

394th REPORT OF THE ACADEMIC POLICY COMMITTEE TO SENATE11th and 25th October 2007**I. TO BE APPROVED BY SENATE****(A) NEW TEACHING PROGRAMS**

1) Faculty of Arts

B.A.; Supplementary Minor in Computer Science (Combinable) - Appendix A

At a meeting on 30th August 2007 APC reviewed a proposal for an 18-credit program designed to be combined with the Major Concentration in Computer Science to provide a program that is comparable to the Major in Computer Science program offered in the Faculty of Science. This new program was approved by SCTP on 17th May 2007. APC approved it under the title "Supplementary Minor in Computer Science" at its meeting on 25th October 2007.

APC therefore recommends that Senate approve the following resolution:

be it resolved that Senate approve the proposed B.A.; Supplementary Minor in Computer Science.

Ph.D. in Philosophy; Gender and Women's Studies – Appendix B

At a meeting on 11th October 2007 APC reviewed a proposal for a new option in Gender and Women's Studies within the existing Ph.D. in Philosophy program. This new option is part of the group of Gender and Women's Studies Options offered in collaboration with the Faculty of Science that was approved by Senate on 19th September 2007. This new option will provide an interdisciplinary setting for graduate students interested in gender and women's studies. It was approved by the APC Subcommittee on Courses and Teaching Programs (SCTP) on 17th May 2007 and by the Council on Graduate and Postdoctoral Studies (CGPS) on 10th September 2007.

APC therefore recommends that Senate approve the following resolution:

be it resolved that Senate approve the proposed Ph.D. in Philosophy; Gender and Women's Studies.

2) Faculties of Arts and Medicine - Appendix C

Ph.D. in Philosophy; Environment (0 cr.);
Ph.D. in Experimental Medicine; Environment (0 cr.); and
M.Sc. in Experimental Medicine; Environment (45 cr.).

At a meeting on 11th October 2007 APC reviewed a proposal for new options in Environment within three existing programs. The new options are part of the group of Environment Options offered in collaboration with the Faculty of Agricultural and Environmental Sciences, the Faculty of Law, and the Faculty of Science that was approved by Senate on 18th April and 19th September 2007. They were designed to allow graduate students to incorporate collaborations from another discipline into their research easily and effectively. The new options were approved by SCTP on 17th May 2007 and by CGPS on 10th September 2007.

APC therefore recommends that Senate approve the following resolution:

be it resolved that Senate approve the proposed
 - *Ph.D. in Philosophy; Environment,*
 - *Ph.D. in Experimental Medicine; Environment, and*
 - *M.Sc. in Experimental Medicine; Environment.*

(B) CHANGE IN DEPARTMENT / REPORTING / MERGERS

None.

(C) CHANGE IN DEGREE DESIGNATION

None.

(D) ACADEMIC PERFORMANCE ISSUES / POLICIES / GOVERNANCE

None.

(E) CREATION OF NEW UNITS / INTER-UNIVERSITY PARTNERSHIPS

None.

II. PRESENTED TO SENATE FOR DISCUSSION**Proposed Revisions to the (proposed) New Course Evaluation Policy - Appendix D**

At its meeting on 19th September 2007 Senate considered a New Course Evaluation Policy proposal that was prepared by the Subcommittee on Teaching and Learning of APC and submitted to Senate for discussion by APC as part of its 392nd Report to Senate (D07-01). The proposed New Course Evaluation Policy has now been revised in light of comments and suggestions received from Senate, APC, SCTL, and SSMU. It is now presented to Senate for further consideration and discussion, in two formats: one showing the changes in relation to the version previously submitted to Senate, and the other showing the text with those changes having been incorporated.

III. APPROVED IN THE NAME OF SENATE**(A) Student Exchange Agreements** (approved by APC)

None.

(B) Major Program Revisions (approved by the APC Subcommittee on Courses and Teaching Programs on 20th September 2007)

1) Faculty of Agricultural and Environmental Sciences

M.Sc. in Bioresource Engineering; Non-Thesis – IWRM (47 cr.)

Program revisions:

- two Required Courses added;
- Required Courses credit weight increased;
- program credit weight increased.

Revised program approved by SCTP May 17, 2007 and CGPS September 10, 2007.

(C) Minor Program Revisions (approved by the APC Subcommittee on Courses and Teaching Programs on 20th September 2007)

CORRECTION: in APPC's 389th Report to Senate, 28th April 2007 (D06-53), Section II. B. Minor Program Revisions approved by SCTP on 8th March 2007, 2) Faculty of Arts, the list of revisions regarding the B.A.; Honours in Religious Studies was incomplete and should read as follows:

B.A.; Honours in Religious Studies (60 cr.)

Program revisions:

- one Complementary Course added.
- addition of "Tamil" to the list of Complementary Courses, "6 credits of scriptural languages ..." descriptive sentence.

1) Faculty of Arts

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

Program revision:

- one Complementary Course deleted.

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

Program revision:

- one Complementary Course deleted.

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

Program revisions:

- four Complementary Courses deleted.
- Revised program approved by SCTP.

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

Program revisions:

- four Complementary Courses deleted.

B.A.; Joint Honours – East Asian Studies Component (36 cr.)

Program revisions:

- third group of Complementary Courses descriptive sentence revised;
- fourth group of Complementary Courses descriptive sentence revised.

2) Faculty of Education

M.L.I.S. (48 cr.)

Program revisions:

- Complementary Courses added to the program and various groups of Complementary Courses;
- Complementary Courses deleted from various groups of Complementary Courses;
- groups of Complementary Courses added;
- Elective Courses descriptive paragraph revised.

3) Faculty of Medicine

Ph.D. in Microbiology and Immunology (0 cr.)

Program revisions:

- five Required Courses deleted;
- five Required Courses added;
- one Required Course title changed;
- how Complementary Courses to be chosen revised;
- four Complementary Courses deleted;
- two groups of Complementary Courses added;
- Complementary Courses credit weight increased.

(D) Other issues

None

IV. FOR THE INFORMATION OF SENATE**(A) NEW COURSES** (approved by the APC Subcommittee on Courses and Teaching Programs)

None.

(B) COURSE REVISIONS (approved by the APC Subcommittee on Courses and Teaching Programs)Course Revisions - The following were approved in the name of Senate.

1) Faculty of Arts

- LING 485 Special Topics 3 (3 cr.)
- LING 488 Independent Study 1 (3 cr.)
- LING 489 Independent Study 2 (3 cr.)
- LING 682 Selected Topics 1 (3 cr.)
- LING 683 Selected Topics 2 (3 cr.)
- LING 688 Tutorial 1 (3 cr.)
- LING 720 Advanced Seminar in Sociolinguistics (3 cr.)
- LING 782 Selected Topics 3 (3 cr.)

LING 783 Selected Topics 4 (3 cr.)
 LING 788 Tutorial 2 (3 cr.)
 LING 789 Tutorial 3 (3 cr.)

2) Faculty of Education

GLIS 643 Electronic Records Systems (3 cr.)
 EDFE 261 Stage d'assistanat – 2e année (3 cr.)
 EDFE 362 Stage d'enseignement en FLS (7 cr.)
 EDFE 461 Stage d'enseignement-immersion (9 cr.)
 EDSL 260 Séminaire professionnel-2e (1 cr.)
 EDSL 301 Étude de la langue (3 cr.)
 EDSL 320 Séminaire 3 professionnel (1 cr.)
 EDSL 341 Litt. et Litt. Jeunesse en FLS (3 cr.)
 EDSL 345 Enseignement du FLS-immersion (3 cr.)
 EDSL 402 Évaluation en FLS (3 cr.)
 EDSL 420 Séminaire 4 professionnel (2 cr.)
 EDSL 444 Lab. d'enseignement en FLS (3 cr.)
 EDSL 472 Enseignement du FLS-Secondaire (3 cr.)

3) Desautels Faculty of Management

FINE 441 Investments & Portfolio Mgmt (3 cr.)
 FINE 448 Derivatives and Risk Management (3 cr.)
 FINE 449 Market Risk Models (3 cr.)
 FINE 482 International Finance 1 (3 cr.)
 FINE 541 Applied Investments (3 cr.)

4) Faculty of Medicine

MIMM 713 Graduate Seminars 3 (3 cr.)

(C) Retirements (approved by the APC Subcommittee on Courses and Teaching Programs)

1) Programs

None.

2) Courses

None.

Total number of program retirements reported: 0

Total number of course/term retirements reported: 9

Compiled by Helen M.C. Richard, 2007-10-26



<p>1.0 Degree Title Please specify the two degrees for concurrent degree programs</p> <p>B.A.</p>	<p>2.0 Administering Faculty/Unit</p> <p>Arts</p>
<p>1.1 Major (Legacy= Subject)(30-char. max.)</p>	<p>Offering Faculty/Department</p> <p>School of Computer Science</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) Term</p> <p>200809</p>
<p>1.3 Minor (with Concentration, if Applicable) (30 char. max.)</p> <p>Advanced Computer Science (Combinable) <i>Supplementary minor in</i></p>	

4.0 Rationale for new proposal

The School of Computer Science is currently revising all its programs. Our current setup in the Faculty of Arts has a Major Concentration in Foundations in Computer Science which only covers the more theoretical courses that the School offers. Thus, in order to get a well-rounded education, the Major Concentration has to be combined with the Minor Concentration in Computer Systems. The new Major Concentration in Computer Science will provide a broader introduction to computer science. Thus, it will be more appropriate for students who only want to take one computer science program. Additionally, it can be combined with this new Minor Concentration in Advanced Computer Science to constitute a combined program that is similar to the Major in Computer Science offered by the Faculty of Science.

5.0 Program Information
Please check appropriate box(es)

<p>5.1 Program Type</p> <p><input checked="" type="checkbox"/> Bachelor's Program</p> <p><input type="checkbox"/> Master's</p> <p><input type="checkbox"/> M.Sc. (Applied) Program</p> <p><input type="checkbox"/> Dual Degree/Concurrent Program</p> <p><input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Diploma</p> <p><input type="checkbox"/> Graduate Certificate</p> <p><input type="checkbox"/> Graduate Diploma</p> <p><input type="checkbox"/> Ph.D. Program</p> <p><input type="checkbox"/> Doctorate Program (Other than Ph.D.)</p> <p><input type="checkbox"/> Private Program</p> <p><input type="checkbox"/> Off-Campus Program</p> <p><input type="checkbox"/> Distance Education Program (By Correspondence)</p> <p><input type="checkbox"/> Other (Please specify)</p>	<p>5.2 Category</p> <p><input type="checkbox"/> Faculty Program (FP)</p> <p><input type="checkbox"/> Major</p> <p><input type="checkbox"/> Joint Major</p> <p><input type="checkbox"/> Major Concentration (CON)</p> <p><input type="checkbox"/> Minor</p> <p><input checked="" type="checkbox"/> Minor Concentration (CON)</p> <p><input type="checkbox"/> Honours (HON)</p> <p><input type="checkbox"/> Joint Honours Component (HC)</p> <p><input type="checkbox"/> Internship/Co-op</p> <p><input type="checkbox"/> Thesis (T)</p> <p><input type="checkbox"/> Non-Thesis (N)</p> <p><input type="checkbox"/> Other</p> <p>Please specify</p>	<p>5.3 Level</p> <p><input checked="" type="checkbox"/> Undergraduate</p> <p><input type="checkbox"/> Dentistry/Law/Medicine</p> <p><input type="checkbox"/> Continuing Ed (Non-Credit)</p> <p><input type="checkbox"/> Collegial</p> <p><input type="checkbox"/> Masters & Grad Dips & Certs</p> <p><input type="checkbox"/> Doctorate</p> <p><input type="checkbox"/> Post-Graduate Medicine/Dentistry</p> <p><input type="checkbox"/> Graduate Qualifying</p> <p><input type="checkbox"/> Postdoctoral Fellows</p>
--	--	--

6.0 Total Credits

18

7.0 Consultation with Related Units Yes No

Financial Consult Yes No

Attach list of consultations.

RECEIVED
 APR 18 2007-1

8.0 Program Description (Maximum 150 words)

This Minor may be taken only by students registered in the Major Concentration in Computer Science. There may be no overlap in credits taken for this Minor and the Major Concentration in Computer Science. Taken together, these constitute a program very close to the Major in Computer Science offered by the Faculty of Science.

Students with two programs in the same department must have a third in a different discipline to be eligible to graduate. Please refer to the Faculty of Arts Degree Requirements, departmental programs.

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)

Supplementary ~~Minor Concentration in Advanced Computer Science~~
(Combinable) (18 credits)

HMC R 25th October 2007

This Minor may be taken only by students registered in the Major Concentration in Computer Science. There may be no overlap in credits taken for this Minor and the Major Concentration in Computer Science. Taken together, these constitute a program very close to the Major in Computer Science offered by the Faculty of Science.

Students with two programs in the same department must have a third in a different discipline to be eligible to graduate. Please refer to the Faculty of Arts Degree Requirements, departmental programs.

Complementary Courses (18 credits)

selected from computer science courses at the 300-level or above (except COMP 364, COMP 396, COMP 400, COMP 431) and ECSE 508

At most 3 credits can be selected from:

- | | | |
|----------|-----|-----------------------|
| MATH 223 | (3) | Linear Algebra |
| MATH 318 | (3) | Mathematical Logic |
| MATH 323 | (3) | Probability |
| MATH 324 | (3) | Statistics |
| MATH 340 | (3) | Discrete Structures 2 |

10.0 Approvals

Routing Sequence

Name

Signature

Date

Department

Sue Whitesides

Sue Whitesides

April 18, 2007

Curric/Acad Committee

Susan Sharpe

S. Sharpe

APR 30 2007

Faculty 1

/

/

/

Faculty 2

/

/

/

Faculty 3

/

/

/

SCTP

SCTP APPROVED

/

MAY 17 07

GS

/

/

/

APPC

Helen M.C. RICHARD

Helen M.C. Richard

25th October 2007

Senate

/

/

/

Submitted by

Name

Marisa Lento (for Judy Keniasbera)

Phone

Ext. 00895

Email

marisa@cs.mcoil.cs

Submission Date

April 18, 2007

To be completed by ARR:

CIP Code

06-SCTP-02-41 Revised, as per SCTP Feb. 8/07 APPENDIX B



McGill

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>Ph.D.</p>	<p>2.0 Administering Faculty/Unit</p> <p>Graduate Studies/Philosophy</p>
<p>1.1 Major (Legacy= Subject)(30-char. max.)</p> <p>Philosophy</p>	<p>Offering Faculty/Department</p> <p>ARTS / Philosophy</p>
<p>1.2 Concentration (Legacy = Concentration/Option) If applicable to Majors only (30 char. max.)</p> <p>Gender & Women's Studies</p>	<p>3.0 Effective Term of Implementation (Ex. Sept. 2004 = 200409) Term</p> <p>200801</p>
<p>1.3 Minor (with Concentration, if Applicable) (30 char. max.)</p> <p></p>	

4.0 Rationale for new proposal

The Graduate Option in Gender & Women's Studies will provide an interdisciplinary setting for the enrichment of graduate students in Philosophy with an interest in gender and women's studies. Students will gain training in feminist theories and methodologies, the opportunity for interdisciplinary interaction with faculty and fellow students and an additional qualification for the job market.

5.0 Program Information
Please check appropriate box(es)

<p>5.1 Program Type</p> <p><input type="checkbox"/> Bachelor's Program</p> <p><input type="checkbox"/> Master's</p> <p><input type="checkbox"/> M.Sc. (Applied) Program</p> <p><input type="checkbox"/> Dual Degree/Concurrent Program</p> <p><input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Diploma</p> <p><input type="checkbox"/> Graduate Certificate</p> <p><input type="checkbox"/> Graduate Diploma</p> <p><input checked="" type="checkbox"/> Ph.D. Program</p> <p><input type="checkbox"/> Doctorate Program (Other than Ph.D.)</p> <p><input type="checkbox"/> Private Program</p> <p><input type="checkbox"/> Off-Campus Program</p> <p><input type="checkbox"/> Distance Education Program (By Correspondence)</p> <p><input type="checkbox"/> Other (Please specify)</p> <p></p>	<p>5.2 Category</p> <p><input type="checkbox"/> Faculty Program (FP)</p> <p><input type="checkbox"/> Major</p> <p><input type="checkbox"/> Joint Major</p> <p><input type="checkbox"/> Major Concentration (CON)</p> <p><input type="checkbox"/> Minor</p> <p><input type="checkbox"/> Minor Concentration (CON)</p> <p><input type="checkbox"/> Honours (HON)</p> <p><input type="checkbox"/> Joint Honours Component (HC)</p> <p><input type="checkbox"/> Internship/Co-op</p> <p><input checked="" type="checkbox"/> Thesis (T)</p> <p><input type="checkbox"/> Non-Thesis (N)</p> <p><input type="checkbox"/> Other</p> <p>Please specify</p> <p></p>	<p>5.3 Level</p> <p><input type="checkbox"/> Undergraduate</p> <p><input type="checkbox"/> Dentistry/Law/Medicine</p> <p><input type="checkbox"/> Continuing Ed (Non-Credit)</p> <p><input type="checkbox"/> Collegial</p> <p><input type="checkbox"/> Masters & Grad Dips & Certs</p> <p><input checked="" type="checkbox"/> Doctorate</p> <p><input type="checkbox"/> Post-Graduate Medicine/Dentistry</p> <p><input type="checkbox"/> Graduate Qualifying</p> <p><input type="checkbox"/> Postdoctoral Fellows</p>
--	--	--

6.0 Total Credits

0

7.0 Consultation with Related Units

Financial Consult Yes No

Attach list of consultations.

RECEIVED
MAR 15 2007

8.0 Program Description (Maximum 150 words)

The Graduate Option in Gender & Women's Studies is an interdisciplinary program for students who meet degree requirements in Philosophy (and other participating departments and faculties) who wish to earn 9 additional credits of approved coursework focusing on gender and women's studies, and issues in feminist research and methods. The student's doctoral thesis must be on a topic centrally relating to issues of gender and/or women's studies.

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

Please see attached

Please see attached

Attach extra page(s) as needed

<p>Ph.D. in Philosophy</p> <p>Required Courses (18 credits): PHIL607 Pro-Seminar 1 (6) PHIL682 Pro-Seminar 3 (6) PHIL685 Fundamentals of Logic (3) PHIL690 Candidacy Paper (3)</p> <p>Language Requirement (one language at the advanced level or 2 languages at the intermediate level) Thesis</p> <p>Complementary Courses (21-27 credits): Ph.D. 1 admission – (27 credits) Ph.D. 2 admission - (21 credits)</p> <p>The courses must satisfy the following area requirements:</p> <p>Minimum 6 credits from the following: PHIL551 Seminar: Ancient Philosophy 2 (3) PHIL556 Seminar: Medieval Philosophy (3) PHIL560 Seminar: 17th Century Philosophy (3) PHIL561 Seminar: 18th Century Philosophy (3) PHIL567 Seminar: 19th Century Philosophy (3) PHIL575 Seminar: Contemporary European Philosophy (3) and/or any other course at the 500 level or higher in the History of Philosophy recommended/accepted by the student's advisory committee. Depending on the topic, PHIL607 and PHIL682 may count towards the area requirements.</p> <p>Minimum 6 credits from the following: PHIL534 Seminar: Ethics (3) PHIL540 Seminar: Philosophy and Social Sciences (3) PHIL543 Seminar: Biomedical Ethics (3) PHIL544 Seminar: Political Theory (3) PHIL548 Seminar: Philosophy of Law (3) and/or any other course at the 500 level or higher in Value Theory recommended/accepted by the student's advisory committee. Depending on the topic, PHIL607 and PHIL682 may count towards the area requirements.</p> <p>Minimum 6 credits from the following: PHIL506 Seminar: Philosophy of Mind (3) PHIL507 Seminar: Cognitive Science (3) PHIL510 Seminar: Advances Logic 2 (3) PHIL511 Seminar: Philosophy of Logic and Mathematics (3) PHIL515 Seminar: Philosophy of Language (3) PHIL519 Seminar: Epistemology (3) PHIL521 Seminar: Metaphysics (3) PHIL570 Seminar: Contemporary Analytic Philosophy (3) and/or any other course at the 500 level or higher in Metaphysics & Epistemology recommended/accepted by the student's advisory committee. Depending on the topic, PHIL607 and PHIL682 may count towards the area requirements.</p> <p>The remaining course(s) must be at the 500 level or higher and are to be chosen in consultation with the student's advisory committee</p>	<p>Ph.D. in Philosophy, Gender & Women's Studies Option</p> <p>Required Courses (24 credits): PHIL 607 Pro-Seminar 1 (6) PHIL 682 Pro-Seminar 3 (6) PHIL 685 Fundamentals of Logic (3) PHIL 690 Candidacy Paper (3) <u>WMST 601 Feminist theories and methods (3)</u> <u>WMST 602 Feminist research symposium (3)</u></p> <p>Language Requirement (one language at the advanced level or 2 languages at the intermediate level) Thesis</p> <p>Complementary Courses (27-33 credits): Ph.D. 1 admission – (33 credits) Ph.D. 2 admission - (27 credits)</p> <p>The courses must satisfy the following area requirements:</p> <p>Minimum 6 credits from the following: PHIL551 Seminar: Ancient Philosophy 2 (3) PHIL556 Seminar: Medieval Philosophy (3) PHIL560 Seminar: 17th Century Philosophy (3) PHIL561 Seminar: 18th Century Philosophy (3) PHIL567 Seminar: 19th Century Philosophy (3) PHIL575 Seminar: Contemporary European Philosophy (3) and/or any other course at the 500 level or higher in the History of Philosophy recommended/accepted by the student's advisory committee. Depending on the topic, PHIL607 and PHIL682 may count towards the area requirements.</p> <p>Minimum 6 credits from the following: PHIL534 Seminar: Ethics (3) PHIL540 Seminar: Philosophy and Social Sciences (3) PHIL543 Seminar: Biomedical Ethics (3) PHIL544 Seminar: Political Theory (3) PHIL548 Seminar: Philosophy of Law (3) and/or any other course at the 500 level or higher in Value Theory recommended/accepted by the student's advisory committee. Depending on the topic, PHIL607 and PHIL682 may count towards the area requirements.</p> <p>Minimum 6 credits from the following: PHIL506 Seminar: Philosophy of Mind (3) PHIL507 Seminar: Cognitive Science (3) PHIL510 Seminar: Advances Logic 2 (3) PHIL511 Seminar: Philosophy of Logic and Mathematics (3) PHIL515 Seminar: Philosophy of Language (3) PHIL519 Seminar: Epistemology (3) PHIL521 Seminar: Metaphysics (3) PHIL570 Seminar: Contemporary Analytic Philosophy (3) and/or any other course at the 500 level or higher in Metaphysics & Epistemology recommended/accepted by the student's advisory committee. Depending on the topic, PHIL607 and PHIL682 may count towards the area requirements.</p> <p><u>And one additional course (3cr) selected from the list of Women's Studies graduate course offerings (below), or other graduate-option approved courses from participating departments.</u> <u>Women's Studies graduate courses:</u> <u>WMST 610 Special Advanced Topics in Gender, Sexuality and Women's Studies1 (3)</u> <u>WMST 501 Advanced Topics in Women's Studies 1 (3)</u> <u>WMST 602 Advanced Topics in Women's Studies 2 (3)</u> <u>WMST 513 Gender, Race and Science</u></p> <p>The remaining course(s) must be at the 500 level or higher and are to be chosen in consultation with the student's advisory committee</p>
--	--

10.0 Approvals

Routing Sequence	Name	Signature	Date
Department	Philip Buckley, Chair	<i>P. Philip Buckley</i>	15/03/07
Curric/Acad Committee	<i>Susan Sharpe</i>	<i>S. Sharpe</i>	APR 30 2007
Faculty 1			
Faculty 2			
Faculty 3			
SCTP	SCTP		
SCTP	APPROVED		MAY 17/07
GS	<i>MURIEL AUBERGER</i>	<i>M. Auberg</i>	SEPT 10/07
APPC	<i>Helen Mc RICHARD</i>	<i>Helen Mc Richard</i>	11th Oct 2007
Senate			

Submitted by

Name:

Phone:

Email:

Submission Date:

To be completed by ARR:

CIP Code:



McGill

UB-JL 11 10 71 REVISED, 03
 9 per S.C.T.P Feb. 8/07 APPENDIX A
**New Program/Major or Minor/Concentration
 Proposal Form**
 Revision (07/2004)

<p>1.0 Degree Title Please specify the two degrees for concurrent degree programs</p> <div style="border: 1px solid black; padding: 2px; width: 90%;">Ph.D.</div>	<p>2.0 Administering Faculty/Unit</p> <div style="border: 1px solid black; padding: 2px; width: 90%;">GPSO</div>
<p>1.1 Major (Legacy= Subject)(30-char. max.)</p> <div style="border: 1px solid black; padding: 2px; width: 90%;">Philosophy</div>	<p>Offering Faculty/Department</p> <div style="border: 1px solid black; padding: 2px; width: 90%;">Faculty of Arts / Department of Philosophy</div>
<p>1.2 Concentration (Legacy = Concentration/Option) If applicable to Majors only (30 char. max.)</p> <div style="border: 1px solid black; padding: 2px; width: 90%;">Environment</div>	<p>3.0 Effective Term of Implementation (Ex. Sept. 2004 = 200409) Term</p> <div style="border: 1px solid black; padding: 2px; width: 90%; text-align: center;">200801</div>
<p>1.3 Minor (with Concentration, if Applicable) (30 char. max.)</p> <div style="border: 1px solid black; height: 20px; width: 90%;"></div>	

4.0 Rationale for new proposal

See attached page.
 (phil_phd_envir_option_rationale_july26.doc)

5.0 Program Information
Please check appropriate box(es)

<p>5.1 Program Type</p> <p><input type="checkbox"/> Bachelor's Program</p> <p><input type="checkbox"/> Master's</p> <p><input type="checkbox"/> M.Sc. (Applied) Program</p> <p><input type="checkbox"/> Dual Degree/Concurrent Program</p> <p><input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Diploma</p> <p><input type="checkbox"/> Graduate Certificate</p> <p><input type="checkbox"/> Graduate Diploma</p> <p><input checked="" type="checkbox"/> Ph.D. Program</p> <p><input type="checkbox"/> Doctorate Program (Other than Ph.D.)</p> <p><input type="checkbox"/> Private Program</p> <p><input type="checkbox"/> Off-Campus Program</p> <p><input type="checkbox"/> Distance Education Program (By Correspondence)</p> <p><input type="checkbox"/> Other (Please specify)</p> <div style="border: 1px solid black; height: 20px; width: 90%;"></div>	<p>5.2 Category</p> <p><input type="checkbox"/> Faculty Program (FP)</p> <p><input type="checkbox"/> Major</p> <p><input type="checkbox"/> Joint Major</p> <p><input type="checkbox"/> Major Concentration (CON)</p> <p><input type="checkbox"/> Minor</p> <p><input type="checkbox"/> Minor Concentration (CON)</p> <p><input type="checkbox"/> Honours (HON)</p> <p><input type="checkbox"/> Joint Honours Component (HC)</p> <p><input type="checkbox"/> Internship/Co-op</p> <p><input checked="" type="checkbox"/> Thesis (T)</p> <p><input type="checkbox"/> Non-Thesis (N)</p> <p><input type="checkbox"/> Other</p> <p>Please specify</p> <div style="border: 1px solid black; height: 20px; width: 90%;"></div>	<p>5.3 Level</p> <p><input type="checkbox"/> Undergraduate</p> <p><input type="checkbox"/> Dentistry/Law/Medicine</p> <p><input type="checkbox"/> Continuing Ed (Non-Credit)</p> <p><input type="checkbox"/> Collegial</p> <p><input type="checkbox"/> Masters & Grad Dips & Certs</p> <p><input checked="" type="checkbox"/> Doctorate</p> <p><input type="checkbox"/> Post-Graduate Medicine/Dentistry</p> <p><input type="checkbox"/> Graduate Qualifying</p> <p><input type="checkbox"/> Postdoctoral Fellows</p>
---	---	--

6.0 Total Credits

0 credits

7.0 Consultation with Related Units Yes No

Financial Consult Yes No

Attach list of consultations.

RECEIVED

MAR 15 2007

Rationale for proposed Ph.D. in Philosophy, Environment Option

(To be appended to the program proposal –
file *phil_phd_envir_option_feb27_2007.doc*)

Contact: Pete Barry, MSE

McGill University recognized the importance of interdisciplinary work in environment by creation of the McGill School of Environment (MSE). The degradation of the biological and biophysical environment has roots in the structure of human societies and solutions to environmental problems will impact on human livelihoods. Therefore, resolving environmental issues requires dialogue between both pure and applied sciences and the social sciences and humanities.

A number of academic units at McGill promote graduate level research and training on environmental topics and have faculty members whose main research interest falls in this area. For example, a McGill Environmental Symposium (May 2005) involved presentations from 29 academic units distributed among 7 McGill Faculties. While much environmental research can be successfully undertaken within existing graduate degree programs, students and supervisors are often frustrated in their attempts to capture interdisciplinary components that would extend their research questions and approaches into the new horizons that are urgently required to tackle the world's environmental problems.

The new graduate Environment Option will provide a vehicle whereby discipline-based graduate programs can easily and effectively incorporate collaborations, and where students enrolled in the Option will form a broad-based community of young researchers. The structure is modeled after the highly successful Neotropical Environment Option (NEO) whereby graduate students in several departments in the Faculties of Arts, Science, and Agricultural and Environmental Sciences engage in courses and environmental research in Latin America. *[end]*

8.0 Program Description (Maximum 150 words)

A number of departments and Faculties throughout McGill University are joining with the McGill School of Environment (MSE) to provide a new Environment Option as part of a variety of existing graduate degrees. The new Option provides students with an appreciation of the role of science in informing decision-making in the environment sector, and the influence that political, socio-economic and ethical judgments have. The Option also provides a forum whereby graduate students bring their disciplinary perspectives together and enrich each other's learning through structured courses, formal seminars and informal discussions and networking. Students that have been admitted through their home department or Faculty may apply for admission to the Option. Option requirements are consistent across academic units. The Option is coordinated by the MSE, in partnership with participating academic units. [end]

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

Please see attached.

Attach extra page(s) as needed

<p>Ph.D. in Philosophy</p> <p>Required Courses (18 credits): PHIL607 Pro-Seminar 1 (6) PHIL682 Pro-Seminar 3 (6) PHIL685 Fundamentals of Logic (3) PHIL690 Candidacy Paper (3)</p> <p>Language Requirement (one language at the advanced level or 2 languages at the Intermediate level) Thesis</p> <p>Complementary Courses (21-27 credits): Ph.D. 1 admission – (27 credits) Ph.D. 2 admission - (21 credits)</p> <p>The courses must satisfy the following area requirements:</p> <p>Minimum 6 credits from the following: PHIL551 Seminar: Ancient Philosophy 2 (3) PHIL556 Seminar: Medieval Philosophy (3) PHIL560 Seminar: 17th Century Philosophy (3) PHIL561 Seminar: 18th Century Philosophy (3) PHIL567 Seminar: 19th Century Philosophy (3) PHIL575 Seminar: Contemporary European Philosophy (3) and/or any other course at the 500 level or higher in the History of Philosophy recommended/accepted by the student's advisory committee. Depending on the topic, PHIL607 and PHIL682 may count towards the area requirements.</p> <p>Minimum 6 credits from the following: PHIL534 Seminar: Ethics (3) PHIL540 Seminar: Philosophy and Social Sciences (3) PHIL543 Seminar: Biomedical Ethics (3) PHIL544 Seminar: Political Theory (3) PHIL548 Seminar: Philosophy of Law (3) and/or any other course at the 500 level or higher in Value Theory recommended/accepted by the student's advisory committee. Depending on the topic, PHIL607 and PHIL682 may count towards the area requirements.</p> <p>Minimum 6 credits from the following: PHIL506 Seminar: Philosophy of Mind (3) PHIL507 Seminar: Cognitive Science (3) PHIL510 Seminar: Advances Logic 2 (3) PHIL511 Seminar: Philosophy of Logic and Mathematics (3) PHIL515 Seminar: Philosophy of Language (3) PHIL519 Seminar: Epistemology (3) PHIL521 Seminar: Metaphysics (3) PHIL570 Seminar: Contemporary Analytic Philosophy (3) and/or any other course at the 500 level or higher in Metaphysics & Epistemology recommended/accepted by the student's advisory committee. Depending on the topic, PHIL607 and PHIL682 may count towards the area requirements.</p> <p>The remaining course(s) must be at the 500 level or higher and are to be chosen in consultation with the student's advisory committee.</p>	<p>Ph.D. in Philosophy, Environment Option</p> <p>Required Courses (24 credits): PHIL 607 Pro-Seminar 1 (6) PHIL 682 Pro-Seminar 3 (6) PHIL 685 Fundamentals of Logic (3) PHIL 690 Candidacy Paper (3) <u>ENVR 610 Foundations of Environmental Policy (3)</u> <u>ENVR 650 Environmental Seminar 1 (1)</u> <u>ENVR 651 Environmental Seminar 2 (1)</u> <u>ENVR 652 Environmental Seminar 3 (1)</u></p> <p>Language Requirement (one language at the advanced level or 2 languages at the Intermediate level) Thesis</p> <p>Complementary Courses (27-33 credits): Ph.D. 1 admission – (33 credits) Ph.D. 2 admission - (27 credits)</p> <p>The courses must satisfy the following area requirements:</p> <p>Minimum 6 credits from the following: PHIL551 Seminar: Ancient Philosophy 2 (3) PHIL556 Seminar: Medieval Philosophy (3) PHIL560 Seminar: 17th Century Philosophy (3) PHIL561 Seminar: 18th Century Philosophy (3) PHIL567 Seminar: 19th Century Philosophy (3) PHIL575 Seminar: Contemporary European Philosophy (3) and/or any other course at the 500 level or higher in the History of Philosophy recommended/accepted by the student's advisory committee. Depending on the topic, PHIL607 and PHIL682 may count towards the area requirements.</p> <p>Minimum 6 credits from the following: PHIL534 Seminar: Ethics (3) PHIL540 Seminar: Philosophy and Social Sciences (3) PHIL543 Seminar: Biomedical Ethics (3) PHIL544 Seminar: Political Theory (3) PHIL548 Seminar: Philosophy of Law (3) and/or any other course at the 500 level or higher in Value Theory recommended/accepted by the student's advisory committee. Depending on the topic, PHIL607 and PHIL682 may count towards the area requirements.</p> <p>Minimum 6 credits from the following: PHIL506 Seminar: Philosophy of Mind (3) PHIL507 Seminar: Cognitive Science (3) PHIL510 Seminar: Advances Logic 2 (3) PHIL511 Seminar: Philosophy of Logic and Mathematics (3) PHIL515 Seminar: Philosophy of Language (3) PHIL519 Seminar: Epistemology (3) PHIL521 Seminar: Metaphysics (3) PHIL570 Seminar: Contemporary Analytic Philosophy (3) and/or any other course at the 500 level or higher in Metaphysics & Epistemology recommended/accepted by the student's advisory committee. Depending on the topic, PHIL607 and PHIL682 may count towards the area requirements.</p> <p>3 credits chosen from: <u>ENVR 519 Global Environmental Politics (3)</u> <u>ENVR 544 Environmental Measurement and Modelling (3)</u> <u>ENVR 580 Topics in Environment 3 (3)</u> <u>ENVR 611 Economy of Nature (3)</u> <u>ENVR 620 Environment and Health of Species (3)</u> <u>ENVR 622 Sustainable Landscapes (3)</u> <u>ENVR 630 Civilization and Environment 1 (3)</u> <u>ENVR 680 Topics in Environment 4 (3)</u> <u>or other course at the 500-level or higher recommended by advisory committee and approved by Environment Option Committee</u></p> <p>The remaining course(s) must be at the 500 level or higher and are to be chosen in consultation with the student's advisory committee.</p>
--	--

10.0 Approvals

Routing Sequence

Name

Signature

Date

Department

Philip Buckley, Chair

Philip Buckley

15/03/07

Curric/Acad Committee

Susan Sharpe

S. Sharpe

APR 30 2007

Faculty 1

Faculty 2

Faculty 3

SCTP

**SCTP
APPROVED**

MAY 17/07

GS

MURIEL AUBERGE

M. Auberge

SEP. 10/07

APPC

Helen mc Richard

Helen mc Richard

11th October 2007

Senate

Submitted by

Name

Claudine Lefort

To be completed by ARR:

Phone

6063

CIP Code

Email

Claudine.lefort@mcgill.ca

Submission Date

March 7, 2007



(07/2004)

<p>1.0 Degree Title Please specify the two degrees for concurrent degree programs</p> <p>Ph.D.</p>	<p>2.0 Administering Faculty/Unit</p> <p>GPSO</p>
<p>1.1 Major (Legacy= Subject)(30-char. max.)</p> <p>Experimental Medicine</p>	<p>Offering Faculty/Department</p> <p>Faculty of Medicine / Department of Experimental Medicine</p>
<p>1.2 Concentration (Legacy = Concentration/Option) If applicable to Majors only (30 char. max.)</p> <p>Environment</p>	<p>3.0 Effective Term of Implementation (Ex. Sept. 2004 = 200409)</p> <p>Term</p> <p>200801</p>
<p>1.3 Minor (with Concentration, if Applicable) (30 char. max.)</p> <p></p>	

RECEIVED

McGill University

MAR 06 2007

FACULTY OF MEDICINE
ACADEMIC AFFAIRS

4.0 Rationale for new proposal

See next page after program listing (Box 9.0).

5.0 Program Information
Please check appropriate box(es)

<p>5.1 Program Type</p> <p><input type="checkbox"/> Bachelor's Program</p> <p><input type="checkbox"/> Master's</p> <p><input type="checkbox"/> M.Sc. (Applied) Program</p> <p><input type="checkbox"/> Dual Degree/Concurrent Program</p> <p><input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Diploma</p> <p><input type="checkbox"/> Graduate Certificate</p> <p><input type="checkbox"/> Graduate Diploma</p> <p><input checked="" type="checkbox"/> Ph.D. Program</p> <p><input type="checkbox"/> Doctorate Program (Other than Ph.D.)</p> <p><input type="checkbox"/> Private Program</p> <p><input type="checkbox"/> Off-Campus Program</p> <p><input type="checkbox"/> Distance Education Program (By Correspondence)</p> <p><input type="checkbox"/> Other (Please specify)</p> <p></p>	<p>5.2 Category</p> <p><input type="checkbox"/> Faculty Program (FP)</p> <p><input type="checkbox"/> Major</p> <p><input type="checkbox"/> Joint Major</p> <p><input type="checkbox"/> Major Concentration (CON)</p> <p><input type="checkbox"/> Minor</p> <p><input type="checkbox"/> Minor Concentration (CON)</p> <p><input type="checkbox"/> Honours (HON)</p> <p><input type="checkbox"/> Joint Honours Component (HC)</p> <p><input type="checkbox"/> Internship/Co-op</p> <p><input checked="" type="checkbox"/> Thesis (T)</p> <p><input type="checkbox"/> Non-Thesis (N)</p> <p><input type="checkbox"/> Other</p> <p>Please specify</p> <p></p>	<p>5.3 Level</p> <p><input type="checkbox"/> Undergraduate</p> <p><input type="checkbox"/> Dentistry/Law/Medicine</p> <p><input type="checkbox"/> Continuing Ed (Non-Credit)</p> <p><input type="checkbox"/> Collegial</p> <p><input type="checkbox"/> Masters & Grad Dips & Certs</p> <p><input checked="" type="checkbox"/> Doctorate</p> <p><input type="checkbox"/> Post-Graduate Medicine/Dentistry</p> <p><input type="checkbox"/> Graduate Qualifying</p> <p><input type="checkbox"/> Postdoctoral Fellows</p>
--	--	--

<p>6.0 Total Credits</p> <p>0 credits</p>	<p>7.0 Consultation with Related Units Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Financial Consult Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Attach list of consultations.</p>
--	---

8.0 Program Description (Maximum 150 words)

A number of departments and Faculties throughout McGill University are joining with the McGill School of Environment (MSE) to provide a new Environment Option as part of a variety of existing graduate degrees. The new Option provides students with an appreciation of the role of science in informed decision-making in the environment sector, and the influence that political, socio-economic and ethical judgments have. The Option also provides a forum whereby graduate students bring their disciplinary perspectives together and enrich each other's learning through structured courses, formal seminars and informal discussions and networking. Students that have been admitted through their home department or Faculty may apply for admission to the Option. Option requirements are consistent across academic units. The Option is coordinated by the MSE, in partnership with participating academic units. *[end]*

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)

<p>Ph.D. in Experimental Medicine</p> <p>Required Courses (0 credits) EXMD 701D1 (0) Comprehensive Oral Examination EXMD 701D2 (0) Comprehensive Oral Examination</p> <p>Complementary Courses (12 – 18 credits) A minimum of 12 course credits is required for students entering the program with a prior Master's degree. Students having been fast-tracked to the Ph.D. must complete a total of 18 credits (9 credits in addition to the 9 which were originally requested upon entry into the M.Sc. program).</p> <p>Thesis – Required</p>	<p>Ph.D. in Experimental Medicine; Environment Option</p> <p>Required Courses (6 credits) <u>ENVR 610 Foundations of Environmental Policy (3)</u> <u>ENVR 650 Environmental Seminar 1 (1)</u> <u>ENVR 651 Environmental Seminar 2 (1)</u> <u>ENVR 652 Environmental Seminar 3 (1)</u> EXMD 701D1 Comprehensive Oral Examination (0) EXMD 701D2 Comprehensive Oral Examination (0)</p> <p>Complementary Courses (6 – 12 credits) <u>3 credits chosen from:</u> <u>ENVR 519 Global Environmental Politics (3)</u> <u>ENVR 544 Environmental Measurement and Modeling (3)</u> <u>ENVR 580 Topics In Environment 3 (3)</u> <u>ENVR 611 Economy of Nature (3)</u> <u>ENVR 620 Environment and Health of Species (3)</u> <u>ENVR 622 Sustainable Landscapes (3)</u> <u>ENVR 630 Civilization and Environment 1 (3)</u> <u>ENVR 680 Topics In Environment 4 (3)</u> <u>or other course at the 500-level or higher recommended by advisory committee and approved by Environment Option Committee</u></p> <p><u>3 – 9 credits of courses at the 500-level or higher chosen in consultation with the student's academic supervisor</u></p> <p>Thesis – Required</p>
---	--

Rationale

McGill University recognized the importance of interdisciplinary work in environment by creation of the McGill School of Environment (MSE). The degradation of the biological and biophysical environment has roots in the structure of human societies and solutions to environmental problems will impact on human livelihoods. Therefore, resolving environmental issues requires dialogue between both pure and applied sciences and the social sciences and humanities.

A number of academic units at McGill promote graduate level research and training on environmental topics and have faculty members whose main research interest falls in this area. For example, a McGill Environmental Symposium (May 2005) involved presentations from 29 academic units distributed among 7 McGill Faculties. While much environmental research can be successfully undertaken within existing graduate degree programs, students and supervisors are often frustrated in their attempts to capture interdisciplinary components that would extend their research questions and approaches into the new horizons that are urgently required to tackle the world's environmental problems.

The new Environment Graduate Option will provide a vehicle whereby discipline-based graduate programs can easily and effectively incorporate collaborations, and where students enrolled in the Option will form a broad-based community of young researchers. The structure is modeled after the highly successful Neotropical Environment Option (NEO) whereby graduate students in several departments in the Faculties of Arts, Science, and Agricultural and Environmental Sciences engage in courses and environmental research in Latin America. *[end]*

10.0 Approvals

Routing Sequence	Name	Signature	Date
Department	HUGH P. J. BENNETT	<i>H.P.J. Bennett</i>	05/02/07
Curric/Acad Committee	DR. PAUL HOLLAND	<i>Paul Holland</i>	25 AVR. 2007
Faculty 1	DEAN RICHARD I. LEVIN	<i>Paul Holland for DR. LEVIN</i>	26 AVR. 2007
Faculty 2			
Faculty 3	SCTP		
SCTP	APPROVED		MAY 17/07
GS	<i>M. A. GIBSON</i>	<i>M. Gibson</i>	SEPT. 10/07
APPC	HELEN M. C. RICHARD	<i>Helen M. C. Richard</i>	11th Oct 2007
Senate			

Submitted by

Name

Phone

Email

Submission Date

To be completed by ARR:

CIP Code



<p>1.0 Degree Title Please specify the two degrees for concurrent degree programs</p> <p>M.Sc.</p>	<p>2.0 Administering Faculty/Unit</p> <p>GPSO</p>
<p>1.1 Major (Legacy= Subject)(30-char. max.)</p> <p>Experimental Medicine</p>	<p>Offering Faculty/Department</p> <p>Faculty of Medicine / Department of Experimental Medicine</p>
<p>1.2 Concentration (Legacy = Concentration/Option) If applicable to Majors only (30 char. max.)</p> <p>Environment</p>	<p>3.0 Effective Term of Implementation (Ex. Sept. 2004 = 200409) Term</p> <p>200801</p>
<p>1.3 Minor (with Concentration, if Applicable) (30 char. max.)</p> <p></p>	

4.0 Rationale for new proposal

See next page after program listing (Box 9.0).

5.0 Program Information
Please check appropriate box(es)

<p>5.1 Program Type</p> <p><input type="checkbox"/> Bachelor's Program</p> <p><input checked="" type="checkbox"/> Master's</p> <p><input type="checkbox"/> M.Sc. (Applied) Program</p> <p><input type="checkbox"/> Dual Degree/Concurrent Program</p> <p><input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Diploma</p> <p><input type="checkbox"/> Graduate Certificate</p> <p><input type="checkbox"/> Graduate Diploma</p> <p><input type="checkbox"/> Ph.D. Program</p> <p><input type="checkbox"/> Doctorate Program (Other than Ph.D.)</p> <p><input type="checkbox"/> Private Program</p> <p><input type="checkbox"/> Off-Campus Program</p> <p><input type="checkbox"/> Distance Education Program (By Correspondence)</p> <p><input type="checkbox"/> Other (Please specify)</p> <p></p>	<p>5.2 Category</p> <p><input type="checkbox"/> Faculty Program (FP)</p> <p><input type="checkbox"/> Major</p> <p><input type="checkbox"/> Joint Major</p> <p><input type="checkbox"/> Major Concentration (CON)</p> <p><input type="checkbox"/> Minor</p> <p><input type="checkbox"/> Minor Concentration (CON)</p> <p><input type="checkbox"/> Honours (HON)</p> <p><input type="checkbox"/> Joint Honours Component (HC)</p> <p><input type="checkbox"/> Internship/Co-op</p> <p><input checked="" type="checkbox"/> Thesis (T)</p> <p><input type="checkbox"/> Non-Thesis (N)</p> <p><input type="checkbox"/> Other</p> <p>Please specify</p> <p></p>	<p>5.3 Level</p> <p><input type="checkbox"/> Undergraduate</p> <p><input type="checkbox"/> Dentistry/Law/Medicine</p> <p><input type="checkbox"/> Continuing Ed (Non-Credit)</p> <p><input type="checkbox"/> Collegial</p> <p><input checked="" type="checkbox"/> Masters & Grad Dips & Certs</p> <p><input type="checkbox"/> Doctorate</p> <p><input type="checkbox"/> Post-Graduate Medicine/Dentistry</p> <p><input type="checkbox"/> Graduate Qualifying</p> <p><input type="checkbox"/> Postdoctoral Fellows</p>
--	--	--

<p>6.0 Total Credits</p> <p>45 credits</p>	<p>7.0 Consultation with Related Units Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>Financial Consult Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>Attach list of consultations.</p>
---	--

8.0 Program Description (Maximum 150 words)

A number of departments and Faculties throughout McGill University are joining with the McGill School of Environment (MSE) to provide a new Environment Option as part of a variety of existing graduate degrees. The new Option provides students with an appreciation of the role of science in informed decision-making in the environment sector, and the influence that political, socio-economic and ethical judgments have. The Option also provides a forum whereby graduate students bring their disciplinary perspectives together and enrich each other's learning through structured courses, formal seminars and informal discussions and networking. Students that have been admitted through their home department or Faculty may apply for admission to the Option. Option requirements are consistent across academic units. The Option is coordinated by the MSE, in partnership with participating academic units. [end]

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)

<p>M.Sc. in Experimental Medicine (45 credits)</p> <p>Complementary Courses (9 - 21 credits) 9 to 21 credits of courses at the 500 level or higher chosen in consultation with supervisor (EXMD). A minimum of 9 course credits is required for students entering the program with a Bachelor's or M.D. degree.</p> <p>Thesis Component - Required (24 - 36 credits) EXMD 690 (3) Master's Thesis Research 1 EXMD 691 (6) Master's Thesis Research 2 EXMD 692 (9) Master's Thesis Research 3 EXMD 693 (12) Master's Thesis Research 4 EXMD 694 (12) Master's Thesis Research 5</p>	<p>M.Sc. in Experimental Medicine; Environment Option (45 credits)</p> <p><u>Required Courses (6 credits)</u> <u>ENVR 610 Foundations of Environmental Policy (3)</u> <u>ENVR 650 Environmental Seminar 1 (1)</u> <u>ENVR 651 Environmental Seminar 2 (1)</u> <u>ENVR 652 Environmental Seminar 3 (1)</u></p> <p><u>Complementary Courses (15 credits)</u> <u>3 credits chosen from:</u> <u>ENVR 519 Global Environmental Politics (3)</u> <u>ENVR 544 Environmental Measurement and Modelling (3)</u> <u>ENVR 580 Topics in Environment 3 (3)</u> <u>ENVR 611 Economy of Nature (3)</u> <u>ENVR 620 Environment and Health of Species (3)</u> <u>ENVR 622 Sustainable Landscapes (3)</u> <u>ENVR 630 Civilization and Environment 1 (3)</u> <u>ENVR 680 Topics in Environment 4 (3)</u> <u>or other course at the 500-level or higher recommended by advisory committee and approved by Environment Option Committee</u></p> <p><u>12 credits</u> of courses at the 500-level or higher chosen in consultation with the student's academic supervisor</p> <p>Thesis Component - Required (24 credits) EXMD 690 (3) Master's Thesis Research 1 EXMD 692 (9) Master's Thesis Research 3 EXMD 693 (12) Master's Thesis Research 4</p>
--	---

Rationale

McGill University recognized the importance of interdisciplinary work in environment by creation of the McGill School of Environment (MSE). The degradation of the biological and biophysical environment has roots in the structure of human societies and solutions to environmental problems will impact on human livelihoods. Therefore, resolving environmental issues requires dialogue between both pure and applied sciences and the social sciences and humanities.

A number of academic units at McGill promote graduate level research and training on environmental topics and have faculty members whose main research interest falls in this area. For example, a McGill Environmental Symposium (May 2005) involved presentations from 29 academic units distributed among 7 McGill Faculties. While much environmental research can be successfully undertaken within existing graduate degree programs, students and supervisors are often frustrated in their attempts to capture interdisciplinary components that would extend their research questions and approaches into the new horizons that are urgently required to tackle the world's environmental problems.

The new Environment Graduate Option will provide a vehicle whereby discipline-based graduate programs can easily and effectively incorporate collaborations, and where students enrolled in the Option will form a broad-based community of young researchers. The structure is modeled after the highly successful Neotropical Environment Option (NEO) whereby graduate students in several departments in the Faculties of Arts, Science, and Agricultural and Environmental Sciences engage in courses and environmental research in Latin America. [end]

10.0 Approvals

Routing Sequence

Name

Signature

Date

Department

HUGH P. J. BENNETT

[Signature]

05/02/07

Curric/Acad Committee

DR. PAUL HOLLAND

[Signature]

25 AVR. 2007

Faculty 1

DEAN RICHARD I. LEVIN

[Signature]

4/26/07

Faculty 2

Faculty 3

SCTP

**SCTP
APPROVED**

MAY 17/07

GS

[Signature]

SEPT. 10/07

APPC

Helen M.C. RICHARD

[Signature]

11th Oct 2007

Senate

Submitted by

Name

To be completed by ARR:

Phone

CIP Code

Email

@mcgill.ca

Submission Date

Proposed policy on official end-of-term course evaluations

DRAFT 13 – 26th October 2007*Introduction:*

McGill University values the quality of the courses it offers its students. Course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience.

Policy statement:

1. McGill University values the quality of the courses it offers its students. End-of-term course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience.
2. There shall be a university wide course evaluation system, administered through a single agreed upon process, Mercury, which is the official online system for collecting course evaluation data from students for all courses subject to evaluation.

Definitions:

3. "Department" includes School, Institute and a Faculty without departments.
4. "Chair" includes Director and, where appropriate, Dean of a Faculty without departments.
5. "Course evaluations" refers to end-of-term course evaluations.

Purpose:

6. Course evaluations at McGill shall be used for three ~~two~~ primary purposes:
 - a) as one indicator ~~to be used in evaluating the teaching performance of instructors of~~ teaching effectiveness for merit, promotion and tenure purposes that must be interpreted within the larger context of the Teaching Portfolio;
 - b) to inform students about courses and instructors.
 - c) ~~In addition, course evaluation data can to~~ help the instructor improve future offerings of courses.

It is recommended that individual professors reflect upon their ~~teaching course~~ evaluations in their annual review and discuss these with a Chair, mentor, or a consultant from Teaching and Learning Services.

It is recommended that formative evaluations for immediate course improvement be conducted in other ways during the term.

2. ~~Course evaluations are only one indicator of teaching effectiveness and, for the purposes of promotion and tenure, must be interpreted within the larger context of the Teaching Portfolio.~~

Scope:

7. All undergraduate and graduate course teaching at McGill shall be evaluated, including lectures, laboratory course teaching and seminars.

Content:

8. All course evaluations shall begin with ~~the following three~~ a limited set of core questions defined by the Academic Planning Committee:
 - i. Overall, this is an excellent course.
 - ii. Overall, I learned a great deal from this course.
 - iii. Overall, this is an excellent instructor.
 - iv. Overall, I learned a great deal from this instructor.
9. All questions shall be answered on a 1-5 scale where 1=Strongly disagree, 5=Strongly agree and 3=Neutral.
10. Each academic unit shall ~~may~~ select up to ~~22~~ 21 additional questions. ~~to obtain more specific information.~~ Units are encouraged to select these from the attached pool of questions (Appendix A) selected for ~~pedagogical~~ psychometric validity.

In multiple instructor courses, students should not have to respond to more than three (3) instructor-related questions.

11. ~~The following statement concerning the purpose, uses, utility, and mode of accessibility shall be put at the top of every course evaluation questionnaire by the University:~~

~~*"Subject to certain limitations, course ratings are to be accessible to the McGill community. A statistical summary of responses will be used:*~~

 - ~~*a) as one indicator to be used in evaluating the teaching performance of instructors for promotion and tenure purposes;*~~
 - ~~*b) to inform students about courses.*~~

~~*In addition course evaluation data can help the instructor improve future offerings of courses. Any written comments that you choose to include will be used, as submitted, to provide useful information (e.g., suggested improvements) to the instructor and Chair/Director of the academic unit but will not be available to other students."*~~

Timing:

11. Evaluations in regularly scheduled courses shall normally be completed before the start of the examination period. ~~or by a time determined in each department.~~ In unusual circumstances, the Faculty may adjust the evaluation dates. Evaluations shall be completed before grades are submitted.
12. Results shall not be disclosed to the instructor before final grades in all courses taught by the instructor have been submitted and processed.

Confidentiality:

13. All submitted evaluation results shall be anonymous.
14. Written evaluations in the form of comments shall be considered confidential to the instructor and the Chair of the department, or to the Dean in the case of courses taught by a Chair.

Dissemination:

15. Numeric results of course evaluations shall be made available to the McGill community, provided three conditions are met:
 - a) the instructor has held an academic teaching appointment and taught university level courses for at least two (2) years at ~~any~~ a university;

- b) a minimum response rate of 40% is received at least five (5) responses for classes of twelve (12) or fewer students or a response rate of at least 40% for classes with more than twelve (12) students;
- c) the instructor has granted permission to allow such access.

16. Students shall also have access to evaluations from previous terms, provided the three conditions for dissemination have been met and no formal change in content or instructor has occurred.

~~3.~~ The following statement shall be put, by the University, at the top of course evaluation results that are disseminated to students:

~~*“Course evaluations are only one indicator of teaching effectiveness, and for the purposes of promotion and tenure, must be interpreted within the larger context of the Teaching Portfolio.*~~

~~*“x students out of xx students completed a course evaluation for this course.”*~~

Oversight:

17. The Office of the Provost shall be responsible for overseeing that the principles in this policy are applied. Each Department is responsible for implementing the course evaluation procedure which includes using Mercury, online course evaluation system consistent with the University administrative practices.

Depository:

18. There shall be a university wide depository for course evaluation questionnaires used in each department. ~~Mercury, the online course evaluation~~ A single agreed upon system will serve as the depository.

Required statements:

19. The following statement concerning the purpose, uses, utility, and mode of accessibility shall be put at the top of every course evaluation questionnaire by the University:

*“Subject to certain limitations, **end-of-term** course ratings are to be accessible to the McGill community. A statistical summary of responses will be used:*

*a) as one indicator to be used in evaluating the teaching performance of instructors for **merit, promotion and tenure** purposes;*

*b) to inform students about courses **and instructors**;*

c). course evaluation data can help the instructor improve future offerings of courses

Any written comments that you choose to include will be used, as submitted, to provide useful information (e.g., suggested improvements) to the instructor and Chair/Director of the academic unit but will not be available to other students.”

20. The following statement shall be put, by the University, at the top of course evaluation results that are disseminated to students:

*“**End-of-term** course evaluations are only one indicator of teaching effectiveness, and for the purposes of **merit, promotion and tenure**, must be interpreted within the larger context of the Teaching Portfolio.*

“x students out of xx students completed a course evaluation for this course.”

APPENDIX A: RECOMMENDED POOL OF QUESTIONS

Respect for students

- The instructor demonstrated respect for individual differences (e.g. gender, race, religion etc.)
- The instructor related to students in ways that promoted mutual respect.
- The general climate in this course was good for learning.
- The instructor had good rapport with this class.

Clarity

- Overall, the instructor's explanations were clear and understandable.
- The instructor explained concepts clearly and understandably.
- The requirements of the course (projects, papers, exams) were adequately explained.
- My questions were answered clearly and thoroughly.

Organization

- The course objectives were clearly explained.
- The instructor conducted class sessions in an organized, well planned manner.
- The instructor told us what we could expect to learn as a result of taking this course.
- The instructor summarized material in a way that helped me remember.

Cohesion

- The course outline was consistently followed.
- The tutorials, labs and/or other activities were well integrated into the course.
- There was close agreement between the stated course objectives and what was actually covered.
- As the course progressed it was clear how each topic fit into the course as a whole.

Expectations

- In general, the level of difficulty in this course was appropriate.
- The workload was appropriate for the credits assigned to this course.
- The overall time required for this course (class time, studying, assignments, projects, laboratory work) was reasonable.
- The prerequisites for this course were appropriate.

Engagement/Interaction

- The instructor encouraged students to actively participate.
- The instructor stimulated students to reason and problem-solve.
- The instructor was helpful to students seeking assistance.
- I felt involved in this course.

Enthusiasm / Interest

- The instructor stimulated my interest in the subject.
- The instructor's use of examples and illustrations helped to heighten my interest.
- The relevance of the subject matter to real world issues was made apparent.
- As a result of this course, I have greater appreciation for this field of study.

Evaluation/Feedback to students

- The evaluation methods reflected the important aspects of the course.
- The evaluation methods were fair and appropriate.
- The instructor provided useful feedback on my progress in the course.
- The instructor graded student work promptly, considering the size of the class, and provided helpful comments and feedback where appropriate.

Resources and Activities

- The assignments helped me to learn.
- The assignments in the course were clearly related to the course goals.
- The course materials (e.g., textbook, course pack, lecture notes, in-class exercises) helped me to learn.
- The instructor's use of teaching technology (e.g., WebCT, audio-visual presentations, PowerPoint presentations, e-mail) was effective and appropriate.

McGill University

Proposed policy on official end-of-term course evaluations

DRAFT 13 – 26th October 2007

Policy statement:

1. McGill University values the quality of the courses it offers its students. End-of-term course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience.
2. There shall be a university wide course evaluation system, administered through a single agreed upon process, which is the official system for collecting course evaluation data from students for all courses subject to evaluation.

Definitions:

3. "Department" includes School, Institute and a Faculty without departments.
4. "Chair" includes Director and, where appropriate, Dean of a Faculty without departments.
5. "Course evaluations" refers to end-of-term course evaluations.

Purpose:

6. Course evaluations at McGill shall be used for three primary purposes:
 - a) as one indicator of teaching effectiveness for merit, promotion, and tenure purposes that must be interpreted within the larger context of the Teaching Portfolio;
 - b) to inform students about courses and instructors;
 - c) to help the instructor improve future offerings of courses.

It is recommended that individual professors reflect upon their course evaluations in their annual review and discuss these with a Chair, mentor, or a consultant from Teaching and Learning Services.

It is recommended that formative evaluations for immediate course improvement be conducted in other ways during the term.

Scope:

7. All undergraduate and graduate course teaching at McGill shall be evaluated, including lectures, laboratory course teaching and seminars.

Content:

8. All course evaluations shall begin with a limited set of core questions defined by the Academic Planning Committee:
 - i. Overall, this is an excellent course.
 - ii. Overall, I learned a great deal from this course.
 - iii. Overall, this is an excellent instructor.
 - iv. Overall, I learned a great deal from this instructor.

9. All questions shall be answered on a 1-5 scale where 1=Strongly disagree, 5=Strongly agree and 3=Neutral.
10. Each academic unit may select up to 21 additional questions. Units are encouraged to select these from the attached pool of questions (Appendix A) selected for psychometric validity.

In multiple instructor courses, students should not have to respond to more than three (3) instructor-related questions.

Timing:

11. Evaluations in regularly scheduled courses shall normally be completed before the start of the examination period. In unusual circumstances, the Faculty may adjust the evaluation dates. Evaluations shall be completed before grades are submitted.
12. Results shall not be disclosed to the instructor before final grades in all courses taught by the instructor have been submitted and processed.

Confidentiality:

13. All submitted course evaluation results shall be anonymous.
14. Written evaluations in the form of comments shall be considered confidential to the instructor and the Chair of the department, or to the Dean in the case of courses taught by a Chair.

Dissemination:

15. Numeric results of course evaluations shall be made available to the McGill community, provided three conditions are met:
 - a) the instructor has held an academic teaching appointment and taught university level courses for at least two (2) years at a university;
 - b) at least five (5) responses for classes of twelve (12) or fewer students or a response rate of at least 40% for classes with more than twelve (12) students;
 - c) the instructor has granted permission to allow such access.
16. Students shall also have access to course evaluations from previous terms, provided the three conditions for dissemination have been met and no formal change in content or instructor has occurred.

Oversight:

17. The Office of the Provost shall be responsible for overseeing that the principles in this policy are applied. Each Department is responsible for implementing the course evaluation procedure consistent with the University administrative practices.

Depository:

18. There shall be a university wide depository for course evaluation questionnaires used in each department. A single agreed upon system will serve as the depository.

Required statements:

19. The following statement concerning the purpose, uses, utility, and mode of accessibility shall be put at the top of every course evaluation questionnaire by the University:
"Subject to certain limitations, end-of-term course ratings are to be accessible to the McGill community. A statistical summary of responses will be used:
a) as one indicator to be used in evaluating the teaching performance of instructors for merit, promotion, and tenure purposes;
b) to inform students about courses and instructors.
c) course evaluation data can help the instructor improve future offerings of courses.
Any written comments that you choose to include will be used, as submitted, to provide useful information (e.g., suggested improvements) to the instructor and Chair/Director of the academic unit but will not be available to other students."
20. The following statement shall be put, by the University, at the top of course evaluation results that are disseminated to students:
"End-of-term course evaluations are only one indicator of teaching effectiveness, and for the purposes of merit, promotion and tenure, must be interpreted within the larger context of the Teaching Portfolio.

"x students out of xx students completed a course evaluation for this course."

APPENDIX A: RECOMMENDED POOL OF QUESTIONS

Respect for students

- The instructor demonstrated respect for individual differences (e.g. gender, race, religion etc.)
- The instructor related to students in ways that promoted mutual respect.
- The general climate in this course was good for learning.
- The instructor had good rapport with this class.

Clarity

- Overall, the instructor's explanations were clear and understandable.
- The instructor explained concepts clearly and understandably.
- The requirements of the course (projects, papers, exams) were adequately explained.
- My questions were answered clearly and thoroughly.

Organization

- The course objectives were clearly explained.
- The instructor conducted class sessions in an organized, well planned manner.
- The instructor told us what we could expect to learn as a result of taking this course.
- The instructor summarized material in a way that helped me remember.

Cohesion

- The course outline was consistently followed.
- The tutorials, labs and/or other activities were well integrated into the course.
- There was close agreement between the stated course objectives and what was actually covered.
- As the course progressed it was clear how each topic fit into the course as a whole.

Expectations

- In general, the level of difficulty in this course was appropriate.
- The workload was appropriate for the credits assigned to this course.
- The overall time required for this course (class time, studying, assignments, projects, laboratory work) was reasonable.
- The prerequisites for this course were appropriate.

Engagement/Interaction

- The instructor encouraged students to actively participate.
- The instructor stimulated students to reason and problem-solve.
- The instructor was helpful to students seeking assistance.
- I felt involved in this course.

Enthusiasm / Interest

- The instructor stimulated my interest in the subject.
- The instructor's use of examples and illustrations helped to heighten my interest.
- The relevance of the subject matter to real world issues was made apparent.
- As a result of this course, I have greater appreciation for this field of study.

Evaluation/Feedback to students

- The evaluation methods reflected the important aspects of the course.
- The evaluation methods were fair and appropriate.
- The instructor provided useful feedback on my progress in the course.
- The instructor graded student work promptly, considering the size of the class, and provided helpful comments and feedback where appropriate.

Resources and Activities

- The assignments helped me to learn.
- The assignments in the course were clearly related to the course goals.
- The course materials (e.g., textbook, course pack, lecture notes, in-class exercises) helped me to learn.
- The instructor's use of teaching technology (e.g., WebCT, audio-visual presentations, PowerPoint presentations, e-mail) was effective and appropriate.

McGill University

Recommendations onTeaching EvaluationAs Approved by SenateAt its meeting on Jan. 16, 30 & Feb. 27, 1980

	<u>Date of Approval</u>
1. That there be no uniform, University-wide evaluation system but rather that each department shall develop a system of evaluating teaching which takes account of the academic goals and teaching modes within the department;	Jan 16, 1980
2. a) That the evaluation of a professor's teaching be cumulative;	Jan 16, 1980
b) That it include evaluation of the different kinds of teaching in which he engages;	
3. a) That the results of the evaluation be given to the professor being evaluated;	Jan 30, 1980
b) That, having regard to the guidelines adopted by Senate on confidentiality of personal information, departments decide which parts of the evaluation shall remain confidential and which other parts shall be made public;	Feb, 27, 1980
4. That the chairman or his designate regularly review these evaluations individually with staff members;	Jan. 30, 1980
5. That among the methods adopted for teaching evaluation, departments include a variety of inputs from a broad range of students in their evaluation system;	Jan. 30, 1980
6. That in addition to student input, departments include information from as wide a range of sources as feasible;	Jan. 30, 1980
7. That the Dean see that evaluation systems within his faculty are reviewed;	Jan. 30, 1980
8. That the Dean forward the teaching evaluation systems to the Academic Policy Committee for information;	Jan 30, 1980
9. That every effort be made with respect to the evaluation system to ensure the statistical and pedagogical validity of the data.	Jan 30, 1980

On **November 4, 1992**, Senate approved the following recommendations by APPC (D92-12):

(An introductory paragraph in the report stated that: “The recommendations... set forth what (is considered) to be a minimum in terms of access and the information provided. It should be understood, however, that unless the instructor denies permission as per 1.c)..., it is open to any department/school/faculty to depart from any of the... recommendations if the effect of the departure is to increase access to the evaluations or increase the information available to the students.”)

- Rec. 1 All McGill University students shall have unrestricted access to the results of PART 1 (numerical data generated by questions on general course information, course related questions, and instructor related questions), under the conditions that:
- a) The Instructor involved has had an academic teaching appointment for more than two (2) years at any university, i.e., the results of PART 1 will be made available starting in the third year of an appointment;
 - b) A minimum percentage of students in the class have responded to the course evaluation, which number to be fixed by the individual department/school/faculty; and
 - c) Prior to the announced date on which students shall have access, the Instructor has granted written permission to allow such access.”
- Rec. 2 PART 1 of all McGill University course evaluations shall contain three (3) categories of general questions under the headings of: general course information, course related questions and instructor related questions.
- (a) General Course Information:
For example:
 - i. Course number and section (if applicable)
 - ii. Course title
 - iii. Year and term of course evaluation
 - iv. Instructor in charge
 - v. Name of Teaching Assistant (if applicable)
 - vi. Number of students in the course
 - vii. Number of respondents
 - (b) Course-related questions:
 - i. Organization and clarity; e.g., the course was organized according to the course outline.
 - ii. Learning values; e.g. overall, I learned a great deal from this course
 - iii. Course related materials; e.g., overall, the reading material for the course was of good quality and adequately covered the course subject matter.
 - iv. Evaluation: e.g. the evaluation methods corresponded with the course outline.
 - (c) Instructor-related questions:
 - i. Clarity of instruction: e.g., overall, presentations/lectures were clear and understandable.
 - ii. Rapport: e.g. the instructor was generally available to students seeking advice.
 - iii. Feedback: e.g. the instructor was generally prompt in returning assignments.
 - iv. Level of instruction: e.g., the instructor adjusted teaching to meet students needs.
- Rec. 3. All questions comprising 2(b) and 2(c) of PART 1 shall be answered in a computer readable form using a standard, University-wide, rating scale of 1 – 5, with 1 representing the lowest rating, 5 the highest and 3 a neutral value.

Rec. 4 For courses where condition 1(a) is met and no formal change in content or Instructor has occurred, students shall also have access to evaluations from previous terms.

Rec. 5 The department/school/faculty shall be responsible for the administration of course evaluations.

And Senate added the following clause:

“that each academic unit will deposit samples of the instruments of evaluation and their accompanying interpretations and procedures for implementation in the office of the Vice-Principal (Academic), who will be responsible for overseeing that the principles in this policy are applied.”

On **November 7, 2001**, Senate considered a report on course evaluations submitted by APPC (prepared by a Course Evaluation Working Group, CEWG, and appended to APPC’s 338th Report to Senate, D01-13, November 7, 2001). That report was requested by Senate in January 1999 in response to **student concerns that the implementation of the 1992 policy was ineffective**. One major preoccupation was **“the access to data by students in a more appropriate manner.”** Four recommendations/stipulations were approved by Senate on November 7, 2001:

1. It is required that the following disclaimer concerning the purpose, uses, utility, and mode of accessibility be put at the top of every course evaluation questionnaire. The mode of access chosen by each Faculty shall be inserted in the second sentence.
"University policy, as specified in a 1992 Senate motion, states that, subject to certain limitations, course ratings are to be accessible to the McGill community. In this department, the mode of access to students is A statistical summary of responses will be used:
a) by other students for course selection, b) by professors to improve their teaching, and c) by administrators for personnel decisions. Any written comments that you choose to include will be used, as is, to provide useful information (e.g. suggested improvements) to the instructor and Chair/Director of the academic unit and will not be available to other students."
2. It is required that the following disclaimer be put at the top of disseminated course evaluation results.
“The course ratings reported here are only one indicator of teaching effectiveness and these results should be treated with caution since they represent reports on only this particular course.”
3. It is recommended that all units use a set of between 15 and 25 questions that cover the areas outlined by Senate in 1992. To this end, units are encouraged to consider the attached core questions and the additional pool of questions when designing their course evaluations...
4. It is recommended that course evaluation results be made available in a user-friendly format.

June 17, 2004