drop period of your intention to use text-matching software. The Policy on Text-matching Software provides details on required statements and appropriate implementation.

Additional Statements

The following statements are optional and you are encouraged to include them on course outlines as appropriate:

- "The University Student Assessment Policy exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations."

- "© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures."

- *"*As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009*."*

- "End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students."

- In keeping with McGill's preparedness planning strategies with respect to potential pandemic or other concerns, the Administration suggests that all course outlines contain the statement: "In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change."

- Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights (see the Handbook on Student Rights and Responsibilities).

- McGill has policies on sustainability, paper use and other initiatives to promote a culture of sustainability at McGill. (See the Office of Sustainability.)

- Guidelines for the use of mobile computing and communications (MC2) devices in classes at McGill have been approved by the APC. Consult the Guidelines for a range of sample wording that may be used or adapted by instructors on their course outlines.