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January 31, 2010

To : Members of the Faculty of Business Graduate Curriculum and Policy Committee

From : Medy Espiritu Medy Espiritu
Assistant Secretary and SynApps System Administrator

Please note that the next meeting of the Faculty of Business Graduate Curriculum and Policy Committee will be held on **Tuesday, February 2, 2010** at **10:30 a.m.** in **DSB-510**.

Listed below are the agenda items for discussion.

If you are unable to attend this meeting, please call extension 24204 or email *espiritu@mcmaster.ca*.

A G E N D A

I. Minutes of the meeting of November 24, 2009

II. Master of Communication Management Curriculum Proposals
- MCM713: change in course title
- MCM731: change in course title
- MCM741: new course
- Removal of GRE/GMAT Admissions Requirement

III. Master of Health Management Curriculum Proposals
- HM700: new course
- HM705: new course

IV. MBA Curriculum Proposals
- O721: change in course description
- B718: new course
- B728: new course
- A732: change in course title and description
- A740: change in prerequisite and course description
- M748: new course
- P738: change in course number (new course)

V. PhD Curriculum Proposals
- F772: change in course description
- F774: change in course description
- Change in Graduate Calendar description

VI. Other Business

FACULTY OF BUSINESS GRADUATE CURRICULUM AND POLICY COMMITTEE
NOVEMBER 24, 2009, 9:00 A.M.
DSB-510

PRESENT: Dr. M. Head (Chair), Dr. D. Goellnicht, Dr. K. Hassanein, Dr. S. McCracken, Dr. D. Mountain, Dr. M. Parlar, Ms. I. Piatek, Mr. J. Scime (Secretary), Dr. T. Yoshikawa, Mrs. M. Espiritu (Assistant Secretary)

BY INVITATION: Dr. N. Archer

I. Minutes

The minutes of the meeting of October 21, 2008 were approved on a motion by Dr. Hassanein, seconded by Dr. Goellnicht, with minor revision: section II should read: "Minutes of the meeting of May 7, 2008."

The minutes of the meeting of February 4, 2009 were approved on a motion by Dr. McCracken, seconded by Dr. Hasssanein.

II. Business Arising

There was no business arising from the minutes of the previous meetings.

III. Curriculum Revisions for the M.Sc. eHealth Program

Dr. Archer presented the following recommended curriculum changes for the M.Sc. eHealth program:

Admission Requirements

Dr. Archer explained that students who are interested in the M.Sc. eHealth program are required to have a background in computer science. To address this issue, it was proposed to add the following in the admission requirements of the program:

"….Students will not be admitted to the program unless they can present evidence that they have taken a minimum of two computer science – related courses at the undergraduate level. At least one of these courses must have involved computer programming…..
All students admitted to the program must pass a background test in information technology (IT) before taking the required course eHealth 757. Students preparing for this test will be provided with study materials and, where possible and appropriate, tutorial assistance."

Dr. McCracken moved, and Dr. Hassanein seconded,

"that the Faculty of Business Graduate Curriculum and Policy Committee approve the proposed changes to the M.Sc. eHealth program admission requirements."

In response to a question, Dr. Archer explained that students without any computer science background may be considered and admitted conditionally to the program. The educational background of students in this category will be checked in detail and they may be required to take additional undergraduate courses in order to fulfil the requirements of the program.

The motion was **carried**.

Program Completion

Dr. Archer explained that students in the thesis option will now be expected to complete the program within 24 months. Dr. Archer said the current 20-month completion time is not sufficient for students to complete the 8-month internship, the research and submit a thesis.

Dr. Hassanein moved, and Dr. McCracken seconded,

"that the Faculty of Business Graduate Curriculum and Policy Committee approve the M.Sc. eHealth program completion time from 20 to 24 months, as described in the document."

The motion was **carried**.

Cross-listing of courses

Dr. Archer briefly discussed the cross-listing of the following courses:

C721 – Health Policy Analysis
C722 – Management of Population Health
K723 – Data Mining and Business Intelligence
K724 – eBusiness Strategies
K725 – Business Processing Re-engineering
K731 – Project Management
K736 – Management Issues in eHealth
K737 – Cases in eBusiness, Innovation, and Entrepreneurship
K792 – Security, Privacy, and Trust in eBusiness
O734 – Supply Chain Management
P727 – Strategic Knowledge Management

Dr. Goellnicht moved, and Dr. Hassanein seconded,

"that the Faculty of Business Graduate Curriculum and Policy Committee approve the cross-listing of courses as outlined above."

The motion was **carried**.

Dr. Archer discussed the proposed revision to the calendar copy for the M.Sc. eHealth program.

Dr. Hassanein moved, and Dr. McCracken seconded,

"that the Faculty of Business Graduate Curriculum and Policy Committee approve the proposed calendar copy for the M.Sc. eHealth program, as described in the document."

The motion was **carried**.

IV. MBA Work Term Duration Change

Dr. Head explained the recommendation to increase the minimum work term duration for the MBA Co-op students from 12 weeks to 14 weeks. Dr. Head discussed the advantages of increasing the work term period: (1) students gain more work experience throughout the MBA Co-op Program, enhancing their employability at graduation; (2) students earn more money during their work term, offsetting their program costs; (3) the School of Business promotes stronger graduates with an additional 6 weeks of employment (closer to the one year work experience); and (4) students would be influenced to initiate their job search earlier in the academic term and maintain engagement to avoid transition to an off-cycle option due to lack of employment.

Dr. McCracken moved, and Dr. Hassanein seconded,

"that the Faculty of Business Graduate Curriculum and Policy Committee approve the proposal to change the minimum duration of work term for the MBA Co-op students from 12 weeks to 14 weeks, as outlined in the document."

The motion was **carried**.

V. Ph.D. Program Qualifications

Dr. Head referred to the statement in the current graduate calendar pertaining to the requirements for the Business Ph.D. Program: "Applicants normally must have a Master's degree with at least B+ standing, a minimum GMAT score of 600 or a minimum GRE score of the 80th percentile." She said that the statement is misleading because it is suggesting that a composite GRE score exists. She explained that the GMAT provides a total composite score and individual verbal, quantitative and analytical writing scores while the GRE provides only individual verbal, quantitative and analytical scores. Furthermore, Dr. Head stated that the GRE is a percentile while the GMAT is a raw score. To address this issue, the department proposed to revise the current statement to: "Applicants normally must have a Master's degree with at least B+ standing, and a minimum GMAT score of 600. In lieu of a GMAT score, a comparable GRE result will be considered."

Dr. Hassanein moved, and Dr. Goellnicht seconded,

"that the Faculty of Business Graduate Curruculum and Policy Committee approve the proposed change in the admission requirements for the Business Ph.D. program, as outlined in the document."

There was a general concern regarding the vagueness of the statement and it was suggested that the phrase “comparable GRE result” should be replaced with “comparable GRE score.” Dr. Head agreed with the suggestion and expressed appreciation for the members’ concern. She assured the committee that despite the committee’s concern, the assessment for the Business Ph.D. program is quite different and extensive compared to other doctoral programs across the University—the assessment involves individual faculty members, the area chair, and then the Ph.D. operating committee.

The motion was **carried** (subject to changing the phrase to “comparable GRE score” mentioned above).

There was no other business, and the meeting adjourned at 9:35 a.m.

McMaster University

SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT/PROGRAM	School of Business/Master of Communications Management Program
COURSE TITLE	Communications Law and Ethics for Public Relatoins
COURSE NUMBER	MCM713
COURSE CREDIT	**FULL COURSE** (x) **HALF COURSE** ( ) **QUARTER (MODULE)** ( )
INSTRUCTOR(S)	TBD
PREREQUISITE(S)	MCM 711

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO **IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

CHANGE IN COURSE TITLE	x	**PROVIDE THE CURRENT COURSE TITLE:** Communications Law for Advertising and Public Relations
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE** / **CHANGE TO QUARTER COURSE**
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**
OTHER		**EXPLAIN:** The change in course title reflects the addition of the study of public relations ethics as a core learning objective in the course. Further, this course only public relations cases and ethical dilemmas.

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description *(maximum 6 lines)* to be included in the Graduate Calendar.

Understanding communications law and ethical issues is critical to the successful management of the public relations function. Students will gain knowledge in major areas of communications law; application of specific areas of communications law to the practice of public relations; management of legal risks faced in public relations; the role of public relations in a client's litigation strategy and dealing with lawyers. Further this course will explore, through case studies, ethical dilemmas that organizations and public relations managers face on an individual and institutional level.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

The change allows for the inclusion of the study of ethics in public relations.

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)

This is a required course within the MCM program.

2. EXPECTED ENROLMENT:

10

3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):

Lectures, case studies, guest presentations, videos and simulations.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

In-class participation, case study evaluations and final exams.

5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).

No

6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dr. Terry Flynn Email: tflynn@mcmaster.ca Extension: 26977 Date: January 27, 2010

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/December 2006

SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

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DEPARTMENT/PROGRAM	School of Business/Master of Communications Management Program
COURSE TITLE	Reputation and Brand Management for Public Relations Professionals

COURSE NUMBER	MCM731	**COURSE CREDIT**		
		FULL COURSE (x)	**HALF COURSE ( )**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Dr. Terry Flynn			
PREREQUISITE(S)	MCM 711			

NATURE OF RECOMMENDATION ***(PLEASE CHECK APPROPRIATE BOX)***

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? No **IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

CHANGE IN COURSE TITLE	x	**PROVIDE THE CURRENT COURSE TITLE:** Branding for Public Relations Professionals

CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	

COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**
OTHER		**EXPLAIN:**

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description *(maximum 6 lines)* to be included in the Graduate Calendar.

This course views corporate reputation as the most important asset entrusted by the shareholders and board to the CEO and the management team. This course is taught through a variety of methods: case studies, readings, lectures, group projects, and guest lectures. What you will learn in this course however, has utility not just for the person at the top of the enterprise. Increasingly, general management responsibility is shared and every member of the management team needs to appreciate how their actions contribute to the overall success of the corporation's reputation and brand equity

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

The change allows for the inclusion of the study of reputation management theory and models in addition to branding theory

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)

This is course is an elective for the MCM program and will only be offered when there is sufficient interest and registration.

2. EXPECTED ENROLMENT:

10

3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):

Lectures, case studies, guest presentations, videos and simulations.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

In-class participation, case study evaluations and final exams.

5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).

No

6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dr. Terry Flynn Email: tflynn@mcmaster.ca Extension: 26977 Date: January 27, 2010

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/December 2006

McMaster University

SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

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2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT/PROGRAM	School of Business/Master of Communications Management Program
COURSE TITLE	Crisis Communications
COURSE NUMBER	MCM741
COURSE CREDIT	**FULL COURSE** (x) **HALF COURSE** ( ) **QUARTER (MODULE)** ( )
INSTRUCTOR(S)	TBD
PREREQUISITE(S)	MCM 711

NATURE OF RECOMMENDATION ***(PLEASE CHECK APPROPRIATE BOX)***

NEW COURSE	X	**DATE TO BE OFFERED:** Summer 2011	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?** YES **IF YES, PROVIDE THE DATE:** Summer 2009

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO **IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**
CHANGE TO QUARTER COURSE		
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**
OTHER		**EXPLAIN:**

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description *(maximum 6 lines)* to be included in the Graduate Calendar.

Crises are a fact of organizational life. From the small, not-for-profit organization to the global, multi-national corporation, crises can suddenly disrupt an organization's ability to efficiently and effectively achieve its mission. Organizational crises rapidly consume unbudgeted financial and human resources and diminish an organization's reputation and goodwill. The economic, social, and politial fallout from organizational crises have been significant and warrant a renewed focus on research and scholarship.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

This is an elective that would next be offered in the Summer of 2011. It was first offered in 2009 and was well received. Professor Bill Smullen from Syracuse taught the course in 2009.

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)

An elective course in the MCM program.

2. EXPECTED ENROLMENT:

10

3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):

Lectures, case studies, guest presentations, videos and simulations.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

In-class participation, case study evaluations and final exams.

5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).

No

6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dr. Terry Flynn Email: tflynn@mcmaster.ca Extension: 26977 Date: January 27, 2010

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/December 2006

McMaster University

DR. TERRY FLYNN, APR, FCPRS
ASSISTANT PROFESSOR
DIRECTOR, MCM PROGRAM
DEGROOTE SCHOOL OF BUSINESS

1280 Main Street West
DSB 202
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CANADA

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E tflynn@mcmaster.ca

DATE: January 29, 2010

TO: DSB Graduate Curriculum Committee
CC: Dr. Milena Head, Associate Dean
Professor Maria Russell, Academic Director SU/Newhouse

FROM: Terry Flynn, Director of MCM Program

RE: Removal of GRE/GMAT Requirement for MCM Program

Following discussions with Professor Maria Russell, Academic Director of the SU/Newhouse Communications Management degree program, we seek endorsement from the DSB Graduate Curriculum Committee for the removal of the GRE/GMAT requirement for admission into the MCM program.

As we enter our fourth year of recruitment for the MCM program, it has been brought to our attention that our requirement that candidates write the GRE/GMAT test is usual for programs of this type in Canada. This is especially true of new programs both at McMaster (the MA /Communications Studies & Multi-Media), Mount St. Vincent University (the Masters of Public Relations) and the University of Alberta (MA/ Communications & Technology). Furthermore three new DSB masters programs have been approved over the last two years without the requirement of a GRE/GMAT (eHealth, Global Health and Health Management.

The current admissions criteria are:

Admission requirements: 1.) A bachelor's degree from an accredited university with at least a B average, plus 2.) five years of full-time professional experience in public relations or related field. (NOTE: Non-degree applicants may be considered for admission provided they have attained a senior level management position with at least fifteen years of industry experience). 3.) Graduate Record Examination (GRE) or Graduate Management Aptitude Test (GMAT), unless the applicant has received and maintained the APR/ABC professional designation certified by CPRS and IABC respectively. 4.) Three letters of recommendation, including one from current employer, or client/ business partner if self-employed. 5.) A personal essay of no more than 500 words explaining your interest and suitability for the program and potential for completing it. 6.) A portfolio of samples of your best work, particularly those which illustrate strategic management ability (for example, marketing or crisis plans). 7.) Test of English as a Foreign Language (TOEFL) passing score for non-native English speakers. 8.) A personal interview with the Academic Director or Admissions Committee, either in person or by telephone. The purpose of this interview is to ensure that you are fully aware of all aspects of the program and the commitment required for its successful completion.

We do not believe that the removal of item (3) will diminish the quality of applicants into the program.

Revised Admission requirements:

Admission requirements: 1.) A bachelor's degree from an accredited university with at least a B average, plus (NOTE: Non-degree applicants may be considered for admission provided they have attained a senior level management position with at least fifteen years of industry experience). 2.) Five years of full-time professional experience in public relations or related field. 3.) Three letters of recommendation, including one from current employer, or client/ business partner if self-employed. 4.) A personal essay of no more than 500 words explaining your interest and suitability for the program and potential for completing it. 5.) A portfolio of samples of your best work, particularly those which illustrate strategic management ability (for example, marketing or crisis plans). 6.) Test of English as a Foreign Language (TOEFL) passing score for non-native English speakers. 7.) A personal interview with the Academic Director or Admissions Committee, either in person or by telephone. The purpose of this interview is to ensure that you are fully aware of all aspects of the program and the commitment required for its successful completion.

We ask that the DSB Graduate Curriculum Committee endorse this recommended change.

SYRACUSE UNIVERSITY

S.I. NEWHOUSE SCHOOL OF PUBLIC COMMUNICATIONS

January 28, 2010

Dr. Milena Head
Associate Dean
DeGroote School of Business
McMaster University
1280 Main St. W., DSB 241
Hamilton, ON L8S 4M4

Dear Dr. Head:

Earlier this year, Dr. Terry Flynn and I met to discuss the ongoing development and growth of the McMaster-Syracuse Master of Communications Management degree program. During our discussions we explored a number of avenues and opportunities to grow the program in Canada and to better serve the needs of the public relations/communications management community.

Dr. Flynn and I reviewed some of the new graduate-level communications programs that have started in Canada over the last three years and noted that none of these graduate programs require that their applicants write a qualifying exam such as the GRE or the GMAT. I am finding this to be true with the competitive programs in the United States that have appeared since I started the original program in Syracuse more than 15 years ago. Over the last three years we have witnessed that a number of potential applicants – many of whom graduated from university more than 15 years ago – are choosing programs that do not require a qualifying exam. I am reminded of one such applicant with 20 years of experience who decided to enroll at the University of Alberta simply because she didn't want to write the GRE. Furthermore, while we require our graduate students at Syracuse University to write the GRE as a general rule of thumb, I have more latitude, as the Academic Director, to waive this requirement based on the applicant's experience, or give other parts of the application more weight in the event that applicants do not score well on the GRE/GMAT test.

It is also been brought to my attention that, according to the McMaster University School of Graduate Studies website, "the GRE is not usually required at McMaster" and more specifically is not required for admission in the Master of Arts (MA) in Communication Studies and Multi Media in the Faculty of Humanities at McMaster University – a program designed for recent graduates of communications studies programs without the 10-15 years of work experience that our students bring to our program.

In light of these facts, I am supportive of the elimination of the GRE/GMAT as a condition of admission into the Master of Communications Management degree program. Should you have any questions or concerns please contact me directly at mprussel@syr.edu or 315-443-4066.

Sincerely,

Maria P. Russell ~

Maria P. Russell
Academic Director, M.S., Communications Management
And
Director, Newhouse Executive Education Programs
Syracuse University - S.I. Newhouse School of Public Communications
Syracuse, New York USA 13244

McMaster University

SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

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2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT/PROGRAM	School of Rehabilitation Science and DeGroote School of Business
COURSE TITLE	Health Systems and Policy Analysis
COURSE NUMBER	HM700
COURSE CREDIT	**FULL COURSE ( )** **HALF COURSE ( )** **QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Glen Randall
PREREQUISITE(S)	admission to the Master in Health Management Program, or permission of the instructor.

NATURE OF RECOMMENDATION ***(PLEASE CHECK APPROPRIATE BOX)***

NEW COURSE	X	**DATE TO BE OFFERED:** September 2010	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?** NO **IF YES, PROVIDE THE DATE:**

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? X **IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER		**EXPLAIN:**			

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description *(maximum 6 lines)* to be included in the Graduate Calendar.

This course is the introductory course for the Master of Health Management program. It will provide students with an understanding of how the Canadian health care system is organized as well as how services are financed and delivered. This will be done through an assessment of the Canada Health Act and various pieces of related provincial healthcare legislation. Discussions will include an exploration of the for-profit and not-for-profit mix of services within Canada. In addition, students will be exposed to the principles of evidence-based decision-making and various health policy analysis tools. Current issues and trends in health policy (both within Canada and internationally) will serve as cases to which students apply those tools.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

Course content is divided into the following four learning modules:
Module 1: Introduction to the Canadian healthcare system
Module 2: Comparative health systems
Module 3: Introduction to health policy analysis and methods
Module 4: Conducting health policy analysis

Upon completion of this course students will be able to:

- describe how health care is organized, funded and delivered within Canada;
- demonstrate an understanding of current issues and trends in health policy;
- identify the stages of the health policy development process; and
- describe and apply health policy analysis tools in examining complex health policy issues.

Course materials will consist of a text: Studinging Public Policy (Howlett, Ramesh, and Perl) and journal articles.

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)

This course is one of the core courses in the Master of Health Management Program. The program is offered in collaboration between the School of Rehabilitation Science and the DeGroote School of Business. The course is also available, as an elective course, to graduate students enrolled in Masters or Doctoral programs at McMaster.

2. EXPECTED ENROLMENT:

15 students

3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):

The course is composed of 13 sessions which are spread out over a 13-week term. This course will be offered through a combination of online and on-site delivery. Topics will initially be explored online through a review of documents, discussions, and course assignments. Students will then be required to meet on-site for an intensive 3-day period of lectures, discussions and presentations. For sessions conducted online, students will be required to respond to posted discussion questions.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

Students will be evaluated as follows:

Participation (for both on-site and online course components) 20%
Assignment #1 - Students are to submit answers to a series of questions about the Canadian healthcare system 10%
Assignment #2 - Policy issue presentation and facilitation of discussion (10% for 2-3 page summary and 20% for presentation) 30%
Assignment #3 - Scholarly paper (10% for outline, 30% for final written paper) 40%

5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).

A similar course is offered in the School of Business (C721 Health Policy Analysis) however, there is a substantial difference in content, students are required to have a significant healthcare background, and the course will be delivered primarily on-line.

6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?

N/A

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Glen Randall Email: randalg@mcmastr.ca Extension: 26191 Date: January 22, 2010

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/December 2006

HM700
Health Systems and Policy Analysis
Fall 2010 Course Outline
Master of Health Management Program
Rehabilitation Sciences & DeGroote School of Business
McMaster University

COURSE OBJECTIVE / PROFILE

The goal of this course is to introduce students to the Canadian healthcare system and the field of health policy analysis. This will be done through an overview of the funding and delivery of services within the Canadian healthcare system and a comparison of the Canadian system with that of other developed countries. In examining the field of health policy analysis students will be exposed to various theoretical perspectives, frameworks and tools which can facilitate the policy analysis process. Current policy topics in health care will be used in order to demonstrate the practical relevance of policy analysis for health care managers.

COURSE DESCRIPTION

This course is the introductory course for the Master of Health Management program. It will provide students with an understanding how the Canadian health care system is organized as well as how services are financed and delivered. This will be done through an assessment of the *Canada Health Act* and various pieces of related provincial healthcare legislation. Discussions will include an exploration of the for-profit and not-for-profit mix of services within Canada. In addition, students will be exposed to the principles of evidence-based decision-making and various health policy analysis tools. Current issues and trends in health policy (both within Canada and internationally) will serve as cases to which students apply those tools.

LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course students will be able to:

- describe how health care is organized, funded and delivered within Canada;
- demonstrate an understanding of current issues and trends in health policy;
- identify the stages of the health policy development process; and
- describe and apply health policy analysis tools in examining complex health policy issues.

MODES OF STUDY

This course is delivered in an online format using Blackboard VISTA as the principal mode of instruction. Topics are explored through a review of documents, course assignments, case studies and online discussions. Learners are expected to be adult learners who will independently read course content posted on the course website, analyze information, and share their new knowledge and understanding with their classmates so that they learn from each other as well as from the instructor. Learners will use course content posted on Blackboard, readings and texts as resources for learning. Instead of face-to-face small group discussions, learners will interact online with other learners and the course instructor. Typically, discussions will occur asynchronously (not in real time) as this enables learners from different time zones to participate more easily and to organize their learning activities around work, family and personal demands. Live chat rooms and video links through Illuminate will be used when needed by learners. The instructor and learners will also maintain regular contact by email.

TECHNICAL REQUIREMENTS

Learners require access to a computer that meets the course technical requirements and can access the Internet on a regular basis with a minimum speed of at least 33.3 kps. Minimum computer memory required is at least 64 MB RAM (although higher is preferred). Learners should also be comfortable using a keyboard and have an active Email account, and web browser. The course will be delivered through the ELM software system at McMaster.

EVALUATION

Learning in this course comes from readings, lectures, in-class discussion and participation, preparation of assignments, and out-of-class analysis. All work will be evaluated on an individual basis except where group work is expected. In these cases group members will share the same grade, unless all group members agree to an adjustment.

Components and Weights

Class Participation	Participation (students are expected to share ideas and experiences related to the topics presented during onsite and online discussions)	20%
Assignment #1	Students are to submit answers to a series of questions about the Canadian healthcare system (questions will be posted online).	10%
Assignment #2	Policy issue presentation and facilitation of discussion (10% for 2-3 page summary and 20% for presentation)	30%
Assignment #3	Scholarly paper (10% outline, 30% final written paper)	40%

DELIVERY METHOD

This course will be offered through a combination of online and on-site delivery. Topics will initially be explored online through a review of documents, discussions, and course assignments. Students will then be required to meet on-site for an intensive 3-day period (dates to be determined) of lectures, discussions and presentations. NOTE: Students will be responsible of all costs associated with travel and/or accommodation to attend each of the two on-site residency periods. Participation will **NOT** be graded by counting each contribution a student makes. Participation will be graded by examining the quality of contributions (both for onsite and online discussions). Students are expected to attend all onsite sessions.

COURSE CONTENT

Course content is divided into the following four learning modules.

Module 1: **Introduction to the Canadian healthcare system**
- The constitution and federal provincial division of powers.
- Understanding the Canada Health Act.
- The role of regulation in health services (organizations, professionals, technology etc.).
- Measuring quality and outcomes in healthcare.

Module 2: **Comparative health systems**
- The determinates of population based health.
- The role of the World Health Organization.
- A comparative assessment of the funding and delivery of services across provinces.
- A comparative assessment of the funding and delivery of services across developed countries.

Module 3: **Introduction to health policy analysis and methods**
- Policy cycle
- Sampling / Frameworks / operationalizing research.
- Interpreting evidence / quality and grading of evidence / competing evidence.
- Agenda setting and problem definition.
- Policy Formulation (rational models, incremental models, combined models)\
- Policy implementation and evaluation (cost-effective evaluation, goals)

Module 4: **Conducting health policy analysis**
- The role of ideas (values, evidence, knowledge, beliefs).
- The role of interests (structural interests - dominant, challenging, repressed).
- Concentrated versus diffuse costs/benefits (resource and incentive effects).
- The role of institutions (path dependence; autonomy and capacity of governments).
- Policy universe (policy subsystem; policy communities; interest networks).
- Policy change (incremental, policy feedback, windows of opportunity).

Assignment #1 –

Provide brief answers (1-2 pages or 250-500 words maximum) to questions which will be posted online. Do not worry about format (bullet points are fine). This assignment is intended to get you thinking about the complexities of the Canadian health system and policy analysis.

Assignment #2 –

Working in groups of two (or three with permission), students will select a health policy topic (a list will be posted online) on a first-come basis (please confirm with instructor).

Groups will prepare a presentation and facilitate a class discussion which includes the following:

- A summary of the topic;
- Identification of the policy issue(s) (how has the issue been defined and how did the issue get on the policy agenda?);
- Identification of where the issue is in the policy cycle;
- A discussion of the role played by ideas, interests and institutions; and
- Identification of the implications of the issue for policy makers, health care managers, and consumers.

Each group will present their topic in class and lead a discussion which highlights the policy analysis issues covered in the course. Groups will be given approximately 25-30 minutes for both the presentation and the class discussion. The precise approach used to present the topic to maximize its relevance and interest to the class is up to each group. A data projector will be available for PowerPoint presentations. The purpose of this assignment is to encourage students to become actively involved in health policy analysis by identifying policy analysis concepts and issues using a practical example while exposing students to a broad range of policy topics.

Groups are to submit a 2-3 page report which provides a summary of the key aspects of the presentation (please leave 1 inch margins and use at least an 11 point font). Presentations will be evaluated for completeness (inclusion of the material noted above), innovation in making the presentation, and ability to facilitate discussion. Group presentations will take place during the onsite residency period at McMaster.

Assignment #3 –

The final course assignment consists of each student selecting his or her own policy issue (subject to final approval from the instructor) and conducting a mini policy analysis. A topic for the policy analysis must be approved by the instructor. Students are then required to submit a 2-3 page outline describing the proposed policy analysis at the beginning of class on **October 19th**. The outline should identify the policy topic you propose to analyse, the policy audience, why the topic is important, which aspects of the policy will be included in the analysis (e.g. one or more stages of the policy cycle), and which concepts from the course will be used in the analysis. The outline must also identify data sources that that you will be consulting for the analysis. The outline is intended to make sure students are on the right-track.

The final policy analysis paper must conform to the following:

- Submitted online in Word format;
- 1 inch margins and at least an 11 point font;
- 12 – 15 pages double spaced (3000 – 3750 words) in length, not including appendices or references;
- only include appendices that are relevant to your analysis (there are no bonus marks for volume);
- references must be complete and in a consistent format (e.g. APA, Chicago, Vancouver) and the reference format must be noted on the cover page.

Examples of possible policy topics and examples of published policy analysis will be posted.

ACADEMIC DISHONESTY

It is the student's responsibility to understand what constitutes academic dishonesty. Please refer to the University Senate Academic Integrity Policy at the following URL:

http://www.mcmaster.ca/univsec/policy/AcademicIntegrity.pdf

This policy describes the responsibilities, procedures, and guidelines for students and faculty should a case of academic dishonesty arise. Academic dishonesty is defined as to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow in cases of academic dishonesty as well as general guidelines for penalties. For further information related to the policy, please refer to the Office of Academic Integrity at:

http://www.mcmaster.ca/academicintegrity

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http://library.mcmaster.ca/about/copying.pdf

STUDENTS WITH DISABILITIES

Students with disabilities are required to inform the Centre for Student Development (CSD) of accommodation needs for examinations on or before the last date for withdrawal from a course without failure (please refer to official university sessional dates). Students must forward a copy of such CSD accommodation to the instructor immediately upon receipt. If a student with a disability chooses NOT to take advantage of a CSD accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The CSD website is:

http://csd.mcmaster.ca

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

McMaster University

SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT/PROGRAM	School of Rehabilitation Science and School of Business/Health Management
COURSE TITLE	Evaluating Sources of Evidence for Management and Evaluation
COURSE NUMBER	705*
COURSE CREDIT	**FULL COURSE ( )** **HALF COURSE (x)** **QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Brenda Lammi and Mary Law
PREREQUISITE(S)	Admission to the Master in Health Management Program, or permission of instructor

NATURE OF RECOMMENDATION ***(PLEASE CHECK APPROPRIATE BOX)***

NEW COURSE	x	**DATE TO BE OFFERED:** Jan 2011	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? x **IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER		**EXPLAIN:**			

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description *(maximum 6 lines)* to be included in the Graduate Calendar.

Is course is designed to provide students with the knowledge and skills to understand and critically evaluate sources of evidence used to support decision making within a health care environment. Students will develop knowledge about the principles of evidence□based decision-making, searching the literature, and critically reviewing research methods and analyses. The course emphasizes the development of skills to apprise, synthesize and communicate evidence in order to use it within management decision-making.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

The course will include 4 thematic modules:

- Module 1: Introduction to Evidence-Based Practice [Week 1]
- Module 2: Characteristics and Processes for Evidence-Based Health Management [Weeks 2-5]
- Module 3: Evaluating the Evidence [Weeks 6-10]
- Module 4: Building, Using, Communicating and Transferring Evidence [Weeks 11-13]

Upon completion of this course students will be able to:

- define evidence-based practice and its role in health management
- critically read, evaluate and synthesize evidence to support decision□making that lead to best practice in health care
- develop strategies for disseminating and using evidence in health management practice

Course materials will consist of one text (Evidence-bsed Rehabilitation), journal articles and internet resources.

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)

This course is one of the core courses in the Master in Health Management Program. The program is offered through a collaboration between the School of Rehabiliation Science and the Degroote School of Business at McMaster University. This course is also available, as an elective course, to graduate students enrolled in the Masters or Doctoral programs at McMaster.

2. EXPECTED ENROLMENT:

15 students

3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):

This course is composed of 13 sessions which are spread out over a 13-week term. Each of the first 11 sessions includes objectives, reading assignments, and study questions and learning activities. The final two sessions will be devoted to student projects when the students will read and respond to each other's projects. In place of traditional lectures and class discussions, this course uses posted messages as a means of group communication. Sessions will be active for 7 days. Each week, students will be required to respond to the discussion questions. All students are required to participate in each discussion.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)

Evaluation will be based on:

Participation in weekly sessions - 20%
Assignment 1 - Systematic Review Topic - 20%
Assignment 2 - Scholarly Paper – Obtain and Review Data - 40%
Assignment 3 - Implementing Evidence into Management Presentation - 20%

5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).

A similar course is offfered in the RS program. The two course are taken by students in different prorgrams. This course focuses directly on use of evidence in health management.

6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?

N/A

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Mary Law Email: lawm@mcmaster.ca Extension: 27837 Date:

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/December 2006

Course Outline

Evaluating Sources of Evidence for Management and Evaluation
HM 705*

Purpose and Profile

This course is designed to provide students with the knowledge and skills to understand and critically evaluate sources of evidence used to support decision making within a health care environment. Students will develop knowledge about the principles of evidence-based decision-making, searching the literature, and critically reviewing research methods and analyses. The course emphasizes the development of skills to apprise, synthesize and communicate evidence in order to use it within management decision-making. Methods of evaluation for this course will include a critical research review, an analytic paper applying evidence to a current health management issue, a seminar presentation online, and participation in online course discussions.

Course Objectives

Upon completion of this course students will be able to:

- define evidence-based practice and its role in health management
- understand qualitative and quantitative research methodologies
- use a variety of sources to search for evidence related to practice questions
- critically read, evaluate and synthesize evidence to support decision-making that lead to best practice in health care
- create an evidence-based summary related to a management issue within their own workplace
- develop strategies for disseminating and using evidence in health management practice

Course Content

Course content is divided into four learning modules. The objectives and main topics of each module are as follows:

<u>Module 1: Introduction to Evidence-Based Practice [Week 1]</u>

Main Topics:

- Defining Evidence-based Practice.
- Myths Surrounding Evidence-Based Practice.
- Key Elements of Evidence-Based Health Management.

Module 2: Characteristics and Processes for Evidence-Based Health Management [Weeks 2-5]

Main Topics:

- Approaches to developing evidence based knowledge.
- Approaches to becoming and evidence-based decision-maker.
- Formulating successful research questions for health management decisions.
- The application of descriptive and inferential statistics to outcome measurement
- Identifying and searching different sources of evidence.

Module 3: Evaluating the Evidence [Weeks 6-10]

Main Topics:

- Systematic appraisal of quantitative research.
- The critical review of qualitative research.
- Types of qualitative and quantitative evidence.
- Benefits and limitations of evidence ranking systems.
- Methodology for conducting systematic reviews.
- Analyzing and/or quantifying the accepted data.
- Implementing and interpreting systematic reviews and meta-analyses in health management decisions.
- Presenting and reporting findings.

Module 4: Building, Using, Communicating and Transferring Evidence [Weeks 11-13]

Main Topics:

- Methods of organizing evidence: Using critically appraised topics (CATS) and Summary Finding Tables
- Issues influencing the development of clinical practice guidelines and clinical pathways
- Disseminating the evidence to decision-makers
- Models for transferring research evidence into use in health management.
- Effective research transfer dissemination models.
- The manager's role in communicating evidence to a range of stakeholders.
- Knowledge-driven versus problem-driven models of evidence-based health management policy

Modes of Study

This course is delivered in an online format using Blackboard VISTA as the principal mode of instruction. Topics are explored through a review of documents, course assignments, case studies and online discussions. Learners are expected to be adult learners who will independently read course content posted on the course website, analyze information, and share their new knowledge and understanding with their classmates so that they learn from each other as well as from the instructor. Learners will use course content posted on Blackboard, readings and texts as resources for learning. Instead of face-to-face small group discussions, learners will interact online with other learners and the course instructor. Typically, discussions will occur asynchronously (not in real time) as this enables learners from different time zones to participate more easily and to organize their learning activities around work, family and personal demands. Live chat rooms and video links through Illuminate will be used when needed by learners. The instructor and learners will also maintain regular contact by email.

Requirements

Learners require access to a computer that meets the course technical requirements and can access the Internet on a regular basis with a minimum speed of at least 33.3 kps. Minimum computer memory required is at least 32 MB RAM (64 MB RAM is preferred). Learners should also be comfortable using a keyboard and have an active Email account, and web browser. The course will be delivered through the ELM software system at McMaster.

Assessment

Assessed Activities	The learner…	Value	Due/Timing
Participation in weekly discussion	Shares ideas and experiences related to the topics/cases presented in the three online discussions.	20%	Module 2: wk 2-4 Module 3: wk 6-9 Module 4: wk 11-12
Systematic Review Topic	Develops a descriptive systematic review topic on a health management decision and outlines methods for data gathering.	20%	Submit at the end of week 5
Scholarly Paper – Obtain and Review Data	Provides results of literature search in terms of both process (methods) and analyses the data.	40%	Submit at end of week 10
Implementing Evidence into Management Presentation	Develops an evidence dissemination plan and sample materials	20%	Submit at end of week 13

Online Discussions

The discussions are intended to enable learners to develop their knowledge and explore how the course concepts can be applied in rehabilitation. Learners are expected to participate regularly by reading the discussions and making substantive contributions to them. They are expected to respond in a way that builds on (adds to) rather than duplicates previous content. Contributions need to be supported using experience, reference(s) or logic.

Assignments

The three successive course assignments (profiled in the above table) require learners to apply the concepts learned and build the skills required for evidence-based practice.

In the scholarly paper Systematic Review Topic assignment, learners formulate an answerable question related to a specific health management decision, and present and justify a plan (i.e. proposed search strategy) for obtaining data to answer their question. The plan should include specific data sources, timelines, types of studies, and inclusion-exclusion criteria. Learners are expected to identify how information gained could add to current knowledge about best practices in health management. This assignment should be no more than 1200 words excluding references.

In the Obtain and Review Data assignment, learners implement their search strategy (plan) that that was developed for Assignment 1, and use the knowledge and skills you gained in Module 3 to review, analyse and interpret the data gathered related to their systematic review question. A description of the implications of their findings for health management practice is expected as well as recommendations for further research. Learners also critique their search strategy including strengths, limitations and changes they would make in future searches for evidence. This assignment should be no more than 2400 words excluding references.

The final 'Implementing Evidence into Practice' assignment requires learners to develop a presentation to transfer the evidence gained through their systematic review and critical appraisal to colleagues in health management. The assignment has two parts:

(a) the presentation content and materials (limited to 1200 words), and
(b) a companion document that describes the target audience and why they were selected, the context and objectives for the presentation, the chosen research transfer strategy and why it was chosen, and the subsequent activities and timeline required to facilitate the use of this evidence in practice (limited to 400 words).

Bibliography

The following texts, readings and Websites are potential resources for learning. Access to online readings can be done through the McMaster Library system. Access to selected Websites will be available through the course Website. These may be also be supplemented by the instructors and students during the course to address additional course-related issues of interest to students.

Course Textbook: Law, M. & MacDermid, J. (2008). *Evidence-based*

rehabilitation: A guide to practice. Thoroughfare, NJ: Slack.
NOTE – there is no textbook that directly applies evidence-based practice to health management. This text covers the basics of evidence-based practice and other reference materials will cover application to health management.

Austin MJ, Claassen J. (2008). Implementing evidence-based practice in human service organizations: preliminary lessons from the frontlines. *Journal of Evidence Based Social Work, 5(1-2),* 271-293.

Chalkidou, K. (2009). Comparative effectiveness review within the U.K.'s National Institute for Health and Clinical Excellence. *Issue Brief (Commonw Fund), 59,*1-12.

Cook, D.J., Mulrow, C., & Haynes, R.B. (1997). Systematic reviews: Synthesis of best evidence for clinical decisions. *Annals of Internal Medicine, 126,* 376-380.

Greenhalgh, T. (1997). Getting your bearings (deciding what the paper is about). *British Medical Journal*, 315(7102), 243-246.

Greenhalgh, T. (1997). Assessing the methodological quality of published papers. *British Medical Journal*, 315(7103), 305-308.

Greenhalgh, T. (1997). Statistics for the non-statistician. I: Different types of data need different statistical tests. *British Medical Journal*, 315(7104), 364-366.

Greenhalgh, T. (1997). Statistics for the non-statistician. II: Significant relations and their pitfalls. *British Medical Journal*, 315(7105), 422-425.

Greenhalgh, T. (1997). Papers that summarise other papers (systematic reviews and meta-analyses). *British Medical Journal*, 315(7109), 672-675.

Greenhalgh, T. (1997).Papers that go beyond numbers (qualitative research). *British Medical Journal*, 315(7110), 740-743.

Sackett, D., & Haynes, B. (2000) *Evidence-based medicine: How to practice and teach EBM* (2nd ed.). New York, NY: Churchill-Livingstone.

Satterfield JM, Spring B, Brownson RC, Mullen EJ, Newhouse RP, Walker BB, Whitlock EP. (2009). Toward a transdisciplinary model of evidence-based practice. *Milbank Quarterly, 87(2),* 368-390.

Schuurman N, Leight M, Berube M.(2008). A Web-based graphical user interface for evidence-based decision making for health care allocations in rural areas. *International Journal of Health Geography, 15,* 7-49.

WWW

Definitions of Evidence-Based Practice
http://www.shef.ac.uk/~scharr/ir/def.html

Sackett, DL., Rosenberg, WM., Gray, JA., Haynes, RB, Richardson WS. (1996). Evidence Based Medicine: What it is and what it isn't. *British Medical Journal, 312*(7023), 71-72.
http://www.jr2.ox.ac.uk/cebm/ebmisisnt.html

Evidence-Based Practice Research Group, McMaster University, Canada Includes resources for reviewing evidence. Some occupational therapy terminology is used but the review processes are applicable to other rehabilitation providers too.
http://www-fhs.mcmaster.ca/rehab/ebp/

Occupational Therapy Evidence-Based Practice Research Group (McMaster University)
www.fhs.mcmaster.ca/rehab/ebp

Centre for Evidence-Based Medicine, Oxford
http://cebm.jr2.ox.ac.uk/

Centre of Evidence-Based Medicine, Toronto
http://www.library.utoronto.ca/medicine/ebm/

Evidence-Based Medicine Learning Resources
http://www.herts.ac.uk/lis/subjects/health/ebm.htm
This site features a large section on definitions of evidence-based practice, and a list of links to centers and institutes that work with evidence-based practice, giving an overview of work being done in the field.

Evidence-Based Health Informatics
http://hiru.mcmaster.ca/overview.htm#Evidence_based_Health_Informatics
This page from the HIRU site at McMaster, provides information on the idea of Evidence-Based Rehabilitation, as well as the preferences and outcomes it has delivered for Rehabilitation.

The Cochrane Database of Systematic Reviews (CDSR)
http://cochrane.org

Randomized Controlled Trials: A User's Guide
http://www.bmjpg.com/rct/contents.html

University of Illinois at Chicago – Is All Evidence Created Equal
http://www.uic.edu/depts/lib/lhsp/resources/levels.shtml
This site, compiled by the University of Chicago Library, takes an open-ended

approach to the topic. Students will likely find the bottom of the page the most useful, as it discusses the characteristics of specific types of evidence, and where to find them.

What is a Critically Appraised Topic (CAT)?
http://jr2.ox.ac.uk/cebm/docs/cats/catabout.html

World Health Organization (WHO) Statistical Information System
http://www.who.int/whosis/index.html

A New View of Statistics
http://www.sportsci.org/resource/stats/index.html

ACADEMIC DISHONESTY

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http://library.mcmaster.ca/about/copying.pdf

STUDENTS WITH DISABILITIES

Students with disabilities are required to inform the Centre for Student Development (CSD) of accommodation needs for examinations on or before the last date for withdrawal from a course without failure (please refer to official university sessional dates). Students must forward a copy of such CSD accommodation to the instructor immediately upon receipt. If a student with a disability chooses NOT to take advantage of a CSD accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The CSD website is:

http://csd.mcmaster.ca

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT/PROGRAM	Operations Management Area, DeGroote School of Business
COURSE TITLE	Materials Management and Production Planning
COURSE NUMBER	O721
COURSE CREDIT	**FULL COURSE ( )** **HALF COURSE (x)** **QUARTER (MODULE) ( )**
INSTRUCTOR(S)	P. Abad
PREREQUISITE(S)	O600

NATURE OF RECOMMENDATION ***(PLEASE CHECK APPROPRIATE BOX)***

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION	x	**600-LEVEL COURSE *(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER		**EXPLAIN:**			

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description *(maximum 6 lines)* to be included in the Graduate Calendar.

This course examines concepts related to inventory management and production planning. In inventory management, we take an in-depth look at topics such as forecasting, lot sizing, safety stock determination and inventory control systems. In production planning, and scheduling, the topics are: sales and operations planning, material requirement planning, capacity planning, scheduling, repetitive manufacturing, just in time, and theory of constraints. SAP enterprise resource planning system ECC 6.0 is used extensively in the course to highlight concepts and to demonstrate integrated planning approaches in practical settings. Students do hands-on drills and assignments using SAP ECC 6.0. This course can be used towards SAP Certification in Business Integration.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)
2. EXPECTED ENROLMENT:
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE: Name: P. L. Abad Email: abad@mcmaster.ca Extension: 23945 Date: January 28, 2009

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/December 2006

McMaster University

SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

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DEPARTMENT/PROGRAM	Human Resources & Management Area (MBA Program)
COURSE TITLE	Leadership
COURSE NUMBER	B718
INSTRUCTOR(S)	Dr. Teal McAteer
PREREQUISITE(S)	B600

COURSE CREDIT		
FULL COURSE (X)	**HALF COURSE** ( )	**QUARTER (MODULE)** ( )

NATURE OF RECOMMENDATION ***(PLEASE CHECK APPROPRIATE BOX)***

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?** YES **IF YES, PROVIDE THE DATE:**

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO **IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**

CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	

COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**
OTHER		**EXPLAIN:** To move status of course from "Dean's Approval" to a full-time regular offering.

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description *(maximum 6 lines)* to be included in the Graduate Calendar.

This course provides a critical review of key concepts, models, theories, and practitioner approaches relating to leadership in organizations. The implications of this literature for the practice of leadership will also be thoroughly considered. Illustrations and application of leadership principles will be demonstrated through experiential exercises, skill development exercises, and a six-week transformative learning piece embedded within the body of the course. Personal and professional development will form a common theme throughout this course. A more fitting label for this course would be "Inspiring Individual Leadership".

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

- Provide opportunities for self-assessment of leadership potential, and give direction on how the leadership literature can be used for developing this leadership potential.
- Engage students in problem identification, critical-analytical thinking and problem solving.
- Provide opportunities for students to improve their skills in leading through emotional intelligence, positive thinking styles, time management, career management, stress management, communication management, conflict resolution, decision-making management, team management, CSR management, transition management, and performance management through on-going assessments and discussions within and across teams.

Text: Why Should Anyone Be Led by You? What it takes to be an Authentic Leader, Rob Goffee and Gareth Jones, Harvard Business School Press, 2006

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)

The purpose of this course is to provide a thorough familiarity with the literature on leadership (both theory and practice) as well as to take part in a transformative learning experience. Having taken this course, students will be able to separate fad, fiction and folklore from what is actually known about leadership from years of careful systematic research. Through developing knowledge of the established leadership literature, and applying the models and concepts from this literature within experiential exercises, skill development exercises and the transformative learning experience, students will become adept at analyzing, interpreting, and appropriately responding to situations that call for leadership interventions. In addition to becoming critical consumers of the popular press on leadership, students will gain insights into how their own leadership styles and approaches may either facilitate or impede their leadership effectiveness.

2. EXPECTED ENROLMENT:

25 students per course offering

3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):

Lectures, self-assessments using selected diagnostics, reflection journals, action plans, individual student and group facilitations, transformative learning experience, experiential exercises, leadership scorecard techniques.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

Two Team "Workshop" Facilitations (10%+15%) 25%
Transformative Learning Experience Part 1 & 2:
Individual Leadership Development Report (10%+20%) 30%
In-class mid-term exam 15%
Individual Leadership Presentation 10%
Leader Scorecard Report 20%
Total 100%

5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).

No

6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dr. Teal McAteer Email: mcateer@mcmaster.ca Extension: 23999 Date: December 31, 2009

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/December 2006

McMaster University

SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

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DEPARTMENT/PROGRAM	Human Resources & Management Area (MBA Program)		
COURSE TITLE	Strategic Organizational Change		
COURSE NUMBER	B728	**COURSE CREDIT**	
		FULL COURSE (X) / **HALF COURSE ( )**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Dr. Teal McAteer		
PREREQUISITE(S)	B600		

NATURE OF RECOMMENDATION ***(PLEASE CHECK APPROPRIATE BOX)***

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?** YES **IF YES, PROVIDE THE DATE:**

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	X	**EXPLAIN:** To move status of course from "Dean's Approval" to a full-time regular offering.			

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description *(maximum 6 lines)* to be included in the Graduate Calendar.

This course will enable students to cultivate the multiple capabilities required for ongoing, long-run strategic change. Leading change perspectives will be integrated and extended by utilizing a strategic organizational change framework. This systematic and multidimensional approach will provide students with a roadmap for developing change capabilities in themselves, as well as their current and future organizations. Illustrations and applications of organizational change principles will be demonstrated through a transformative learning experience, skill development exercises, experiential exercises, cases analyses, and an actual strategic organizational change project, all embedded within the body of the course. Weekly speakers from the community will be incorporated to provide actual practitioner change examples.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

Text: Toolkit for Organizational Change, T. Cawsey & G. Deszca, Sage Publications, Los Angeles, CA, 2007. Topics include:

- Recognizing the Need for Change
- Creating a Vision and Building Support
- Structure and Systems Change
- Stakeholder Analysis and Risk Analysis
- Recipients of Change
- Action Planning
- The Change Process in Action
- Implementing Change
- Change Agents
- Measuring Change and Designing Effective Control Systems
- Learning from Change

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)

This course deals with planned organizational change, defined as a set of activities and processes designed to change individuals, groups and organizational processes, systems and structures. The focus of the course is in HOW to change (not WHAT) to change. Managers are in ideal positions to anticipate, influence, and generate change, making this course highly applicable to MBA students. Participants in this course will refine skills in recognizing change opportunities in organizations as well as develop an understanding of the processes through which planned change may be accomplished. Students will develop change agent competencies by requiring that they establish and execute plans to achieve meaningful, useful organizational change.

2. EXPECTED ENROLMENT:

25 students per course offering

3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):

Lectures, weekly change management experts from the community, transformative learning experience, reflection journals, action plans, experiential exercises, change leadership case analyses, group strategic change project

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

Participation 5%
Group case assignment (15%) and Reflection Journal (20%) 35%
Mid-term Examination (Take-home) 20%
Change Project Interim Reports (best 2 of 3) 20%
Change Project Final Report 20%
Total 100%

5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).

No

6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dr. Teal McAteer Email: mcateer@mcmaster.ca Extension: 23999 Date: December 31, 2009

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/December 2006

McMaster University

SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

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DEPARTMENT/PROGRAM	DeGroote School of Business/MBA
COURSE TITLE	Tax Planning - the Financial Perspective
COURSE NUMBER	BUS A732
COURSE CREDIT	**FULL COURSE ( )** · **HALF COURSE (X)** · **QUARTER (MODULE) ( )**
INSTRUCTOR(S)	TBA (Area Chair: Y. Lilian Chan)
PREREQUISITE(S)	A600; ANTIREQUISITE(S): A730 and A733

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? **IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

CHANGE IN COURSE TITLE	X	**PROVIDE THE CURRENT COURSE TITLE:** Tax Planning - the Financial Perspective			
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** *(Undergraduate course for graduate credit) Please see #4 on page 2 of this form*			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER		**EXPLAIN:**			

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description *(maximum 6 lines)* to be included in the Graduate Calendar.

This course will appeal to future managers who wish to have knowledge about Canadian taxation policies both for their own personal net worth as well as to improve the equity position of firms through tax planning. The course is intended to provide students with general knowledge of major topics of Canadian Income Tax law. Topics include liability for tax, computation of inocme, taxable income, and tax for both individuals and corporations. Other topics covered will include incorporation and dissolution of a corporation, purchase and sale of a business, and rights and obligations under the Income Tax Act.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

Proposed Course Title: Canadian Income Tax Fundamentals

Proposed Course Description: This course will appeal to future managers who wish to have knowledge about Canadian taxation policies both for their own personal needs as well as to improve the equity position of firms through tax planning and compliance. The course is intended to provide students with general knowledge of major topics of Canadian income tax law. Topics include liability for tax, computation of income, taxable inocme, and tax for both individuals and corporations. Other topics include incorporation and dissolution of a corporation, purchase and sale of a business, and rights and obligations under the Income Tax Act.

The proposed course title and description is a better description of the content of the course.

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)

This is a required course for the Management Accounting specialization of the MBA program, which prepares students for the Certified Management Accountant (CMA) specializaton.

2. EXPECTED ENROLMENT:

20 to 25

3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):

Lectures.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

Midterm and final examinations.

5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).

No.

6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?

No.

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Y. Lilian Chan Email: ylchan@mcmaster.ca Extension: 23974 Date: November 20, 2009

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/December 2006

McMaster University

SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

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DEPARTMENT/PROGRAM	DeGroote School of Business/MBA			
COURSE TITLE	Strategic Management Accounting			
COURSE NUMBER	BUS A740	**COURSE CREDIT** — **FULL COURSE ( )**	**HALF COURSE (X)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Y. Lilian Chan			
PREREQUISITE(S)	Registration in Management Accounting specialization			

NATURE OF RECOMMENDATION ***(PLEASE CHECK APPROPRIATE BOX)***

NEW COURSE		DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.

CHANGE IN COURSE TITLE		PROVIDE THE CURRENT COURSE TITLE:			
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		PROVIDE THE REASON FOR COURSE CANCELLATION:			
OTHER	X	EXPLAIN: Change in prerequisite			

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description *(maximum 6 lines)* to be included in the Graduate Calendar.

Current Course Description: This course examines the challenges executives face and attempts to develop the strategic management accounting skills required for effective implementation of organizational strategies. Topics include developing corporate and business strategies, strategy mapping and balanced scorecard. Other topics covered include risk management, value chain analysis, product life-cycle management, supply chain management, theory of constraints and capacity management, and management of organizational change.

Proposed Course Description: This course examines the challenges executives face and attempts to develop the strategic management accounting skills required for effective implementation of organizational strategies. Topics include developing corporate and business strategies, strategy mapping and balanced scorecard. Other topics covered include mangement of organizational change, risk management, corporate governance, strategic management and governance of not-for-profits organizations, value chain analysis and activity-based management.

The proposed course description is a better reflection of the topics that are covered in the course.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

Current Prerequisite: Registration in Management Accounting specialization
Proposed Prerequisition: A721 or registration in A721

The proposed prerequisite allows in-course MBA students and graduates to complete courses required for the Certified Management Accountant (CMA) designation.

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)

This is a required course for the Management Accounting specialization of the MBA program, which prepares students for the Certified Management Accountant (CMA) specializaton

2. EXPECTED ENROLMENT:

15 to 20

3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):

Lectures.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

Class participation, case reports and presentation, and exam.

5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).

No.

6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?

No.

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Y. Lilian Chan Email: ylchan@mcmaster.ca Extension: 23974 Date: November 20, 2009

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/December 2006

McMaster University

SCHOOL OF GRADUATE STUDIES

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DEPARTMENT/PROGRAM	School of Business/Strategic Market Leadership and Health Services Management			
COURSE TITLE	Consultative Selling			
COURSE NUMBER	M748	**COURSE CREDIT**		
		FULL COURSE (x)	**HALF COURSE ( )**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Mandeep S. Malik			
PREREQUISITE(S)	M600			

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

NEW COURSE	X	**DATE TO BE OFFERED:** Fall 2010	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?** YES **IF YES, PROVIDE THE DATE:** Winter 2009 & 2010

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:** Consultative Selling

CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE *(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***	
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**	
		CHANGE TO QUARTER COURSE	

COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**
OTHER		**EXPLAIN:** .

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description *(maximum 6 lines)* to be included in the Graduate Calendar.

The primary purpose of this course is acquaint students with the essential concepts and practices in B2B buying and selling. It will have a focus on customer decision process and an influence approach or a sales approach for each stage of buying. It will be taught using a mix of classroom workshops, guest lectures and observation in a work setting. Role-plays will be used to give practice in analyzing customer types, dealing with different stages of buying, dealing with different members within buying centres, solving typical sales problems, and developing a consultative selling approach. The course attempts to maximize `sales practice time' by allowing students to open and / or lead class discussions.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

Organizational Buying, Customer Types, Sales Process, Dealing with Customer Resistance, Effective Communication Skills for B2B Sales Success REFERENCE TEXT: Selling Building Partnerships by Weitz, Castleberry and Tanner.

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)

A complete marketing curriculum prepares students for all roles in the industry, and to be strategic decision makers that can control all marketing functions. Familiarity with Consultative Selling will be key to this specialization for our graduate students. Important to keep in mind that Sales is the customer facing, revenue generating activity that is now being managed by the most qualified and most capable employees within an organization.

2. EXPECTED ENROLMENT:

20

3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):

Lectures, student led discussions, role plays, case studies, guest presentations, videos and online game based learning simulations.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

Interim and final role play exam, job sahadowing assignment, in-class participation, evaluations based on online exercise and in class presentations.

5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).

No

6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Mandeep S. Malik Email: malikmmcmaster.ca Extension: 23972 Date: January 26, 2010

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/December 2006

MBA M748 – Consultative Selling
Winter 2010 Course Outline
Strategic Market Leadership and Health Services Management
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

Business transactions are now less and less about money for product or dollars for service. Sellers are not product representatives anymore; they do not present brochures and do slick demos – in fact buyers mistrust such sellers. In this course you will work in buyer-seller teams to explore a sales approach that is value creating because it focuses on problem solving. According to latest research, customers are willing to pay a premium, erect barriers to the seller's competitors and establish the seller as a trusted adviser when sellers create value by using such a consultative sales process. Role-plays, case studies and, most importantly, student led discussions will be our means to help you establish your sales style and become a solution seller. We will explore concepts like needs assessment through effective questioning, communicating product/service attributes by design, negotiating and dealing with customer resistance. Students from all streams will find this course useful because internal selling is a key to success in all organizational roles today.

INSTRUCTOR AND CONTACT INFORMATION

Tuesday 11:30 to 2:20 p.m.

Mandeep Malik
Professor
malikm@mcmaster.ca
Office: DSB 228
Tel: (905) 525-9140 x23972
Class Location: DSB B 105

Wendy Boles
Administrative Assistant
bolesw@mcmaster.ca
Office: DSB 203
Tel: (905) 525-9140 x24436
Office Hours: 08:30 to 16:30

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	No	Global view:	Yes
ELM:	No	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group Work:	Yes	Oral skills:	Yes

Course Description

The primary purpose of this course is acquaint students with the essential concepts and practices in B2B buying and selling. It will have a focus on customer decision process and an influence approach or a sales approach for each stage of buying. It will be taught using a mix of classroom workshops, guest lectures and observation in a work setting. Role-plays will be used to give practice in analyzing customer types, dealing with different stages of buying, dealing with different members within buying centres, solving typical sales problems, and developing a consultative selling approach. The course attempts to maximize `sales practice time' by allowing students to open and / or lead class discussions.

Learning Outcomes

This course will help you to:

1. Understand the basics of consultative selling practices, as they need to be applied today
2. Understand the strategic elements of business buying (the customer decision process) in context of individual and organizational goals
3. Develop your 'sales style' by reflecting on your communication approach through peer reviewed role plays
4. Implement sales strategies given customer buying situation, i.e. buying stage, buying task and nature of business problem being addressed through this proposed acquisition of goods or services
5. Deal effectively with customer resistance at different stages of buying, including conflicting priorities of different members of the buying centre
6. Refine your ability to effectively inform and influence groups through business presentations
7. Use the means of discussions, cases and projects to apply some of the principles learnt

Required Course Materials and Readings

Visit www.emz2.com and sign up for an online sales training resource that will challenge you with a new sales situation in each session and help you to develop the skills to solve sales problems in face-to-face consultative selling situations.

Approx. $ 100 CAD

Readings from the journals –
Journal of Personal Selling and Sales Management
Industrial Marketing Management
*a*nd the magazine, *Sales and Marketing Management.*
Also use these reference web sites:
www.smei.org www.monster.ca/sales www.sellingpower.com www.richardson.com

EVALUATION

Learning in this course results primarily from in-class discussion based on thorough preparation in advance of the course material. The balance of the learning results from the lectures on specific topics and guest speakers. All work will be evaluated on an individual and team basis. Your final grade will be calculated as follows:

COMPONENTS AND WEIGHTS

Participation in Class Discussions .... 20% (*Individual*)
Leading Class Discussion on a Topic..................................... 05%
Completion of Job Shadowing Report... 15% (due March 4th)
Sales Role Play - Interim 15%
Sales Role Play - Final... 30%
Performance in Online Learning Project .... 15% (*Individual*)
TOTAL 100%

GROUP WORK

Groups will consist of two students. They will operate as a buyer seller team for the first role-play. <u>65% of your mark in this course is teamwork so choose your partner wisely</u>. On or before 21st January, you are required to submit the completed course team form to the instructor (the form is attached to this outline). All hand-in assignments will be completed as a group (**Note: so even though you will job shadow individually, you will submit one report on the experience).**

CONVERSION

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

LETTER GRADE (POINT)	PERCENT	LETTER GRADE (POINT)	PERCENT
A+ (9.0)	90 to 100	C+ (3.0)	67 to 69
A (8.0)	85 to 89	C (2.0)	63 to 66
A- (7.0)	80 to 84	C- (1.0)	60 to 62
B+ (6.0)	77 to 79	F	0 to 59
B (5.0)	73 to 76		
B- (4.0)	70 to 72		

PARTICIPATION

Name cards are used to help give credit for your participation. You must have a name card with your full first and last name clearly written and displayed in front of you for every class. It is imperative that you prepare for every class. Class participation marks are based on the quality as well as the quantity of participation.

It is our belief that highly interactive environments are the breeding grounds for excellence in stimulating idea generation, enhancing communication skills, improving analytical processes, fostering collaborative networks, testing assumptions, and having fun! This is also the time and place to develop the assertiveness and communication skills that are necessary for success in business. Consequently, we value and reward contribution. For our sales class, contribution relates to:

- Being prepared for class discussion – demonstrate fair knowledge of subject content
- Offering analysis in a critical and constructive manner
- Being eager / willing to debate issues using logic and integrating knowledge of basic sales/marketing concepts; Listening and reacting to comments made by other students
- Your ability to communicate clearly (i.e. quantity of dialogue is not the same as quality)
- Demonstrate initiative to bring new and relevant knowledge to class discussion

THIS COURSE WILL RELY HEAVILY ON `EMPOWERED LEARNING' INVOLVING STUDENT LED DISCUSSIONS AND IN CLASS PRESENTATIONS ON THE TOPIC OF THE DAY. AS SUCH IT IS IMPERATIVE THAT YOU PREPARE FOR EACH CLASS – THIS WILL DETERMINE THE TAKE HOME VALUE OF THIS COURSE TO YOU AND IMPACT YOUR LEARNING.

Interim contribution marks will be posted about half way through the course. Come to see me then if your mark is low, or well before if you are concerned that it might be low. There are ways I can help you to participate more effectively. The key to high participation grades is making a quality contribution to every class. Marks will be awarded on both quality and consistency.

Absence from class is a serious matter, since you obviously cannot participate if you're not there. If there are legitimate reasons for you to miss class, you need to provide documentation within one week of returning to school to the Academic Programs Office.

HAND-IN ASSIGNMENTS

Length and Appearance

Job shadowing report: No more than ten pages (10 pages) plus any appendices that you choose to include. (Appendices consist of information that supports the main content of your report but is too detailed or voluminous to include in the body). Appendices not referred to in the body of the report will not be marked.

In terms of appearance, your objective is to write reports using business standards. That means, your submissions should be typed and double-spaced, should have one inch margins all around and should employ a font size of no smaller than twelve points. Whole numbers ten or less should be written in words. *Good English grammar and spelling count* so edit carefully.

Timing

Written assignments will be accepted for grading only on or before the assigned due date and time. Please do not wait until the day the report is due to complete it. Viruses, printer problems, file or disc problems, etc. should all be detected and corrected before the due date.

ACADEMIC DISHONESTY

Please note that students involved in academic dishonesty will receive a **ZERO** grade on the particular component in which the infraction occurred and a notation of academic dishonesty in the Dean's office; and may receive a **ZERO** grade on the course, and a notation of academic dishonesty on their transcripts. The University Senate Resolutions on Academic Dishonesty states:

> Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresentation by deception of by other fraudulent means. In an academic setting this may take any number of forms such as copying or use of unauthorized aids in tests, assignments, examinations, lab reports, term papers, or cases; plagiarism; talking during in-class examinations; submission of work that is not your own without citation; submission of work generated for another course without prior clearance by the instructor of both courses; submission of work generated by another person; aiding and abetting another student's dishonesty; and giving false information for the purpose of gaining admission or credits; and forging or falsifying McMaster University documents. No excuses for violation of this policy, including ignorance of the policy, are accepted.

For more detailed information please see: http://www.mcmaster.ca/policy/ac_ethics.htm

Communication and Feedback

Students that are uncomfortable in directly approaching an instructor regarding a course concern may choose to send a confidential and anonymous email to the respective Area Chair at:

http://www.degroote.mcmaster.ca/curr/emailchairs.aspx

Students who wish to correspond with instructors directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student.

Students With Disabilities

Students with disabilities are required to inform the Centre for Student Development (CSD) of accommodation needs for examinations on or before the last date for withdrawal from a course without failure (please refer to official university sessional dates). Students must forward a copy of such CSD accommodation to the instructor immediately upon receipt. If a student with a disability chooses NOT to take advantage of a CSD accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The CSD website is:

http://csd.mcmaster.ca

Potential Modifications to the Course

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

PROJECT DETAILS

Job Shadowing Assignment Report (due in class on Tuesday March 9th) – This report will be based on your job shadowing experience and that of your partner – **you will, however, submit a group report that contrasts the two experiences and reviews the sales calls witnessed in relation to concepts discussed in class**. You are required to job shadow a Sales Representative or a Sales Executive, in a B2B environment. **This should be a one-on-one, `on-field' experience in which you are witnessing face-to-face customer calls**. Ideally, you should arrange it such that you get to witness a minimum of three customer interactions at different stages within the sales cycle. You can witness calls spread over multiple days or undertake a full day job shadow. Members within a group must also choose two different companies – however these can be within the same industry sector.

Final Role Play Test (in the week of April 19th) – The situation, product / service and guidelines will be provided at least two weeks prior to the scheduling of the final test. It is typical in this test that you undertake a team selling effort to the buyer played by the instructor or an industry representative. It is possible that this role play be video taped for our records.

Your skills will be tested on each stage of the buying and selling process and you must demonstrate a good ability to apply / execute all selling steps. As a team you will have up to 40 minutes (subject to change) face-to-face with the buyer. In most instances the buyer will be quite cooperative, easy to deal with and interested in what you represent.

CAUTION - You will be evaluated as a team and as individuals; so it is quite possible that if the sales effort is not evident as equal then you will not earn the same mark. Also keep in mind that the grading will change if it is believed that parts of your pitch are not realistic or not professionally executed. For example a poor opening / introduction or an unexpected illogical argument during the process could earn you a FAIL even though other elements are properly executed. Besides the overall grading, your mark will also be adjusted using a scale of 0-10 with zero representing `highly unlikely to buy' and ten as being `a definite sale'.

INTERIM ROLE PLAY PREPARATION

Within your groups you will be required to form buyer seller teams, and develop a selling situation from opening to close (not closing the deal though). You will then enact this role-play, and VIDEO TAPE IT. This video file, submitted as a DVD or posted on YouTube, will be observed / critiqued and marked by your peers and / or instructor based on logic of situation presented, and selling performance demonstrated. It will be put in context of the buying situation. It is imperative that the situation reflect steps from first meeting, through rapport development to needs analysis and initial product discussion within the sales process. You are encouraged to use presentation material or product literature or demo equipment to make the role-play as realistic as possible. PLEASE DO NOT USE DUMMY LITERATURE FOR THIS PURPOSE. YOU CAN DEVELOP PRODUCT SPECFIC LIETRATURE ON YOUR OWN THOUGH.

NOTE: It is possible to schedule this role play for a `live review' instead of video taping it.

DETAILED GUIDELINES FOR THE ROLE PLAY TEST

This selling situation role-play will give you an opportunity to demonstrate your understanding of the buying and selling process and apply the key skills required for sales success. Please design your role-play using the following suggestions:

1. Develop a simulation of a business-to-business selling situation lasting no more than thirty minutes.

2. You should assume that you are meeting this buyer for the first time, in their office for a pre-arranged meeting. Cold calls are also acceptable. It is fair to assume things like you are meeting this buyer based on a query made by him/her or their firm, and that the person you are calling on is a decision-maker. All assumptions must be mentioned in the observer brief sheet - a half page summary of the situation you are going to demonstrate for the benefit of the audience and the instructor. This brief should be handed in before you begin the exercise.

3. The role-play should demonstrate the essential steps in the sales process including, *opening, questioning to identifying needs, product proposition (using a Feature Benefit analysis / product demo) and handling resistance*. If you see time as a constraint, it is possible to close the call with agreement on the next proposed action; however, such calls must at least demonstrate identifying needs and the ability to overcome objections early on in the sale.

4. Please try to obtain and use brochures for the products you are trying to sell in the role-play. It is also possible for you to develop your own brochures, letters of reference or any other support documents for the sale. NOTHING SHOULD BE LEFT TO OUR IMAGINATION. ALL SUCH SALES TOOLS MUST BE REALISTIC. You can use product samples for demonstration, if they are easy to carry and demonstrate.

5. You should not be reading from or referring to a script. The role of the buyer should be well defined and the process should demonstrate a two-way interaction in which the buyer is participating actively. Otherwise both members of the group will lose marks.

6. **Please dress for business and take the role-play test as a serious business meeting. Any `un-business like' behaviour will have a negative impact on your marks. Ideas that do not appear logical or realistic will not be accepted.**

7. You will be judged on your presentation and communication skills, demonstration of and adeptness at the buying and selling steps, usage of sales tools and effort put in developing such tools, reality of the business script/situation and other such skills.

GUIDELINES FOR THE JOB SHADOWING REPORT – PEER ASSESSED

1. Consider starting with a backgrounder on the company, the structure of their sales organization and their current market position versus competition.

2. Comment on overall `sales strategy', the recommended sales process, and external and internal factors that impact the sales cycle.

3. Compare what you witnessed during the day with what we discussed in class – use the guest lectures, reference the recommended text and other handouts to analyze the effectiveness of the interactions that you viewed. Consider the sales style of the individual, the contrast of theory versus practice and the conflict of buyer-seller goals. Depending on what you observed you may like to comment on specific aspects of the sales process, for example negotiation or objection handling, cold or planned call, single or multiple buyers. Make thought provoking recommendations for change.

4. Use the sales history of the individual you were shadowing to draw learning for the new sales person from an experienced hand. Comment on success factors, typical problems / encounters and other market experiences.

5. You might also want to comment on the changes that the company or industry has implemented in their sales organization/strategy/process in recent years.

The mark allocation for this report will generally be as follows:

Understanding of the buying situation, buyer behaviour and the sales process witnessed: 30%
Critical and contrasting analysis of sales tactics witnessed by the two team members: 30%
Nature of recommendations: 15%
Correlation to theory: 10%
Format and Creativity: 10%
References: 05%

PEER ASSESSMENT EXPERIMENT

The purpose of this evaluation tool is to allow you to offer a constructive critique of your peers work relative to your own AND do so objectively. It is hoped that if implemented without bias (including collusion) this form of assessment will help you to keep learning while evaluating. It will also refine your ability to offer your co-workers effective feedback, and make it a developmental input. The overarching goal is to create an active, collaborative learning environment that fosters self-directed learning.

NOTE: We will schedule pre-evaluation consultations with the instructor and post-evaluations review sessions between those being assessed and the evaluating team, with the purpose of bridging gaps, and to allow for face-to-face feedback.

CLASS SCHEDULE

Date	Topic	Readings	Methodology
Session 1	Participant Introductions and course success skills. Discuss course outline, job shadowing project, role play assignments etc		Communication Exercises
Session 2	Evolution of selling; changes in buying given a hyper-competitive global market place	Review of paper 'The impact of the product to service shift in industrial markets and the evolution of the sales organization' *by Sheth and Sharma* Industrial Marketing Management 37 (2008) 260 – 269	Student led discussion. PLEASE ADD ONE OTHER PAPER BASED ON YOUR OWN RESEARCH OR SELECTED FROM REFERENCE LIST OF RECOMMENDED READING
Session 3	Evolution of selling; changes in buying given a hyper-competitive global market place	Review of paper 'The Strategic Sales Organization' *by Piercy* Marketing Review, 2006, 1, 3-28	Student led discussion
Session 4	Guest Speaker		Student host
Session 5	The Personal Selling Process & Buying Process	Chapter 2, 4, 5 and 6 of Weitz, Castleberry and Tanner; (available at INNIS) and Refer to Journals / Magazines	Buying experiences exercise
Session 6 **REGISTER ON www.emz2.com and complete first session**	The Personal Selling Process & Buying Process Relationship Building and Selling	Review of paper `Complex and Strategic Decision Making in Organizations: Implications for Personal Selling and Sales Management' *Ullaga, Sharma* Industrial Marketing Management 30, 427–440 (2001)  Review of paper `Socializing Behaviours in B2B Selling' *Geiger, Turley* Industrial Marketing Management 34 (2005) 263 – 273	Social Style Matrix exercise led by students

Date	Topic	Readings	Methodology
Session 7	Prospecting and Pre-Sale Preparation. Cold Calling as a prospecting method	Chapters 7 and 8. Also read Journals / Magazine articles relevant to topic	Video & Classroom exercise
Session 8	The Sales Approach – Opening and Developing a Sale	Chapter 9 and Articles relevant to Sales Process	Role Plays / Video
Session 9	Rapport Building in Developing a Sale; Buying Centres in Organizations		Role plays
Session 10	The Questioning Approach - SPIN Selling	Chapter 9 and articles on Value added selling	
Session 11	The Sales Presentation and Demonstrating Products	Chapter 10	
Session 12	Meeting and overcoming customer objections	Chapter 11and articles relevant to objection handling	
Session 13	Sales Negotiation Process **Closing a Sale**	Chapter 13 and relevant articles on Sales Negotiation	

NOTE: THE COURSE SCHEDULE IS SUBJECT TO CHANGE. FLEXIBILITY WILL BE APPLIED TO BRING IN INDUSTRY SPEAKERS AND DEFINE TOPICS BASED ON PARTICIPANT LEVELS AND INTEREST.

M 748- CONSULTATIVE SELLING
COURSE TEAM COMPOSITION

PROFESSOR MANDEEP MALIK *(due to instructor on or before January 19th)*

TEAM MEMBERS | PHONE NUMBER & EMAIL

1.____

2.____

Proposed Job Shadowing Organizations and Contacts

____

____

____

____

Sign Up for Online Learning Resource

User ID____

User ID____

McMaster University

SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT/PROGRAM	School of Business/Strategic Market Leadership and Health Services Management
COURSE TITLE	Strategic Public Relations Management
COURSE NUMBER	M738
COURSE CREDIT	**FULL COURSE** (x) **HALF COURSE** ( ) **QUARTER (MODULE)** ( )
INSTRUCTOR(S)	Dr. Terry Flynn
PREREQUISITE(S)	

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

NEW COURSE	X	**DATE TO BE OFFERED:** TBD	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?** YES **IF YES, PROVIDE THE DATE:** Summer 2008 & 2009

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.

CHANGE IN COURSE TITLE	P	**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION		**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER	x	**EXPLAIN:** This course is not a marketing course. It is a policy/strategy course that examines the strategic management of public relations to create a unique competitive advantage for the firm.			

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description *(maximum 6 lines)* to be included in the Graduate Calendar.

Strategic public relations management is all about directing the communication process of an organization and developing sustainable and mutually beneficial relationships between an organization and its priority publics. This course seeks to examine current public relations and management theories and practices for the purpose of applying the best of these towards the public relations function of an organization. As a result, this course will give students the opportunity to understand the responsibilities and opportunities inherent in managing public relations strategically.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

Corporate communications, investor relations, employee communication, media relations, measurement and evaluation. Primary text is the IABC Handbook of Organizational Communications.

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?) Much like corporate governance, knowledge management, intellectual capital, the strategic management of public relationships increases a firm's overall competitive advantage.
2. EXPECTED ENROLMENT: 20
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars): Lectures, case studies, guest presentations, videos and simulations.
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.) In-class participation, case study evaluations and final exams.
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). No
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE: Name: Dr. Terry Flynn Email: tflynn@mcmaster.ca Extension: 26977 Date: January 26, 2010

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/December 2006

Business P738E
Strategic Public Relations Management
Summer 2011 Course Outline
Tuesday 7:00 – 10:00pm
AB 103

Course Description

Strategic public relations management is all about directing the communication process of an organization and developing strong relationships between an organization and its priority publics. This course seeks to examine current public relations and management theories and practices for the purpose of applying the best of these towards the public relations function of an organization.

Specifically, the course focuses on the organization and considers how new ways of managing are affecting how public relations is practiced. More than any other aspect of management, this area of study reveals how organizations develop relationships and how they deal with change. As a result, this course will give students the opportunity to understand the responsibilities and opportunities inherent in managing public relations strategically.

Instructor and Contact Information

Dr. Terry Flynn, APR, FCPRS
Instructor
tflynn@mcmaster.ca
Office: DBS 202
Office Hours: before or after class or by appointment
Tel: (905) 525-9140 x26977

Teaching Assistant
Email:

Wendy Boles
Administrative Assistant
bolesw@mcmaster.ca
Office: DBS 203
Office Hours: 9:00 – 16:00
Tel: (905) 525-9140 x24436

Course Elements

Credit Value:	3	Leadership:	Yes	IT skills:	Yes	Global view:	Yes
ELM:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes

COURSE OBJECTIVES

- Provide students with an appreciation for the increasing importance and emerging role played the public relations/corporate communications function within business organizational structures;
- Assist students in understanding the intersection of interests and interplay of influence in four significant arenas: the public, the organization, the media, and the government;
- Give students an appreciation of the interdependence between corporate strategy and public relations management;
- Encourage students to explore the role of public relations in such areas as investor relations, media relations, community relations, risk communications, employee communications, and government relations;
- Assist students in seeing the ethical implications of management decisions regarding communications with various stakeholders and priority publics including: the community, the public-at-large, corporate shareholders, the financial media, employees and creditors

REQUIRED COURSE MATERIALS AND READINGS

The IABC Handbook of Organizational Communication (Tamara L. Gillis, Editor)	McMaster Bookstore/Tank
Selected Case Studies and Readings	Posted on ELM
Harvard Business Review Cases	Available on HBR
Headset with Microphone	Available at Titles

OPTIONAL COURSE MATERIALS AND READINGS

If you would like to build your own public relations library, Dr. Flynn would be happy to provide you with a bibliography of optional books for your own personal purposes.

COURSE ASSIGNMENTS & EVALUATION

Participation

As MBA students, each of you should come to class ready to participate in class discussions. This participation can take many forms—probing for more in-depth information, case-study analysis, etc. Participation marks are geared primarily to the quality of the contribution. That is, I am not looking for someone to simply talk in class to gain credit, but rather to attempt to add value to the discussion with other students, with me, or with outside lecturers.

Discussion of Readings	**10%**
Interaction with the Expert	**10%**
In Class Case Studies	**10%**

Contribution to Final Course Mark: 30%

Assignment 1: Insights into the Profession

For this assignment you will interview three mid to senior level public relations professionals (whether through your own network or through my network of professionals). Working from a set of agreed upon questions, this assignment will seek to understand their perspectives on opportunities and barriers with the advancement of the profession (see handout)

Contribution to Final Course Mark: 20%

Assignment 2: Insights on the Profession

Similar to the study of public relations professionals, the purpose of this study is gauge the awareness and understanding of managers and executives on the perceived value of public relations and the barriers to and opportunities for the advancement of the profession (see handout)

Contribution to Final Course Mark: 20%

Final Take Home Exam

A take home exam will be distributed on May 26th and will be due on June 4th.

Contribution to Final Course Mark: 30%

Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

LETTER GRADE	PERCENT	LETTER GRADE	PERCENT
A+	90 - 100	C+	60 – 64
A	85 - 89	C	55 -- 59
A-	80 - 84	C-	50 – 54
B+	75 - 79	F	00 -- 49
B	70 - 74		
B-	65 - 69		

ACADEMIC DISHONESTY

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For more detailed information please see: http://www.mcmaster.ca/policy/ac_ethics.htm

Please be careful when handing in assignments, reports, essays and/or cases that are based on individual work.

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http://library.mcmaster.ca/about/copying.pdf

MISSED TESTS AND ASSIGNMENTS

The Faculty of Business has approved the following policy:

> Where students miss a regularly scheduled midterm or one of the term tests for legitimate reasons as adjudicated by the Academic Programs Office (APO), the weight for that test will be redistributed across other evaluative components of the course at the discretion of the instructor.

Documentation explaining such an absence must be provided to the APO within **one week** of the student's return to school.

I recognize that some of you have jobs that will require you to be late for class or to miss class entirely. I expect that you will let me know either in person, by telephone or e-mail and will take it upon yourself to get the information that was missed. Unless there is an extenuating circumstance, I expect that you will get your assignments to me on time or early if you need to miss class when the assignment is due.

COMMUNICATION AND FEEDBACK

Students that are uncomfortable in directly approaching an instructor regarding a course concern may choose to send a confidential and anonymous email to the respective Area Chair at:

http://www.degroote.mcmaster.ca/curr/emailchairs.aspx

Students who wish to correspond with instructors directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student.

Instructors should conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

STUDENTS WITH DISABILITIES

Students with disabilities are required to inform the Centre for Student Development (CSD) of accommodation needs for examinations on or before the last date for withdrawal from a course without failure (please refer to official university sessional dates). Students must forward a copy of such CSD accommodation to the instructor immediately upon receipt. If a student with a disability chooses NOT to take advantage of a CSD accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The CSD website is:

http://csd.mcmaster.ca

RESEARCH USING HUMAN SUBJECTS

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

http://www.mcmaster.ca/ors/ethics/students_intro.htm

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

Course Schedule

WEEK	DATE	ASSIGNMENT
1		**Syllabus Introduction, Course Overview and Review of Assignments** Definitions of Public Relations and Public Relations Excellence **Read:** Syllabus & Assignment Documents **Read:** IABC – pp 3-18 and 67-79
2		**The Strategic Management of Public Relations** **Read:** IABC pp 19-64 **Read:** Flynn, T. T. (2006). A delicate equilibrium: Balancing theory, practice and outcomes. Journal of Public Relations Research. (available on LEM) **Read:** Steyn, B. (2003). From strategy to corporate communication strategy: A conceptualization. Journal of Communication Management, 8, 168-183. (available on LEM) **Listen to:** Spin Cycles – A Century of Spin: Episode 1 (link available on ELM)
3		**Reputation Management** **Read:** Murray & White (2005). CEO's View on Reputation Management (available on LEM) **Read:** MacMillian et al., (2005). Reputation and Relationships (available on LEM) **Read:** Dowling (2006). Reputation Risk. (available on LEM) Listen to: Spin Cycles – The Spinindustrial Revolution: Episode 2
4		**Media Relations** **David Estok, Executive Editor Hamilton Spectator** **Read**: Desiere, S.E., & Sha, B.L. (2007). Exploring the development of an organizational approach to media relationships. Public Relations Review, 33, 96-98. (available on LEM) **Read**: Siler, B. (2006). Successful media relations. (In IABC Handbook, pp 310-319). **Assignment 1 – Due in Class.** **Stop & Go Evaluatoin**
5		**Crisis Communications** **Linda Smith, Regional Director, Fleishman-Hillard Canada (Maple Leaf Foods)** **Read:** IABC, Chapter 11 (pp. 136-145). **Read:** Flynn (2009). Authentic Leadership (available on LEM) **Read:** Lyon & Cameron (2004). A relational approach (available on LEM) **Watch:** Mansbridge One on One with Michael McCain (Jan 10/09) (link available on ELM)

6		**Employee Communications** **Heather Pullen, APR, Hamilton Health Sciences** **Read:** IABC, pp 93- 107 and 203-280 **Read:** Welch & Jackson. (2007). Rethinking Internal communication
7		**Measurement and Evaluation** **Dave Scholz, Vice President Leger Marketing (Toronto)** **Read:** IABC, pp. 283-295 and 371-388 and 436-450 and 453-461
8		**Marketing Communications/New Product Promotion** **Pat McNamara, APR, President Apex Public Relations** **Read:** IABC, pp. 389-451
9		**Investor Relations and Financial Communications** **Greg Secord, Vice President Open Text Corporation** **Read:** IABC, pp. 320-342 **Assignment 2 Due in Class** **Final Exam Distributed**
10		**Social Media** **Martin Waxman, APR, President, Palette Public Relations** **Will be conducted via MacLive** **Read:** IABC, pp. 504-513 **Read:** Wright and Hinson (2009). Impact of Social Media on Public Relations (available on ELM) **Listen to:** CNW/Leger Marketing Social Media Reality Check (link available on ELM)
11		**Ethical and Critical Perspectives** **Ira Basin (CBC Radio)** **Read:** IABC, pp. 56- 64 and 362-370
12		**Final Thoughts on Strategic Public Relations Management** **Final Exam Due**

SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT/PROGRAM	Business: (Finance and Business Economics); Ph.D in Business Administration (Finance)			
COURSE TITLE	Financial Economics II			
COURSE NUMBER	F772	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE (x)**	**QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Dr. Peter Miu			
PREREQUISITE(S)	Business F771			

NATURE OF RECOMMENDATION ***(PLEASE CHECK APPROPRIATE BOX)***

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.

CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**			
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE *(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***			
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**		**CHANGE TO QUARTER COURSE**	
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**			
OTHER		**EXPLAIN:**			

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description *(maximum 6 lines)* to be included in the Graduate Calendar.

This course extends Business F771 to include continuous-time models of security valuation and, especially, models for the pricing of derivative securities. The course will also discuss issues related to the no-arbitrage condition in asset pricing, models of the term structure of interest rates and default risk models.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

The wording of the calendar description has been changed to reflect more accurately the course content.

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?) Required course
2. EXPECTED ENROLMENT: 2-5
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars): Seminars
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.) Exam, paper, seminar presentations
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). No
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED? N/A
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE: Name: Trevor W. Chamberlain Email: chambert Extension: 23980 Date: January 28, 2010

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

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SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT/PROGRAM	Business: (Finance and Business Economics); Ph.D in Business Administration (Finance)
COURSE TITLE	Seminar in Finance
COURSE NUMBER	F774
COURSE CREDIT	**FULL COURSE ( )** **HALF COURSE (x)** **QUARTER (MODULE) ( )**
INSTRUCTOR(S)	Dr. Jiaping Qiu
PREREQUISITE(S)	Business F771

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

NEW COURSE		**DATE TO BE OFFERED:**	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE:**
WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.			
CHANGE IN COURSE TITLE		**PROVIDE THE CURRENT COURSE TITLE:**	
CHANGE IN COURSE DESCRIPTION	X	**600-LEVEL COURSE** ***(Undergraduate course for graduate credit) Please see #4 on page 2 of this form***	
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE**	
CHANGE TO QUARTER COURSE			
COURSE CANCELLATION		**PROVIDE THE REASON FOR COURSE CANCELLATION:**	
OTHER		**EXPLAIN:**	

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description *(maximum 6 lines)* to be included in the Graduate Calendar.

This course exposes students to a wide range of topics in the finance literature. All Finance Ph.D. students are required to attend, but only those in their second year take it for credit. The course allows students to develop ideas for their dissertations. Students will present papers related to their own interests as well as critical evaluation of the extant literature.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

To bring the course description into line with course practice.

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)

Required capstone course. Incubator for developing thesis topics.

2. EXPECTED ENROLMENT:

2-5

3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):

Seminars

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION: (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)

Exam, paper, seminar presentations

5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).

No

6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?

N/A

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Trevor W. Chamberlain Email: chambert Extension: 23980 Date: January 28, 2010

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/December 2006

SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING DEGREE PROGRAM REQUIREMENTS / PROCEDURES

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** changes involving degree program requirements/procedures. **All** sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT	Business: Finance and Business Economics
NAME OF PROGRAM	Business Administraton (Finance)

PROGRAM DEGREE	**Ph.D. (X)**	**M.A. ( )**	**M.A.Sc. ( )**	**M.B.A. ( )**	**M. Eng. ( )**	**M.Sc. ( )**	**Diploma Program ( )**	**Other *(Specify)***

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

CHANGE IN ADMISSION REQUIREMENTS		**CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE**		**CHANGE IN COURSE REQUIREMENTS**	

CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	X	**EXPLAIN:** To reflect approved practice and accommodate a wider range of student needs and interests in choosing an elective.
OTHER		**EXPLAIN:**

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Students must take a minimum of 6 to a maximum of 12 one-term courses. The exact number and mix of courses will depend on the background and research interests of the students as assessed by the student's supervisor and the Ph.D. Director. Students can receive exemptions for courses (if prior knowledge exists) or take additional courses as long as the total number does not exceed 12 courses.

All students in the program, regardless of field of study, take one common seminar course (B778).

For the Finance field, the four finance Ph.D. courses (F771, F772, F773 and F774) and F710 must be taken. In addition the following courses from the Department of Economics must be taken: 721, 722, 723, 761, 762.

PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE *(Attach additional pages if space is not sufficient.)*

For the Finance field…762. Students are also required to take one additional 700-level course in Business, Economics or Mathematics, to be determined in consultation with their supervisor.

RATIONALE FOR THE RECOMMENDED CHANGE:

Initially, the calendar was suppose to include, as required courses, those indicated "plus one additional MBA finance course chosen from F712, F713, F714 and F748." However, the latter was omitted from the calendar copy, though, in practice, an additional course was required. Subsequently, F748 was re-numbered as F726. More substantively, the experience of the past three years suggests that the menu of allowed courses should be extended to accommodate a wider range of student needs and interests.

PROVIDE IMPLEMENTATION DATE: ***(Implementation date should be at the beginning of the academic year)***

September 01, 2010

ARE THERE ANY OTHER DETAILS OF THE RECOMMENDED CHANGE THAT THE CURRICULUM AND POLICY COMMITTEE SHOULD BE AWARE OF? IF YES, EXPLAIN.

No

PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR:

Students are also required to take one additional 700-level course in Business, Economics or Mathematics, to be determined in consultation with their supervisor.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Trevor W. Chamberlain Email: chambert Extension: 23980 Date: January 28, 2010

If you have any questions regarding this form, please contact the Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/December 2006