



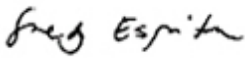
School of Graduate Studies

1280 Main Street West
Hamilton, Ontario, Canada
L8S 4M2

Phone 905.525.9140
Ext. 23679
Fax 905.521.0689
<http://www.mcmaster.ca/graduate>

February 24, 2010

To : Graduate Council Members

From : Medy Espiritu 
Assistant Secretary and SynApps System Administrator

Please note that the next meeting of Graduate Council will be held on Monday, March 1, 2010 at 2:00 p.m. in the **Council Chambers, Gilmour Hall 111**.

Listed below are the agenda items for discussion.

Please email espiritu@mcmaster.ca if you are unable to attend this meeting.

A G E N D A

- I. Minutes of the meeting of January 5, 2010
- II. Business arising
- III. Report from the Associate Vice-President and Dean of Graduate Studies
- IV. Report from the Associate Deans of Graduate Studies
- V. Accessibility for Ontarians with Disabilities Act (AODA) – *to be circulated*
- VI. New Program
- McMaster University-United Nations University Institute on Water, Environment and Health – *Water without Borders* (Dr. Susan Elliott)
- VII. Report from the Faculty of Business Graduate Curriculum and Policy Committee
- VIII. Report from the Faculty of Health Sciences Graduate Policy and Curriculum Council
- IX. Other business

GRADUATE COUNCIL
January 5, 2010, 2:00 P.M.
Council Chambers, Gilmour Hall 111

PRESENT: Dr. A. Sekuler (Chair), Dr. P. Baxter, Dr. N. Charupat, Dr. K. Dalnoki-Veress, Dr. T. Fetner, Dr. D. Goellnicht, Dr. C. Hayward, Mr. S. Jones, Dr. G. Kehler, Dr. N. Kevlahan, Ms. H. Kuiper, Dr. M. Kliffer, Mr. R. Love, Dr. L. Magee, Ms. V. Maldonado, Dr. F. McNeill, Ms. J. Merelli, Mr. N. Phan, Mr. J. Scime (Secretary), Dr. H. Sheardown, Dr. M. Thompson, Mr. J. Trzeciak, Mr. S. Way, Dr. D. Welch, Dr. J. West-Mays, Dr. T. Yoshikawa, Mrs. M. Espiritu (Assistant Secretary)

BY INVITATION: Dr. E. Gedge, Dr. M. Gough, Dr. D. Wright

REGRETS: Dr. R. Cain, Dr. D. Cassidy, Dr. K. Kanagaretnam, Dr. A. Knights, Dr. M. Stroinska

I. New program: M.A. in Gender Studies and Feminist Research and Graduate Diploma in Gender Studies and Feminist Research

Dr. Gough was invited to the Council meeting to present the proposal. Dr. Gough explained that the proposed one-year M.A. in Gender Studies and Feminist Research program will prepare students for further doctoral work in the fields of women's and gender studies as well as other discipline-specific programs in Humanities and Social Sciences. In addition, she said the graduates of the program will achieve the knowledge necessary for careers in fields such as education, law, journalism, non-profit community work, public policy, and social work. Dr. Gough briefly discussed the requirements for the Master's program, which is comprised of three compulsory half courses, three elective half courses, and an independent research project.

Dr. Gough said the Diploma in Gender Studies and Feminist Research program will enhance the training and development students receive from their home department by combining their disciplinary research with the fields of gender and feminist studies. She explained that McMaster already has existing courses related to gender and feminist studies, but there is currently no existing opportunity for doctoral students to concentrate on these fields which would be recognized on their transcripts. She explained that the requirements for the diploma are one 700-level half-course, one additional half-course from a list of approved courses, participation in a Research Symposium, and a thesis related to gender and/or feminist studies in the home department. There are four research fields in the proposed programs: literature, culture, and the arts; ethics, spirituality, and eco-feminism; work, politics, social movements, and public policy; and sexuality studies.

Dr. Fetner moved, and Dr. Dalnoki-Veress seconded,

“that Graduate Council approve the proposed Master’s program and Diploma program in Gender Studies and Feminist Research, as described in the document.”

In response to a question, Dr. Gough said the Diploma program expects to add value to a stand-alone doctoral degree (that is already offered by a department/academic unit) by broadly enhancing the student's research. She added that with the Diploma program, McMaster will become one of three universities in Canada to offer a Ph.D. program combining a traditional degree with interdisciplinary focus in women's and gender studies. The other two Canadian universities with similar programs are the University of Toronto and McGill University.

The motion was **carried** unanimously.

II. Minutes of meeting

On a motion by Dr. Goellnicht and seconded by Dr. Welch, Graduate Council approved the minutes of the meeting of November 3, 2009 with minor revision: Deletion of the last sentence on page 3, last paragraph.

III. Report from the Associate Vice-President and Dean of Graduate Studies

OCGS Updates

Dr. Sekuler reported the status of the graduate programs submitted to OCGS for appraisal:

- SGS has received feedback from OCGS. The final recommendations from the OCGS appraisal committee are expected for the following programs: Periodic appraisals: Chemistry (M.Sc., Ph.D.), Chemical Engineering (M.A.Sc., M. Eng., Ph.D.). Standard appraisals: Global Health (M.Sc.), Health Management (M.Sc.)

- Consultants' site visits are scheduled for Social Work (MSW) – January 26-27, 2010, and Statistics (M.Sc.) – February 25-26, 2010. Plans are underway for the consultants' site visit for English (M.A., Ph.D.)

- Appraisal briefs were submitted to OCGS for Biology (M.Sc., Ph.D.), Globalization Studies (M.A.), Management Studies Diploma, and Psychology (M.Sc., Ph.D.)

- The following programs were recommended/deemed to be of Good Quality by OCGS: Anthropology (M.A., Ph.D.), Philosophy (M.A.), Mathematics (M.Sc., Ph.D.), Mechanical Engineering (M.A.Sc., Ph.D.). Electrical and Computer Engineering (M.A.Sc., M. Eng., Ph.D.) was deemed to be of Good Quality with Report by OCGS.

- Funding for the following programs was approved by the Ministry of Training, Colleges and Universities: Computer Science (M. Eng.), Mechatronics (M. Eng.), Cognitive Science of Language (M.Sc., Ph.D.), and Communication and New Media (M.A.)

Dr. Sekuler said the structural changes within the Ontario Council on Graduate Studies (OCGS) will not take effect until September 2011. She further stated that OCGS reviews of new graduate program proposals will continue until the new process is in place. She added that OCGS will continue to review outstanding periodic appraisals until completed with no new submissions for

2010-2011 and that OCGS would not initiate any new periodic appraisals once it has completed its appraisals for 2009-2010 or earlier.

USRA/Best Practices Lunch

Dr. Sekuler reported that the Undergraduate Student Research Award (USRA) Annual Poster Session organized by the School of Graduate Studies was successfully held on November 11, 2009. Previous USRA poster sessions were held in January; however, it was decided this year to hold the session in November to take advantage of graduate student recruitment. Dr. Sekuler said the next Best Practices Lunch will be held on January 20, 2010. SGS will inform departments/programs of the topic for the next session.

Accessibility for Ontarians with Disabilities Act (AODA)

Dr. Sekuler said McMaster's Accessibility Office recently held a presentation concerning the objective of the Accessibility for Ontarians with Disabilities Act (AODA) to make Ontario fully accessible to people with disabilities by 2025. She added that AODA's goal has resulted in the development and implementation of accessibility standards for businesses and organizations to use in dealing with people with disabilities. Dr. Sekuler said one of AODA's accessibility standards is *Customer Service*, which applies to every designated public sector organization or person that provides goods or services to the public. She said McMaster plans to provide *Customer Service* training to all its employees, as well as its graduate students. She said the task is consistent with McMaster's goal of providing inclusivity within the community. She said SGS will notify Graduate Council when the online training sessions become available.

Recruitment Trip to China

Dr. Sekuler reported on her recent successful trip to Beijing, China with Drs. Sheardown and Chan where they participated in Ph.D. recruitment. The group conducted individual meetings with about 100 prospective Ph.D. students and potential recipients of China Scholarship Council (CSC) fellowships. Dr. Sekuler explained that only students in 60 universities in China are qualified for the CSC fellowships. She added that the recipients of the awards will be provided with living expenses for the 4-year duration of their doctoral studies. Dr. Sekuler said there are 160 Chinese graduate students who are currently enrolled at McMaster, but there are only 3 CSC fellowship recipients among these students. Dr. Sekuler said admitting CSC recipients to McMaster will provide flexible funding to departments and the savings that will be generated can be used in supporting other Canadian or international students. Dr. Sekuler said SGS will send the list of the 60 Chinese universities that were granted CSC fellowship allocation to departments/programs.

New hire in SGS

Dr. Sekuler announced the hiring of Nathaniel Knopp as Information Assistant and she added that one of the responsibilities of the position is to manage the appointments of the Associate Deans of Graduate Studies.

V. Report from the Associate Deans of Graduate Studies

Dr. Welch reported that the next SGS #101 class is scheduled for January 22, 2010, 2:30-5:30 p.m. in HSC-1A1, and 250 students have registered for the session. Dr. Welch said students who registered for a previous session but did not attend the class are automatically enrolled in the next session. A member suggested that having a checkbox in the progress report to indicate whether the student has already taken the course would improve the registration process. Dr. Welch agrees, and he commented that perhaps this function could be added to the online version of the student's progress report that is currently being developed by SGS. One member commented that it would be best for students to take the course within the first year of the program. Dr. Welch agrees; however, he is concerned that with the current method of offering the course, implementation will be an issue (i.e., difficulty scheduling class time, venues, large volume of attendees). Dr. Welch said in future there is a plan to offer the course online, and he thinks this method might address the issue. He added that once the course is offered online, the examination format would change.

Dr. Sheardown said she is involved with the development of some new graduate programs and the OCGS appraisal of the ADMI program in the Faculty of Engineering. Dr. Goellnicht discussed the recently approved graduate scholarship for indigenous students, *The Harvey E. Longboat Graduate Scholarship for First Nation, Inuit, and Métis Students*. Dr. Goellnicht said the scholarship will be awarded annually to a First Nation, Inuit, or Métis student who has demonstrated high academic achievement.

Dr. Hayward said she is currently involved with monthly meetings regarding interdisciplinary programs, various research projects, and graduate faculty evaluations. Dr. Hayward discussed briefly the Canadian Association for Graduate Studies (CAGS) conference that she and Dr. Goellnicht attended on November 4-7, 2009 in Halifax. She said the conference included topic sessions such as diversity in graduate education, international joint and collaborative degrees, and intellectual property. Dr. Hayward also discussed the Council of Graduate Studies (CGS) conference she attended with Dr. Sekuler and Mr. Scime. The CGS conference was held in San Francisco on December 2-5, 2009 and topics included future of graduate education, diversity and support groups for students with family, role of graduate education in promoting innovation, monitoring student progress to assist in time to completion, enrichment of student life to cut down stress, and dual and joint degrees. In response to a question, Dr. Sekuler said McMaster does not currently have a clear policy concerning dual or joint degrees.

VI. Discounted Fees

Referring to the document, Dr. Sekuler discussed the proposal to provide discounted tuition fees automatically for all Ph.D. students, and to discontinue granting eligibility to Master's students for discounted fees. Dr. Sekuler explained the issues that led to the proposal: (a) not all programs equally advise students to apply for eligibility; (b) some students (particularly at the Master's level) may not require discounted tuition because their funding might have come from external sources, and program durations are much shorter; (c) increasing variability in the degree requirements among Master's programs, with some programs not requiring a thesis; (d) considerable workload is involved in finalizing the approval process; and (e) confusion might

arise (particularly for Ph.D. program) in terms of what it means to have finished “all research except for the writing of the thesis.” Dr. Sekuler said there will be no significant financial impact on any of the Faculties with the proposed changes.

In response to a question, Mr. Scime explained that the University Student Fees Committee approves the proposed changes to tuition fees. Once the proposal is approved, Mr. Scime said the change may take effect in September 2010. Dr. Sekuler then suggested conducting a straw vote to gauge Council support. The proposal was unanimously supported by the Council members.

VII. New Graduate Scholarships

Mr. Scime presented the following graduate scholarships for Council approval:

- The Joy M. Cunningham Ontario Graduate Scholarship in Science
- The Richard J. Haslam Memorial Scholarship
- The Dr. David Williams Award in Biomedical Engineering

Dr. West-Mays moved, and Dr. Dalnoki-Veress seconded,

“that Graduate Council approve the following graduate scholarships: The Joy M. Cunningham Ontario Graduate Scholarship in Science, the Richard J. Haslam Memorial Scholarship, and the Dr. David Williams Award in Biomedical Engineering, as described in the document.”

The motion was carried.

VIII. Other Business

Mr. Trzeciak, the University Librarian, briefly discussed the redevelopment of the Mills library. He explained the plan to allocate spaces in the Mills library for faculty members and graduate students use. He will collaborate with the School of Graduate Studies concerning the allocation of spaces for graduate students in the library. He added that he would welcome suggestions and comments from Graduate Council members concerning library space allocations.

There was no other business and the meeting adjourned at 3:15 p.m.

McMASTER UNIVERSITY

Brief for the Standard Appraisal of the Proposed

Collaborative Graduate Program Between

**McMaster University and the United Nations University
Institute on Water, Environment and Health**

'Water without Borders'

In Preparation for:

Ontario Council of Graduate Studies

January 2010

VOLUME 1: The Program

TABLE OF CONTENTS

1. INTRODUCTION	3
1.1 Brief listing of programs	5
1.2 Objectives of the programs	5
1.3 Method used for the self-study	6
1.4 Fields in the programs	6
1.5 Special matters and innovation features	6
2. THE FACULTY	7
2.1 List of faculty by field	7
2.2 External operating research funding	9
2.3 Graduate supervision	10
2.4 Current teaching assignments	12
2.5 Commitment of faculty members from other graduate programs	12
3. PHYSICAL AND FINANCIAL RESOURCES	12
3.1 Library resources	12
3.2 Laboratory facilities	12
3.3 Computer facilities	12
3.4 Space	12
3.5 Financial support of graduate students	13
4. PROGRAM REGULATIONS AND COURSES	13
4.1 The intellectual development and the educational experiences of the students	13
4.2 Program regulations	14
4.3 Part-time studies	14
4.4 Total graduate courses listed and level	14
4.5 Governance structure of the program	15
5. OUTCOMES	16
5.1 Policies to Ensure Timely Completion and Prevent Attrition	16
5.2 Employment	16
5.3 Projected graduate intake and enrolments	17

1. INTRODUCTION

This proposal is for a new **collaborative** graduate program between McMaster University and the United Nations University Institute for Water, Environment and Health. This collaborative graduate program – *water without borders* – maps well onto the intentions of OCGS collaborative programs in that it:

“...is intended to provide an interdisciplinary experience for students enrolled and completing the requirements in one of a number of participating existing OCGS-approved ‘free standing’ good quality programs (...referred to as home programs). Students register in the participating degree program, and must meet the admissions requirements of that home program, and meet its degree requirements plus those of the collaborative program. The degree conferred is that of the home program, and the completion of the collaborative program is indicated by a transcript notation and/or adjunct qualifications to the degree” (p. 50).

In this instance, the adjunct qualifications would be a parallel diploma from UNU in *water without borders*.

McMaster University has a long and honoured commitment to issues of environment more generally, and more recently, water in particular. Linked with the opportunities, activities and networks of UNU-INWEH, we are poised to create this innovative program, much in demand from some of our best graduate students, to address issues of international importance related to water, environment and health. These could include, but certainly are not limited to:

- Why do 1 billion individuals in the world continue to go without access to safe water on a daily basis?
- Why does almost half the world’s population lack access to adequate sanitation?
- What are the international governance structures that would allow us to safely steward this valuable resource?
- What impacts will climate change have on the distribution and diffusion of water borne illness such as cholera?

The United Nations University is a unique global institution established by the UN Council in 1973. The mission of the UNU system is:

To contribute, through collaborative research, capacity development and advisory services, to efforts to resolve the pressing global problems of human survival, development and welfare that are the concern of the

United Nations, its Peoples and Member States. In doing so it pays due attention to the social sciences and the humanities as well as the natural sciences.

Essentially, the UN Council established the UNU system as a think tank to grapple with global issues of concern to the world's population. With the Rector's headquarters in Tokyo, there are 14 centres of excellence of UNU throughout the world, each of which with its own unique focus. The focus of UNU-INWEH, established in 1996, is **water, environment and health**.

UNU-INWEH is organized around four key thematic areas of research:

1. Dryland Ecosystems
2. Coastal Ecosystems
3. Freshwater Ecosystems
4. Water, Environment and Health

Regardless of the focused theme area, the work undertaken by and within UNU-INWEH is driven by two key constructs: (i) science-policy bridging; and, (ii) Capacity development.

Built on the foundation of a commitment to excellence, UNU-INWEH undertakes traditional scientific investigations of a range of issues within their thematic areas of research (see above). However, every scientific endeavor must be characterized by a legitimate and explicit contribution to policy. This practice is consistent with the mission and vision of the UNU system and is manifested in a range of outputs including but not limited to: peer reviewed publications, monographs, policy briefs, technology transfer meetings, and workshops with key decision makers.

Further guided by the overall mission of the UNU system, all research undertakings must be linked to a capacity building component; e.g., training local decision makers on the ground; enhancing local knowledge around water-health links; training water and/or health practitioners. The proposed program is characterized by four key components:

1. A commitment to excellence in the science, whether that be health, natural or human science;
2. A commitment to transdisciplinary¹ research;

¹ While there is much discussion of the meaning of this term in the literature, particularly juxtaposed to discussions around related terms such as inter-disciplinary and multi-disciplinary, this particular term is much more meaningful as it describes the process of a fundamental change in the nature of the question(s) asked when individuals from different sciences meet to discuss the big questions.

3. A commitment to knowledge transfer;²
4. A commitment to capacity building

There is tremendous **value added** to our students' educational experiences through the proposed collaborative program. Many students come to McMaster with an interest in international/global issues and a passion to change the world. The proposed collaborative graduate program will fuel that passion and provide them with the tools they need to achieve their goals. Further, the proposed collaborative graduate program will put McMaster on the map, so to speak, of international development programs across Canada at our sister universities with one distinct advantage: the partnership with the only UNU in Canada.

1.1 Brief listing of program(s) and Degree Designations

Students would obtain their degree from their home program. This may be a master's or PhD. In the case of one year master's programs, research opportunities will be tailored to suit the program requirements.

1.2 Objectives of the programs

The primary **goal** of the proposed program is to develop highly qualified personnel in the area of water-health, broadly defined, to fill a growing global societal need for science and service, policy and practice, around the fundamental human issue of safe water provisioning. Issues of provision, access, quality, equity, conflict, distribution, change, governance – are all of paramount importance to studying and responding to the water problematique. Hence, we need highly qualified personnel from a range of sciences (natural, human (i.e., humanities and social sciences), health) to work together in understanding and addressing the emerging global water crisis; in short, this is truly a transdisciplinary problem that requires a truly transdisciplinary program of study.

The **learning objectives** of the proposed collaborative program are three-fold:

1. To create strong scientists in water-health across a range of disciplines;
2. To create strong scientists with the ability to bridge science and policy; and,
3. To create strong scientists with the ability to undertake related capacity building.

² Also referred to as knowledge mobilization or knowledge translation, this term essentially refers to the practice of effectively transferring research knowledge to those most in need of that knowledge, whether that be organizations, agencies, communities, or any body involved in decision making.

1.3 Method used for the self-study as well as the preparation of the brief, including faculty and student input and involvement

The idea for the collaborative graduate program had a three-fold inception. First, obvious societal need. Second, McMaster's declaration of *water* as a major campus-wide research focus. Third, the directive of the UNU Rector to become more involved in graduate education. Discussions began to take place over two years ago. As the program began to take shape, consultations were held with over 30 faculty members in more than a dozen academic units across all six faculties at McMaster. In addition, consultations were held with UNU-INWEH staff and a formal presentation was made (September 2009) to the International Advisory Committee to UNU-INWEH. Further, visits were made to the regularly scheduled meetings of all Chairs and Directors in four of the six faculties (Engineering, Humanities, Science, Social Sciences; note – there is only one faculty member from the Degroote School of Business involved currently in the program. With respect to Health Sciences, there are three programs but the faculty are all housed in one unit. Bilateral meetings were held with the appropriate Assistant Deans as well as the Associate Dean, Academic).

In order to elicit student views, a focus group was conducted (December 2009) with students (n=8) nominated by interested chairs and faculty members. Students came from both master's and PhD level programs and represented the Faculties of Humanities, Engineering, Social Sciences and Science. The key take home messages from the focus group were:

1. Strong support for the program across Faculties.
2. Good fit with student demand.
3. Concerns: making sure a good fit is found for the student's project and co-supervisor; additional funds required for field course.

1.4 Fields in the program(s)

Given that this is a *collaborative* graduate program wherein registered graduate students would undertake their degree program in a *home* department or program, there are no fields *per se*. Given the collaboration with UNU-INWEH, however, it is intended that any student registered in the program will have a research focus that involves issues of water in a global context.

1.5 Special matters and innovative features

This innovative collaborative graduate program will be the only one of its kind in North America. It will link the rigour of a traditional university graduate program with the policy training and experience of an international centre of excellence focused on the global water crises. Students will have the opportunity not only to

achieve a solid academic foundation at McMaster, but also to be immersed in the world of international (water) policy through UNU-INWEH. More importantly, they will be challenged within the realm of capacity building. In short, many of our very best graduate students come to us not only with aspirations of learning, but of a need to *change the world*. The intent of this program is to give them the tools they need to achieve their goals.

2. THE FACULTY

2.1 List of faculty by field

Faculty Name & Rank	M/F	Home Unit	Supervisory Privileges
Julia Abelson, Associate Professor	F	Clinical Epidemiology & Biostatistics	Yes
Zafar Adeel, Adjunct Professor & Director	M	Faculty of Engineering, UNU-INWEH	Yes
Bhim Adhikari, Research Fellow	M	UNU-INWEH	Yes
Altaf Arain, Associate Professor	M	Geography & Earth Sciences	Yes
Mirna Carranza, Assistant Professor	F	School of Social Work	Yes
Patricia Chow-Fraser, Professor	F	Biology	Yes
Paulin Coulibaly, Associate Professor	M	Civil Engineering/ Geography & Earth Sciences	Yes
Sarah E. Dickson, Associate Professor	F	Civil Engineering	Yes
Nancy Colleen Weeks Doubleday, Associate Professor	F	Philosophy	Yes
Gary C. Dumbrill, Associate Professor	M	Social Work	Yes
Michal Egan, Associate Professor	M	History	Yes
Susan J. Elliott, Professor	F	Geography & Earth Sciences	Yes
Carolyn H. Eyles, Professor	F	Geography & Earth Sciences	Yes
John David Eyles, Professor	M	Geography & Earth Sciences	Yes

OCGS APPRAISAL BRIEF – Collaborative Graduate Program Between McMaster University and the United Nations University Institute on Water, Environment and Health

Faculty Name & Rank	M/F	Home Unit	Supervisory Privileges
Elisabeth Gedge, Associate Professor	F	Philosophy	Yes
Mita Giacomini, Professor	F	Clinical Epidemiology & Biostatistics	Yes
Velma Grover, Adjunct Professor; Project Officer WVLC Coordinator	F	Engineering Practice and UNU-INWEH	Yes
Michel Louis Grignon, Associate Professor	M	Economics/Health Aging & Society	Yes
Steven Edward Hanna, Associate Professor	M	Clinical Epidemiology & Biostatistics	Yes
Benson Honig, Professor	M	Human Resources Management, School of Business	Yes
Bonny Ibhawoh, Associate Professor	M	History	Yes
Graham Knight, Professor	M	Communication Studies & Multi Media	Yes
Gail Krantzberg, Professor	F	Civil Engineering	Yes
John Norman Lavis, Professor	M	Clinical Epidemiology & Biostatistics	Yes
Colin I. Mayfield, Professor & Assistant Director	M	Biology, University of Waterloo/UNU-INWEH	Yes
Tina Moffat, Associate Professor	F	Anthropology	Yes
K. Bruce Newbold, Professor	M	Geography & Earth Sciences	Yes
Susie O'Brien, Associate Professor	F	English & Cultural Studies	Yes
Robert Pelton, Professor	M	Chemical Engineering	Yes
Edward Gordon Reinhardt, Associate Professor	M	Geography & Earth Sciences	Yes
Peter F. Sale, Professor Emeritus/Assistant Director	M	University of Windsor/UNU-INWEH	Yes
William Scarth, Professor	M	Economics	Yes
Corinne Schuster-Wallace, Adjunct Assistant Professor & Programme Officer	F	Geography & Earth Sciences & UNU-INWEH	Yes

Faculty Name & Rank	M/F	Home Unit	Supervisory Privileges
Lisa Jennifer Schwartz, Associate Professor	F	Clinical Epidemiology & Biostatistics	Yes
Richard James Thomas, Assistant Director	M	UNU-INWEH	Yes
James Michael Waddington, Professor	M	Geography & Earth Sciences	Yes
Lesley A. Warren, Professor	F	Geography & Earth Sciences	Yes
Susan M. Watt, Professor	F	Social Work	Yes
Christopher Michael Wood, Professor	M	Biology	Yes
Feng XIE, Assistant Professor	M	Clinical Epidemiology & Biostatistics	Yes
Rachel Zhou, Assistant Professor	F	Social Work	Yes

2.2 External research funding

Year	Source				
	SSHRC	CIHR	NSERC	Other 1	University
2002-03	2,131,959.20	1,837,823.00	858,586.50	2,950,486.06	21,000.00
2003-04	1,541,915.20	2,561,959.66	715,333.50	4,973,398.99	27,140.00
2004-05	287,621.87	3,837,995.32	535,043.00	2,371,930.83	9,660.00
2005-06	713,395.87	3,783,551.24	384,306.40	1,867,268.57	20,863.00
2006-07	851,334.20	2,731,124.09	358,171.40	1,287,864.74	8,939.00
2007-08	695,615.33	3,072,608.58	517,479.34	3,021,557.57	29,514.00
2008-09	805,460.33	2,898,526.75	826,668.67	2,941,827.54	57,909.00
2009-10	2,010,586.67	2,539,738.49	746,175.67	2,572,896.90	32,976.00

1 Other funding sources include: Health Canada ; HEALNet; Ontario Ministry of Health and Long Term Care; Canadian Health Services Research Foundation; Canadian Coordinating Office for Health Technology Assessment; Physician Services Incorporated; Canadian Population Health Initiative; Atkinson Charitable Foundation; Workplace Safety and Insurance Board Research Advisory Council; Commonwealth Fund; United Kingdom Nation Health Service; Cochrane Collaboration; European Commission; Canadian Foundation for Innovation; Quebec Ministry of Health and Social Services; National Cancer Institute of Canada; Environment Canada, Climate Change Action Fund; Ministry of Transportation Ontario; Environment Canada; Hamilton Regional Conservation Authority; Ontario Ministry of National Resources; Ministry of Research and Innovation; Canadian Water Network; SNC Lavalin Inc; Aero Armoured Car Services; Consulting Engineers of Ontario; Centre for Research in Earth and Space Technology; Dajere Technology Inc; Vydexa International Corp; Windsor Utilities Commission; City of Ottawa; Environment Canada, National Water Research Institute; Institutional Research Program. International Council for Canadian Studies; DIAND Northern Contaminants Program; Marie Curie Out-bound Training Grant; IPEV, Institut Francais pur la Recherche Polaire Paul Emile Victor; Halton Region; City of Hamilton; Medicins Sans Frontieres; American Chemistry Council; Lambton-Sarnia Health District; Canadian Agency for Drugs and Technologies in Health; National University of Singapore Academic Research Grant; Public Health Agency of Canada; Chaire Sante, France; Ministry of Health and Social

Affairs, France; French Ministry of Foreign Affairs; Ontario Neurotrauma Foundation; Hospital for Sick Children Foundation; Max Bell Foundation; Easter Seals Society of Ontario; Jack and Ina Pollack Charitable Foundation; UNESCO; Statistics Canada; CERIS; Research on Immigration and Integration in Metropolis; National Institute of Child Health and Development Services; Allergen; United Nations, UNESCAP; National Geographic Society; Royal Geographical Society; Canadian Foundation for Climate and Atmospheric Sciences; Canadian Cancer Society Research Institute; Medical Council of Canada; Ontario Centre of Excellence; Ontario Aggregate Resources Corporation; Canadian Foundation for Climate and Atmospheric Sciences; Inco Limited; Canadian Standards Association; National Resources Canada; Falconbridge Ltd; European Union & University of Antwerp Int.; Ontario Best in Science Program; Rio Tinto Alcan; Royal Society of New Zealand; International Copper Association; Kodak; ICA Human Health Program; U.S. EPA/University of Delaware, Center for Metals in the Environment; Municipal Government of Esteli, Nicaragua; European Consortium; United Way of Kitchener Waterloo and Areas; Canadian Heritage, and Social Innovation Research Group; International Joint Commission; Ontario Ministry of Natural Resources; Parks Canada; City of Pickering; Ontario Ministry of Child and Youth Services; Ontario HIV Treatment Network

2.3 Graduate Supervision

Table 3: Completed and Current Numbers of Thesis Supervisions by Faculty Member

Member	Career			Current		
	Master's	PhD	PDF	Master's	PhD	PDF
Julia Abelson, Associate Professor	2	2	4	1	2	-
Zafar Adeel, Adjunct Professor & Director	4	-	1	-	-	-
Bhim Adhikari, Research Fellow	3	1	-	1	-	-
Altaf Arain, Associate Professor	4	3	5	2	4	-
Mirna Carranza, Assistant Professor	2	-	-	-	-	-
Patricia, Chow Fraser, Professor	15	4	2	3	3	2
Paulin Coulibaly, Associate Professor	5	1	2	3	1	1
Sarah E. Dickson, Associate Professor	6	2	-	6	1	-
Nancy Colleen Weeks Doubleday, Associate Professor	13	2	1	-	1	-
Gary C. Dumbrill, Associate Professor	7	-	-	2	2	-
Michal Egan, Associate Professor	6	-	-	-	-	-
Susan J. Elliott, Professor	14	4	5	1	5	1
Carolyn H. Eyles, Professor	9	1	2	2	3	-
John David Eyles, Professor	18	29	-	-	-	-
Elisabeth Gedge, Associate Professor	15	3	-	5	2	-
Mita Giacomini, Professor	5	2	2	-	2	-
Velma Grover, Adjunct Professor; Project Officer WVLC Coordinator	5	-	-	3	-	-
Michel Louis Grignon, Associate Professor	4	2	-	2	3	-

Table 3: Completed and Current Numbers of Thesis Supervisions by Faculty Member

Member	Career			Current		
	Master's	PhD	PDF	Master's	PhD	PDF
Steven Edward Hanna, Associate Professor	1	9	-	-	-	-
Benson Honig, Professor	-	6	-	-	3	-
Bonny Ibhawoh, Associate Professor	5	-	-	3	3	-
Graham Knight, Professor	8	11	2	-	4	-
Gail Krantzberg, Professor	40	-	-	24	3	-
John Norman Lavis, Professor	4	4	5	-	-	1
Colin I. Mayfield, Professor & Assistant Director	22	16	6	-	-	-
Tina Moffat, Associate Professor	3	2	-	2	-	-
K Bruce Newbold, Professor	8	2	2	2	1	-
Susie O'Brien, Associate Professor	4	5	-	-	6	-
Robert Pelton, Professor	26	22	30	4	9	-
Edward Gordon Reinhardt, Associate Professor	4	2	-	3	2	-
Peter F. Sale, Professor Emeritus/Assistant Director	24	21	8	-	-	-
William Scarth, Professor	9	14	-	-	1	-
Corinne Schuster-Wallace, Adjunct Assistant Professor & Programme Officer	-	-	-	1	-	-
Lisa Jennifer Schwartz, Associate Professor	1	-	-	1	-	1
Richard James Thomas, Assistant Director	24	5	5	20	-	1
James Michael Waddington, Professor	12	-	3	2	3	1
Lesley A. Warren, Professor	3	3	-	1	4	1
Susan M. Watt, Professor	51	1	-	-	-	-
Christopher Michael Wood, Professor	3	20	36	3	4	5
Feng XIE, Assistant Professor	-	-	-	2	-	-
Rachel Zhou, Assistant Professor	11	-	-	1	-	-

2.4 Current teaching assignments

All but three of the student's courses will be undertaken in their home program. The three additional courses required as part of the collaborative graduate program will be provided through the Program Director. Thus, a review of current teaching loads of core faculty is not necessary.

2.5 Commitment of faculty members from other graduate programs

As this is a collaborative graduate program, all McMaster faculty listed in the accompanying tables are from other graduate programs.

3. PHYSICAL AND FINANCIAL RESOURCES

3.1 Library resources

This is a proposed collaborative graduate program that links UNU-INWEH with several departments across all 6 Faculties at McMaster. The parent programs in which students will undertake their core academic activities are OCGS approved graduate programs that are appraised on a regular basis, including appraisal of library resources. These appraisals are available upon request.

3.2 Laboratory facilities

This is a proposed collaborative graduate program that links UNU-INWEH with several departments across all 6 faculties at McMaster. The parent programs in which students will undertake their core academic activities are OCGS approved graduate programs that are appraised on a regular basis, including appraisal of laboratory resources.

3.3 Computer facilities

This is a proposed collaborative graduate program that links UNU-INWEH with several departments across all 6 faculties at McMaster. The parent programs in which students will undertake their core academic activities are OCGS approved graduate programs that are appraised on a regular basis, including appraisal of computing resources.

3.4 Space

Space will be provided for graduate students in their home program/department. **Additional space** will be provided for students in the collaborative program at UNU-INWEH (second floor, MIP, 175 Longwood

Road South) so students will have the opportunity to co-locate, interact with each other as well as their UNU-INWEH supervisor and colleagues.

3.5 Financial support

Students will receive scholarship and TA support in their home program as per standard operating procedures for that program. Additional funds for the costs of research related activities will come from UNU-INWEH funded projects.

Additional costs for the program are three-fold: Director's Stipend (\$2800); one, 3 unit teaching buy out for the Director (\$12,000.00) and a small amount for administrative support for the program (0.1 FTE, \$5500). Therefore the total cost of this program is **\$20,300**.

Total program costs in the program's inaugural year will be covered by the office of the Associate Vice President and Dean, Grad Studies. In subsequent year's, the Dean has requested that each participating Faculty Dean contribute \$1,000 per student enrolled in his/her Faculty to the program with any shortfall to be covered by the AVP and Dean, Graduate Studies and any surplus used to subsidize the students' field course. In addition, a major portion of the program Director's mandate will be to work closely with Development staff at McMaster to establish an endowment to subsidize the field course portion of the students' work and fund additional tuition bursaries for international students.

4. PROGRAM REGULATIONS AND COURSES

4.1 The intellectual development and the educational experience of the student

Health, water, internationalization – these are all research and educational priorities at McMaster. Linking students' core academic learning with a hands-on policy environment that privileges transdisciplinary approaches to understanding as well as on-the-ground capacity building will provide students with a stellar educational experience that will lead them in a variety of directions, including international development, academia, policy work, as well as further studies.

4.2 Program regulations

Admission:

Students will be admitted to their home program using standard operating procedures. All programs linked to the collaborative graduate program will have a link on their web site (for information) and their application (for submission) to the collaborative graduate program. The *application* to the collaborative program will require a supplementary essay (limited to 500 words) describing why the student feels s/he would be a strong candidate for the collaborative program, any experience they might have had in the area of international water/policy, and their career goals/aspirations. The application will trigger the Program Director (to be named by the Dean of Graduate Studies; see section 4.5, Governance) to evaluate the essay and follow up with the appropriate Chair/Director. A process of matching will then ensue between the student and potential McMaster and UNU-INWEH supervisors. Only when these supervisors and a suitable water-related project have been identified will the student be admitted into the collaborative graduate program. This latter process will in no way impact on the student's admission to the home program. A letter of agreement will then be drafted and signed by both supervisors that describes the expectations and obligations of all parties involved. The Director will provide a working template.

Degree requirements:

All students in the collaborative graduate program will be guided by the program regulations in their home program. ***In addition***, in order to obtain the collaborative status with UNU-INWEH, students will be co-supervised by faculty members from McMaster and UNU-INWEH and undertake three additional courses (articulated in section 4.4, below). Only when all requirements for the home program ***as well as*** the collaborative program are met will the student obtain both components of the collaborative degree.

4.3 Part-time studies

The Program will not be offered on a part time basis.

4.4 Total graduate courses listed and level

(1) WWB 7XX *Field course*

Prior to the start of each program year, in-coming students will participate in a one week field camp linked to a UNU-INWEH project in a developing country. Core faculty will accompany the students on the trip, the objective

of which will be to ground the students in the research foci of the program as well as its core principles. Upon return from the field, the discussion will continue in the core course (see below) and a reflections paper must be submitted before the end of the first term.

(2) WWB 7XX *Principles of International Policy Development*

This will be a 3-unit, two term course designed to address issues of:

- Transdisciplinary research at the water-health nexus
- Science-policy bridging
- Knowledge translation
- Capacity building

This course will be designed and implemented by the Program Director, in consultation with the Program Committee (see section 4.5, Governance). UNU-INWEH staff will be centrally involved in delivering material through lectures/discussions/seminars/debates. This course will normally be undertaken in the first year of graduate study, along with other course work.

(3) WWB 7XX *Practicum*

At the end of the second term, individual students will have a second immersion experience in the work and activities of UNU-INWEH. This will be equivalent to no more than 12 person days and will be completed no later than June 15th of term three unless relevant circumstances dictate otherwise (e.g., field work activities; additional course work; etc). The practicum will be organized by the UNU-INWEH member of the supervisory committee, in consultation with the other members. The **objective** of the practicum will be to reintroduce the student (post course-work) to the core principles of the program via a practical experience related to UNU-INWEH day to day activities. From a pedagogical perspective, this iterative learning strategy should galvanize these principles prior to launching the student's research endeavor. This will involve the student participating in the development of a written piece of work relevant to UNU-INWEH activities; for example, a position paper, an op-ed piece, or policy brief. These will be short, concise (no more than 5 page maximum) pieces of relevance to UNU-INWEH personnel and activities. Also during this term, students may be invited to participate in on-going meetings, workshops or other day to day activities at UNU-INWEH. This will be at the discretion of the responsible UNU-INWEH supervisory committee member in consultation with McMaster members of the supervisory committee.

4.5 Governance structure of the program

A Program Director will be appointed by the Associate Vice President and Dean of Graduate Studies for a 5 year term (renewable once). The appointment process will be undertaken in consultation with the relevant Faculty Dean. This position will rotate between a person whose primary appointment is at McMaster and one whose primary appointment is at UNU-INWEH but holds adjunct status at McMaster. The primary responsibilities of the Program Director will be:

- a. Oversight of the Program Committee (see below)
- b. Marketing and recruitment;
- c. Application reviews;
- d. Supervisor networking;
- e. Facilitation of the core course;
- f. Organization and facilitation of the field course;
- g. Facilitation of the practicum;
- h. Advancement and development activities, and,
- i. Any other issues related to the graduate program as they arise.

A Program Committee will be indentified to guide the Director in his/her duties and will consist of:

1. The Program Director
2. The Executive Director of UNU-INWEH
3. A participating faculty member to represent Business/Social Sciences/Humanities
4. A participating faculty member to represent Engineering/Science/Health Sciences
5. A participating faculty member from UNU-INWEH.

In order to ensure the existence of a mechanism for the collaborative program to approve completion of requirements and the granting of the degree designation to a graduating student, each student in the collaborative program will have a co-supervisor from each of the participating institutions (i.e., one from McMaster, and one from UNU-INWEH).

5. OUTCOMES

5.1 Completion and attrition

In order to ensure timely completion, it will be essential that the Program Director work closely with the Program Committee re: matching student and supervisor; matching co-supervisors; and ensuring the student has an appropriate research project that meets both research and student needs. This will all be accomplished prior to participation in the field course.

5.2 Employment of graduates

It is anticipated that students will move in a range of directions, including international development, academia, policy work, as well as further studies. Indeed, UNU will serve as a potential place of employment for graduates, as well as many other UN and international agencies dealing with global humanitarian issues.

5.3 Projected graduate intake and enrolments

Without increased faculty capacity at UNU-INWEH, enrollment will be limited to an intake of a maximum of 10 students per year. This number will ensure a viable program and intellectual community for each graduate cohort.



School of Graduate Studies

1280 Main Street West
Hamilton, Ontario, Canada
L8S 4M2

Phone 905.525.9140
Ext. 23679
Fax 905.521.0689
<http://www.mcmaster.ca/graduate>

**REPORT TO GRADUATE COUNCIL
FROM THE FACULTY OF BUSINESS GRADUATE CURRICULUM
AND POLICY COMMITTEE**

At the November 24, 2009 and February 2, 2010 meetings, the Faculty of Business Graduate Curriculum and Policy Committee approved the following items:

FOR GRADUATE COUNCIL APPROVAL

- Change in Field Name – Human Resources Field
- Change in the admission requirements for the M.Sc. eHealth Program

FOR GRADUATE COUNCIL INFORMATION

M.B.A.

- Work Term Duration – to increase from 12 weeks to 14 weeks
- New courses:
 - B718 – Leadership
 - B728 – Strategic Organizational Change
 - M748 – Consultative Selling
- Change in course description:
 - O721 – Materials Management and Production Planning
- Change in course title and description:
 - A732 – Canadian Income Tax Fundamentals
- Change in course description and prerequisite:
 - A740 – Strategic Management Accounting
- Change in course number
 - P738 – Strategic Public Relations Management

Master of Communication Management

- New course
 - 741 – Crisis Communications
- Change in course title
 - *713 – Communications Law and Ethics for Public Relations
 - *731 – Reputation and Brand Management for Public Relations Professionals

M.Sc. in eHealth Program

- Change in Program Completion Time
- Cross listing of courses:
 - C721 – Health Policy Analysis
 - C722 – Management of Population Health
 - K723 – Data Mining and Business Intelligence
 - K724 – eBusiness Strategies
 - K725 – Business Process Reengineering
 - 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

Health Management

- New courses:
 - *700 – Health Systems and Policy Analysis
 - *705 – Evaluating Sources of Evidence for Management and Evaluation

Ph.D.

- Program Qualifications –to change the description in the Graduate Calendar pertaining to the GMAT/GRE requirements
- Change in course description:
 - F772 – Financial Economics II
 - F774 – Seminar in Finance
- Change in the description of the Graduate Calendar – Finance field

Human Resources and Management Area

Proposal to Change the Name the PhD Field

Presented to the Faculty Meeting of the School of Business

February 11, 2010

The current name of the PhD Field mounted by the HR&M Area is: Human Resources

In the view of most Area members, the current name of the PhD field does not reflect some longer term developments in research on human resources and related fields, or the evolution in the capabilities of our Area members which have mirrored those developments. Human Resources is becoming much more integrated with related fields of research such as organizational behaviour and organizational theory, as well as more “distant” fields such as organization strategy. These research synergies are now often captured by identifying human resource management more closely with organizational behaviour, emphasizing the broader management implications of human resources and the use of the term strategic human resource management.

With the retirements and hires which have taken place since the current name of the field was adopted, and the shifting of research emphasis by Area members, the academic centre of gravity of the Area has been shifting along with the general trends in the field: away from narrowly focused human resources and industrial relations research, towards more broadly integrative research. We can now address human resource issues using more theory and research from organizational behaviour, industrial relations, organization theory, management, entrepreneurship and organizational strategy.

In the view of most Area members, the current name of the PhD field does not represent well the capabilities of our faculty members, the topics of many recent dissertations from our field, nor the potential we offer for future dissertations. It does not reflect our currency with human resources research as it is today. As a consequence, it does not adequately and credibly represent us to the academic community in general, nor to potential PhD students who are looking for programs of study.

We are proposing the new name to capture the richness of what we are now able to provide in research leadership and dissertation supervision.

By a majority vote of Area members, we propose the following new name for our PhD field:

Management of Organizational Behaviour and Human Resources

Research Faculty in HR&M: Research Interests

Dr. Baba specializes in work attitudes, design, occupational mental health, employee well being, stress, depression, burnout, absenteeism, and turnover as well as stress management, management skill development and management training in the developing world.

Dr. Connelly's current research focuses on non-standard employment relationships and knowledge transfer in organizations, with a particular focus on how individual and interpersonal factors affect workers' enthusiasm and reluctance to transfer their knowledge to colleagues.

Dr. Hackett specializes in executive/managerial assessment, leadership, personnel recruitment, testing, selection, work attitudes, absenteeism and performance assessment.

Dr. Hong specializes in research on the strategic role of human resource management in contributing to business competitive advantages, human resource management in different business contexts, how human resource systems operate, the linkage between human resource management and service excellence, and emotional intelligence in leadership.

Dr. Honig specializes in entrepreneurial leadership with research interests that include social and human capital, business planning, transnational entrepreneurship, nascent entrepreneurship, and social entrepreneurship.

Dr. Medcof specializes in the management of innovation and new technology. His research interests include leadership in high technology firms, expeditionary leadership, and global technology management.

Dr. Rose specializes in collective bargaining and dispute resolution. His research interests include construction labour relations, trade unions, public sector collective bargaining and dispute settlement procedures.

Dr. Schat's research interests are in the areas of work-related stress, health, and safety and his primary expertise is in the study of workplace aggression, specifically the nature and prevalence of workers' exposure to aggression and the antecedents and consequences of such exposure.

Dr. Tasa specializes in decision making and motivational processes in team and negotiation contexts. His current research focuses on how factors such as confidence and trust influence the behaviour of individuals working in teams.

Dr. Wiesner's research and publication activities have focused on employment interviewing and selection, group decision-making, and team effectiveness.

Dr. Zeytinoglu's research interests/expertise include flexible work schedules, non-standard employment/flexible work arrangements, employer flexibility strategies, occupational health, (social organization of work, stress and musculoskeletal disorders), health sector human resources (nursing and home care focus). macro-level human resource management/international and comparative industrial relations issues.

Human Resources PhD Field: Recent Dissertation Titles

Dr. Khaldoun Ababneh, 2009

The Role of Attribution and Fairness in Understanding Job Applicant Reactions to Selection Procedures and Decisions: A Test of Applicant Attribution Reaction Theory.

Dr. Tatiana Kuzmenko 2009

The Effects of Transformational and Transactional Leadership on Employee Creative Performance: Role of follower's motivation, identity and self-esteem.

Dr. David Richards 2009

Individual Differences and Leader-Subordinate Relationships: Examining The Relations Between Individual Attachment, Emotion Regulation, Leader-Member Exchange, and Employee Behaviour.

Dr. Changquan Jiao 2007

Leader-Member Exchange, Employee Conceptualizations and Display of Organizational Citizenship Behaviour.

Dr. Nita Chhinzer 2007

Evaluating Layoff Techniques: A Policy-Capturing Study of Voluntary Versus Involuntary Layoffs.

Dr. Haiyan Zhang 2006

Antecedents and Consequences of Organizational Justice: An investigation in China

Dr. Waheeda Lillevik 2005

Differing Communication Styles: Cultural Differences in the Exhibition of Organizational Citizenship Behaviours.

Dr. Gordon Cooke 2005

The Nature and Incidence of Non-standard Work Arrangements

Dr. Ed Ng 2005

Employment Equity and Organizational Diversity performance: The Roll of CEO's Characteristics and Commitment

Dr. Greg Sears 2005

The Dispositional Antecedents of Leader-Member Exchange and Organizational Citizenship Behaviours: A Process Perspective

Dr. Mohammed Al-Waqfi 2003

The effects of skill-based pay system on employee organizational commitment and role orientations.

Dr. Deborah Zinni 2006

Participation decisions by labour union members: Theory of planned behaviour and personality.

Dr. Laurent Lapierre 2001

Understanding the links between work commitment constructs.

Dr. Janet Romaine 1999

The influence of organizational culture and gender salience on managers' decision-making styles.

October 28, 2009

To: DeGroot School of Business Graduate Curriculum Committee

From: Norm Archer

Re: Proposed Changes to the **MSc eHealth Program**

The attached documentation relates to proposed changes to the MSc eHealth program, as it is currently listed in the 2009-10 School of Graduate Studies calendar. The changes are all reflected in the attached revised calendar description. Here are the proposed changes:

1. **Admission Requirements** Due to the need to ensure that students entering this program have the appropriate background in computer science, the admission requirements have been changed. The following requirements have been inserted in this section to ensure that students satisfy this requirement:

...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.

2. **Program Completion Time** Due to the fact that all full time students must complete an eight month internship within their programs, it is unfair to expect thesis students to complete their research and submit their theses in 20 months. Therefore, this time has been extended to 24 months. The section Degree Options and Internship, first sentence of the second paragraph, has now been changed to read

Students taking the thesis option are expected to complete their programs and submit their research theses within 24 months of registration.

3. **Course Cross-Listing** Cross-listing of courses from several departments that are suitable for eHealth students has been undertaken. There is an associated re-numbering of these courses as eHealth courses for the eHealth Program in the Graduate Calendar. This will, of course, have no impact on the courses and their names as listed for their home departments. The cross-listed courses are shown in the proposed revision. There are 11 from the DeGroot School of Business (one is a required MSc eHealth course), 8 from the Computing and Software Department (one is a required MSc eHealth course), one from the Health Research Methodology (HRM) program (the required MSc eHealth course HRM 724)) in the Clinical Epidemiology and Biostatistics

To: Milena Head
Associate Dean, Faculty of Business

Date: November 5, 2009

From: Jennifer McCleary
Director, Centre for Business Career Development – DeGroote School of Business

cc: Sue McCracken
Program Director, MBA

**Subject: MBA Co-op Program:
Request for Change in Minimum Number of Weeks per Work Term**

This proposal details the current work term structure for the MBA Co-op Program and presents recommendations for a modification to the minimum number of weeks per eligible work term effective September 2010. Included in this document is a suggested transition plan as students already underway in the program will be impacted with these changes.

Recommendation

The Centre for Business Career Development recommends that the minimum duration of work term is increased from its current 12 weeks to 14 weeks, effective September 2010.

Current State

Currently, MBA Co-op students are encouraged to work three 16-week work terms to satisfy the work requirements of the program. The Student Contract indicates that *'a student must work complete a minimum of three 12-week work terms to graduate with the Co-op designation. Each work term consists of an uninterrupted 12-16 week employment period. Exceptions must be approved by the student's supervisor and the Director, Centre for Business Career Development.'*

The DeGroote School of Business markets our program that our graduates gain one year's work experience through the Co-op work terms. When a student works three 12-week work terms, he/she graduates with 36 weeks of experience, significantly short of the 52-week 'commitment'.

There are administrative challenges with the current 12-week work term duration. When a student has not yet secured a work term before the start of the subsequent academic term, a student is then required to register for courses (as a contingency plan) while continuing to seek employment. The 12-week minimum often leaves a student not knowing whether he/she will be working until after the Add/Drop Deadline, layering in manual administrative efforts in addition to higher levels of stress for these students. While the 14-week minimum would not alleviate this entirely, the final date of employment falls prior to the Add/Drop Deadline in the next three academic terms (refer to Appendix A).

Benefits

With a larger class size, it becomes increasingly important for students to engage in the recruitment process early and throughout the entire academic term until success is achieved. The benefits of increasing the minimum work term are:

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. DeGroote promotes stronger graduates with an additional 6 weeks of employment (closer to the one year work experience)
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.

5. Reduced administrative resources (CBCD and APO) as fewer students would be seeking employment at the beginning of the succeeding academic term at the same time as registering/attending classes (as a contingency plan)

Risks

Over the past three recruitment cycles, some students have fulfilled their work term requirements of 12 weeks, but would not have met the 14-week minimum. Below is a summary of student employment activity:

Term	Number of Students (not meeting 14-week minimum)	Comments
Winter 2009 Work Term	10 students (class of 120)	Largest class of 120 students in a significant downturn in economy - at end of academic term, 7 students chose to remain in academic studies and proceed in an off-sequencing cycle
Summer 2009 Work Term	2 Students (class of 89)	Both senior students secured employment this term on the last possible day (at 12 weeks) – June 15 th
Fall 2009 Work Term	8 students (class of 99)	These 8 students started employment after September 14 th but before September 28 th

With the exception of the summer term (WT 3), students have off-cycle options available, including 8 or 12-month work terms to satisfy the Co-op program requirements, albeit not in three distinct work terms.

Transition Plan

As students in the program have already signed an MBA Co-op contract stating that an eligible work term is no less than 12 consecutive weeks, CBCD will honour this through to August 2011. However, we will initiate efforts to communicate with students the importance of a longer work term.

Please note that for Winter work terms, the last date of employment will be based on the BIU funding submission date of the last working day in January vs. the 12-week minimum.

For students starting their MBA Co-op Program in September 2010, this minimum 14-week work term requirement would be applicable.

Questions

If you have any questions regarding this proposal, please contact Jennifer McCleary at ext. 23939.

Appendix A – Overlap of Academic Terms with Work Term Deadlines

Term	Start of Classes	Add/Drop Date	12-Week Deadline	14-Week Deadline
Winter 2009	January 5	January 18	February 2	January 15 (add 2 days due to holidays)
Summer 2009	April 27	May 10	June 15	May 27 (add 3 days due to holidays)
Fall 2009	September 14	September 27	September 28	September 14
Winter 2010	January 4	January 17	February 1	January 14 (add 2 days due to holidays)
Summer 2010	April 26	May 9	June 14	May 26 (add 3 days due to holidays)

Note: For Fall and Winter terms, the 14 week-term mitigates the risk of students passing Add/Drop Deadline without employment.

Appendix B – Current MBA Calendar Wording

Continuation in the Program

All Co-op students are evaluated according to the standards set for MBA students by the DeGroote School of Business and the School of Graduate Studies. Continuation in the Co-op Program is contingent on maintaining the required academic performance.

In order to obtain the Co-op designation on their transcripts, students in the Co-op program must complete a minimum of three 12-week work terms, or equivalent, with satisfactory performance evaluations.

Appendix C – Proposed MBA Calendar Wording

Continuation in the Program

All Co-op students are evaluated according to the standards set for MBA students by the DeGroote School of Business and the School of Graduate Studies. Continuation in the Co-op Program is contingent on maintaining the required academic performance.

In order to obtain the Co-op designation on their transcripts, students in the Co-op program must complete a minimum of three 14-week work terms, or equivalent, with satisfactory performance evaluations.

October 28, 2009

To: DeGroot School of Business Graduate Curriculum Committee

From: Norm Archer

Re: Proposed Changes to the **MSc eHealth Program**

The attached documentation relates to proposed changes to the MSc eHealth program, as it is currently listed in the 2009-10 School of Graduate Studies calendar. The changes are all reflected in the attached revised calendar description. Here are the proposed changes:

1. Admission Requirements Due to the need to ensure that students entering this program have the appropriate background in computer science, the admission requirements have been changed. The following requirements have been inserted in this section to ensure that students satisfy this requirement:

....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.

2. Program Completion Time Due to the fact that all full time students must complete an eight month internship within their programs, it is unfair to expect thesis students to complete their research and submit their theses in 20 months. Therefore, this time has been extended to 24 months. The section Degree Options and Internship, first sentence of the second paragraph, has now been changed to read

Students taking the thesis option are expected to complete their programs and submit their research theses within 24 months of registration.

3. Course Cross-Listing Cross-listing of courses from several departments that are suitable for eHealth students has been undertaken. There is an associated re-numbering of these courses as eHealth courses for the eHealth Program in the Graduate Calendar. This will, of course, have no impact on the courses and their names as listed for their home departments. The cross-listed courses are shown in the proposed revision. There are 11 from the DeGroot School of Business (one is a required MSc eHealth course), 8 from the Computing and Software Department (one is a required MSc eHealth course), one from the Health Research Methodology (HRM) program (the required MSc eHealth course HRM 724)) in the Clinical Epidemiology and Biostatistics



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						
NAME OF PROGRAM		Business Administration						
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		x	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE			CHANGE IN COURSE REQUIREMENTS		
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR			EXPLAIN:					
OTHER	EXPLAIN:							
DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:								
<p>On page 65 of the 2009-2010 SGS Calendar, the qualification requirements for the Ph.D. Program in Business Administration are currently listed as follows:</p> <p>“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.”</p> <p>This statement is misleading as it incorrectly suggests that a composite GRE score exists. It does not. Unlike the GMAT which does provide a Total composite score as well as individual Verbal, Quantitative, and Analytical Writing scores, the GRE only provides individual Verbal, Quantitative, and Analytical Writing scores. Further, there is some discrepancy in that the GRE score is a percentile while the GMAT score is a raw score. New, improved wording is required around the GRE score.</p>								
PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (Attach additional pages if space is not sufficient.)								
<p>To correct this problem, the Ph.D. Operating Committee at the DeGroote School of Business met on October 23, 2009 and reached consensus on the following new wording:</p> <p>“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 score will be considered.”</p>								

RATIONALE FOR THE RECOMMENDED CHANGE:

The new wording removes the problems surrounding the current wording of the minimum GRE score.

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

Sept 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:

See above

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Brian Detlor

Email: detlorb

Extension: 23949

Date: Nov 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



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 Administration (Finance)
------------------------	-----------------------------------

PROGRAM DEGREE	Ph.D. (<input checked="" type="checkbox"/>)	M.A. (<input type="checkbox"/>)	M.A.Sc. (<input type="checkbox"/>)	M.B.A. (<input type="checkbox"/>)	M. Eng. (<input type="checkbox"/>)	M.Sc. (<input type="checkbox"/>)	Diploma Program (<input type="checkbox"/>)	Other (Specify)
-----------------------	---	-----------------------------------	--------------------------------------	-------------------------------------	--------------------------------------	------------------------------------	--	-----------------

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>	CHANGE IN COURSE REQUIREMENTS	<input type="checkbox"/>
---	--------------------------	--	--------------------------	--------------------------------------	--------------------------

CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	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



School of Graduate Studies

1280 Main Street West
Hamilton, Ontario, Canada
L8S 4M2

Phone 905.525.9140
Ext. 23679
Fax 905.521.0689
<http://www.mcmaster.ca/graduate>

**REPORT TO GRADUATE COUNCIL
FROM THE FACULTY OF HEALTH SCIENCES GRADUATE
POLICY AND CURRICULUM COUNCIL**

At the November 18, 2009 and February 10, 2010 meetings, the Faculty of Health Sciences Graduate Policy and Curriculum Council approved the following items:

FOR GRADUATE COUNCIL APPROVAL

Biochemistry

- Change to comprehensive examination

Nursing

- M.Sc program – change in course requirements

FOR GRADUATE COUNCIL INFORMATION

eHealth

- New course:
 - *701 – Research and Evaluation Methods in eHealth

Health Management

- New courses
 - *700 – Health Systems and Policy Analysis
 - *705 – Evaluating Sources of Evidence for Management and Evaluation

Health Research Methodology

- Changes to courses:
 - *713 – Health Quality Improvement
 - *721 – Fundamentals of Health Research and Evaluation Methods
 - *723 – Regression Analysis
 - *727 – Theory and Practice Measurement
 - *739 – Biostatistical Collaboration
 - *740 – Advanced Decision Analysis in Health Technology Assessment (HTA)
 - *741 – Introduction to Health Technology Assessment
 - *743 – Systematic Review Methods

- *750 – Practical Bayesian Design and Analysis in Clinical Studies
- *771 – Fundamentals of Health Research and Evaluation Methods (Online)
- *790 – Advanced Analysis of Survey Data
- Course cross listing:
 - *724 – eHealth: Fundamentals of eHealth and the Canadian Health Care System – to be cross listed as eHealth *724
- Change in prerequisites:
 - HRM *739 – Biostatistical Collaboration
- Other changes:
 - HRM *741 – Introduction to Health Technology Assessment:
 - in the M.Sc. HTA field, added HRM *741 to the field specific courses for both thesis and course-based
 - in the Ph.D. HTA field, added HRM *741 to the possible additional make-up course list

Medical Sciences

- New courses:
 - *766 – Causes and Consequences of Obesity
 - *767 – Physiology and Pathophysiology of Interstitial Cells of Cajal

Nursing

- New course
 - *768 – Building a Repertoire of Decision Making Skills
- Change in course description
 - *701 – Theoretical Basis of Nursing Practice
- Course cross listing:
 - *708 – Information and Communication Technology Applications in Health: Theory and Practice – to be cross listed as eHealth *708

Occupational Therapy

- New courses:
 - *616 – Foundational Knowledge I
 - *626 – Foundational Knowledge II
- Change in course title:
 - *727 – Adulthood Community & Participation: Inquiry and Integration V
 - *728 – Adulthood Disability & Participation: Professional Roles and Experiential Practicum V

Physiotherapy

- Change in course title and description:
 - *613 – Foundational Knowledge for the Physiotherapy Practitioner
 - *722 – Community-based Physiotherapy – Clinical Laboratory V
- Change in course description:
 - *612 – Fundamentals of Physiotherapy Practice/Clinical Laboratory I
 - *622 – Fundamentals of Musculoskeletal Practice/Clinical Laboratory II
 - *731 – Integrated Physiotherapy Practice – Problem-based VI

A new approach to comprehensive education
Department of Biochemistry and Biomedical Sciences

All graduate students need to acquire comprehensive knowledge to qualify for a PhD. While definitions of comprehensive knowledge differ between disciplines, for health scientists it generally includes the theoretical background to their project, the technical basis for the work itself as well as the project's broader scientific and/or social significance. This knowledge forms the basis of a graduate student's development as a self-educator in anticipation of a career as a professional researcher or academic educator.

We have considered this issue at length in the Department of Biochemistry and Biomedical Sciences. We value comprehensive knowledge in our PhD candidates but do not feel that our current Comprehensive exam is the right approach. Our program is structured primarily around the student's thesis research and we feel that demanding comprehensive knowledge at a much earlier stage in their education would greatly improve the overall quality of our graduate program, encourage project ownership by our students and shorten our times to completion. This proposal, which was passed unanimously at our October departmental meeting, addresses this consensus.

Our current approach to comprehensive education

The majority of our PhD candidates first enrol as MSc students and enter our PhD program by taking the Transfer exam (described in appendix I) 18-24 months later. A smaller number of students enter our PhD program directly having completed an MSc in another department or at another university. This is the norm for laboratory-oriented graduate programs in the life sciences across North America.

After 18 months in the PhD program students must take the Comprehensive exam (described in appendix II). In contrast to the Transfer exam, comprehensive exams at this stage of training are relatively rare in programs like ours.

The relevance of Comprehensive exams and the meaning of comprehensive knowledge differ between disciplines. Historically, the role of the comprehensive exam was to prepare PhD candidates for teaching careers - this remains critically important in some disciplines. Indeed, in the Social Sciences and Humanities, the content of a PhD candidate's comprehensive exam can be an important qualification in their recruitment into academic positions.

This is virtually unheard of in departments like ours where research success and promise are the central factors in hiring. Indeed, virtually all of our faculty teach within their area of research expertise.

Comprehensive knowledge within the life sciences therefore pertains more to a body of practical and theoretical knowledge that is relevant to the research field of a given PhD candidate. Given the diversity of research in departments like Biochemistry and Biomedical Sciences, there is no universally applicable set of comprehensive works. Rather students must develop this knowledge through deep analysis of the relevant literature. They do this independently and in collaboration with their supervisor. This is one aspect of our graduate program that we want to improve and formalize with this proposal.

One of the principle reasons for this proposal is that we find consistently that our most successful doctoral students are those who attain the level of mastery expected at the Comprehensive exam at a very early stage in their graduate education, ideally while they are still MSc students. This early

acquisition of broad knowledge leads them to ask better questions and work with greater independence. These students tend to finish within time and to be more successful over the long term. Thus, as in other disciplines, comprehensive knowledge is critical to our students but unlike other disciplines, our students need it *earlier* in their training. We find that the existing comprehensive examination is not an effective means for demanding or ensuring it.

First of all, it comes too late in students' graduate career to act as an incentive for the early acquisition of comprehensive knowledge. Indeed, for some students the delayed assessment of comprehensive knowledge creates the false impression that they can delay the reading and digestion of material more broadly related to their research.

In addition, we find that the comprehensive exam lengthens out students' times to completion. Coming as it does 18 months into a student's PhD training, the Comprehensive is a significant interruption at a time when students should most be focusing on moving their thesis research towards its completion and publishing scholarly papers.

The problem is even more acute for students who enter our PhD program directly with an MSc degree. As these students have only 4 years to complete a PhD thesis, it is imperative that they master their field as soon as possible and go on to a determined focus on their thesis work.

Finally, at the time of the Comprehensive exam most of our PhD students have been in our program for three and a half years, including the 2 years they spend at MSc level study. Failing a student and sending them away with nothing after such a significant investment of time and energy is neither fair nor efficient. Students who lack the intellectual hardware to be PhD candidates need to be identified earlier in the existing training periods: we feel that demanding comprehensive knowledge at an earlier stage is an excellent means of doing this.

Our proposal: demand comprehensive knowledge earlier

Our proposal is based on one that has been employed in the Department of Biology since 2005 and involves incorporating the Comprehensive exam into the Transfer exam. For those students who enter our PhD program with an MSc we will institute a 'Qualifying exam' which will be procedurally identical to the Transfer exam except that it will come 12 months after the student's first enrolment in our PhD program.

The Transfer exam has a written and oral component. The written component is a detailed proposal for the student's PhD research, roughly similar in scope and density to a CIHR grant application. We expect the quality of the writing to be exceptional. The oral component of the exam is conducted by the student's supervisory committee, an external examiner and a Chair who is usually a member of our graduate recruiting and curriculum committee. The duration of the oral exam is typically 2 hours and involves several rounds of questioning. Questions are intended to assess the student's project – whether it has sufficient depth and promise for a full-fledged PhD thesis as well as any topic that the examiners feel is relevant to the student's performance as a PhD candidate. In most of our Transfer exams we already question and demand a significant level of comprehensive knowledge.

As part of this proposal, we intend to integrate comprehensive knowledge more fully into the Transfer exam and we have experimented with means of doing this over the past two years.

Our current practises already prepare students for the idea that they need to master their field from the outset if they intend to transfer to the PhD program. All students entering the program (including new MSc and PhD candidates) meet with the Associate Chair for Graduate Education within a few weeks of first registration. At this meeting the requirements of the program, including comprehensive knowledge, are made clear. Students have the opportunity to ask any questions about what is expected at that time. The Associate Chair presents a clear trajectory for all students with specific milestones at each supervisory committee meeting (which occur at 6, 12 and 18 months for MSc candidates and at the 4-6 months mark for PhD candidates entering the program with an MSc). These details are also provided to students in our student handbook. At the time of their first committee meeting, while we do not necessarily expect experimental progress, we demand and test on significant knowledge of the literature pertaining to the student's project and field.

In anticipation of this proposal, we initiated a new practise two years ago that has proven extremely successful as a means of demanding early comprehensive knowledge. At the end of the student's first supervisory committee meeting (6 months into their MSc training), 3-5 reading topics are assigned to the student with the expectation that they will investigate, read and integrate this knowledge. The student and their supervisory committee sign off on these topics and their progress is revisited at subsequent committee meetings coming 6 and 12 months later. The committee's view of their progress is documented at each meeting and the results revisited at subsequent meetings. By their third committee meeting therefore (at 18 months) students must be ready to demonstrate sufficient breadth and scope of knowledge to qualify for taking the Transfer exam. Those who do not appear ready or able to do this will be asked to write and defend an MSc instead.

The beauty of this practise is that rather than making the acquisition of comprehensive knowledge a one-off event that a student can study for, we integrate it throughout the training at the earliest stages. Conversely, by making broad expertise an expectation from the outset, we can monitor the development of a student's scholarship over an 18 month period, rather than testing it in a single afternoon. This allows us to identify those students who are able to attain this level of scholarship (and perhaps more importantly, those who cannot) while the students are still MSc students. Thus, those students who enter our PhD program are pre-selected for this critically important ability and habit.

For those students who enter our program with an MSc degree, we will institute a 'Qualifying exam' (appendix III) having the same format and expectations as the Transfer exam. Students at this level have their first committee meeting 4-6 months after enrolling in our program and again, 3-5 reading topics will be assigned that they are expected to master. In recognition of the fact that these students already have significant graduate level training, the Qualifying exam then takes place 9-12 months after registration for PhD studies. The written proposal and oral examination will be essentially identical to those described for the Transfer exam. We have been asking direct-entry PhD students to fulfill these requirements on an experimental level for several years as part of their second supervisory committee meeting and, as with the comprehensive research topics, the practise has proven to be very successful. Indeed, this eventual implementation of this idea was passed during our 2003 OCGS review.

Note that for both MSc and PhD level students the topics established in the first committee meeting are regarded as an outline of what is meant by 'comprehensive knowledge'. We expect the student to expand their knowledge of their project well beyond these initial boundaries and forge off on their own, following their interests and the demands of their work.

Essentially therefore, our intent is to eliminate our current Comprehensive exam by, essentially, merging it with our Transfer/Qualifying exams. As mentioned above, a very similar process was adopted in the Department of Biology at this university in 2005. The only difference between our proposal and Biology's approach is that whereas they retained their comprehensive exam for students who enter directly to their PhD program we wish to replace it with our existing Qualifying exam thereby moving the timing up by 6-8 months.

By demanding a clear demonstration of comprehensive knowledge from students earlier in their graduate career, we will identify and encourage them to bring a more sophisticated and ultimately successful approach to their doctoral research. Furthermore, by eliminating the existing Comprehensive exam, we will eliminate a distraction from student progress that comes at the worst possible time in their development as doctoral candidates – we expect that this will reduce times to completion. We believe that the change in our process will foster students to publish more high quality papers, and prepare these individuals to be better scientists over the long term. We feel strongly that this needs to be the gold standard of our PhD program.

Appendix I - Transfer Examination – to be changed as indicated in bold italics

This exam provides a direct route from undergraduate to Ph.D. studies and permits students to significantly reduce their overall time to completion of a Ph.D. The transfer examination takes place eighteen to twenty-four months after first registration in the M.Sc. program and is not permitted beyond Term 6.

GUIDELINES FOR TRANSFER FROM M.Sc. TO Ph.D.

Goals and Outline of the Transfer Process

To be eligible for the Transfer exam the student must have completed one graduate ½ course with a minimum B+ standing. They must also have the support of their supervisor and supervisory committee. The student needs to have made demonstrable research progress during their MSc research. This does not necessarily mean that they need to have published (though this is desirable) but they need to have publication-quality data. They also need to be working on a project considered by the supervisory committee to have sufficient potential to serve as the basis for a PhD thesis. Second, the student needs to have performed well in their supervisory committee meetings. This means that they need to have written clear and informative committee reports indicative of a general competence in written expression. ***Third, they need to have demonstrated comprehensive knowledge of their field. For the purpose of eligibility, comprehensive knowledge is defined as successful mastery of the topics assigned to the student at their first supervisory committee meeting as well as broader knowledge of their project that they have developed through reading the background literature to their project.***

Transfer Examination

Procedure

Students will complete a proposal for their PhD research based loosely on the format of a CIHR operating grant. This written proposal must represent the student's own original work; the inevitable input of the supervisor notwithstanding, McMaster University policies on Academic Ethics and Academic Dishonesty apply.

The aim of this proposal is to describe the theoretical background to the project and outline the goals of the research. This document should illustrate that the student's goals have sufficient depth to form the basis of a Ph.D project and must clearly demonstrate the progress that the student has made during the first 18 months as a graduate student. This proposal is expected to be a major exercise in writing and should be interesting, concise and informative. It must be comprehensible by faculty members who are not necessarily experts in the field. This proposal should include an abstract of not more than 300 words, an introduction to the student's field and basic research direction, a summary of progress and a detailed discussion of the research to be carried out towards a Ph.D. It is important to explain and justify the approach being taken and include a projected time line for the completion of each goal.

There is an absolute length limitation of 22 pages (double-spaced, 12 point font, not including figures or references). The first 2-3 pages should introduce the subject of the student's thesis. Following the introduction there should be a 2-3 page summary of the student's progress. The remaining 16-18 pages should explain the proposed research. Students may subdivide each section in whatever manner they deem to be the most readily digested by the examining committee. References must conform to accepted ASM practices (see <http://www.journals.asm.org/misc/ifora.shtml>).

Preparation time for this proposal is limited. Students will be assigned a date for their transfer exam five weeks in advance of their exam (at least three months prior to anticipated Ph.D. start-date). The report must be presented to the Committee at least one week prior to the transfer meeting. Extensions will not normally be granted.

Transfer Meeting

The student will give a 15-20 minute presentation outlining the major points of their proposal, including accomplishments to-date and the research proposed for the Ph.D. The exam will then consist of at least two rounds of questioning from each of the voting Committee members, and will deal with any and all aspects of the presentation and proposal. The total time for the questioning will normally be two hours.

The Transfer Committee will consist of the members of the Supervisory Committee, the Transfer Chair, and one additional member who has no direct connection with the student's project. The Transfer Chair will normally be the department's Associate Chair for Graduate Education or a member of the Graduate Recruiting and Curriculum committee. The student's supervisor may not serve in the role of Transfer Chair.

The Transfer Chair does not vote or ask questions. The Transfer Chair will ensure that the exam is conducted in a fair manner in keeping with its objective. In the event that a student is at a loss to answer a particular question, the Chair may ask the examiner for clarification or to move on to a more fruitful line of questioning.

Students should expect questioning to be thorough and far-ranging and to include, but not be limited to, the topics assigned to the student at their first supervisory committee meeting. Frequently, a correct answer will be followed up with a more difficult continuation in an attempt to plumb the depths of the student's knowledge. Students may encounter some questions that they are unable to answer fully; it is particularly important therefore that the student is certain he/she always understands what is being asked.

Possible Recommendations

1) Seminar

The presentation is made before the Department of Biochemistry and Biomedical Sciences during the course of the departmental graduate seminar series. Students will be required to give a thorough background description of their field and a complete synopsis of their research accomplishments to date. The seminar should be 45-50 minutes in length. This should very much resemble in form and content, seminars students attend in the external seminar series.

2) Question Period

Following the presentation normally on the same day (may be delayed in certain instances); the student will meet with the comprehensive examination committee for a session of question and answers, similar to that of the transfer exam or a Ph.D. defense. This will typically involve two rounds of questions from each member of the committee and can be expected to last for one to two hours. Questions can include anything relevant to the student's field, including the current state of literature and prevailing views on relevant questions related to the topic. An additional line of questioning will likely centre on the student's strategy for completing their Ph.D. research within the allotted time.

3) Timing of Re-Examination

If a re-examination is necessary, it will normally take place within one month, but the actual timing will be determined on the basis of consideration of what is needed to correct the deficiencies. A second failure will necessitate withdrawal from the Ph.D. program.

Appendix III - The Qualifying exam – to be added

This exam is a requirement for all PhD students who entered the program with an MSc degree and who have therefore not taken the transfer exam. The exam must be successfully completed within 12 months of enrolment in the PhD program.

GUIDELINES FOR THE QUALIFYING EXAM

Goals and Outline of the exam

The purpose of the Qualifying exam is essentially the same as that of the Transfer exam. To qualify for PhD candidacy, we expect all students to have a comprehensive knowledge of their chosen field. While there is no universal definition of comprehensive knowledge, it clearly includes the theoretical underpinnings of their project, a technical understanding of the experimental approach they are going to take and the broader scientific and social significance of the project itself. The Qualifying exam is therefore a means to encourage students to acquire this knowledge.

To be eligible for the Qualifying exam the student must have completed one supervisory committee meeting and have the support of their supervisor and supervisory committee. Given that the department has a selective process for enrolling graduate students, it is expected that virtually all students in this category will be considered eligible to take the Qualifying exam. Under exceptional circumstances however where a newly admitted PhD candidate is graded 'unsatisfactory' on their first

supervisory committee they will be expected to have a second committee meeting with a grade of 'satisfactory' or better in order to take the Qualifying exam. A student who has two unsatisfactory committee meetings would be asked to withdraw from the graduate program without taking the Qualifying exam.

The Qualifying Examination

Procedure

Students will complete a proposal for their PhD research based loosely on the format of a CIHR operating grant. This written proposal must represent the student's own original work; the inevitable input of the supervisor notwithstanding, McMaster University policies on Academic Ethics and Academic Dishonesty apply.

The aim of this proposal is to describe the theoretical background to the project and outline the goals of the research. This document should illustrate that the student's goals have sufficient depth to form the basis of a PhD project and must clearly demonstrate the progress that the student has made during the first 8-12 months as a graduate student. This proposal is expected to be a major exercise in writing and should be interesting, concise and informative. It must be comprehensible by faculty members who are not necessarily experts in the field. This proposal should include an abstract of not more than 300 words, an introduction to the student's field and basic research direction, a summary of progress and a detailed discussion of the research to be carried out towards a Ph.D. It is important to explain and justify the approach being taken and include a projected time line for the completion of each goal.

There is an absolute length limitation of 22 pages (double-spaced, 12 point font, not including figures or references). The first 2-3 pages should introduce the subject of the student's thesis. Following the introduction there should be a 2-3 page summary of the student's progress. The remaining 16-18 pages should explain the proposed research. Students may subdivide each section in whatever manner they deem to be the most readily digested by the examining committee. References must conform to accepted ASM practices (see <http://www.journals.asm.org/misc/ifora.shtml>).

Preparation time for this proposal is limited. Students will be assigned a date for their Qualifying exam four weeks in advance of their exam. The report must be presented to the Committee at least one week prior to the exam meeting. Extensions will not normally be granted.

Qualifying exam Meeting

The student will give a 15-20 minute presentation outlining the major points of their proposal. The exam will then consist of at least two rounds of questioning from each of the voting Committee members, and will deal with any and all aspects of the presentation and proposal. The total time for the questioning will normally be two hours.

The Qualifying exam Committee will consist of the members of the Supervisory Committee, a Chair, and one additional member who has no direct connection with the student's project. The Chair will normally be the department's Associate Chair for Graduate Education or a member of the Graduate Recruiting and Curriculum committee. The student's supervisor may not serve in the role of Chair.

The Chair does not vote or ask questions. The Chair will ensure that the exam is conducted in a fair manner in keeping with its objective. In the event that a student is at a loss to answer a particular question, the Chair may ask the examiner for clarification or to move on to a more fruitful line of questioning.

Students should expect questioning to be thorough and far-ranging and to include, but not be limited to, the topics assigned to the student at their first supervisory committee meeting. Frequently, a correct answer will be followed up with a more difficult continuation in an attempt to plumb the depths of the student's knowledge. Students may encounter some questions that they are unable to answer fully; it is particularly important therefore that the student is certain he/she always understands what is being asked.

Possible Recommendations

Pass (requires a unanimous vote from the committee)

Adjournment of the meeting (in the event of an expected failing grade from one or more examiners)

Fail (requires a unanimous vote from the committee)

Adjournment is reserved for cases where failure is considered a possibility. The Chair will provide the student with written documentation of the committee's concerns. Normally, the committee (with no change in composition) will then reconvene at a later date to complete the exam however there are other options. For example, in some cases it may prove more fruitful to have students provide a written follow up to an important question that they could not answer at the exam. Regardless of the mechanism chosen, the committee's requirements must be completely successfully within 4 weeks of the original exam. If this does not occur, the student will be asked to withdraw from the program.

A grade of *fail* will only be assigned once the student has been given a chance to address the exam committee's concerns either in writing or at a follow-up exam.

Upon completion of the examination, the Qualifying exam Chair will inform the candidate and the Department Chair of the Committee's decision and the reasons for it.



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		Nursing							
NAME OF PROGRAM		MSc							
PROGRAM DEGREE	Ph.D. ()	M.A. ()	M.A.Sc. ()	M.B.A. ()	M. Eng. ()	M.Sc. (x)	Diploma Program ()	Other (Specify)	
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)									
CHANGE IN ADMISSION REQUIREMENTS			<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE			<input type="checkbox"/>	CHANGE IN COURSE REQUIREMENTS	<input checked="" type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR			<input checked="" type="checkbox"/>	EXPLAIN:					
OTHER	EXPLAIN:								
DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:									
<p>Currently, MSc students whose program is integrated with the Primary Health Care Nurse Practitioner Certificate take three core courses through the Online MSc in the Rehabilitation Sciences Program, namely RS 705, RS 708, RS 710. Following completion of these courses they write a scholarly paper.</p>									

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

We would like to change the required courses for these students. We are proposing that the MSc students whose program is integrated with the Primary Health Care Nurse Practitioner Certificate program be required to take three courses that will be offered by McMaster University. Two are existing Nursing courses: NUR 701 Theoretical Basis of Nursing Practice, and NUR 712, Evidence Based Health Care. A third course is coming forward for approval today NUR 768, Building a Repertoire of Decision Making Skills. These PHCNP students will continue to write a scholarly paper following completion of their coursework.

NUR 701 as currently offered involves a seminar and a practicum component. For MSc students whose program is integrated with the Primary Health Care Nurse Practitioner Certificate program, they would be enrolled in the seminar component, and forgo the practicum component (96 hours). These students would receive credit for the practicum component of the course through NUR 767 (455 hours), which the students take during the last semester of their program. NUR 767 does not count as credit towards their MSc.

RATIONALE FOR THE RECOMMENDED CHANGE:

Our graduate curriculum committee and NP faculty believe this change will provide an excellent foundation for the PHCNP courses that follow these courses. For those students who are also pursuing graduate education, these changes place their education in closer alignment with our other course based MSc students.

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

September 2010

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

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

B. MSc by Course Work

Paragraph 3 - Students complete three core courses (NUR 701, NUR 712, NUR XXX), write the 15-20 page scholarly paper, and complete the seven courses offered through the NP Consortium (NUR 761-767). - the rest is the same

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Margaret Black Email: blackm@mcmaster.ca Extension: 22259 Date: February 2, 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