McMaster University

To   :   Members of Graduate Council

From   :   Christina Bryce
Assistant Graduate Secretary

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The next meeting of Graduate Council will be held on **Tuesday March 24th at 1:30 pm in Council Chambers (GH-111)**

Listed below are the agenda items for discussion.

Please email *cbryce@mcmaster.ca* if you are unable to attend the meeting.

A G E N D A

I.   Minutes of the meeting of February 13th, 2014

II.   Business arising

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

IV.   Report from the Graduate Associate Deans

V.   Report from the Associate Registrar and Graduate Secretary

VI.   Report from the Assistant Dean, Graduate Student Life and Research Training

VII.   RISO Policy

VIII.   Teaching and Learning Certificate Courses

IX.   Faculty of Business Graduate Curriculum and Policy Committee Report

X.   Faculty of Health Sciences Graduate Policy and Curriculum Committee Report

XI.   Faculty of Social Sciences Graduate Policy and Curriculum Committee Report

XII.   New Scholarships

Graduate Council
February 13th, 2015 1:30 pm
GH 111

Present: Dr. I. Zeytinoglu, Dr. T. Adams, Dr. Franya Franek (for Dr. A. Deza), Dr. D. Novog, Dr. A. Holloway, Dr. V. Igneski, Dr. G. McClelland, Dr. A. Shi, Dr. T. Kroker, Ms. S. Baschiera, Ms. T. VanDuzer, Ms. C. Brown, Ms. S. Nagle-Smith, Mr. T. Van Boxtel, Mr. R. Morton, Dr. M. Thompson, Mr. C. Egan, Dr. B. Ibhawoh, Dr. C. Hayward

Regrets: Dr. T. Porter, Mr. P. Self, Ms. V. Lewis, Dr. S. McCracken, Dr. W. Wiesner, Dr. J. Richardson, Dr. A. Dean, Dr. K. Bird, Dr. A. Grenier

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A G E N D A

I.   Minutes of the meeting of December 9th 2014

The minutes of the meeting of December 9th, 2014 were approved on a motion by Dr. Haward, seconded by Dr. Shi.

II.   Business arising

There was no business arising.

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

Dr. Welch reported that there was a new acting associate dean for business, Dr. Willi Wiesner.

IV.   Report from the Graduate Associate Deans

Dr. Hayward reported that the Health Sciences Research Plenary was coming up and invited all Graduate Council members to attend. The event includes three days of presentations and posters and is followed by an award ceremony a week later. She also noted that the Faculty was looking at a number of initiatives examining graduate growth and what might be impeding growth. Dr. Ibhawoh reported that there were two new graduate programs in development within the Faculty of Humanities, an M.A. in music and cognition and a Ph.D. in cultural studies and communication. Dr. Thompson reported that the Faculty of Engineering is working to remedy the trend that they're seeing with respect to the reduction in domestic Ph.D. numbers. They're planning on offering a scholarship hopefully to entice students to take the leap from a Masters to Ph.D. program. A new women in engineering travel scholarship has also been put in place.

V.   Report from the Associate Registrar and Graduate Secretary

Stephanie Baschiera reported that the go-live date for the Graduate admission and application system had been pushed to March 23rd. She noted that the new date offered the least disruption for applicants and student and zero service outage. She noted that admission offers were currently going out with a four or five day turnaround.

VI.   IQAP Final Assessment Reports

Stephanie Baschiera stated that these reports have arisen as part of the IQAP process associated with cyclical reviews. Recommendations from external reviewers are received, commented on by the program and Dean. This report and response package is sent to the internal joint Quality Assurance Committee. That group reviews all of the documentation and makes a final assessment of the state of the program and makes a recommendation about where it needs to fall in the review cycle. All of the Final Assessment Reports in this cycle were simply asked to report on all of the recommendations at the 18 month mark and carry on with a 8 year cyclical review timeframe. The reports have come to Graduate Council for review and comment but are essentially for information.

Council members discussed when the program would be notified of outcomes. Stephanie noted that they were still tweaking the process but that notifications would be circulated shortly. Stephanie noted that Grad Council would be seeing more of these as we move forward with the IQAP process and that we were happy for any feedback.

VII.   Faculty of Humanities Graduate Policy and Curriculum Committee Report

Dr. Ibhawoh reported two minor and routine changes to Humanities graduate programs. English and Cultural Studies proposed a minor change in calendar description. The French department is doing away with a three unit course and their course requirements have changed accordingly. He noted that the items for information include new courses, course cancellations and other routine items.

Dr. Ibhawoh moved and Dr. Holloway seconded, 'that Graduate Council approve the Faculty of Humanities curriculum changes as described in the document.'

The motion was **carried**.

IX.   Proposal: Joint Undergraduate and Graduate Committee on Certificates and Diplomas

Stephanie Baschiera reported on this proposal, noting that over the last few years there had been a marked increase in interest for certificate programs at the graduate level. The diploma process is very

plainly covered by the IQAP policy but certificates are less clear. The hope is to build on the undergraduate process for certificates to ensure there is a clear way forward for certificates, ensuring they are uniform in standard and quality. The materials circulated include a draft of what they're proposing for the make up of the committee.

A committee member asked why it wasn't just a joint certificate committee and was concerned about adding an additional level of complexity for diplomas. Stephanie clarified that the IQAP policy would still govern graduate diplomas. Graduate certificates would be the only items that would head to that committee.

Dr. Hayward noted that the language around the committee should be changed to make this very clear. Stephanie also noted that Graduate Council would have further opportunity to comment, as the vote was to approve the concept so the process could move forward.

Dr. Hayward moved and Dr. Zeytinoglu seconded, 'that Graduate Council approve the creation of the joint committee in principle and subject to approval of Undergraduate Council, with the minor revision to note that it would not apply to graduate diplomas.'

The motion was **approved**.

### X.	Other Business

A committee member asked if this would increase the number of OGS available. Brooke clarified that the funds would used to match funds for existing OGS awards, noting that for every dollar of this sort of donor money that comes in, more money would be freed up for other scholarships.

Dr. Hayward moved and Dr. Adams seconded, 'that Graduate Council approve the new scholarships as described in the document.'

The motion was **approved**.

Complete Policy Title: **Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances**	Policy Number (if applicable):
Approved by: **Senate**	Date of Most Recent Approval: **TBD**
Date of Original Approval(s): **TBD**	Supersedes/Amends Policy dated:
Responsible Executive: **Provost and Vice-President (Academic)**	Enquiries: **University Secretariat**

DISCLAIMER: *If there is a Discrepancy between this electronic policy and the written copy held by the policy owner, the written copy prevails*

TOC to be inserted here

PREAMBLE

McMaster University (the University) strives to be welcoming and inclusive of all its members and respectful of their differences. Students, staff, and instructors come from a range of backgrounds, traditions and beliefs. The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario *Human Rights Code*, through respectful, accessible, and fair processes.

Further information on McMaster University's commitment to an inclusive community and its legal obligations can be found on the website of the Office of Human Rights & Equity Services (HRES) at: www.hres.mcmaster.ca.

SCOPE

This Policy applies to all students enrolled in a course or program of study as approved by the University Senate and who are seeking accommodation as a result of academic obligations that conflict with their religious, Indigenous or spiritual observances (RISO).

This Policy does not apply to the following: ~~co-op, clinical and other experiential placements;~~ general course or program requirements~~,~~; co-op, clinical and other experiential placements; residence; athletics; dietary restrictions; access to space; use of space; ablution; and employment matters, including teaching assistantships.

Guidance on how to pursue requests not covered under this Policy may be obtained from Faculty Offices, HRES, and/or Human Resources, or their respective websites.

GLOSSARY

For the purposes of this Policy:

Academic Obligations	Evaluative Exercises, including, but not limited to, examinations, tests, labs, assignments, ~~placements,~~ participation, and seminars.
Accommodation	The provision of Alternative Arrangements to meet Academic Obligations that uphold Essential Requirements.
Alternative Arrangements	The manner in which the Academic Obligations of the Student will be met.
Associate/Assistant Dean	One of: the Associate Dean, Assistant Dean or Program Manager of the Faculty or program in which the student is registered; one of the Associate Deans of Graduate Studies, depending on the program in which the Student is registered; the Director or Program Administrator of Arts and Science; or the Assistant Director of the Centre for Continuing Education.

Essential Requirements	The knowledge and skills that must be acquired and/or demonstrated in order for a Student to successfully meet the learning objectives of the course or program.
Examinations	Registrar-invigilated final examinations.
Faculty	Depending on the program in which the Student is registered, one of:

the Faculty of~~,~~

Business (DeGroote School of Business), Engineering, Health Sciences[1], Humanities, Science, or Social Sciences;

the School~~s~~ of~~,~~

Graduate Studies, ~~Medicine, Nursing, or Rehabilitation Science;~~

~~the Programs of;~~

~~Health Sciences Graduate,~~ and the

Arts & Science~~, Medical Education, Physician Assistant, or Midwifery Education,~~

~~Child Life Diploma~~ Program; and the

Centre for Continuing Education.

Observance	A commemoration, tradition, or event of religious, Indigenous or spiritual significance. Please consult the Multi-faith calendar on the HRES website.
Registrar	Scheduling and Examinations office (Gilmour Hall, Room 114).
Student	An individual enrolled in a course or program of study as approved by the University Senate.

PURPOSE

This Policy provides guidance and consistency for members of the University community in the requesting and provision of Academic Accommodation for Observances including:

a) principles that govern decision-making;
b) processes by which Students may request and receive Accommodation;
c) rights and obligations of Students, administrators and instructors;
d) dispute-resolution mechanisms available to Students.

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[1] In the Faculty of Health Sciences, the Faculty refers to the Student's Program Office.

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PRINCIPLES

The University respects and accepts the self-declaration of beliefs made by Students; however, it reserves the right to request documentation in cases where documentation may assist in the Accommodation process or where there are reasonable grounds to suggest the request is unfounded.

The University respects and accepts that the sincerely held beliefs of Students who identify with the same religion or tradition may involve different Observances.

Availing themselves of an Accommodation under this Policy does not prevent a Student from seeking other Accommodations, such as those related to a disability.

An Observance shall be interpreted to include reasonable travel and preparation time for an Observance, in-class Observance requirements, or other similar requests.

Students shall inform the University of their Accommodation needs, and administrators and instructors shall inform Students of their Accommodation-related decisions, in a timely way, as per this Policy.

It is the Student's responsibility to arrange a means of obtaining lecture notes and other pertinent information provided during classes missed as a result of Accommodation.

The University encourages Students to participate in discussions regarding the most appropriate Alternative Arrangements.

No unreasonable academic disadvantage shall occur as a result of exercising rights under this Policy.

PROCESS

A) Registrar-Invigilated Examinations (For all other requests, see Section B)

Responsibilities of Students:

Students shall complete and submit the RISO-Examination form[2], in person, to the Registrar's Office as soon as possible after receiving their Examination schedule, and where possible, no later than ten working days prior to the commencement of the Examination period.

Where the Student fails to meet the stated deadline, it may not be possible for the Registrar to reschedule the Examination within the current Examination period. In such cases, the Student shall contact the Faculty if they wish to request Alternative Arrangements.

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[2] The completed RISO-Examination form shall include:
- The names and dates of all Observances in the term that, to the best of the Student's knowledge at the time of submission, may conflict with Examinations.
- The name of the instructor, course, and course code for all courses for which an accommodation is requested.

The RISO-Examination form does not ask for documentation.

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A Student who has a concern about a rescheduled Examination shall contact the Registrar in a timely way.

Responsibilities of the Registrar:

Where the RISO-Examination form is submitted at least ten working days prior to the commencement of the Examination period, the Registrar shall normally inform the Student of their rescheduled Examination(s) five working days or more prior to the beginning of the Examination period.

Where a Student fails to submit the form at least ten days prior to the commencement of the Examination period, rescheduling within the Examination period may not be possible. In such cases, the Registrar shall attempt to reschedule the Examination(s) and, if successful, shall inform the Student of their rescheduled Examination(s) in a timely way. Where rescheduling is not possible, the Registrar shall inform the Student in a timely way and refer them to their Faculty for possible Alternative Arrangements (see section B).

B) For Academic Obligations (Excluding Registrar-Invigilated Examinations with the possible exception of late notice requests)

Responsibilities of Students:

The Student shall submit the RISO form[3] to their Faculty, electronically or in person, normally within ten working days from the beginning of each term in which they are anticipating a need for Accommodation. There may be occasions where the date of an Observance is not yet confirmed or where an Observance is unanticipated. In such cases the Student is advised to contact the Faculty as soon as they become aware of the conflict to request Accommodation.

After submitting the RISO form, the Student shall receive confirmation from the Faculty office, normally within five working days. The Student may be required to develop an Accommodation plan in consultation with the Faculty office, in which case they will be contacted by the Faculty Office in a timely way.

After receiving confirmation of receipt of the RISO form from the Faculty, the Student shall contact the instructor(s) regarding the Alternative Arrangements as soon as possible and no later than five working days prior to the date on which the scheduling conflict will occur.

The Student is encouraged to discuss the Alternative Arrangements with the instructor in a timely way.

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[3] The completed RISO form shall include:
- The names and dates of all Observances in the term that, to the best of the Student's knowledge at the time of submission, may conflict with Academic Obligations.
- The name of the instructor, course, and course code for all courses for which an accommodation is requested.

The RISO form does not ask for documentation.

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A Student who is registered with Student Accessibility Services (SAS) may self-identify on the RISO form if they would like a copy of the RISO form sent to SAS in order to assist in the co-ordination of their Alternative Arrangements.

In situations where the Observance requires the Student to leave the class temporarily, the Student shall discuss their needs with the instructor and develop a mutually-acceptable arrangement where possible.

Responsibilities of the Faculty:

Normally within five working days of receiving a completed RISO form, the Faculty shall send the days and/or times during which a Student anticipates a scheduling conflict between Academic Obligations and Observances to the relevant instructors, with a copy sent to the Student. If appropriate, a copy may also be sent to the Student's department, and, if the request involves a course outside the Student's Faculty, to that Faculty.

~~The Faculty shall send the days and/or times during which a Student anticipates a conflict between Academic Obligations and Observances to the appropriate instructors and copy the Student, normally within five working days of receiving a completed RISO form.~~

If requested by the Student, the Faculty Office may provide Alternative Arrangements in cases where, due to late notice, the Registrar has been unable to reschedule an Examination during the Examination period.

The Associate/Assistant Dean may deny an Accommodation where there are reasonable grounds to believe the request is unfounded.

Responsibilities of Instructors:

At the Student's request, the instructor shall discuss with the Student the Alternative Arrangements prior to making a determination. As soon as possible and no later than ten working days after being contacted by the Student, the instructor shall inform the Student of the Alternative Arrangements.

ALTERNATIVE ARRANGEMENTS

Instructors have a responsibility to provide Alternative Arrangements in a way that is consistent with the principles in this Policy, and, where practical, to consult with a Student who chooses to discuss the most appropriate Alternative Arrangements.

Alternative Arrangements may include:

a)   rescheduling an Academic Obligation;
b)   providing an alternative Academic Obligation;
c)   re-weighting, providing that no one component of the course becomes worth 75% of the final grade or greater;
d)   extending a deadline.

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Alternative Arrangements that are discouraged and should be considered only in consultation with the Student and, if appropriate, the Chair of the department, are as follows:

  e)   requiring the Student to submit an Academic Obligation prior to the deadline;
  f)   requiring the Student to have someone else submit their Academic Obligation on their behalf;
  g)   re-weighting where one component of the grade becomes worth 75% of the final grade or greater.

RECORD-KEEPING

The Faculty shall forward the completed RISO form to the Registrar and may keep a copy.

Information pertaining to a Student's Observance shall be held in strict confidence and shall not be shared outside the Registrar or Faculty office without consent. If requested by the Student, the information pertaining to an Observance shall be removed from a Student's file when they have completed their degree requirements and are cleared to graduate.

DISPUTE RESOLUTION

At any point during the process, a Student or instructor may seek informal advice or assistance from HRES.

In addition to HRES, any member of the University community may consult the University Secretariat Office and/or the Ombuds Office for advice or guidance with regards to the application of this Policy.

When a Student is not satisfied with the Alternative Arrangements determined by the instructor, the Student shall contact the instructor to discuss the matter.

If the Student is still not satisfied, the Student may request the intervention of their Associate/Assistant Dean.

The Associate/Assistant Dean may attempt to settle the matter, and, if unsuccessful, shall render a decision.

With the exception of process matters, decisions of the Associate Dean to deny Accommodation may not be appealed under the Student Appeal Procedures.

A Student seeking to challenge a decisions or action that may be a violation of their Human Rights may do so under the University's *Anti-Discrimination Policy.* Anyone with questions or concerns regarding Human Rights is advised to contact HRES.

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To   :   Graduate Council

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Following approval at Undergraduate Council on February 24, 2015, the proposed *Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances* was reviewed by the School of Graduate Studies Associate Deans on March 3, 2015. The associate deans requested some minor changes to the Policy, as follows:

- Page 2, Scope
    - Co-op, clinical, and other experiential placements were added to the list of matters that are excluded from this Policy.
    - At the same time, the phrase "course or program requirements" was changed to "general course or program requirements" for the purposes of clarity.
- Page 2, Glossary
    - "placements" was removed from the definition of "Academic Obligations" to correspond with the exclusions noted above.
- Page 6, Section B of the Procedures, Responsibility of the Faculty
    - Inclusion of the possibility that notice of conflict times/days may also be sent to the Student's department, if appropriate.
    - This change suggested a further revision to include the possibility that another Faculty may also be sent a copy of the notice, if appropriate, such as in the case of a Student taking a course in another Faculty.
    - The language was adjusted to reflect that the conflicts between Academic Obligations and Observances are "scheduling conflicts."
- Page 6, Section B of the Procedures, Responsibility of Instructors
    - Inclusion of a time frame within which instructors must inform students of the Alternative Arrangements.

Other changes made:

- The Policy was put into the standard policy template; headings, numbering, and bullets/lists were reformatted accordingly. The Table of Contents will be added.
- Some minor editorial changes.
- Page 3, Glossary, Definition of "Faculty"
    - The changes requested by Undergraduate Council to the definition of "Faculty," for simplicity and clarity.
- Pages 4-5, Footnotes added to describe two RISO forms.
    - The endnote describing the RISO form was modified and included as two footnotes, one for each of the two types of form (RISO-Examination form, and RISO form).

Following approval by Graduate Council, all the above noted changes will be communicated to Undergraduate Council.

McMaster Institute for
Innovation & Excellence
in Teaching & Learning

March 6, 2015

Graduate Council
School of Graduate Studies
Gilmour Hall, Room 212

Dear members of the Graduate Council,

Re: Teaching and Learning Scholars Certificate Program

The McMaster Institute for Innovation and Excellence in Teaching and Learning (MIIETL), in collaboration with the School of Graduate Studies, is seeking Graduate Council approval in order to implement five graduate-level course offerings in September 2015. These five courses, EDU 600, EDU 650, EDU 700, EDU 751, and EDU 760 support the Teaching and Learning Certificate program approved by Graduate Council on March 26, 2013 and presented to Senate in the Spring of 2013.

In particular, the combined completion of the courses EDU 600 and EDU 650 fulfills the requirements for the first level of the program: Teaching and Learning Foundations. These two courses were approved for piloting by Acting AVP & Dean of Graduate Studies, Dr. Doug Welch, on December 4, 2014. The combined completion of the courses EDU 700, EDU 750/751, and EDU 760 fulfills the requirements for the second level of the program: Teaching and Learning Scholar. These two courses were approved for piloting by AVP & Dean of Graduate Studies, Dr. Allison Sekuler, on February 27, 2015.

The five courses will each be offered to 24 graduate students from different faculties across campus, including two spaces in each course to be reserved for postdoctoral fellows. The present courses are proposed in a zero-unit format in order to strengthen the credibility of the program by ensuring the course will appear on the student's transcript, providing an administrative structure that is known and trusted. An additional benefit is flexibility for students since it will not pose issues for course overload or affect funding for graduate students.

Please find the following five curriculum forms attached for your approval: (1) EDU 600: Essential Skills in Teaching and Learning (I), (2) EDU 650: Peer-Evaluated Teaching Experience, (3) EDU 700: Essential Skills in Teaching and Learning (II), (4) EDU 751: Principles and Practices of University Teaching, and (5) EDU 760: Self-Directed Study and Contributed Seminar.

Yours sincerely,

Arshad Ahmad

Arshad Ahmad
Associate Vice-President, Teaching and Learning
Director, MIIETL

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SCHOOL OF GRADUATE STUDIES

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

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:
1. This form must be completed for ALL course changes. Sections of this form pertaining to your requested change must be completed.
2. An electronic version of this form (must be MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies.
3. A representative from the department/program is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT/PROGRAM	Department: *McMaster Institute for Innovation and Excellence in Teaching and Learning (MIIETL)* Program: *Teaching and Learning Foundations Certificate Program*		
COURSE TITLE	EDU 600: Essential Skills in Teaching and Learning (I)		
COURSE NUMBER	See above.	**COURSE CREDIT**	
		FULL COURSE ( ) HALF COURSE ( ) **ZERO-UNIT COURSES** (✔)	
INSTRUCTOR(S)	Faculty and MIIETL staff members		
PREREQUISITE(S)	None		

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*		
NEW COURSE	✔ DATE TO BE OFFERED (FOR NEW COURSES ONLY): January 13th, 2015	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? YES
WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO IF YES, PLEASE NOTE WHICH DEPARTMENT: ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED. *FOR ALL NEW CROSS-LISTINGS PLEASE NOTE WHICH DEPARTMENT OWNS THE COURSE:		
CHANGE IN COURSE TITLE		PROVIDE THE **NEW** COURSE TITLE:
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE *(Undergraduate course for graduate credit) Please see #4 on page 2 of this form*
CHANGE TO FULL COURSE		**CHANGE TO HALF COURSE** **CHANGE TO QUARTER COURSE**

Course Proposal:
EDU 600: Essential Skills in Teaching & Learning (I)

COURSE CANCELLATION	PROVIDE THE REASON FOR COURSE CANCELLATION: PLEASE NOTE: CROSS-LISTED COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.
OTHER CHANGES	EXPLAIN:

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

EDU 600: Essential Skills in Teaching and Learning (I)
This zero-unit course is offered up to three times per year. The course involves both in-person and online components. Students select and complete six workshops from a list approved by the McMaster Institute for Innovation and Excellence in Teaching and Learning (MIIETL). The workshops are focused on key foundational themes in teaching and learning in higher education. Students are also responsible for completing workshop evaluation forms, engaging in online discussions, and writing a series of reflections. Completion of EDU 600, combined with completion of EDU 650, will result in certification from the *Teaching and Learning Foundations Certificate* program.

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

EDU 600 is designed in a blended format. Students will select and complete six 1.5- to 2-hour workshops (some in-person and some online) from a list provided by MIIETL on five key foundational themes in teaching and learning in higher education. Many of the online workshops will come from www.mygradskills.ca. Workshops offered as part of this course may include but are not limited to:

- THEME 1: Instructional Skills
    o Active learning
    o Inquiry and problem based learning
    o Lesson planning (online)
    o Lecturing/effective presentations
    o Leading effective labs
    o Leading effective tutorials
    o Facilitating effective discussions
    o Managing group dynamics in the classroom
    o Marking efficiently and effectively
- THEME 2: Professional Teaching Development
    o Teaching Assistant professionalism
    o Working as an international Teaching Assistant
- THEME 3: Policies, Practices, and Politics in University Teaching
    o Understanding and avoiding plagiarism (online)
    o Accessibility and accommodation
    o Panel discussion with experienced Teaching Assistants
- THEME 4: Teaching Technologies
    o Effective use of Avenue to Learn
- THEME 5: Special Topics in Teaching and Learning

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

EDU 600 is one of two zero-unit courses that fulfill the requirements of the *Teaching and Learning Foundations Certificate Program* that was approved by Graduate Council on March 26th, 2013, and subsequently presented to Senate in the Spring of 2013. EDU 600 was piloted in January 2015 with full-time graduate students under approval from the acting AVP and Dean of Graduate Studies, Dr. Doug Welch.
The zero-unit format was chosen to strengthen the credibility of the program by ensuring the course will appear on the student's transcript, providing an administrative structure that is known and trusted. An additional benefit is flexibility for students since it will not pose issues for course overload or affect funding for part-time students.

2. EXPECTED ENROLMENT:

Enrolment will be capped at 24 students.

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

Students will select and complete six 1.5- to 2-hour workshops (some in-person and some online) from a list provided by MIIETL. Additionally, students will complete workshop evaluation forms, engage in online discussions, and write a series of reflections so they can build upon and apply what they have learned. Students will use Avenue to Learn to sign up for the workshops, track their completion of the workshops, submit their online workshop evaluation forms, engage in the online discussions, and submit their reflections (all reflections will be documented via the Learning Portfolio, in line with McMaster's *Forward With Integrity* initiative).

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

Students will be expected to complete a critical reflection after each workshop, in addition to writing an end-of-course reflective analysis. All of these reflections will be stored on Avenue to Learn (in each student's Learning Portfolio). The reflections will be evaluated on a pass/fail basis by MIIETL staff and/or faculty based on completeness and quality. Students will be given a rubric and/or clear guidelines to indicate criteria that MIIETL staff will be using to determine a passing mark for the course.

This is a 600-level course so that we have the ability to offer the course to undergraduate students in the future (the pilot of this course, taking place in January 2015, is only be offered to full-time graduate students). However, since this is a zero-unit course that will be assessed on a pass/fail basis, graduate students will not be required to do more work than undergraduate students.

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

N/A

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

N/A

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Arshad Ahmad   Email: arshad@mcmaster.ca   Extension: 22618   Date submitted: 3/2/2015

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca.

SGS /2013

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SCHOOL OF GRADUATE STUDIES

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3. A representative from the department/program is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT/PROGRAM	Department: *McMaster Institute for Innovation and Excellence in Teaching and Learning (MIIETL)* Program: *Teaching and Learning Foundations Certificate Program*
COURSE TITLE	EDU 650: Peer-Evaluated Teaching Experience

COURSE NUMBER	See above.	**COURSE CREDIT**		
		FULL COURSE ( )	**HALF COURSE ( )**	****ZERO-UNIT COURSES** (✔)**
INSTRUCTOR(S)	Faculty and MIIETL staff members			
PREREQUISITE(S)	None			

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*	

NEW COURSE	✔	**DATE TO BE OFFERED (FOR NEW COURSES ONLY):** January 12th, 2015	**WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?** YES

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO **IF YES, PLEASE NOTE WHICH DEPARTMENT:**

ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.

*FOR ALL NEW CROSS-LISTINGS PLEASE NOTE WHICH DEPARTMENT OWNS THE COURSE:

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

Course Proposal:
EDU 650: Peer-Evaluated Teaching Experience

COURSE CANCELLATION	**PROVIDE THE REASON FOR COURSE CANCELLATION:** **PLEASE NOTE: CROSS-LISTED COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.**
OTHER CHANGES	**EXPLAIN:**

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

EDU 650: Peer-Evaluated Teaching Experience
This zero-unit course is offered up to three times per year. The course focuses on effective strategies for planning and delivering a lesson. Students form smaller subgroups then plan and deliver short lessons to practice their instructional skills. They also receive peer feedback geared towards improving the lessons, and offer similar feedback to their peers. Attendance at all in-class meetings is mandatory to achieve a passing grade. Completion of EDU 650, combined with completion of EDU 600, will result in certification from the *Teaching and Learning Foundations Certificate* program.

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

The course will center on a specific model of lesson planning, the "BOPPPS" model, and will emphasize active learning. More specifically, the course will be based on the *Instructional Skills Workshop* (ISW) (May 2006 edition, Pattison & Day, Eds.), from which some of the materials (e.g., feedback forms, lesson planning guides) will be utilized and expanded on, tailored to the interests and goals of the students.

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

EDU 650 is one of two zero-unit courses that fulfill the requirements of the *Teaching and Learning Foundations Certificate Program* that was approved by Graduate Council on March 26th, 2013, and subsequently presented to Senate in the Spring of 2013. EDU 650 was piloted in January 2015 with full-time graduate students under approval from the acting AVP and Dean of Graduate Studies, Dr. Doug Welch.

The zero-unit format was chosen to strengthen the credibility of the program by ensuring the course will appear on the student's transcript, providing an administrative structure that is known and trusted. An additional benefit is flexibility for students since it will not pose issues for course overload or affect funding for part-time students.

2. EXPECTED ENROLMENT:

Enrolment will be capped at 24 students.

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

Students will form small groups and participate in two micro-teaching experiences over the course of four days. After introduction to the BOPPPS lesson planning model, each student will be responsible for creating and presenting two short (10 minute) lessons. Following each lesson there will be time devoted to hearing facilitated feedback from their peers, upon which students can base revisions and enhancements to their lesson content and delivery.

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

MIIETL staff and/or faculty will facilitate students in the course. Completion of the course will be assessed on a pass/fail basis based on student participation and development in the micro-teaching experiences. Attendance will be mandatory; students who miss any part of the course will not be eligible for a passing grade unless given special permission by the course facilitators.

Course Proposal:
EDU 650: Peer-Evaluated Teaching Experience

This is a 600-level course so that we have the ability to offer the course to undergraduate students in the future (the pilot of this course, taking place in January 2015, is only be offered to full-time graduate students). However, since this is a zero-unit course that will be assessed on a pass/fail basis, graduate students will not be required to do more work than undergraduate students.

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

N/A

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

N/A

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Arshad Ahmad   Email: arshad@mcmaster.ca   Extension: 22618   Date submitted: 3/2/2015

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca.

SGS /2013

SCHOOL OF GRADUATE STUDIES

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

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:
1.   This form must be completed for ALL course changes. Sections of this form pertaining to your requested change must be completed.
2.   An electronic version of this form (must be MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies.
3.   A representative from the department/program is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT/PROGRAM	Department: *McMaster Institute for Innovation and Excellence in Teaching and Learning (MIIETL)* Program: *Teaching and Learning Foundations Certificate Program*
COURSE TITLE	EDU 700: Essential Skills in Teaching and Learning (II)

COURSE NUMBER	See above.	COURSE CREDIT		
		FULL COURSE ( )	**HALF COURSE ( )**	****ZERO-UNIT COURSES** (✔)**
INSTRUCTOR(S)	Faculty and MIIETL staff members			
PREREQUISITE(S)	EDU 600: Essential Skills in Teaching and Learning (I)			

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

NEW COURSE	✔	DATE TO BE OFFERED (FOR NEW COURSES ONLY): May 4th, 2015	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? YES
WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO IF YES, PLEASE NOTE WHICH DEPARTMENT: ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED. *FOR ALL NEW CROSS-LISTINGS PLEASE NOTE WHICH DEPARTMENT OWNS THE COURSE:			

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

COURSE CANCELLATION	**PROVIDE THE REASON FOR COURSE CANCELLATION:**
	PLEASE NOTE: CROSS-LISTED COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.
OTHER CHANGES	**EXPLAIN:**

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

EDU 700: Essential Skills in Teaching and Learning (II)
This zero-unit graduate course is offered up to three times per year. The course involves both in-person and online components. Students select and complete six workshops from a list approved by the McMaster Institute for Innovation and Excellence in Teaching and Learning (MIIETL). The workshops are focused on key scholarly themes in teaching and learning in higher education. Students are also responsible for completing workshop evaluation forms, engaging in online discussions, and writing a series of reflections. Completion of EDU 700, combined with completion of EDU 600, EDU 650, EDU 750/751, and EDU 760, will result in certification from the *Teaching and Learning Scholars Certificate* program.

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

EDU 700 is designed in a blended format. Students will select and complete six 1.5- to 2-hour Workshops (some in-person and some online) from a list provided by MIIETL on five key scholarly themes in teaching in higher education. Many of the online workshops will come from modules from www.mygradskills.ca. Workshops offered as part of this course may include but are not limited to:

- THEME 1: Instructional Skills
  - Course design fundamentals
  - Constructing assessments and evaluation frameworks
  - Scholarly teaching: Evidence-based practice
  - Researching teaching and learning
- THEME 2: Professional Teaching Development
  - Preparing and delivering your first guest lecture
  - Teaching dossiers/portfolios (online)
  - Pursuing a career in post-secondary teaching
  - Mentoring undergraduate students (online)
- THEME 3: Policies, Practices, and Politics in University Teaching
  - Intercultural competency (online)
  - Power and equity in the classroom
  - Panel discussion with experienced instructors
- THEME 4: Teaching Technologies
  - Effective use of Learning Portfolios
  - Effective use of social media
  - iClickers as an engagement tool
  - Teaching online: Advanced skills for graduate students (online)
- THEME 5: Special Topics in Teaching and Learning

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

EDU 700 is one of five zero-unit courses that fulfill the requirements of the *Teaching and Learning Scholars Certificate Program* that was approved by Graduate Council on March 26th, 2013, and subsequently presented to Senate in the Spring of 2013. The zero-unit format was chosen to strengthen the credibility of the program by ensuring the course will appear on the student's transcript, providing an administrative structure that is known and trusted. An additional benefit is flexibility for students since it will not pose issues for course overload or affect funding for part-time students.

2. EXPECTED ENROLMENT:

Enrolment will be capped at 24 students.

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

Students will select and complete six 1.5- to 2-hour workshops (some in-person and some online) from a list provided by MIIETL. Additionally, students will complete workshop evaluation forms, engage in online discussions, and write a series of reflections so they can build upon and apply what they have learned. Students will use Avenue to Learn to sign up for the workshops, track their completion of the workshops, submit their online workshop evaluation forms, engage in the online discussions, and submit their reflections (all reflections will be documented via the Learning Portfolio, in line with McMaster's *Forward With Integrity* initiative).

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

Students will be expected to complete a critical reflection after each workshop, in addition to writing an end of course reflective analysis. All of these reflections will be stored on Avenue to Learn (in each student's Learning Portfolio). The reflections will be evaluated on a pass/fail basis by MIIETL staff and/or faculty based on completeness and quality. Students will be given a rubric and/or clear guidelines to indicate criteria that MIIETL staff will be using to determine a passing mark for the course.

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

N/A

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

N/A

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Arshad Ahmad   Email: arshad@mcmaster.ca   Extension: 22618   Date submitted: 2/27/2015

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca.

SGS /2013

McMaster University

SCHOOL OF GRADUATE STUDIES

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

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:
1.   This form must be completed for ALL course changes. Sections of this form pertaining to your requested change must be completed.
2.   An electronic version of this form (must be MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies.
3.   A representative from the department/program is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT/PROGRAM	Department: *McMaster Institute for Innovation and Excellence in Teaching and Learning (MIIETL)* Program: *Teaching and Learning Foundations Certificate Program*
COURSE TITLE	EDU 751: Principles and Practices of University Teaching* *EDU 751 is a zero-unit version of the current credited course EDU 750: Principles and Practices of University Teaching

COURSE NUMBER	See above.	COURSE CREDIT		
		FULL COURSE ( )	HALF COURSE ( )	**ZERO-UNIT COURSES** (✔)
INSTRUCTOR(S)	Faculty and MIIETL staff members			
PREREQUISITE(S)	None			

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

NEW COURSE	✔	DATE TO BE OFFERED (FOR NEW COURSES ONLY): May 4th, 2015	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? YES
WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO IF YES, PLEASE NOTE WHICH DEPARTMENT: ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED. *FOR ALL NEW CROSS-LISTINGS PLEASE NOTE WHICH DEPARTMENT OWNS THE COURSE:			

CHANGE IN COURSE TITLE		PROVIDE THE **NEW** COURSE TITLE:	
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE *(Undergraduate course for graduate credit) Please see #4 on page 2 of this form*	

CHANGE TO FULL COURSE		CHANGE TO HALF COURSE		CHANGE TO QUARTER COURSE	

COURSE CANCELLATION	**PROVIDE THE REASON FOR COURSE CANCELLATION:** **PLEASE NOTE: CROSS-LISTED COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.**

OTHER CHANGES		**EXPLAIN:**

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

This zero-unit graduate level course is offered up to three times per year and is equivalent to the current three-unit graduate-level course EDU 750. The focus is on honing essential pedagogical and practical teaching skills. This includes sessions on curriculum design, teaching strategies (e.g., Inquiry and Problem-Based Learning), assessment strategies, developing a teaching dossier, and research on teaching and learning. Completion of EDU 751(or EDU 750), combined with completion of EDU 600, EDU 650, EDU 700, and EDU 760, will result in certification from the *Teaching and Learning Scholars Certificate* program.

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

This course is equivalent to the current three-unit graduate-level course EDU 750: Principles and Practices of University Teaching. Topics include curriculum design, lesson-planning, teaching strategies (e.g., Inquiry and Problem-Based Learning, active learning), assessment strategies, developing a teaching philosophy statement, and research on teaching and learning. The following textbook is currently required for the course: Knaack, L. (2011). *Designing Learning Opportunities: A Practical Handbook for Educators*. Whitby, Ontario: de Sitter Publications. In addition, supplementary materials (both online webinars and readings) are posted on the course's Avenue to Learn site.

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

EDU 751 is one of five zero-unit courses that fulfill the requirements of the *Teaching and Learning Scholars Certificate Program* that was approved by Graduate Council on March 26th, 2013, and subsequently presented to Senate in the Spring of 2013. The zero-unit format was chosen to strengthen the credibility of the program by ensuring the course will appear on the student's transcript, providing an administrative structure that is known and trusted. An additional benefit is flexibility for students since it will not pose issues for course overload or affect funding for part-time students.

EDU 751 is the zero-unit version of the current for-credit graduate-level course, *EDU 750: Principles and Practices of University Teaching*. It is important that both EDU 750 and EDU 751 be offered to students. Some programs, such as the Masters of Science in Heath Science Education, count EDU 750 as an elective toward fulfilling degree requirements. Similarly, students in other programs may be granted permission by their supervisor, committee, or department to take EDU 750 for credit to fulfil part of their degree requirements.

2. EXPECTED ENROLMENT:

Enrolment will be capped at 24 students.

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

In nine of the 12 weeks in this course, instructors and students meet in-person for three-hours of class (the class is split in half to form two smaller groups for simulated lessons [i.e., each student presents a 10 minute lesson] during two of those weeks). In the remaining three weeks, students complete self-directed online coursework that requires active participation.

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

Instructors of EDU 751 (either MIIETL staff or faculty members) evaluate students in the course based on a pass/fail basis. To earn a pass, students must satisfactorily:

1. Attend and participate in class, and participate in the online components of the course.

2. Develop two drafts of a teaching philosophy statement, as well as course design components for the course they are designing/redesigning (i.e., intended learning outcomes, a course syllabus, and a sample assessment and its corresponding evaluation framework).

3. Develop and deliver a brief simulated lesson on a topic of relevance to the course that are designing/redesigning, write a reflection on their simulated lesson, provide feedback on their peers' simulated lessons, and complete mini-assignments as directed.

These requirements are clearly stated in the course syllabus.

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

N/A

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

N/A

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Arshad Ahmad   Email: arshad@mcmaster.ca   Extension: 22618   Date submitted: 2/27/2015

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca.

SGS /2013

SCHOOL OF GRADUATE STUDIES

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

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:
1.   This form must be completed for ALL course changes. Sections of this form pertaining to your requested change must be completed. 2.   An electronic version of this form (must be MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies. 3.   A representative from the department/program is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT/PROGRAM	Department: *McMaster Institute for Innovation and Excellence in Teaching and Learning (MIIETL)* Program: *Teaching and Learning Foundations Certificate Program*		
COURSE TITLE	EDU 760: Self-Directed Study and Contributed Seminar		
COURSE NUMBER	See above.	**COURSE CREDIT**	
		FULL COURSE ( ) HALF COURSE ( ) **ZERO-UNIT COURSES** (✔)	
INSTRUCTOR(S)	Faculty and MIIETL staff members		
PREREQUISITE(S)	EDU 600: Essential Skills in Teaching and Learning (I), and EDU 650: Peer-Evaluated Teaching Experience		

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*			
NEW COURSE	✔	DATE TO BE OFFERED (FOR NEW COURSES ONLY): May 4th, 2015	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? YES
WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO IF YES, PLEASE NOTE WHICH DEPARTMENT: ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED. *FOR ALL NEW CROSS-LISTINGS PLEASE NOTE WHICH DEPARTMENT OWNS THE COURSE:			
CHANGE IN COURSE TITLE		PROVIDE THE **NEW** COURSE TITLE:	
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE *(Undergraduate course for graduate credit)* Please see #4 on page 2 of this form	
CHANGE TO FULL COURSE		CHANGE TO HALF COURSE		CHANGE TO QUARTER COURSE	

COURSE CANCELLATION	PROVIDE THE REASON FOR COURSE CANCELLATION:
	PLEASE NOTE: CROSS-LISTED COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.

OTHER CHANGES		EXPLAIN:

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

This zero-unit graduate course is offered up to three times per year. Students will engage in a self-directed study on a teaching and learning topic of their choice, with mentorship from a McMaster Institute for Innovation and Excellence in Teaching and Learning (MIIETL) staff or relevant faculty member. Students will conduct a scholarly literature search on their topic, create an electronic record of their sources, write a brief scholarly report, and communicate and/or present their findings to others. Completion of EDU 760, combined with completion of EDU 600, EDU 650, EDU 700, and EDU 750/751, will result in certification from the *Teaching and Learning Scholars Certificate* program.

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

For the self-directed study, students will be asked to choose their own topic within the sphere of teaching and learning scholarship. This self-direction is meant to ensure that the topic is interesting and relevant to each student on an academic and/or personal level. A MIIETL staff member or relevant faculty member will mentor students and help direct them to relevant journal articles and other scholarly sources. Students will conduct a scholarly literature search on their topic, create an electronic record of the most relevant literature they find (e.g., folder containing articles, database), write a brief scholarly report regarding that literature (e.g., annotated bibliography or literature review), and communicate and/or present their findings to others. Guidelines will be provided by the course instructor to ensure that students are able to successfully complete the tasks in the hours permitted.

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

EDU 760 is one of five zero-unit courses that fulfill the requirements of the *Teaching and Learning Scholars Certificate Program* that was approved by Graduate Council on March 26th, 2013, and subsequently presented to Senate in the Spring of 2013. The zero-unit format was chosen to strengthen the credibility of the program by ensuring the course will appear on the student's transcript, providing an administrative structure that is known and trusted. An additional benefit is flexibility for students since it will not pose issues for course overload or affect funding for part-time students.

2.   EXPECTED ENROLMENT:

Enrolment will be capped at 24 students.

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

After meeting with the course instructor and their peers at the full class meeting where the format of the course is explained, students will choose a teaching and learning scholarship topic of their choice and work one-on-one with a MIIETL staff member or relevant faculty mentor to complete the course requirements. Namely, students will conduct a scholarly literature search on their topic, create an electronic record of the most relevant literature they find (e.g., article folder), write a brief scholarly report regarding that literature (e.g., annotated bibliography or literature review), and communicate and/or present their findings to others. Guidelines will be provided by the course instructor to ensure that students are able to successfully complete the tasks in the hours permitted. Regular meetings with the staff/faculty mentor will ensure that students stay on track.

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

MIIETL staff and/or faculty mentors will evaluate students in this course on a pass/fail basis based on whether they satisfactorily complete the course requirements. Students will be given a rubric or clear guidelines to indicate criteria that the mentor will be using to determine a passing mark.

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

N/A

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

N/A

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Arshad Ahmad   Email: arshad@mcmaster.ca   Extension: 22618   Date submitted: 2/27/2015

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca.

SGS /2013

To   :   Graduate Council

From   :   Christina Bryce
               Assistant Graduate Secretary
_____

At its meeting on February 9th the Faculty of Business Graduate Curriculum and Policy
Committee approved the following curriculum recommendations

The enclosed documents were forwarded for approval to the Faculty of Business for its meeting
on March 12th, 2015

FOR APPROVAL OF GRADUATE COUNCIL:
- Health Management (Also approved by the Faculty of Health Sciences)
  - Change in Admission Requirements

- Master of Finance
  - Change to Course Requirements

- MBA
  - Change to Course Requirements
  - Change to Admission Requirements

FOR INFORMATION OF GRADUATE COUNCIL:

- **Master of Finance**
  - New Course: 600 Financial Reporting and Modelling

- **MBA**
  - New Courses: W610 and W611 DeGroote Day Professional Workshops

McMaster University

SCHOOL OF GRADUATE STUDIES

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

IMPORTANT: 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 in MS WORD **not** PDF) should be emailed to the Assistant Secretary, School of Graduate Studies.
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	DeGroote School of Business and School of Rehabilitation Science
NAME OF PROGRAM	Master of Health Management

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

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 CHANGES	**EXPLAIN:**			

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

The Master of Health Management Program is a part-time program for health professionals that is offered via online delivery with two short on-site (at McMaster) residency periods.

Admission Requirements of the 2014-15 calendar currently state the following:

-Regulated health professional (evidence of registration in the applicant's professional affiliation in his/her own province/country). Examples of regulated health professionals include audiologists, dietitians, nurses, occupational therapists, psychologists, physiotherapists, physicians.

-Graduation with a minimum of a B+ average from a 4-year health professional program.

-Two academic and two clinical/work place related references.

-Written application outlining career plans, research interests and suitability for the Master of Health Management Program.

-If the applicant's native language is not English, an official copy of their TOEFL score, or other evidence of competency in English. A minimum TOEFL (iBT) score of 92 (580 on the paper-based TOEFL test or 237 on the computer-based TOEFL test) is required.

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

The third bullet in the Admissions Requirement section would read:

-One academic and two clinical/work place related references.

RATIONALE FOR THE RECOMMENDED CHANGE:

Students applying to the MHM program are mid-career and we recognize that it can be challenging for them to obtain academic references. We are reducing the number of required academic references from 2 to 1.

PROVIDE IMPLEMENTATION DATE: *(Implementation date should be at the beginning of the academic year)* September 2015

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:

Admission Requirements

-Regulated health professional (evidence of registration in the applicant's professional affiliation in his/her own province/country). Examples of regulated health professionals include audiologists, dietitians, nurses, occupational therapists, psychologists, physiotherapists, physicians.

-Graduation with a minimum of a B+ average from a 4-year health professional program.

-One academic and two clinical/work place related references.

-Written application outlining career plans, research interests and suitability for the Master of Health Management Program.

-If the applicant's native language is not English, an official copy of their TOEFL score, or other evidence of competency in English. A minimum TOEFL (iBT) score of 92 (580 on the paper-based TOEFL test or 237 on the computer-based TOEFL test) is required.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Patty Solomon & Patricia Wakefield, solomon@mcmaster.ca & wakefie@mcmaster.ca, ext. 27820 & 27447

Date submitted: November 10, 2014

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca

SGS/2013

SCHOOL OF GRADUATE STUDIES

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

DEPARTMENT	Faculty of Business
NAME OF PROGRAM	Master of Finance

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

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

CHANGE IN ADMISSION REQUIREMENTS		CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE		CHANGE IN COURSE REQUIREMENTS	
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR		**EXPLAIN:**			
OTHER	**EXPLAIN:**				

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Business A600 is a required course in Term 1 of the program.

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

Replace Business A600 with FIN 600

Replace Business A600 with FIN 600

RATIONALE FOR THE RECOMMENDED CHANGE:
To provide finance specialists with an Accounting course designed to meet their particular needs.

PROVIDE IMPLEMENTATION DATE: *(Implementation date should be at the beginning of the academic year)*
September 01, 2015

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:
Under program requirements, remove Business A600 Financial Accounting and Reporting and replace it with FIN 600 Financial Reporting and Modelling

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:
Name: Trevor Chamberlain Email: chambert@mcmaster.ca Extension: 23980   Date: October 23, 2014

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

<table>
<tr><td colspan="2">IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1.   This form must be completed for <u>ALL</u> changes involving degree program requirements/procedures. <u>All</u> sections of this form <u>must</u> be completed.

2.   An electronic version of this form (must be in MS WORD <u>not</u> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies.

3.   A representative from the department is <u>required to attend</u> the Faculty Curriculum and Policy Committee meeting during which   this recommendation for change in graduate curriculum will be discussed.</td></tr>
</table>

<table>
<tr><td>DEPARTMENT</td><td colspan="6">DeGroote School of Business</td></tr>
<tr><td>NAME OF PROGRAM</td><td colspan="6">Master of Business Administration</td></tr>
</table>

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

<table>
<tr><td colspan="7" align="center">NATURE OF RECOMMENDATION <i>(PLEASE CHECK APPROPRIATE BOX)</i></td></tr>
<tr><td>CHANGE IN ADMISSION REQUIREMENTS</td><td></td><td>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</td><td></td><td>CHANGE IN COURSE REQUIREMENTS</td><td>X</td></tr>
<tr><td rowspan="2">CHANGE IN THE DESCRIPTION OF A <u>SECTION</u> IN THE GRADUATE CALENDAR</td><td rowspan="2">X</td><td colspan="4">EXPLAIN:

A series of mandatory and optional workshops known as DeGroote Day workshops will be offered in each of two terms for first year fulltime and coop MBA students. These workshops (W610 and W611)- will be for credit (zero units) The workshops will be used to increase a student's leadership, ethics, team work, professionalism, and analytical skills. Students will be expected to complete the one mandatory workshop offered each term and can choose any two of the other optional workshops being offered each term.

The sections of the SGS calendar which will be updated to add the above are: On the MBA page <u>http://academiccalendars.romcmaster.ca/preview_entity.php?catoid=4&ent_oid=202&returnto=204</u>

<u>Under Programs</u>: Business Administration Full Time MBA and Business Administration Coop MBA.</td></tr>
</table>

		http://academiccalendars.romcmaster.ca/preview_program.php?catoid=4&poid=1143 and http://academiccalendars.romcmaster.ca/preview_program.php?catoid=4&poid=1144 respectively.
OTHER CHANGES	**EXPLAIN:**	

DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:

From pg. 8 of the Academic Calendar:

Year 1 (Term 1):

A600 / B600 / E600 / K603 / Q600

Year 1 (Term 2)

A610 / F600 / H600 / M600 / O600

Year 2 (Term 3)

P700 + 4 additional year 2 courses taken as specialization requirements/electives

Year 2 (Term 4)

P720 + 4 additional year 2 courses taken as specialization requirements/electives

PLUS: Successful completion of SGS 101 and SGS 201.

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

Proposed requirements for <u>Full Time and Coop MBA</u> students: highlighted

Year 1 (Term 1):

A600 / B600 / E600 / K603 /Q600 / W610

Year 2 (Term 2):

A610 / F600 / H600 / M600 / O600 / W611

Year 2 (Term 3)

P700 + 4 additional year 2 courses taken as specialization requirements/electives

Year 2 (Term 4)

P720 + 4 additional year 2 courses taken as specialization requirements/electives

PLUS: Successful completion of SGS 101 and SGS 201.

RATIONALE FOR THE RECOMMENDED CHANGE:

Please see attached proposal

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

September 2015

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:

W610 and W611 DeGroote Day Workshops:

A series of mandatory and optional workshops known as DeGroote Day workshops will be offered in each of two terms for first year fulltime and coop MBA students. These workshops (W610 and W611)- will be for credit (zero units) The workshops will be used to increase a student's communication, leadership, ethics, team work, professionalism, and analytical skills. Students will be expected to complete the one mandatory workshop offered each term and select any 2 of the optional workshops being offered each term.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Sue McCracken   Email: smcrac@mcmaster.ca   Extension: 23993   Date submitted: Jan 14, 2015

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca

SGS/2013

Background:

This year has been one of significant and exciting changes for our DeGroote MBA program. Students, faculty and staff, have experienced an array of initiatives including the first year of cohorts, learning groups, senior students stepping up as mentors under the DeGroote Senior Leaders program, and the introduction of DeGroote Days, to name a few.

All of these initiatives were undertaken with the guiding premise of increasing the student's ability to grow and learn both in and outside the classroom environment by affording them opportunities to network and participate in experiential learning activities.

As part of the program changes underway, some serious thought was given to the skills required from our graduating students. The AACSB accreditation review completed in 2013 provided some input into skills and knowledge requirements expected from MBA students. In addition, the Program Development Committee met and developed a list of skills that would define an "ideal graduate" of our program. Both of these summaries are included as an appendix. Not all of these skills are necessarily focused on directly in traditional in-class experiences.

DeGroote Days were specifically designed with the following principles/objectives in mind:

- Allow students ongoing professional development
- Afford them real life experiences to draw from
- Develop leadership capacity
- Help a student become well-rounded, embracing both curricular and co-curricular experiences.
- Develop volunteerism and giving back to the community

In addition to benefiting the student in these areas, the DeGroote Day was also seen as a way of engaging our alumni and employers and strengthening the sense of community and network here at the Ron Joyce Centre. This was an important consideration since up to this point students would attend classes at RJC and then leave. Having a weekly DeGroote Day workshop or activity would strengthen the affiliation to this campus while offering important learning opportunities and allowing students the chance to network and strengthen relationships.

Current Situation:

Given this was the first year for DeGroote Days and was a learning experience for all involved, it was determined that we would proceed in 'pilot mode' and examine at a later time what events proved most successful, what student and faculty/staff feedback was, and finally how the DeGroote day fits within the overall academic program – more specifically, should it become a mandatory component.

We now have completed one term of DeGroote Days. The program has been viewed most positively by students, alumni and community members. We feel it is important to consider the DeGroote Day workshops as a mandatory component of the MBA program for fulltime and coop students in their first year. It would help further their growth and development into an "ideal DeGroote graduate".

The organization of DeGroote Days is an intensive one – from generation of initial idea to the logistics of implementation. It is critical that students participate in these events if they are to experience the benefits of this program and if they are to grow both as individual young professionals and as strong members of the DeGroote and RJC community. Having inconsistent participation prevents the student from reaping the benefits. Yet, because the DeGroote Day was a new initiative, we did not feel it appropriate to mandate participation at that time. Given the increased experience we now have with the development and running of a program such as this one we feel it is a key success factor to insist upon mandatory attendance.

Logistics:

We propose the following:

- DeGroote Days are for 1st year fulltime and coop students
- Each term will be graded separately on a complete/incomplete basis
- Grading will be strictly based on participation.
- There will be 2 course codes one for each term (fall & winter) – W610 & W611
- Each term there will be a "DeGroote Day Challenge" which will be mandatory. There will also be a number of optional activities each term and a student must select 2 optional activities to participate in each term.
    - Mandatory 'challenges' will be those that are intensive such as last term's "Pitching in for Charity" or this term's "Solve a Problem in One Day"
    - Optional workshops (of which students must select 2) may include workshops that assist in presentation skills, networking, resume writing, etc.
- Should a student receive an 'incomplete' this will appear on their transcript. The student will have an opportunity to clear the 'incomplete' by making it up in the following term.

Summary:

Beginning in September, 2015 we recommend that DeGroote Day participation become mandatory as part of the student's curriculum (for fulltime and coop students). Each term the student must participate in the mandatory DeGroote Day Challenge as well as any 2 of the optional activities being offered. Should a student receive an 'incomplete' they will have an opportunity to clear this by making it up in the following academic term.

AACSB Skills and Knowledge Requirements for MBA

Bachelor's Degree Programs and Higher

All general management and specialist degree programs at the bachelor's, master's, and doctoral level would normally include learning experiences that address the following general skill areas and general business and management skill areas (higher level of mastery for master's and doctoral programs is expected):

General Skill Areas

1. Written and oral communication (able to communicate effectively orally and in writing)
2. Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)
3. Analytical thinking (able to analyze and frame problems)
4. Information technology (able to use current technologies in business and management contexts)
5. Interpersonal relations and teamwork (able to work effectively with others and in team environments)
6. Diverse and multicultural work environments (able to work effectively in diverse environments)
7. Reflective thinking (able to understand oneself in the context of society)
8. Application of knowledge (able to translate knowledge of business and management into practice)

General Business and Management Knowledge Areas

1. Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society
2. Social responsibility, including sustainability, and ethical behavior and approaches to management
3. Financial theories, analysis, reporting, and markets
4. Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution
5. Group and individual behaviors in organizations and society
6. Information technology and statistics/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues
7. Other specified areas of study related to concentrations, majors, or emphasis areas

General Business Master's Degree Programs

In addition to the general skill and knowledge areas, general business master's degree programs would normally include learning experiences in the following areas:
1. Leading in organizational situations
2. Managing in a global context
3. Thinking creatively
4. Making sound decisions and exercising good judgment under uncertainty

5. Integrating knowledge across fields

IDEAL DEGROOTE MBA GRADUATE

Skills

- Communication (writing and oral)
- critical thinking skills
- problem solving skills - analytics
- people skills
- teamwork
- diverse and multicultural work environments
- knows and is able to integrate major elements of the environment
- able to apply state of the art analytical tools
- can integrate and interpret
- effectively communicate results to facilitate business decisions
- ethical reasoning

Knowledge

- accounting and finance, macro view of economy and business, understanding of company operations (supply chain and value chain), marketing and strategy
- financial and accounting analysis and reporting, data analytics, information technology, marketing, people and organizations behaviours, supply chain operations
- global markets and business
- sustainability and humanitarian issues

Values

- integrity
- professionalism
- well grounded in economic, social and environmental skills who practice what they preach

AACSB MBA required learning experience requirements

1. Leading in organizational situations
2. Managing in a global context
3. Thinking creatively
4. Making sound decisions and exercising good judgment under uncertainty
5. Integrating knowledge across fields

SCHOOL OF GRADUATE STUDIES

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

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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.</td>
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</tr>
<tr>
<td>NAME OF PROGRAM</td>
<td colspan="8">Master of Business Administration</td>
</tr>
<tr>
<td>PROGRAM DEGREE</td>
<td>Ph.D. ( )</td>
<td>M.A. ( )</td>
<td>M.A.Sc.
( )</td>
<td>M.B.A.
(X)</td>
<td>M. Eng.
( )</td>
<td>M.Sc. (<br>)</td>
<td>Diploma Program
(   )</td>
<td>Other
(Specify)</td>
</tr>
<tr>
<td colspan="9" align="center">NATURE OF RECOMMENDATION <i>(PLEASE CHECK APPROPRIATE BOX)</i></td>
</tr>
<tr>
<td colspan="2">CHANGE IN ADMISSION REQUIREMENTS</td>
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<td></td>
</tr>
<tr>
<td colspan="3">CHANGE IN THE DESCRIPTION OF A <u>SECTION</u> IN THE GRADUATE CALENDAR</td>
<td colspan="6">EXPLAIN:</td>
</tr>
<tr>
<td colspan="2">OTHER CHANGES</td>
<td colspan="7">EXPLAIN:</td>
</tr>
<tr>
<td colspan="9">DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:

Current admission requirements to McMaster's MBA Program are as follows:

• Completion of a four-year bachelor's degree in any discipline with a recommended B average (73 to 76%) in the two most recent years of university study and proof of graduation (if applicable)</td>
</tr>
</table>

- ***A minimum overall GMAT score of 600 with a minimum quantitative score of 37 and a minimum verbal of 28***

- Resume

- Two letters of recommendation

- English proficiency (via IELTS or TOEFL) for international students or individuals who have not resided in an English-speaking country for at least four years, or if English was not the primary language of instruction for at least three years of full-time post-secondary education (excluding ESL courses) or where English is not the candidate's native language; and

- Minimum one year of full-time, continuous professional, managerial, or technical work experience. Work experience is required for all international students and for those domestic applicants who are applying for the full-time and accelerated options. Domestic applicants do not need work experience for the co-op program.

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

Admissions requirements listed in above section remain unchanged EXCEPT for the bullet regarding GMAT requirements. The change in wording surrounding the GMAT requirement is as follows:

- Previous wording: ***A minimum overall GMAT score of 600 with a minimum quantitative score of 37 and a minimum verbal of 28***

- Recommended change in wording: ***Completion of the GMAT is required. A score of 600 is normally competitive. Each application is processed on its own merits with higher scores on some criteria compensating for lower scores in other areas.***

RATIONALE FOR THE RECOMMENDED CHANGE:

Please see attached proposal

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

September, 2015

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:

In the SGS Calendar under MBA Admission Requirementshttp://academiccalendars.romcmaster.ca/preview_entity.php?catoid=4&ent_oid=202&returnto=204#Admission_Requirements_and_Program_Information

this is the proposed change (highlighted):

Admission requirements/Required Documentation

1. Completed on-line application (mbarecruit.degroote.mcmaster.ca) accompanied by the application fee ($150 Cdn).

2. Official transcripts are to be sent by the school's registrar (or equivalent officer) from each postsecondary institutions attended. In the final 2 years of study, a B average is recommended.

3. Completion of the GMAT is required. A score of 600 is normally competitive. Each application is processed on its own merits with higher scores on some criteria compensating for lower scores in other areas.

4. Two letters of recommendation are to be completed by individuals who can supply information relating to the applicant's abilities. While it is preferred that at least one reference be from an instructor who has taught the candidate, work-related references are also acceptable.

5. A full résumé must be supplied. Candidates applying to the Accelerated and traditional Fulltime options must have at least one year of full-time, continuous work experience at the professional, technical, or managerial level. Whether applying for full-time or co-op, all international candidates must have one year of full-time work experience that has been completed after graduation.

6. TOEFL results (if applicable) are to be sent directly by the Educational Testing Service (www.toefl.org).

7. Minimum required scores are 250 on the computer-based test or 100 on the internet-based test. IELTS (www.ielts.org) is also accepted with a minimum score of 7.0.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Susan McCracken Email: smcrac@mcmaster.ca   Extension: 23993 Date submitted: Jan 26, 2015

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca

SGS/2013

Background:

Applicants interested in pursuing an MBA at the DeGroote School of Business are required to meet a minimum GMAT score of 600 with further stipulations regarding minimum verbal and quantitative scores of 28 and 37 respectively.

Current admission requirements to McMaster's MBA Program are as follows:

- Completion of a four-year bachelor's degree in any discipline with a recommended B average (73 to 76%) in the two most recent years of university study and proof of graduation (if applicable)

- *A minimum overall GMAT score of 600 with a minimum quantitative score of 37 and a minimum verbal of 28*

- Resume

- Two letters of recommendation

- English proficiency (via IELTS or TOEFL) for international students or individuals who have not resided in an English-speaking country for at least four years, or if English was not the primary language of instruction for at least three years of full-time post-secondary education (excluding ESL courses) or where English is not the candidate's native language; and

- Minimum one year of full-time, continuous professional, managerial, or technical work experience. Work experience is required for all international students and for those domestic applicants who are applying for the full-time and accelerated options. Domestic applicants do not need work experience for the co-op program.

As published, the GMAT requirements are often a "talking point" when the recruiting and admissions team meet prospective students. There is some concern that good candidates are not choosing McMaster when they compare our statement to statements from other competitor programs.

In order to assess this it was felt that some competitive analysis was required to provide background data.

A two-fold approach was taken to investigate admission requirements at a number of business schools across Canada.

- First: a web based analysis was undertaken to see what each school published on their admissions website in general and, more specifically, with respect to GMAT requirements and further, to see whether or not a specific verbal or quantitative score was stipulated.
- Second: a qualitative analysis was completed by phone. We anonymously contacted as many of the business schools as we could reach, posing as a prospective applicant, and asked them a number of questions regarding their admission requirements. This was done to probe and gather more information, as well as fleshing out some of the details which we could not find on the websites for the schools in question.

The details of the two research investigations are appended to this document.

Summary of the Findings:

- DeGroote is among 3 schools formally requiring a 600 GMAT score (the others are Ivey and Queen's).
- U of T, Ryerson, York and McGill do not post a minimum GMAT requirement and allow the GMAT and GPA to 'balance each other out' – whereby a lower GMAT could be offset by a higher GPA. One set an absolute floor of 540, another of 550, a third refused to be specific about the GMAT score and the fourth verbally said a score of 600 would make the candidate competitive.
- Of the 8 schools studied with published data, five schools including UBC's Sauder – request a minimum GMAT of 550, one at 580.
- Only one school of the 12 surveyed (Sauder) noted a standard for verbal and quantitative components of the GMAT – requesting that the applicant be no lower than the 50th percentile on these two dimensions.
- Three schools did not respond to our calls despite repeated attempts: Brock, Carleton and Dalhousie
- Schools frequently describe their admissions approach as 'holistic' and look at more factors than just GPA and GMAT.

In summary – changing the GMAT requirement does not imply allowing unqualified candidates to enter our program. It would allow us the flexibility of assessing a candidate's likelihood of success on multiple factors and, in doing so, could prove better at indicating well-rounded applicants.

When investigating the success rates of some of our current students, it is apparent that achieving the GMAT score is not a guarantee of success in the program. Furthermore, some of our more successful students – those who have gone on to become our ambassadors and shown great leadership potential, were, initially, some of our students with lower GMAT scores.

When assessing candidates, GMAT as well as GPA and other factors: leadership ability, community involvement, work experience, etc. should be viewed holistically. The intent is to try to find the best applicants possible for our program recognizing that these applicants may possess a balance of skills and qualities not always manifested in a GMAT score. Where some judgment in evaluating an application is required, an admissions committee will make the final decision.

Motion for Approval:

Based on this research and a desire to stay competitive when recruiting MBA students, it is proposed that McMaster's statement on the GMAT in our admissions requirements be amended as follows:

- Completion of a four-year bachelor's degree in any discipline with a recommended B average (73 to 76%) in the two most recent years of university study and proof of graduation (if applicable)

- ***Completion of the GMAT is required. A score of 600 is normally competitive. Each application is processed on its own merits with higher scores on some criteria compensating for lower scores in other areas.***

- Resume

- Two letters of recommendation

- English proficiency (via IELTS or TOEFL) for international students or individuals who have not resided in an English-speaking country for at least four years, or if English was not the primary language of instruction for at least three years of full-time post-secondary education (excluding ESL courses) or where English is not the candidate's native language; and

- Minimum one year of full-time, continuous professional, managerial, or technical work experience. Work experience is required for all international students and for those domestic applicants who are applying for the full-time and accelerated options. Domestic applicants do not need work experience for the co-op program.

Results of Part One: Web Based Analysis

Institution	Name	GMAT	GPA	IELTS	TOEFL	Work Exp
U of Toronto	Rotman	no minimum*	3 - B	7	100	no (2 rec)
Ryerson	Ted Rogers	no minimum*	B - 73%	7.5	100	2
York Univ	Schulich	no minimum*	B	7	100	2
McGill	Desautels	no minimum*	no min	7	100	2
UBC	Sauder	550	B	7	100	2
Dalhousie	Rowe	550	B - 3.0	7	92	no
Brock	Goodman	550	B - 75%	7.5	105	no
Carleton	Sprott	550	B			
Laurier		550	B - 73%	7	100	2
Concordia	John Molson	580	3 - B	7	90	2
U of Western	Ivey	600	B	7	100	2
Queen's	QSB	600	B+ *	7	100	2
McMaster	DeGroote	600	B	7	100	0-1

Note: no minimum = GMAT required but no minimum stated on website. In some cases they state an average score or suggest a competitive score.

Results of Part 2: Qualitative – Discussions with MBA Admissions offices

Comparing MBA School Admissions

Q1: How is your school's GMAT, GPA, and other admission requirements weighted? Specifically, the GPA and GMAT.

Q2: Is there a minimum GMAT that is required? How rigid is the minimum?

Q3: If I write my GMAT more than once, which score do you take?

Q4: Do you have a minimum requirement for the 3 sections that make up your GMAT score? And how rigid are these, if yes?

School	Q1*	Q2*	Q3*	Q4*	Notes
Ryerson – Ted Rogers	GPA and GMAT are equally weighted	GMAT min 550 GPA 3.0 Numbers are not strict, if one is below required minimum, the other score can compensate it. Average GMAT last year was 615	Takes the highest GMAT score	No minimums, looks at the overall score	
York – Schulich	GPA and GMAT are equally weighted	600 to be competitive, if your GMAT is below this a high GPA will balance it out	Takes the highest GMAT score	All areas should be relatively equal	
Western – Richard Ivey	Weighted "fairly" equally	Minimums are not a hard requirement. If GMAT is low, a high GPA can balance it out, and vice versa	Takes the highest GMAT score		If GMAT is low, the school may request that the applicant rewrites the test (via email)
U of T - Rotman	Rotman looks at 7 factors and takes a holistic approach.	No minimum GMAT, last year the scores varied from 540-770. Average being 672. GPA average is 3.5, and heavily emphasizes your last year of studies	Takes the highest GMAT score	No minimums	Very good customer service, in our short call my representative had me navigating through the website, invited me to an open house, showed me a student blog, and more! Very impressed
McGill - Desautels	No minimum for either,	No minimum, average GMAT in past year was	Takes the highest	No minimums,	

	candidate is looked at as a whole.	660. Ranges anywhere from 600-780. GPA average was 3.3 and emphasizes last 2 years of study	GMAT score	looks at the overall score	
UBC – Sauder	Broad based approach, looks at many factors	550 is strict	Takes the highest GMAT score	Strictly 50th percentile or better in each of 3 sections	If the GMAT score is below required, admissions would ask you to rewrite
Queens – QSB	Holistic approach, each candidate is looked at from a package view	Recommended GMAT minimum is 600, and GPA of B+. If one of the criteria falls below minimum, it can be compensated in other areas	Most recent score	No minimums, holistic score only	
Laurier	Criteria works off each other, for the most part GMAT and GPA are balanced	GMAT can be lower than minimum if the GPA is higher, and vice versa. Average GMAT score was 640, competitive is 600.	Takes the highest GMAT score	No minimums, but if one area is in within the bottom 10th percentile, the admissions committee may refuse some entry	
Concordia - JMSB	All components are important. GPA, GMAT, letters of reference, work experience etc. Applicant looked at as a package.	The 580 GMAT minimum and 3.0 GPA are fairly strict. In some cases, students will be asked to rewrite the GMAT if GMAT score below 580. In years past, the average GMAT was 630, average GPA was 3.4.	Still will look at all past scores, but the highest scores MAY be given some extra attention.	Looks at all areas, no minimum. However quantitative might get some extra attention.	
Carleton - Sprott					
Brock - Goodman					
Dalhousie -					

Rowe					

To   :   Graduate Council

From   :   Christina Bryce
              Assistant Graduate Secretary
_____

At its meetings on December 17th and January 21st, the Faculty of Health Sciences Graduate Policy and Curriculum Committee approved the following graduate curriculum recommendations.

Please note that these recommendations were forwarded for approval to the February 25th, 2015 meeting of the Faculty of Health Sciences Executive Meeting.

FOR APPROVAL OF GRADUATE COUNCIL:

- Clinical Behavioural Sciences
  - New Calendar Copy

- Physiotherapy
  - Change to Course Requirements

FOR INFORMATION OF GRADUATE COUNCIL:

- Clinical Behavioural Sciences
  - New Courses
    - 704 Select Studies in Acquired Brain Injury
    - 710 Understanding Organizations II, Leading Change and Transition
    - 711 Understanding Organizations III, Knowledge Translation & Application through Research
    - 715 Introduction to Applied Behavioural Analysis and Therapy
    - 716 Advanced Applied Behavioural Analysis and Therapy
    - 720 Introduction to Cognitive Behaviour Therapy
    - 722 Supervision in Cognitive Behaviour Therapy
    - 725 Supervision in CBT for Chronic Pain
    - 726 Introduction to Post Traumatic Stress Disorder
    - 730 Introduction to Family Assessment Concepts
    - 731 Advanced Family Therapy Formulation
    - 732 Supervision in Family Therapy Treatment
    - 750 Introduction to Group Facilitation
    - 751 Advanced Group Facilitation
    - 760 Introduction to Motivational Interviewing
    - 761 Advanced Motivational Interviewing
    - 772 Supervision of Psychodynamic Psychotherapy

- Health Science Education
  - Change to Course Description: 706 Leadership

- Physiotherapy
  - New Courses
    - 798 Physiotherapy Theory and Practice Remediation
    - 799 Physiotherapy Theory and Practice Remediation

Graduate Diploma Program in Clinical Behavioural Sciences

Established in 1968, the Clinical Behavioural Sciences Program, offered through the Department of Psychiatry and Behavioural Neurosciences, has grown and changed over the years to meet the needs of our students. What started as five basic studies areas grew to include a variety of courses tailored to foster an understanding of mental health models of practice and to provide enhanced psychotherapy training to practitioners in the mental health field. Teaching emphasis is on the development of skills and the understanding of mental health models rather than on new credentials. Courses are multidisciplinary, interactive, and learning is based on clinical problems from students' own settings. Students can choose to enroll in the Graduate Diploma Program or may choose to take selected courses.

Through enrolment in the CBS program, students will learn comprehensive strategies for formulating client problems and choosing treatment interventions, increase their contacts with other professionals, and improve their skills in identifying problems and generating solutions in their personal work settings.

The CBS Program is designed for professionals who are working within the health services field. Courses are developed for adult learners and have an inter-professional small group approach.

Students represent a wide variety of health related disciplines and include nurses, occupational therapists, physiotherapists, rehabilitation therapists, social workers, family practitioners, psychiatrists, psychologists, clergy, child care workers and clinical managers. Despite these diverse backgrounds, all learners have a common bond by holding positions that require them to provide assistance and treatment to individuals distressed by social, psychological and biological factors.

The CBS Program provides clinical training to health care professionals. This allows them to return to their organizations with current knowledge and skills that they can use and apply to their professions and work settings. The CBS Program has been recognized in Southern Ontario as a premier training opportunity for mental health professionals.

Mission Statement

- We enhance expertise of health related services provided to individuals, community organizations and the community
- We provide an innovative, collaborative, specialized and shared educational experience in a supportive atmosphere for our learners
- We offer to our learners a distinctive, diverse and interdisciplinary curriculum that enriches and benefits their professional, personal and career goals

- We value and acknowledge the dedication and expertise of our members in developing and delivering creative and important curriculum
- We help our partners to pursue their vision

Program Learning Outcomes

When students graduate with a Graduate Diploma from the CBS Program they will have developed:

1. **Therapeutic Skills**
   A. Select appropriate therapeutic modalities
   B. Communicate empathically and effectively with clients
2. **Theoretical Knowledge**
   A. Acquire and apply theoretical knowledge
3. **Self Awareness**
   A. Select appropriate therapeutic modalities
4. **Professional Problem Solving Skills**
   A. Learn and develop as competent, knowledgeable, and self directed professionals
   B. Solve problems in a variety of therapeutic and professional settings
5. **Inter-professional Communication**
   A. Communicate effectively as a member of an inter-professional team
6. **Research**
   A. Ethically appraise, integrate and apply knowledge of current evidence based therapies

Diploma Requirements

Applicants must have basic undergraduate qualifications (degree, certificate or experience through current job), are occupying positions in counselling, psychology, psychiatry, nursing, social services, medical and para-medical services and other health services fields (including health related administrative roles).

The Graduate Diploma will reflect the interests of the students and will be achieved through the four (4) half courses selected to meet the Diploma requirements. Opportunities exist to complete four (4) courses in one specialized area, providing students with an enhanced clinical learning experience that includes theory, applied clinical skills development and direct supervision.

Successful completion of courses requires a minimum of a B- grade. Attendance is mandatory. The Diploma may be completed on a part time basis within one or two years dependent on course availability.

Enquiries:
Clinical Behavioural Sciences Program
905-525-9140 ext. 22706
cbs@mcmaster.ca
www.fhs.mcmaster.ca/cbs

Faculty – Fall 2014

Associate Professors
Randi McCabe, PhD., C. Psych/Department of Psychiatry and Behavioural Neurosciences
Debbie Nifakis, EdD., C.Psych/Department of Psychiatry and Behavioural Neurosciences
Peter Bieling, PhD. C. Psych/Department of Psychiatry and Behavioural Neurosciences
Joel Goldberg, PhD, C. Psych/Department of Psychiatry and Behavioral Neurosciences
Eleni. G. Hapidou, Ph.D., C. Psych/Department of Psychiatry and Behavioural Neurosciences
Marilyn Korzekwa, MD, FRCPC/Department of Psychiatry and Behavioural Neurosciences
William Sulis, BSc, MA, MD, PhD, FRCPC/Department of Psychiatry and Behavioural Neurosciences
Alan Eppel, MB, FRCPC/Department of Psychiatry and Behavioural Neurosciences
Priyanthy Weerasekera MD, M.Ed, FRCPC/Department of Psychiatry and Behavioural Neurosciences
Esther McEvoy, BHSc, OT Reg (ONT)/Rehabilitation Science

Assistant Professors
Wanda Smith, PhD., C.Psych/Department of Psychiatry and Behavioural Neurosciences
Chuck Meister, MA/Department of Psychiatry and Behavioural Neurosciences
Andrea Liss, MSW, RSW, CACBT-ACTCC Certified in CBT/Department of Psychiatry and Behavioural Neurosciences
Susan Chudzik, MSc., C.Psych/Department of Psychiatry and Behavioural Neurosciences
Lisa Bourque, Psy.D., C.Psych,/Department of Psychiatry and Behavioural Neurosciences
Linda Cox, MSW, RSW/ Department of Psychiatry and Behavioural Neurosciences
Sheryl Green, Ph.D., C. Psych/Department of Psychiatry and Behavioural Neurosciences
Erika Haber, MSc./Department of Psychiatry and Behavioural Neurosciences
Joel Hundert, PhD., C. Psych, BCBA/Department of Psychiatry and Behavioural Neurosciences
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Michele Laliberte, PhD., C. Psych/Department of Psychiatry and Behavioural Neurosciences
Katie McCabe, MSW, RSW/Department of Psychiatry and Behavioural Neurosciences
Margaret McKinnon, PhD, C. Psych/Department of Psychiatry and Behavioural Neurosciences
Laura O'Neill, MSW, RSW/Department of Psychiatry and Behavioural Neurosciences
Joe Pellizzari, PhD., C. Psych/Department of Psychiatry and Behavioural Neurosciences
Paulo Pires, PhD., C. Psych/Department of Psychiatry and Behavioural Neurosciences
Karen Rowa, PhD., C. Psych/Department of Psychiatry and Behavioural Neurosciences
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Kristy Keeber, BA, MSW/Department of Psychiatry and Behavioural Neurosciences
Peter Evans, MA, RMFT/Department of Psychiatry and Behavioural Neurosciences
Paul A. Ricketts M.A. R.M.F.T./Department of Psychiatry and Behavioural Neurosciences
Marlene Traficante, BA, BSW, MSW/Department of Psychiatry and Behavioural Neurosciences
Linda Cox, MSW, RSW/Department of Psychiatry and Behavioural Neurosciences
Savinna Frederiksen, BA/BSW, RSW/Department of Psychiatry and Behavioural Neurosciences

Robert Lang, MSW, RSW, CBS Dip/Department of Psychiatry and Behavioural Neurosciences
Liliana Monti, MD, FRCPC/Department of Psychiatry and Behavioural Neurosciences
Laura Sergeant, MSW, RSW/Department of Psychiatry and Behavioural Neurosciences
David Smith, MSW, RSW/Department of Psychiatry and Behavioural Neurosciences
Leslie Born, MSc, PhD/Department of Psychiatry and Behavioural Neurosciences
Ruth Harris, RN, CPMHN(C)/Department of Psychiatry and Behavioural Neurosciences
Debbie Bang, RN, BScN, MHSc (Health Promotion)/School of Nursing
John W. Marshall, IPMA, CPP/Department of Psychiatry and Behavioural Neurosciences
Nancy Fenton, RD, PhD/Department of Psychiatry and Behavioural Neurosciences
Marilyn Hunt, RN, BA, BEd, MEd/Department of Psychiatry and Behavioural Neurosciences
Adele Wolpert-Zur, M.S.W. RSW/Department of Psychiatry and Behavioural Neurosciences
Janet Fletcher, MSW, RSW/Department of Psychiatry and Behavioural Neurosciences
Pauline S. Pytka, BA, MD, FRCPC/Department of Psychiatry and Behavioural Neurosciences
Neil Tarswell, BSW, MSW, RSW/Department of Psychiatry and Behavioural Neurosciences
Sandy Yuen, BA/BSW, MSW, RSW, CBS Dip./Department of Psychiatry and Behavioural Neurosciences
Diana Velikonja, PhD, Assistant Professor /Department of Psychiatry and Behavioural Neurosciences

Courses - 2015

*Courses are half (3-unit) courses. Note: Not all courses are offered in a given year. Please consult the department for current offerings.

*704/Selected Studies in Acquired Brain Injury
This course is for Health care professionals working the hospital and/or community based Acquired Brain Injury (ABI) programs.   This inter-professional course exposes students to selected topics in ABI.

*706/Clinical Supervision
This course provides participants with an introduction to the basic principles and techniques of clinical supervision, including theories, models of supervision, legal, ethical and professional issues. Theory and skills are geared to individuals who provide therapy supervision in a clinical setting and want to further their development as supervisors.

*708/Mindfulness Applications for Health Care
Mindfulness is a non-judgmental way of paying attention in the present moment. It may reduce emotional reactivity and negative thinking, increasing resilience and enhancing the ability to choose how to respond to difficult situations. This course will focus on developing an understanding of the application of mindfulness interventions for health care populations. The emphasis will be on developing familiarity with leading and facilitating mindfulness practices. Based on mindfulness based cognitive therapy traditions, participants will first participate in the mindfulness intervention, followed by discussion of the practice and the methodology for teaching the practice

*709/Understanding Organizations, Building Leadership from Within
This introductory course in Understanding Organizations will provide students with a model and tools to assess organizations and will introduce them to major concepts in the field of organization behaviour. Students will discover and apply concepts of how organizations function.

*710/ Understanding Organizations, Leading Change & Transition
Building on the concepts, theories and themes introduced in 709, students will research and apply a change management methodology to formulate a planned change project that is relevant and applicable to their organization.
Prerequisite *709

711/ Understanding Organizations, Knowledge Translation & Application through Research
This level provides an integration of understanding by applying the breadth of knowledge obtained in 709 & 710. Students will choose a specific area of disruptive innovation in their organizational setting.
Prerequisite *710

*715/Introduction to Applied Behavioural Analysis and Therapy
An introduction to the learning and conditioning principles of respondent conditioning, operant conditioning, social learning theory and cognitive psychology upon which behavioural and cognitive behavioural assessment, formulation and therapy is based . Students will be introduced to basic assessment and formulation skills.

*716/Advanced Applied Behavioural Analysis and Therapy
An introduction to the basic principles and techniques of Applied Behavioural Analysis (ABA) and Behaviour Therapy as applied to various clinical populations, including, for example, autism spectrum disorder, developmental disability and acquired brain injury. Its application to major diagnostic categories such as anxiety and depression as well as problems of everyday life such as stress, anger and social skills will be explored.
Prerequisite *715

717/Supervision in Applied Behavioural Analysis and Therapy
This course content is negotiated based on faculty and student interest. Content areas may include but are not limited to, Applied Behavioural Analysis (ABA) in autism spectrum disorder, developmental disability and brain injury rehabilitation. Supervision of clinical work will be done on an individual regularly scheduled basis and evaluations of supervised work will constitute the final grade.
Prerequisite *716

*718/Introduction to Acceptance and Commitment Therapy
This course is designed to teach the basic philosophy, behaviour change procedures and techniques of ACT with a focus on the core therapeutic processes of ACT. Upon successful completion of the course students will acquire a working knowledge and the skills of ACT as applied to individuals, couples and families

*720/Introduction to Cognitive Behaviour Therapy
The student will acquire the basic knowledge and skill that will prepare them to train as an independent Cognitive Behavioural therapist. In addition, the student will be exposed to basic learning and behavioural change principles in order to develop case formulations and develop a treatment plan.

*721/Advanced Cognitive Behaviour Therapy
The student will participate in a cognitive behavioural therapy group for 12-16 weeks. The student will participate as a co-therapist. They will both observe as well as demonstrate cognitive behavioural therapy strategies.
Prerequisite*720

722/Supervision in Cognitive Behaviour Therapy
Individually tutored application of 720, 721 knowledge and skills, plus introduction of more specialized concepts and methods for the disorder that the student has chosen to focus. This course will focus on only one disorder for which the treatment will be repeated. Supervision offered for: depression – adolescent and adult population and Anxiety Disorders – adolescents and adult population (e.g., social phobia, panic disorder, generalized anxiety disorder, only).
Prerequisite *721 and assessment of eligibility (Students must have their own clients, two cases, 10 weeks each, and bring their own course material)

*723/Introduction to CBT for Chronic Pain
Understanding the experience and impact of chronic pain through use of the cognitive behavioural model in addition to other empirically supported theoretical models (e.g., biopsychosocial model, gate-control theoretical model). In-depth learning/understanding of assessment techniques and cognitive and behavioural treatment strategies for the management of chronic pain as well as mood disturbances (e.g., depression, anxiety, anger) that often result from pain conditions, in both adults and seniors.
Prerequisite *720

*724/Advanced CBT for Chronic Pain
Application of *723 knowledge and skills in the implementation of chronic pain management. Students will provide treatment both in the form of a group and individual therapy to patients who have chronic pain conditions that are interfering with their functioning (e.g., pain from an injury, arthritis, chronic regional pain syndrome, fibromyalgia, etc.). The student will participate in one CBT group for pain management (lasting 6 sessions/weeks in duration) and be supervised on one

individual case lasting 6 sessions/weeks, consecutively.
Prerequisite *723. This course is designed for students who are experienced clinical therapists. Pre-screening by the course coordinator will be conducted.

725/Supervision of CBT for Chronic Pain
Acquire advanced skill in treating chronic pain with an individual over a longer period of time (12 sessions).
Prerequisite *724. This course is designed for students who are experienced clinical therapists. Pre-screening by the course coordinator will be conducted.

*726/Introduction to Post Traumatic Stress Disorder
Review of Cognitive Behavioural Therapy formulations of Post-Traumatic Stress Disorder (PTSD). In-depth learning of key Cognitive Behavioural treatment techniques for single-incident traumas.
Prerequisite *723 & *724

*727/Advanced Post Traumatic Stress Disorder
Review differences in the cognitive behavioural formulations of single-incident versus complex posttraumatic stress disorder. Learn how to supplement Prolonged Exposure (PE) strategies with other techniques tailored to the specific needs of those individuals who have experienced multiple/ chronic traumatic stressors. Contrast PE with other empirically validated treatment protocols, including Cognitive Processing Therapy (CPT) and Skills Training in Affective and Interpersonal Regulation (STAIR). Acquire skill in the effective response to the unique challenges faced by treatment providers of complex trauma, including responding to Axis-II comorbidity, managing suicidality, appropriate goal setting, etc.
Prerequisite *726 Pre-screening by the course coordinator will be conducted. This course is designed or students who are skilled in the treatment of single-incident traumas and who wish to pursue more in depth knowledge of complex traumas.

728/Supervision of Post Traumatic Stress Disorder
 Individually tutored application of 726, 727 knowledge and skills in the implementation of Prolonged Exposure. Students will provide treatment to an individual who has experienced a single-incident traumatic stressor (e.g., rape, traumatic injury within the workplace, motor vehicle accident, etc.). This level may be repeated so that skills in applying Prolonged Exposure can be consolidated. The student will be tutored on two cases.
Prerequisite *727and/or equivalent experience. This course is designed for students who are experienced therapists. Pre-screening by the course coordinator will be conducted.

*730/Introduction to Family Assessment Concepts
This course serves as an introduction to understanding family systems and learning the relevant concepts to assess family functioning. The development of the family and models of understanding the family system (culture, structure, communication,

intergenerational issues) will be reviewed. Students will learn the patterns to look for in family assessment and through role-plays and case examples will develop their perceptual and conceptual skills.
Prerequisite - an asset to have *770, or to have some exposure to developmental theories

*731/Advanced Family Therapy Formulation
This course extends the knowledge and skills of the Family Concepts course. Students will learn to integrate the concepts learned in the previous course to formulating functioning and problems in families. Students will identify the processes and transactional patterns within a family system to complete a full family assessment and formulation using a systems perspective. Students will consider the impact of various factors on the family system (the family's strengths, changes in the family system, illness, violence), recognize when family therapy is needed, and begin to identify family therapy treatment goals.
Prerequisite *730

732/Supervision in Family Therapy Treatment
Building on the foundations of assessing family systems, this course will help students to improve their skills in recognizing and describing patterns in the family and facilitating family interventions. Under individual and group supervision, students will consider family member interactions and transactions, the impact of the family on the therapist, the experience of being drawn into the family system. Readings on special topics in working with families will be integrated into the didactic portions of the course concurrent with the practical experiences of working with families.
Prerequisite *731

*740/Introduction to Seniors Mental Health
This course is designed to enhance the students' skills to communicate with and support Seniors with mental health issues including emotional distress and behavioural challenges. Students will gain knowledge and the application of this knowledge including the limits of as it related to areas of Seniors Mental Health. The students will increase will enhance their assessment skills related to Seniors mental health conditions including symptoms, risk and treatment options. Students will enhance communication skills with clients and other health care providers. Students will gain knowledge and skills related to interpersonal communication including self-awareness, therapeutic relationships, and the essential of skilled helping.

*741/Advanced Seniors Mental Health
This course is designed to teach students the basic principles of supportive psychotherapy as specifically applied to the problems of the older adult. The course will use analysis of case transcripts/case studies, role-playing, critical reflective practices and assignments.
Prerequisite *740

*750/Introduction to Group Facilitation
Group work has been demonstrated to be an effective way of providing service to clients. This course examines group work practice by exploring a range of theoretical concept, frameworks and skills.

*751/Advanced Group Facilitation
The course will focus on the development and practice of group leadership skills through lectures and the provision of opportunities for in-class, experiential learning. Students will participate in small groups to develop specific skills for effective group leadership.
Prerequisite *750

*760/Introduction to Motivational Interviewing
This course will focus on understanding the theoretical underpinnings and evidence supporting the use of this integrated set of interviewing skills for clients who are ambivalent about change. Students will participate in pairs and small inter-professional groups to develop and practice beginning and advanced motivational interviewing skills through discussion, case studies and practice in class.

*761/Advanced Motivational Interviewing
This course will expect that learners understand the theoretical underpinnings and evidence supporting the use of this therapeutic approach for clients who are ambivalent about change. Students will further develop advanced practice and motivational interviewing skills through discussion, case studies and practice in class.
Prerequisite *760

*770/ Introduction to Psychodynamic Psychotherapy: Understanding and Using the Therapeutic Relationship
This is an introductory course to key concepts in Psychodynamic Psychotherapy and the Psychotherapeutic relationship. The overall objective is for students to gain a basic understanding of key concepts and clinical techniques of psychodynamic psychotherapy. This includes the examination of the effects that early experience has in shaping who we are and impacting our interpersonal relationships.   Students will become familiar with the features of conducting a psychodynamic assessment with an emphasis on the centrality of the therapeutic relationship

*771/Advanced Psychodynamic Psychotherapy: Understanding and Using the Therapeutic Relationship
Psychodynamic Psychotherapy Level 2 focuses on assessment and psychodynamic formulation. Clinical material is provided by the tutor. The material is drawn from movies and TV shows.   The group jointly forms their understanding about the client, based on the psychodynamic concepts learned in 770.
Prerequisite *770

772/Supervision in Psychodynamic Psychotherapy-Understanding and Using the Therapeutic Relationship
The objective is for the student to enhance their clinical skills.   Weekly supervision is provided. Attention is paid to assessment, formulation, therapeutic relationship, transference, counter-transference and use of self.
Prerequisite *771. Student must have at least one long-term clinical case where there is ongoing weekly counselling for the twenty-week duration.

773/Supervision of Interpersonal Psychotherapy for Depression
IPT is a short term contractual "here and now" focused psychotherapy that focuses on two main goals: 1) the relief of depressive symptoms; and 2) the individual's adaptation to the social and interpersonal circumstances associated with the onset of the depression. The emphasis of IPT is to facilitate restoration of the client's previous level of functioning
Prerequisite *771. Students must have their own clients, 2 cases for 16 weeks of supervision.

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	School of Rehabilitation Science							
NAME OF PROGRAM	Physiotherapy							
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		**CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE**		**CHANGE IN COURSE REQUIREMENTS**	X
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	X	**EXPLAIN:** Revision to graduate calendar description of MSc (Physiotherapy) Program to reflect replacement (remediation) courses.
OTHER CHANGES	**EXPLAIN:**

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

As per the Graduate Calendar, all MSc(PT) courses are required and students must pass all courses to proceed in the Program. Students who fail a required course are typically provided with an opportunity to remediate by the Program Academic Study Committee (PASC).

Currently, when remediation is offered, the course grade is submitted as INCOMPLETE (INC) until the student has successfully completed the remedation requirement(s) as determined by the PASC. If the student successfully completes the remediation requirements, a grade of B- is submitted for the course, and the student continues in the Program. The transcript does not reflect that the student had a failing grade in the course, unless the student does not successfully complete the remediation requirement(s). If the student does not successfully complete the remediation requirement(s), an 'F' grade is recorded and a recommendation for reequired withdrawal is submitted to the Associate Dean of Graduate Studies (Health Sciences).

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

Two new courses are proposed, which will be offered as replacement courses to students in the MSc(PT) Program who have failed a course, and who the Program believes have the potential to meet academic requirements of the failed course with further coursework. The course (*798 for half course or 799 for full course) will be deterrmined based on the weight of the course that has been failed. The Physiotherapy Program Academic Study Committee (PASC) will make the determination of student eligibility for remediation, based on the performance in the failed course, and academic performance in the MSc(PT) Program to date. The transcript will reflect an F in the failed course. Subsequently, students eligible for remediation will register for the replacement remediation course (either PHYSIOTH *798 or PHYSIOTH 799).

The courses are designed as independent study courses, and will be tailored to the individual student. If a student successfully completes the remediation course, s/he will be permitted to continue in the Program. If the student does not successfully complete the remediation course, a recommendation for required withdrawal will be submitted to the Associate Dean of Graduate Studies (Health Sciences). A student will be permitted to enrol in only one remediation course during the course of his/her studies in the Physiotherapy Program. Therefore, the two courses (PHYSIOTH *798 or PHYSIOTH 799) should be anti-requisites.

RATIONALE FOR THE RECOMMENDED CHANGE:

Based on a review of data from 2006-2013, as well as practices at other Ontario accredited Physiotherapy Programs, remediation after one failed course has been endorsed by the Physiotherapy Curriculum Committee and the Physiotherapy Education Committee. To better align with the School of Graduate Studies' Policy re: failure of courses, PTEC has endorsed the development of Remediation Courses, which students would take if they do not successfully complete a course during their program of study. Implementation of this type of course will allow for better transparency with respect to a student's academic record (i.e. recording an "F" on the transcript), while providing the student with an opportunity to demonstrate meeting academic requirements to continue in the program. Students who receive a failing grade in a course will be reviewed by the PT Program Academic Study Committee (PASC), which will consider eligibility for remediation.

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

Sepember 2015 (will apply to students in course as well as incoming students)

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:

The following wording is to be included in the Graduate Calendar and replaces the Program Requirements section. The final sentence in the first paragraph is the only element that has changed; additional updates have been included in the second last sentence in the last paragraph (i.e. change of student handbook to "program handbook" and removal of the "curriculum guide":

Program Requirements
Students will complete university-based course work, Clinical Education courses (clinical placements), and a research project. All students will be required to complete the equivalent of 23 half-courses over 6 terms of full-time study, across two extended study years (25 months). All courses are required, with the exception of PHYSIOTH *798 or PHYSIOTH 799), which are offered to students eligible for remediation.

The University reserves the right to cancel academic privileges of a student at any time should the student's scholastic record or conduct warrant so doing. Serious deficits in matters pertaining to work in clinical settings, research ethics or professionalism when interacting with human or other subjects may result in termination of the work in a clinical placement or research project. Unsatisfactory standing or serious deficits in matters pertaining to professional skills, which include but are not limited to patient safety, professionalism, ethical behavior and technical skills, as described in the Essential Competency Profile for Physiotherapists in Canada (www.physiotherapy.ca), may result in a decision to terminate the clinical placement or research project. In most situations termination of the clinical placement or research project constitutes a failure and will result in the student receiving a grade of F in the Clinical Education course or the Research and Evidence-Based Practice course, and may result in dismissal from the program. For Health Sciences Graduate programs with clinical courses, all clinical activities associated with such courses must be successfully achieved for attainment of a passing grade in the course. Students will receive a Program Handbook, a Clinical Education Handbook and Unit Handbooks which provide additional information and details regarding procedures, guidelines and requirements. In the event of a discrepancy between these documents and the Graduate Calendar, the Graduate Calendar represents the official policy.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Vanina Dal Bello-Haas   Email: vdalbel@mcmaster.ca   Extension: 27822   Date submitted: November 12, 2014

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

SGS/Medy/2012

To   :   Graduate Council

From :   Christina Bryce
                  Assistant Graduate Secretary

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Via e-ballot on February 11th, 2015 the Faculty of Social Sciences Graduate Curriculum and Policy Committee approved the following recommendations.

The enclosed documents were forwarded for approval to the Faculty of Social Sciences Council for its meeting on March 19th, 2015

<u>FOR APPROVAL OF GRADUATE COUNCIL:</u>

- **Health, Aging and Society**
  -Calendar Copy for Proposed Ph.D. Programs

Health Studies, Ph.D.

Ph.D. Degree

The Department of Health, Aging & Society offers a Ph.D. degree in Health Studies.

Admission

To be eligible for admission to the Ph.D. program, applicants are normally required to have:

a. a completed Master's degree with an average of at least B+ in a related health and/or social sciences discipline.

b. demonstrated interest and experience in critical approaches to health.

c. Admission to the Ph.D. program will normally be on a full-time basis only.

Applicants will be assessed on the basis of their qualifications and how well their interests align with the research interests and availability of faculty.

Requirements

Course Requirements

Students will be required to complete six (6) half courses, which include:

i. HLTH AGE *701 Social Science Perspectives on Health and Aging, HLTH AGE *702 Quantitative Research Methods in Studies of Health and Aging, and HLTH AGE *714 Qualitative and Historical Methods in Studies of Health and Aging

ii. HLTH AGE *715 Critical Perspectives in Health Studies

iii. Two elective courses offered by Health, Aging & Society or by another department or academic unit (provided that permission has been obtained from those departments or academic units).

Additional Information

1. Students entering the PhD program who have already taken any of the following courses: HLTH AGE *701, *702, *714, and *715, or their graduate level equivalent from another program/university, can apply for exemption through the Department of Health, Aging & Society. Students who have been granted exemption for ALL courses stated above (or their graduate level equivalent) are still required to complete a minimum of 3 half courses offered by Health, Aging & Society or by another department or academic unit (provided that permission has been obtained from those departments or academic units). Only two of the three half courses may be taken in a department or academic unit other than Health, Aging & Society.

2. All doctoral students will be required to participate in a non-credit research and professional development seminar (one term in length). Participation in the seminar will normally take place at the beginning of the second year in the program.

Comprehensive Examination

Students will take a comprehensive exam in their area of concentration in Health Studies. The purpose of the exam is to ensure that the student has a sufficient grasp of the relevant scholarly literature in her/his area of research interest and that s/he is able to synthesize and communicate this literature in a critically insightful way. The comprehensive exam will also have an oral component (defence of the written answers) and will be assessed by the supervisory committee.

Thesis

Candidates for the Ph.D. degree will present a thesis which shows competence in original research and will be required to defend it during a final oral examination.

Social Gerontology, Ph.D.

Ph.D. Degree

The Department of Health, Aging & Society offers a Ph.D. degree in Social Gerontology.

Admission

To be eligible for admission to the Ph.D. program, applicants are normally required to have:

a. a completed Master's degree with an average of at least B+ in a related aging and/or social sciences discipline.

b. demonstrated interest and experience in critical approaches to aging.

c. Admission to the Ph.D. program will normally be on a full-time basis only.

Applicants will be assessed on the basis of their qualifications and how well their interests align with the research interests and availability of faculty.

Requirements

Course Requirements

Students will be required to complete six (6) half courses, which include:

i. HLTH AGE *701 Social Science Perspectives on Health and Aging, HLTH AGE *702 Quantitative Research Methods in Studies of Health and Aging, and HLTH AGE *714 Qualitative and Historical Methods in Studies of Health and Aging

ii. HLTH AGE *713 Critical Perspectives on Aging

iii. Two elective courses offered by Health, Aging & Society or by another department or academic unit (provided that permission has been obtained from those departments or academic units).

Additional Information

1. Students entering the PhD program who have already taken any of the following courses: HLTH AGE *701, *702, *714, and *713, or their graduate level equivalent from another program/university, can apply for exemption through the Department of Health, Aging & Society. Students who have been granted exemption for ALL courses stated above (or their graduate level equivalent) are still required to complete a minimum of 3 half courses offered by Health, Aging & Society or by another department or academic unit (provided that permission has been obtained from those departments or academic units). Only two of the three half courses may be taken in a department or academic unit other than Health, Aging & Society.

2. All doctoral students will be required to participate in a non-credit research and professional development seminar (one term in length). Participation in the seminar will normally take place at the beginning of the second year in the program.

Comprehensive Examination

Students will take a comprehensive exam in their area of concentration in Social Gerontology. The purpose of the exam is to ensure that the student has a sufficient grasp of the relevant scholarly literature in her/his area of research interest and that s/he is able to synthesize and communicate this literature in a critically insightful way. The comprehensive exam will also have an oral component (defence of the written answers) and will be assessed by the supervisory committee.

Thesis

Candidates for the Ph.D. degree will present a thesis which shows competence in original research and will be required to defend it during a final oral examination.

Dr. Sri Gopal Mohanty Graduate Scholarship

Established in 2013 by friends and family of Dr. Mohanty in celebration of his 80th birthday. To be awarded by the School of Graduate Studies to a student in the MSc Statistics program who, in the judgment of the Department, has demonstrated notable academic achievement.

The Marco and Susan Marrone OGS

Established in 2014 by Marco Marrone, B.Com. (Class of '80), MBA (Class of '86) and Susan Marrone, B.A. (H) (Class of 80) to contribute to the funding of Ontario Graduate Scholarship programs at McMaster University. To be awarded by the School of Graduate Studies to full-time master's or doctoral student at the DeGroote School of Business or in the Faculty of Humanities.