



**School of Graduate Studies**

1280 Main Street West  
Hamilton, Ontario, Canada  
L8S 4L8

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

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, September 16<sup>th</sup>** at **9:30 am** in **Council Chambers (GH-111)**

Listed below are the agenda items for discussion.

Please email [cbryce@mcmaster.ca](mailto:cbryce@mcmaster.ca) if you are unable to attend the meeting.

#### **A G E N D A**

- I. Minutes of the meeting of May 27<sup>th</sup> 2014
- II. Business arising
- III. Report from the Acting Associate Vice-President and Dean of Graduate Studies
- IV. Report from the Graduate Associate Deans
- V. Report from the Assistant Dean, Graduate Student Life and Research Training
- VI. Report from the Associate Registrar and Graduate Secretary
- VII. Report from the Faculty of Health Sciences Graduate and Curriculum Policy Council
- VII. Scholarships Committee of Graduate Council (to be distributed)
- VIII. New Scholarship



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Graduate Council  
May 27<sup>th</sup> 2014 – 2:00 pm  
MUSC 311/313

Present: Dr. N. Agarwal (Chair), Ms. S. Baschiera, Dr. S. Baker-Collins, Dr. B. Milliken, Dr. D. Novog, Dr. J. MacDermid, Mr. J. Jaskolka, Mr. S. Mulla, Dr. T. Chamberlain, Dr. S. Streeter, Dr. B. Ibhawoh, Dr. C. Hayward, Dr. J. Richardson, Dr. W. Wiesner, Dr. S. Hanna, Dr. T. Adams, Ms. C. Bryce

Regrets: Dr. R. Hackett, Dr. S. Fast, Dr. V. Ignieski, Dr. A. Shi, Dr. K. Bird, Dr. M. Heath, Dr. A. Holloway, Ms. J. Kim, Ms. E. Tatham, Ms. Yahya El-Lahib

By Invitation: Dr. H. Schunemann, Dr. J. Emili

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## **A G E N D A**

### **I. Minutes of the meeting of March 25<sup>th</sup> and April 29<sup>th</sup> 2014**

The minutes of the meetings were approved with a minor revision on a motion from Dr. Hayward, seconded by Dr. Chamberlain.

### **II. Business arising**

There was no business arising.

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

Dr. Agarwal, chairing Graduate Council on Dr. Sekuler's behalf, passed along that she had nothing to report.

### **IV. Report from the Graduate Associate Deans**

Dr. Agarwal and Dr. Ibhawoh had nothing to report. Dr. Hayward reported that programs in her faculty (including interdisciplinary programs) had undergone a review of their program handbooks. She noted that the review went extremely well and that a lot of great ideas and discussion occurred around best practices for handbooks going forward. The plan is to review this material on an annual basis. Dr. Milliken reported that the Faculty of Science has been undergoing a planning exercise and that Dean Baker would be giving an update on the exercise in Council Chambers on Thursday. Dr. Thompson explained that the Faculty of Engineering was looking into a certified counsellor from the government who could speak on issues surrounding permanent residency and noted that there was a great deal of interest from international graduate students.

## **V. Report from the Faculty of Engineering Graduate Curriculum and Policy Committee**

Dr. Thompson reported that the Chemical Engineering program wanted to clean up their degree requirements. He explained that last year the department lowered number of required courses for their Master's degree. At that time they did not address the issue of students who made a direct entry into the Ph.D. program. The program proposed lowering the course requirements for these students to six, in line with the reduced requirements for Master's students .

Dr. Thompson moved and Dr. McDermid seconded,  
"that Graduate Council approve the curriculum change as described in the document."

The motion was **carried**.

## **VI. New Program Proposal – Master of Public Health**

Dr. Schunemann presented the proposed Master of Public Health (MPH) program to Graduate Council. He noted that despite the fact that there are several MPH programs in Ontario, McMaster has identified a local need and niche for an MPH program. There is a lack of offerings in other MPH programs that specifically focus on knowledge exchange for health policy managers. The aim is to be different from other MPH programs in terms of offerings and focus as well as to take advantage of the unique academic environment to develop and implement a successful program. The program has identified need and interest from a number of potential groups, including students who had recently completed their undergraduate degree and public health professionals. They propose to offer both a thesis and course-based MPH option and expect half of their total intake to be in each stream. Students select one of two options at the time of entry into the program and course-based students can complete their degree part time to ensure maximum flexibility. Program delivery will be a blend of online and classroom delivery. Completion time for full time students is expected to be 16-24 months and course-based students may complete earlier.

A council member asked what the motive for developing the program was and if it had a particular distinguishing quality or filled a particular niche. Dr. Schunemann noted two distinguishing qualities; the first being the affiliation with the Health Research Methodology program at McMaster which would allow the MPH program to provide foundational knowledge in research methods in public health and the second is the affiliation of the proposed MPH program with the Health Policy program. Dr. Emili noted that she had heard from many public health professionals that the existing MPH programs don't necessarily provide them with the skills they need – the proposed MPH program seeks to remedy this deficit and graduate students with appropriate skill sets.

Dr. Hayward moved and Dr. Hanna seconded,

"that Graduate Council approve the new Master of Public Health program as described in the document, subject to approval from the Faculty of Health Sciences."

The motion was **carried**.

## **VII. Graduate Calendar Revisions**

Ms. Baschiera presented the calendar changes proposed. She noted that all references to Digital Commons would be changed to the new institutional repository, MacSphere. She also noted that the section regarding submission times for final theses had been changed to note 4 weeks following a successful defence for minor revisions and 4 months when major revisions are requested by the supervisory committee. The changes to the calendar also include a note reminding students that their name will be published on their thesis, will be available via the internet and that in exceptional cases a request to use a pen name would be considered, subject to approval from the AVP and Dean of Graduate Studies. Council members discussed how many students this pen name issue would really affect and whether it merited inclusion in the Graduate Calendar.

Ms. Baschiera went on to note that section 3.6 had been changed to reflect that students be readmitted to defend at the beginning of the academic term to allow the maximum amount of time without additional charges being levied.

Dr. McDermid proposed a friendly amendment to the paragraph in section 4.3 about the comprehensive examination for full time students, requesting that the first sentence be removed and to add 'full-time students' to the next sentence of the paragraph about the comprehensive examination.

Council members discussed how to address the issue of part-time students in the paragraph; Dr. Hayward noted that there was a time limit in which they had to complete successfully.

Dr. Agarwal proposed a friendly amendment to change the word 'take' to 'complete' at the end of the paragraph regarding Comprehensive Exam timing in section 4.3. Naresh – AMENDMENT – change 'take' to 'complete' in the part time section of 4.3

Dr. Hayward moved and Dr. McDermid seconded,

“that Graduate Council approve the changes to the Graduate Calendar with amendments as noted.”

The motion was **carried**.

## **X. New Scholarships**

Dr. Chamberlain moved and Dr. Wiesner seconded,

“that Graduate Council approve the new scholarships as described in the document.”

The motion was **carried**.

## **XI. 2014 Spring Graduands**

Dr. Hayward moved and Dr. Thompson seconded,

"that Graduate Council approve the list of the 2014 Spring Graduands, with amendments/corrections to be made as necessary by the Associate Graduate Registrar."

The motion was **carried**.



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To : Graduate Council

From : Christina Bryce  
Assistant Graduate Secretary

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Via e-ballot on August 11<sup>th</sup> 2014 the Faculty of Health Sciences Graduate Policy and Curriculum Council approved the following graduate curriculum recommendations.

The change was approved by the Faculty of Health Sciences via e-ballot.

**FOR INFORMATION OF GRADUATE COUNCIL:**

- **Occupational Therapy – Change to Course Evaluation (OT 616 and 717)**

# Memorandum

**To:** Members of the Graduate Policy & Curriculum Committee

**From:** Dr. Lori Letts, Assistant Dean – Occupational Therapy Program

**Date:** July 31, 2014

**Re:** **Course Change Forms**

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Please find below a summary of the course change forms from the Occupational Therapy Program that need to be approved before the fall 2014 term begins.

Two courses are being brought to the committee for approval of course changes. For both it is only the Method of Evaluation that is being changed.

In **OT 616**, the evaluations have had a heavy emphasis on skills in self-directed learning (the self-screening questionnaire, learning plan, peer evaluation of learning plan and completion of a portfolio). This has been determined to be too heavily weighted, since the intent of the course is to increase students' knowledge and understanding of foundational knowledge areas (research methods, social sciences, biological sciences). Thus, the proposed evaluations have more appropriate emphasis on testing students' knowledge and understanding in the three areas of foundational knowledge (with the percentages corresponding to the number of sessions in each of the three areas), with less emphasis on evaluations of self-directed learning. The changes are indicated below comparing previous sections from the course change form to the proposed wording:

Original wording	Proposed wording
1. Completion of Self-screening Questionnaire - complete/incomplete (must be complete before proceeding in course). 2. Learning Plan for Term 1 - worth 25% 3. Peer evaluation of Learning Plan for Term 1 - worth 5% (demonstration of students' learning through evaluation of a peer's plan) 4. Completion of Portfolio on Foundational Knowledge, with Learning Plan as the basis (35%). Portfolio to include: Completed Learning Plan, with evaluated evidence to support achievement of each objective; Two to three - page Self-assessment of Learning of Foundational Knowledge and its application to other course work. 5. Multiple Choice Tests of foundational knowledge (3 tests - 10%, 10%, 15%).	1. Self-screening Questionnaire and plan – 10% 2. Research Science Multiple Choice/Short answer test - 30% 3. Social Science Multiple Choice/Short answer test - 20% 4. Biological Science (combination of multiple choice /short answer/anatomy bellringer test ) - 40%

In **OT 717**, the method of evaluation is being modified slightly. This is primarily in response to student feedback expressing concern that the scholarly paper comprised more than 50% of the course grade. Thus, the coordinators have proposed that the paper be 50%, and a new addition to the discussion/opinion paper be added (with the paper component weighted 35% and the on-line discussion component 15%). The Tutorial performance component remains unchanged. Changes are indicated below comparing previous sections from the course change form to the proposed wording:

Original wording	Proposed wording
<p>1. Scholarly paper (outline + final paper) [60%] - Students will choose a pediatric or adult clinical scenario and apply theory and evidence through the occupational therapy process to address the occupational issues relevant to the clinical scenario.</p> <p>2. Discussion/opinion paper [40%] -Students will write a paper on a system/legislative issue that is outlined and linked to course content. In addition to the paper, there will be a component of session facilitation related to the identified topic area.</p> <p>3. Tutorial performance (Satisfactory/Unsatisfactory) Students are evaluated on 1) Group skills and functioning, 2) Learning skills and preparation, 3) Critical thinking and knowledge development, 4) Clinical reasoning 5) Feedback and evaluation skills and 6) Professional Behaviour. Students must receive a satisfactory in this component in order to pass the course</p>	<p>1. Scholarly paper [50%] -Students will choose a pediatric or adult clinical scenario and apply theory and evidence through the occupational therapy process to address the occupational issues relevant to the clinical scenario.</p> <p>2. Discussion/opinion paper [35%] -Students will write a paper on a system/legislative issue that is outlined and linked to course content. In addition to the paper, each student will facilitate (with a small assigned group) an online discussion of the identified topic during the week prior to the session and will write a short summary of the issues raised and a reflection on their skills as an online facilitator [15%]</p> <p>3. Tutorial performance (Satisfactory/Unsatisfactory) Students are evaluated on 1) Group skills and functioning, 2) Learning skills and preparation, 3) Critical thinking and knowledge development, 4) Clinical reasoning 5) Feedback and evaluation skills and 6) Professional Behaviour. Students must receive a satisfactory in this component in order to pass the course</p>

These forms have been approved by the OT Curriculum and Educational Committees.

Respectfully submitted by

Lori Letts, Associate Professor and Assistant Dean  
Occupational Therapy Program  
School of Rehabilitation Science





## SCHOOL OF GRADUATE STUDIES

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

**PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: [espiritu@mcmaster.ca](mailto: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.

<b>DEPARTMENT/PROGRAM</b>		School of Rehabilitation Science - Occupational Therapy Program		
<b>COURSE TITLE</b>		Foundational Knowledge I		
<b>COURSE NUMBER</b>	616	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Carol DeMatteo, Vickie Galea		
<b>PREREQUISITE(S)</b>				
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> If Yes, Provide the Date:	
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>				
<b>CHANGE IN COURSE TITLE</b>	<input type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b>		
<b>CHANGE IN COURSE DESCRIPTION</b>	<input type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>		
<b>OTHER CHANGES</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Change in evaluation		
<b>BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.</b> Foundational Knowledge I is the first of two half courses in the first year of the occupational therapy program, which focus on the requisite knowledge in foundational sciences (biological, research, and social) for occupational therapy education, research and practice. A variety of learning resources are provided by faculty for students to access. Resources include formal learning sessions with faculty, on-line modules via the learning platform (currently Avenue2Learn), online resources and quizzes.				
<b>CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.</b> Knowledge of foundational sciences is considered an important competency within occupational therapy. Foundational Sciences include: Biological Science (Anatomy/physiology); Social Sciences (psychology, sociology, anthropology); and Research Science (basic critical appraisal, basic statistics and measurement). This course, Foundational Knowledge I, is the first of two half courses offered in the first two terms of study in the occupational therapy program. The course has been set up using a self-directed learning approach, in which the students complete a 'self-screening questionnaire' for the three areas of foundational knowledge to determine their strengths and areas of focus for the course. All students will be expected to complete modules in each of the subject areas that include self test before attending resources sessions in the subject area. Resource sessions will be offered which will reinforce module learning and offer opportunity to clarify issues. Learning resources include: formal resource sessions with faculty; modules on Avenue 2Learn for each foundational science; lists of online resources for more indepth individual study; and quizzes on each topic area. Readings for the course, including texts, articles and online resources, will be updated each year and listed in the term handbook and in the course modules.				

The purpose of the Foundational Knowledge I and II courses is to provide students with basic knowledge in three key foundational sciences: biological, social and research science. In particular this course is designed give all students with varying backgrounds the necessary foundation on which to build Occupational Therapy knowledge, skills and application, which is the objective of all other occupational therapy courses, including Problem based Tutorials, Inquiry Seminars, Skills Labs and Practica.

67 students

Course materials are presented in multiple ways to meet the different learning needs of students in the three areas of foundational knowledge.

Week 2 -5: Research Sciences resouce sessions and modules and evaluation of research sciences.

Weeks 7-11: Biological Sciences Resource sessions and modules and evaluation of biological sciences.

1. Self-screening Questionnaire and plan -	10%.
2. Research Science Multiple Choice/Short answer test -	30%
3. Social Science Multiple Choice/Short answer test -	20%
4 Biological Science (combination of multiple choice /short answer/anatomy bellringer test ) -	40%

no

## N/A

Name: Lori Letts Email: [lettsl@mcmaster.ca](mailto:lettsl@mcmaster.ca) Extension: 27816 Date submitted: July 17, 2014

SGS/Medy/2012



## SCHOOL OF GRADUATE STUDIES

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

**PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: [espiritu@mcmaster.ca](mailto: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.

<b>DEPARTMENT/PROGRAM</b>	School of Rehabilitation Science, Occupational Therapy Program		
<b>COURSE TITLE</b>	Complexities of Practice I - Children, Youth & Adults: Inquiry & Integration		
<b>COURSE NUMBER</b>	717	<b>COURSE CREDIT</b>	
		<b>FULL COURSE ( X )</b>	<b>HALF COURSE ( )</b> <b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>	Cheryl Missiuna, Sandra Moll, Carol DeMatteo		
<b>PREREQUISITE(S)</b>	Year 1 OT courses		

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

<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED:</b>	<input type="text"/>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> If YES, PROVIDE THE DATE:	<input type="text"/>
<b>WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.</b>					
<b>CHANGE IN COURSE TITLE</b>	<input type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b>			
<b>CHANGE IN COURSE DESCRIPTION</b>	<input type="checkbox"/>	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>			
<b>CHANGE TO FULL COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO HALF COURSE</b>	<input type="checkbox"/>	<b>CHANGE TO QUARTER COURSE</b>	<input type="checkbox"/>
<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>			
<b>OTHER CHANGES</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Change in percentages allocated to each component of the evaluation			

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

The purpose of this course is to provide students with an opportunity to a) learn about a range of theoretical perspectives that inform occupational therapy practice with children, youth and adults, b) understand the key community and health systems that affect practice with children, youth and adults, and c) to integrate the knowledge gained with clinical reasoning and apply to clinical situations. Students will participate in large group seminar sessions as well as weekly problem-based tutorials (PBT).

**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 is organized from a developmental lens, starting with theory, legislation and health systems issues in pediatrics and progressing to the theory, legislative and systems issues that impact on adults. Topics in pediatrics include theories of motor, cognitive and social/affective development, as well as legislative/systems issues related to working with families, schools, and social services. Topics in adult rehabilitation include theory related to transition to adult services, psychotherapy and advocacy, as well as systems issues related to primary care, mental health, chronic disease management, and the insurance sector. In PBT, students will address complex clinical problems that relate to occupational therapy practice in pediatrics and adult rehabilitation.

Readings for the course, including texts, articles and online resources, will be updated each year and listed in the term handbook and/or posted electronically.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This is a required course for students who are enrolled in the MSc(OT) Program</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>65</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>The large group seminar/plenary component of the course will involve faculty and guest experts/resource people who will share information and facilitate reflection and discussion. In addition, there will be weekly small group tutorial meetings for 2.5 hours per week that are facilitated by either a faculty member or a clinician.</p>
<p><b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</b></p> <p>1. Scholarly paper [50%] -Students will choose a pediatric or adult clinical scenario and apply theory and evidence through the occupational therapy process to address the occupational issues relevant to the clinical scenario.</p> <p>2. Discussion/opinion paper [35%] -Students will write a paper on a system/legislative issue that is outlined and linked to course content. In addition to the paper, each student will facilitate (with a small assigned group) an online discussion of the identified topic during the week prior to the session and will write a short summary of the issues raised and a reflection on their skills as an online facilitator [15%]</p> <p>3. Tutorial performance (Satisfactory/Unsatisfactory) Students are evaluated on 1) Group skills and functioning, 2) Learning skills and preparation, 3) Critical thinking and knowledge development, 4) Clinical reasoning 5) Feedback and evaluation skills and 6) Professional Behaviour. Students must receive a satisfactory in this component in order to pass the course</p>
<p><b>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).</b></p> <p>n/a</p>
<p><b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b></p> <p>n/a</p>
<p><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p>          <p>Name: Lori Letts Email: lettsl@mcmaster.ca                      Extension: 27816                      Date submitted: July 24, 2014</p>

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

## The Deborah M. Brown Scholarship in Biomedical Discovery and Commercialization

Established in 2012 by Canada's Research-Based Pharmaceutical Companies (Rx&D) and EMD Inc Canada in honour of Ms. Deborah M. Brown, Past Chair of the Rx&D Board of Directors and President and Managing Director, EMD Inc, Canada. To be awarded to a student in the Bachelor-Masters of Biomedical Discovery and Commercialization who, in the judgement of a selection committee from the program, has demonstrated excellence in academic achievement.