



**421<sup>st</sup> REPORT OF THE ACADEMIC POLICY COMMITTEE TO SENATE**

on APC meetings held on 27<sup>th</sup> May and 9<sup>th</sup> September 2010

**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)

Faculty of Medicine

Graduate Certificate in Chronic Pain Management – APPENDIX A

At a meeting on 27<sup>th</sup> May 2010, APC reviewed a proposal for a Graduate Certificate in Chronic Pain Management, submitted by the Faculty of Medicine and intended to be offered by the School of Physical and Occupational Therapy. The Ministry of Health and Social Services (MSSS) has designated chronic pain as a specialty for the McGill RUIS (*Réseau Universitaire Intégré de Santé*). The School of Physical and Occupational Therapy is responding to this mandate by proposing to offer a Graduate Certificate on line, which would be unique in Canada; the certificate offered by the Université de Sherbrooke is offered on campus only. Candidates with undergraduate degrees in health care disciplines, such as Nursing, Physical Therapy, Occupational Therapy, and Kinesiology, would be considered for admission. Submission to CREPUQ's *Commission d'évaluation des projets de programmes (CEP)* and to the Ministère de l'Éducation, du Loisir et du Sport (MELS) for evaluation and approval is not required. The proposed program was approved by the Council of Graduate and Postdoctoral Studies (CGPS) on 13<sup>th</sup> September 2010.

APC therefore recommends that Senate approve the following resolution:

*Be it resolved that Senate approve the proposed Graduate Certificate in Chronic Pain Management program.*

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

None.

**(C) CREATION OF NEW UNITS / NAME CHANGES / REPORTING CHANGES**

None.

**(D) CHANGES IN DEGREE DESIGNATION**

None.

## **II. PRESENTED TO SENATE FOR DISCUSSION**

None.

## **III. APPROVED IN THE NAME OF SENATE**

### **(A) DEFINITIONS**

None.

### **(B) STUDENT EXCHANGE AGREEMENTS / CONTRACTS / INTERUNIVERSITY PARTNERSHIPS (approved by APC)**

1. Student exchange agreement between École des Hautes Études Commerciales de Paris, France and McGill University, Desautels Faculty of Management

At a meeting on 27<sup>th</sup> May 2010, APC reviewed and approved a proposed student exchange agreement between École des Hautes Études Commerciales de Paris (HEC) and McGill University, Desautels Faculty of Management. This Agreement will complement the exchange of MBA students through the Partnership in International Management (PIM) network, of which both McGill and HEC Paris are members. McGill University currently has six student exchange agreements with French partners: École nationale supérieure d'architecture de Clermont-Ferrand (Architecture), École nationale supérieure d'architecture de Grenoble (Architecture), ESTACA (Engineering), Institut d'études politiques de Paris, École centrale de Marseille (Engineering) and, most recently, Université Paris Dauphine (Management). Founded in 1881 by the Paris Chamber of Commerce and Industry (CCIP) as an École de commerce, HEC Paris is one of the world's foremost business schools and is regarded as one of the most prestigious *grandes écoles* in France. HEC Paris has a long-established tradition of welcoming international students and currently has over 3500 students from 80 nationalities in its programs. Since HEC Paris focuses on promoting the international dimension of education and research, it has developed a large portfolio of partnerships with prestigious universities and business schools throughout the world, resulting in 119 academic partnerships in 43 countries and 240 exchange students a year.

2. Student exchange agreement with Freie Universität Berlin

At a meeting on 9<sup>th</sup> September 2010, APC reviewed and approved a proposed student exchange agreement with Freie Universität Berlin. Prior to this approval, McGill University had five student exchange agreements with German partners: the Albert-Ludwigs Universität Freiburg, Universität Tübingen, Fachhochschule Karlsruhe – Hochschule für Technik (Engineering only), Technische Universität Berlin (Engineering only) and Universität Mannheim (Management only). Freie Universität Berlin was founded by students and scholars on 4<sup>th</sup> December 1948, with the support of the American Allies and Berlin politicians, as a response to the persecution of students critical of the system at Universität Under den Linden in the Soviet sector of the divided city of Berlin. Its name refers to West Berlin's status as part of the free world. With approximately 32,000 students in over 100 subject areas (16 percent of whom come from abroad), Freie Universität Berlin is the largest of the three universities in Berlin and a leading research institution. Its foundation was facilitated through international support, and international impulses have shaped its research ever since. The University established connections to organizations in Western Germany, Europe, and the world beyond. What began as a necessity rapidly evolved into a successful strategy: Freie Universität Berlin

has over 130 partnerships with scholarly institutions worldwide and is a drawing card for international researchers.

**(C) OTHER ISSUES**

1. Guidelines for the acceptable use of mobile computing and communications (MC2) devices in classrooms

At a meeting on 27<sup>th</sup> May 2010, APC considered and endorsed the “Guidelines for the acceptable use of mobile computing and communications devices (MC2) in classrooms at McGill”, proposed by the APC Subcommittee on Teaching and Learning (SCTL). A workgroup, mandated by SCTL to examine the use of laptops and handheld devices in classrooms, reviewed practices at comparable institutions and surveyed the McGill community widely through a representative sample of students and instructors. Comments and literature on the subject have underlined the need for a coherent framework that defines how students and instructors can operate. The proposed Guidelines make clear that it is important that instructors communicate and discuss their expectations and inform students of the potential consequences of non-compliance. In all cases, students must respect the Code of Student Conduct and Disciplinary Action, the Policy on the Responsible Use of McGill IT Resources, and the Policy Concerning the Rights of Students with Disabilities. Audio or video recording as well as the use of MC2 devices for voice communication are not allowed without explicit permission from the instructor. The instructor could require as conditions that use of such devices should not be disruptive or that use of laptops for note-taking be confined to one section of the classroom, for example. The proposed guidelines deal with use in classrooms only; provisions for examinations are covered by separate regulations. Non-compliance that may lead to disciplinary action refers to a student’s persistence in being disruptive despite having been notified earlier on. Teaching and Learning Services will disseminate the Guidelines.

2. Revised by-laws: Alan Edwards Centre for Research on Pain / *Centre Alan-Edwards de recherche sur la douleur*

At a meeting on 18<sup>th</sup> March 2010, the APC approved a set of by-laws for the Alan Edwards Centre for Research on Pain. The proposal for the creation of the “Centre for Research on Pain” (approved by APC in September 2002, by Senate on 15<sup>th</sup> January 2003 and by Board of Governors on 27<sup>th</sup> January 2010), had included a set of “interim by-laws”. When a new Director was appointed to the Centre, a decision was taken to update the by-laws and have the new version formally approved. The proposed by-laws were approved by the Centre’s Executive Committee and Research Advisory Council before being submitted to APC for final approval.

## IV. FOR THE INFORMATION OF SENATE

### (A) APPROVAL OF COURSES AND TEACHING PROGRAMS

#### 1. Programs

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

###### i. New concentrations/options within existing programs (approved by APC on 27<sup>th</sup> May 2010)

Faculty of Agricultural and Environmental Studies

- B.Sc.(Ag.Env.Sc.); International Agriculture - Minor (24 credits)

Faculty of Arts

- B.A.; Neo-Hellenic Studies - Minor Concentration (18 credits)

- M.A.; Islamic Studies; Gender and Women's Studies (Thesis) (45 credits) (approved CGPS 10<sup>th</sup> May 2010)

- Ph.D.; Political Science; Gender and Women's Studies (approved CGPS 13<sup>th</sup> September 2010)

###### ii. Major revisions of existing programs

None.

##### b) **APC Subcommittee on Courses and Teaching Programs (SCTP) approvals**

Summary reports from the APC Subcommittee on Courses and Teaching Programs (SCTP) to APC are posted on the non-restricted section of the APC website <http://www.mcgill.ca/apc/sctpreports/>.

SCTP approved the following on 15<sup>th</sup> and 29<sup>th</sup> April, and on 20<sup>th</sup> May 2010

###### i. **Moderate and Minor Program Revisions**

Faculty of Agricultural and Environmental Sciences

On 29<sup>th</sup> April 2010:

- M.Sc. (Applied); Human Nutrition (Non-Thesis) (45 cr.)

- B.Sc.(Ag.Eng.Sc.); Animal Health and Disease – Specialisation (24 cr.)

- B.Sc.(Ag.Eng.Sc.); Animal Health and Disease – Minor (24 cr.)

- B.Sc.(Ag.Env.Sc.); Entomology – Specialisation (24 cr.)

- B.Sc.(Ag.Env.Sc.); Environmental Biology – Major (90 cr.)

- B.Sc.(Ag.Env.Sc.); Ecological Agriculture – Specialisation (24 cr.)

- B.Sc.(Ag.Env.Sc.); Ecological Agriculture – Minor (24 cr.)

- Certificate in Ecological Agriculture (30 cr.)

- B.Sc.(Ag.Env.Sc.); Plant Production (24 cr.)

On 20<sup>th</sup> May 2010:

- M.Sc.; Renewable Resources; Thesis (45 cr.)
- M.Sc.; Renewable Resources; Environmental Assessment); Non-Thesis (45 cr.)

Faculty of Arts:

On 15<sup>th</sup> April 2010:

- B.A.; Canadian Ethnic and Racial Studies; Minor Concentration (18 cr.)
- B.A. ; Geography; Major Concentration (37 cr.)
- B.A.; Geography; Honours (61 cr.)

On 20<sup>th</sup> May 2010:

- B.A.; Software Engineering; Major Concentration (36-37 cr.)

Centre for Continuing Education

On 20<sup>th</sup> May 2010:

- Certificate; Public Relations (30 cr.)
- Certificate; Software Development (30 cr.)
- Certificate; Systems Analysis and Design (30 cr.)
- Graduate Certificate; Internet Business (15 cr.)

Faculty of Education

On 20<sup>th</sup> May 2010:

- Graduate Certificate; Educational Leadership 2 (15 cr.)

Faculty of Engineering:

On 15<sup>th</sup> April 2010:

- Ph.D.; Civil Engineering

On 29<sup>th</sup> April 2010:

- Ph.D. ; Mechanical Engineering
- M.Arch.; Design Studio; Directed Research (Non-Thesis) ( 60 cr.)
- M.Arch.; Cultural Mediations & Technology (Non-Thesis) (45 cr.)
- M.Arch.; Urban Design and Housing (Non-Thesis) )45 cr.)
- B.Eng.; Electrical Engineering – Major (109-110 cr.)
- B.Eng; Electrical Engineering – Honours (109-110 cr.)
- B.Eng. Computer Engineering – Major (110-114 cr.)
- B.S.E. (106-115 cr.)
- B.Eng.; Chemistry – Minor (25 cr.)

On 20<sup>th</sup> May 2010:

- B.Sc. (Arch)
- B.Eng.; Chemical Engineering; Major (112-115 cr.)
- B. Eng.; Civil Engineering; Major
- B.Eng.; Electrical Engineering; Major
- B. Eng.; Electrical Engineering; Honours
- B.Eng.; Computer Engineering; Major
- B.Eng.; Mining Engineering - Co-Op
- B. Eng.; Materials Engineering – Co-Op
- B.Eng.; Mechanical Engineering; Major (112-118 cr.)
- B.Eng.; Mechanical Engineering; Honours (112-118 cr.)
- B.S.E. (106-115 cr.)

Faculty of Law and Faculty of Arts

On 15<sup>th</sup> April 2010:

- Joint MSW /BCL /LLB (132 cr.)

Faculty of Law and Desautels Faculty of Management

On 15<sup>th</sup> April 2010:

- Joint MBA /BCL /LLB (138 cr.)

Desautels Faculty of Management

On 29<sup>th</sup> April 2010:

- B.Com.; Information Systems – Major (30 cr.)

On 20<sup>th</sup> May 2010:

- M.B.A. Japan (51 cr.)

Faculty of Medicine

On 29<sup>th</sup> April 2010:

- Ph.D.; Biochemistry; Bioinformatics

Faculty of Science

On 20<sup>th</sup> May 2010:

- B.Sc.; Mathematics and Physics; Joint Honours (81 cr.)

## **ii. Program Retirements: 4**

Faculty of Engineering

On 29<sup>th</sup> April 2010:

- Graduate Diploma; Housing; Affordable Homes (30 cr.)
- Graduate Diploma; Housing; Minimum Cost Housing (30 cr.)

Schulich School of Music

On 20<sup>th</sup> May 2010:

- B.Mus.; Performance; Piano; Honours (137 cr.)
- B.Mus.; Performance; Voice; Honours (137 cr.)

**2. Courses**

a) New Courses: **20** (29<sup>th</sup> April 2010); **5** (20<sup>th</sup> May 2010)

Faculty of Agricultural and Environmental Sciences: 3

Faculty of Arts: 7

Centre for Continuing Education: 1 (20<sup>th</sup> May 2010)

Faculty of Education: 2 (20<sup>th</sup> May 2010)

Faculty of Engineering: 5

Faculty of Medicine: 5

Faculty of Science: 2 (20<sup>th</sup> May 2010)

b) Course Revisions: **95** (29<sup>th</sup> April 2010); **80** (20<sup>th</sup> May 2010)

Faculty of Agricultural and Environmental Sciences: 11 (29<sup>th</sup> April 2010); 4 (20<sup>th</sup> May 2010)

Faculty of Arts: 17

Centre for Continuing Education: 5 (20<sup>th</sup> May 2010)

Faculty of Education: 14 (20<sup>th</sup> May 2010)

Faculty of Engineering: 33 (29<sup>th</sup> April 2010); 23 (20<sup>th</sup> May 2010)

Desautels Faculty of Management: 33

Schulich School of Music: 1 (20<sup>th</sup> May 2010)

Faculty of Medicine: 1

Faculty of Science: 33 (20<sup>th</sup> May 2010)

c) Course Retirements: **8** (29<sup>th</sup> April 2010); **5** (20<sup>th</sup> May 2010)

Faculty of Agricultural and Environmental Sciences: 8

Faculty of Engineering: 1 (20<sup>th</sup> May 2010)

Faculty of Science: 4 (20<sup>th</sup> May 2010)

**(B) Other**

None.



# McGill

## New Program/Major or Minor/Concentration Proposal Form

CGPS APPENDIX B

(07/2004)

<p>1.0 Degree Title Please specify the two degrees for concurrent degree programs</p> <p>Graduate Certificate</p>	<p>2.0 Administering Faculty/Unit</p> <p>GPS</p>
<p>1.1 Major (Legacy= Subject)(30-char. max.)</p> <p>Chronic Pain Management</p>	<p>Offering Faculty/Department</p> <p>Medicine/School of Physical &amp; Occupational Therapy</p>
<p>1.2 Concentration (Legacy = Concentration/Option) If applicable to Majors only (30 char. max.)</p> <p></p>	<p>3.0 Effective Term of Implementation (Ex. Sept. 2004 = 200409) Term</p> <p>January 2011</p>
<p>1.3 Minor (with Concentration, if Applicable) (30 char. max.)</p> <p></p>	

4.0 Rationale for new proposal

The rationale for the Graduate Chronic Pain Management certificate is to improve pain knowledge and beliefs of health professionals. Each required course will be offered in part online and in part on campus (see section 8.0). This format facilitates knowledge transfer and access (see p.4 for details).  
Requirements: 1) undergraduate degree in health care; 2) a minimum of 7 students registered for each course.  
**The expected student cohort per year over the next three years is 15 students.**

5.0 Program Information  
Please check appropriate box(es)

<p>5.1 Program Type</p> <p>Bachelor's Program</p> <p>Master's</p> <p>M.Sc. (Applied) Program</p> <p>Dual Degree/Concurrent Program</p> <p>Certificate</p> <p>Diploma</p> <p><input checked="" type="checkbox"/> Graduate Certificate</p> <p>Graduate Diploma</p> <p>Ph.D. Program</p> <p>Doctorate Program (Other than Ph.D.)</p> <p>Private Program</p> <p>Off-Campus Program</p> <p>Distance Education Program (By Correspondence)</p> <p>Other (Please specify)</p>	<p>5.2 Category</p> <p>Faculty Program (FP)</p> <p>Major</p> <p>Joint Major</p> <p>Major Concentration (CON)</p> <p>Minor</p> <p>Minor Concentration (CON)</p> <p>Honours (HON)</p> <p>Joint Honours Component (HC)</p> <p>Internship/Co-op</p> <p>Thesis (T)</p> <p>Non-Thesis (N)</p> <p>Other</p> <p>Please specify</p>	<p>5.3 Level</p> <p>Undergraduate</p> <p>Dentistry/Law/Medicine</p> <p>Continuing Ed (Non-Credit)</p> <p>Collegial</p> <p><b>X Masters &amp; Grad Dips &amp; Certs</b></p> <p>Doctorate</p> <p>Post-Graduate Medicine/Dentistry</p> <p>Graduate Qualifying</p> <p>Postdoctoral Fellows</p>
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Each required course is going to be offered partly online and partly on campus (On campus: 2-day on campus, 6-hour per day/2 modules per day)

<p>6.0 Total Credits</p> <p>15 credits</p>	<p>7.0 Consultation with</p> <p>Related Units      Yes <input checked="" type="checkbox"/> No</p> <p>Financial Consult      Yes <input checked="" type="checkbox"/> No</p> <p>Attach list of consultations. See attached documents</p>
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8.0 Program Description (Maximum 150 words)

The Graduate Certificate in Chronic Pain Management provides postgraduate, clinically-relevant education of international standards in the sciences, concepts, approaches and procedures for pain management in the context of the multidisciplinary team. Application of the theory and practice of pain management, the principles and practices underpinning the biopsychosocial approach to the management of pain, and improvement of the outcomes for patients with pain problems; development of an evidence-based approach to practice in both clinical and non-clinical contexts.

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)

Required Courses (12 credits):

POTH 663 Introduction to Pain Management (3 credits)  
POTH 664 Pain Mechanisms and Contributors (3 credits)  
POTH 665 Principles of Pain Treatment and Management (3 credits)  
POTH 666 Pain Conditions (3 credits)

Complementary Courses (3 credits)

POTH 603 Directed Practicum (3 credits)  
POTH 611 Health Research Methods (3 credits)  
NUR2 635 Pain Measurement in Children (3 credits)

Grad Certificate  
P&OT

10.0 Approvals			
Routing Sequence	Name	Signature	Date
Department	Dr. Maurcen Simmons	<i>[Signature]</i>	Mar 15/10
Curric/Acad Committee	D. Ragsdale	<i>[Signature]</i>	April 16/10
Faculty 1	R. Levin	<i>[Signature]</i>	April 21/10
Faculty 2	<b>SCTP</b>		
Faculty 3	<b>APPROVED</b>		
SCTP			MAY 20/10
GS			
APC	Helen Mc RICHARD	<i>[Signature]</i>	27 <sup>th</sup> May 2010
Senate	<b>CGPS</b>		
Submitted by	<b>APPROVED</b>		Sept. 10, 2010
Name		To be completed by ARR.	
Phone		CIP Code	
Email			
Submission Date			

New Program Added to Approval Concentration Schedule Form 01/10

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## **Rationale for partly online and partly on campus courses**

Recently, McGill University, the MUHC, and the CLRC received Ministerial designation as a Centre of Expertise for Chronic Pain. The School of Physical and Occupational Therapy and the Centre are responding to the mandate of the McGill RUIS to coordinate teaching and research throughout the RUIS territory, extending to the far North and west as far as Outaouais. The target population for the certificate is the healthcare practitioner.

Each required course will be offered partly online and partly on campus. During the semester, the students will be required to spend an intense two-day period on campus (6-hour per day/2 modules per day) to interact with the other members of the class and to facilitate knowledge transfer between students. However, part of each course will also be available online to facilitate access to Healthcare practitioners experiencing extensive time constraints. Those who take our courses usually work in a system experiencing a severe manpower shortage and so experience constant demands upon time. They also tend to be younger professionals with a family and other social responsibilities. As a result, they cannot find the time to go back to school for a year to get the training. The distance factor for individuals in the RUIS territory makes access to clinical education prohibitively expensive and logistically challenging.

Furthermore, these professionals are more adept than the average population at using digital tools to find information and to solve their needs to remain informed. This provides our School with an educational opportunity to render knowledge accessible to the healthcare practitioner in a format that they are comfortable with and that they can access anytime and anyplace where they find time in their busy schedule.

Based upon our existing on-line certificate, the typical student takes one or two courses per semester. Over an 18-month to 2-year period they will complete the 5 courses of a certificate. With this additional training they can confront some of their most difficult clinical challenges with more confidence and provide a stronger support to their healthcare team.

Through the communications capabilities of emerging technologies, we can now offer needed training beyond the institution's grounds into the healthcare community. We acknowledge that this takes significant changes in teaching practices. Our School has developed an expertise in professional education and has several faculty members working in research areas related to clinical education. We are currently offering a successful certificate on-line and we have developed the formal and informal support environments for the teachers who offer on-line courses. Similarly we have developed the methods to build the courses and have the safe-guards in place to monitor learning and to minimize cheating on line.

### **Strategies for security:**

Problems regarding the authenticity of a student's work and plagiarism exist for both campus-based courses and on-line courses. Indeed, there is no guarantee that an assignment and term paper has actually been written by the student registered in the course, whether this course is on-line or taught in a classroom. Changing assignment topics on a yearly basis or keeping a database of previous assignments may be helpful in some cases. Asking the student to relate the subject matter to his or her own personal and/or professional life experiences may make it more difficult to replicate an assignment. Setting specific criteria for the material that must be in the paper can make plagiarism more difficult. Requiring that the student include a description of the research process or preliminary drafts with the paper may be another option. However, whether a course is on or off-line, plagiarism may sometimes happen and one must always remain vigilant.

To prevent cheating on a written exam, all exams will be proctored for the students living outside the greater Montreal area. The students living within the greater Montreal area must write their exams at McGill.

Proctored exam: the student will designate an institution that he/she would be willing to travel to and the School of Physical and Occupational Therapy will contact the institution and arrange for the exam to be proctored.

Proctors must be principals, vice principals, school board administrators, or teachers in a university setting, college or CEGEP. A letter will be mailed to the proctor, outlining the procedures and his/her responsibility. At the time of the exam, students will have to show picture identification and give their student number. After the exam, the proctor is asked to keep a copy of the exam for his/her file, fax the exam to us and send the original by courier.