



**School of Graduate Studies**

1280 Main Street West  
Hamilton, Ontario, Canada  
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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 October 20<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 September 22<sup>nd</sup>, 2015**
- 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. Faculty of Engineering Graduate Curriculum and Policy Committee Report**
- VIII. Faculty of Health Sciences Graduate Policy and Curriculum Committee Report**
- IX. Proposed New Stream in Social Work**
- X. Additional Scholarship Committee Members**
- XI. Fall 2015 Graduands (to be distributed)**



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Graduate Council  
September 22<sup>nd</sup>, 9:30 am  
GH 111

Present: Dr. D. Welch (Chair), Ms. S. Baschiera, Mr. P. Self, Ms. B. Gordon, Dr. E. Badone, Dr. A. Roddick, Dr. E. Gedge, Dr. A. Deza, Dr. M. Verma, Mr. D. Finnerty, Ms. C. Brown, Dr. D. Gillespie, Dr. A. Guarne, Dr. A. Shi, Ms. R. Pereira, Dr. A. Sills, Dr. P. Swett, Dr. A. Fudge Schormans, Mr. M. Bui, Dr. S. Streeter, Dr. G. McClelland, Dr. T. Porter, Dr. N. Agarwal, Dr. C. Hayward, Dr. M. Thompson, Dr. A. Dean, Dr. S. McCracken

Regrets: Dr. S. Kumar, Dr. D. Novog, Dr. A. Holloway, Dr. J. Richardson, Ms. V. Lewis, Mr. J. Sharpe

By Invitation: Mr. A. Pepler, Mr. A. Viswanathan

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## A G E N D A

### **I. Minutes of the meeting of June 16<sup>th</sup>, 2015**

Dr. Hayward noted that 'rescinding an offer or expelling a student' should be added under section eight of the minutes and Dr. Welch noted a peculiar phrase on page 6 to be corrected.

Dr. Hayward moved Dr. Thompson seconded that the minutes of the meeting be approved with the corrections noted.

The motion was carried with one abstention

### **II. Business arising**

There was no business arising.

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

Dr. Welch reported on issues surrounding graduate pay. He noted that the situation the students are facing this year is quite different than the situation last year. Last year, there was an unanticipated set of circumstances for a group of students, primarily international, that created a significant cash flow problem. An emergency fund was put in place for students that they were able to access by their first pay.

There has been a lot of discussion about how to create more flexibility for students going forward. After discussion and development within the Mosaic Project Team any payments from a research

project can now be paid through the HR module. Mid-Summer they realized that by doing that, students would not have enough money in the scholarship module to pay their tuition. To cover this payment, students were asked to provide voluntary consent to take money from their payroll (HR module) to pay their tuition. Payroll went out as planned this month, although there were a number of unexpected last-minute glitches that meant some students received their pay late. The vast majority of people who were in a position to be paid received their pay on time and the remainder received their pay either on Monday or Tuesday. If the student's banking information was not up-to-date a cheque was produced and available for pick up in Graduate Studies. The delay some students experienced has created a lot of anxiety but there were actually no problems with the process.

There was a change this year in how money is distributed, described and circulated to programs and students during the summer. A lot of confusion still exists about these changes; staff are doing their best to make sure everyone understands what is going on with graduate student pay. Graduate pays for the rest of the year should be as smooth as they ever are. Dr. Welch emphasized that the situation is not parallel to the situation faced last year. He noted that communication of the pay issues were days ahead of the pay itself and that this was a call that had to be made to get the pay out on time.

Dr. Welch noted that last year there was a Graduate Pay Working Group. He would like to re-establish that group, partly to go over the situation as it stands now as well as to see if there are ways the process can be improved to help students and administrators. He asked for volunteers for this working group.

A council member asked if there would be an emergency fund available again.

Dr. Welch responded yes, explaining that the fund was established last year for students with a TA only in terms two or three, to alleviate cash flow issues that they might experience at the start of the year. The fund allowed students to get an advance on employment income in future terms. 15 students made use of it last year.

A council member asked about interest on student accounts.

Dr. Welch responded that interest is turned off for this entire academic year for all students who are registered and being paid, noting that this is the right decision for students and staff.

A council member asked how students would be able to tell how much they're going to be getting paid. They haven't been able to figure out how voluntary payment program is going to be disbursed.

Ms. Gordon explained that when a student logs into their account they can see charges against the account as well as what scholarships have been paid in Term 1. TA information has also been loaded into student accounts, so students are able to see the gross amount of TA for each scheduled term. The

initial pay was from HR and included only two weeks of pay, they wanted to make sure students could see what commitment had been paid. Any research money being paid from a research grant has been loaded for the year and is also disbursed on biweekly basis. All of this is available in student accounts and the scheduled scholarship payments for Fall and Summer terms are under 'anticipated aid'.

The council member clarified that the question is when money is going to be taken from students in the payment plan.

Ms. Gordon responded that the first payment wouldn't be coming off accounts until October 2<sup>nd</sup>. The calculation for the payment is partly based on scholarship amounts applied to student account and was part of the agreement that students signed. The amount will be different for every student based on scholarship and TA. She advised that students should log in to their accounts after October 2<sup>nd</sup> to ensure that the information contained therein is correct. As mentioned earlier, interest has been turned off for the year, to ensure students have until August 31<sup>st</sup> to reconcile their accounts.

A council member asked if there was going to be a module in Mosaic that provided a month by month projection of what a student is going to be paid. Previously department administrators had a print out that provided this information month by month, is this a possibility in the future?

Ms. Gordon responded that scholarship pay is being done term by term, not monthly. A student's account does show that what they'll be receiving in January and what they'll be paying in January and it's the same for May.

Dr. Welch emphasized the importance of future communication to ensure there was clarity with respect to any of the changes that have occurred.

Another council member seconded the request for more information, particularly highlighting the need for some clarity around income available month by month.

Dr. Welch responded that he understood the concerns, particularly in light of the issues students encountered last year, and supports the business of improving the clarity around all of this.

Dr. Welch mentioned that Dr. Hayward had proposed a Graduate Council Working Group around best practices for graduate program handbooks. This group would work to ensure there is a standard reference for graduate program handbooks and that there is a process in place for propagating changes that happen centrally out to the program handbooks.

Dr. Hayward noted that in the Faculty of Health Sciences graduate program handbooks are reviewed on an annual basis. Programs submit a track changes version of their document to highlight what's been revised. As some inconsistency exists with respect to the content in handbooks, she suggested that one of the tasks of the working group should be to provide uniformity around content.

The graduate program handbook, supplementing the graduate calendar, constitutes a legal document of what the program and institution must provide to graduate students.

Dr. Welch reiterated his support for this initiative and asked that council members consider being a part of this group.

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

Dr. Thompson introduced Adam Pepler, the new career development manager in the Faculty of Engineering. Mr. Pepler noted that he had been hired about four weeks ago, and his work background includes about 8 years of engineering recruitment for companies in North America. The hope is that the career-planning model being used in Engineering will be effective to roll out to the rest of campus. There seems to be a real need in the graduate student community to gain work experience related to their research, particularly as many will not be heading into academia. Dr. Agarwal mentioned to Adam that the MBA program has a co-op option. Mr. Pepler responded he's meeting with Jennifer McCleary from the program.

Dr. Hayward reported that the M.Sc. in Child life has been fully approved and is preparing to launch in September 2017. The Master of Public Health program launched at the beginning of the month. The Faculty of Health Sciences has been working collaboratively with programs to launch a Graduate Student Ambassador Program and has obtained a group of enthusiastic individuals who are keen on being student leaders. The Faculty is looking at how best to utilize these student ambassadors over the coming year – they expect that these students will act as representatives of their programs at important events.

Dr. Agarwal reported that Business is working on two new programs, including an M.Sc. in Business which would have three fields. He expects the proposal will be coming to GC early next year. The Ph.D. program in Business Administration is planning to add a 7<sup>th</sup> field.

Dr. Porter had nothing to report.

Dr. Swett reported that the Faculty of Humanities is working on the development of a new Ph.D. in Cultural Studies and New media.

Dr. Sills noted that the Faculty of Science had had three associate deans in 18 months and didn't have anything else to report.

#### **V. Report from the Associate Registrar and Graduate Secretary**

Ms. Baschiera provided a brief update on program approvals, reporting that the M.Sc. in Child Life had been fully approved as well as a new Ph.D. in Labour Studies. Two graduate diplomas in Social Work have cleared Quality Council and are sitting with the MTCU under expedited review.

The School of Graduate Studies held a series of computer lab session that were available to program administrators to help with practical experience in Mosaic that would allow them to manage through daily business processes. Building on that, Ms. Baschiera and Ms. Gordon will be hosting a series of town hall meetings that will include opportunities for program administrators to bring agenda items forward. The hope is to build some networks cross-faculty to help solve some administrator issues as well as to deliver news as it arises. Dr. Welch noted that the Best Practices lunches that the School of Graduate Studies used to run will be replaced with these more functional communication channels between SGS and administrators.

She also reported that they had spent a lot of time reviewing how admissions worked with Mosaic and improving upon that. Their first priority was enhancing the experience for the applicant. To that end a new piece will go live in the very near future. The second priority was the program staff. There have been a series of enhancements in this respect that will be going live in about two weeks.

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

Mr. Peter Self reported on the Indigenous Undergraduate Student Research program, funded through the Provost's office. The program has received two years of funding. This year 14 indigenous undergraduate students participated and they expect 15 participants next year. Mr. Self's team is actively recruiting supervisors ahead of time.

The Graduate Student Life Team ran eleven events over welcome week. Events ranged from a Welcome Week Breakfast, student awards and an international student fair. Graduate Career Strategist, Catherine Maybury has been extended for another year.

The Student Life Team is running a number events as part of Postdoc Appreciation Week including networking for introverts and an appreciation reception.

#### **VII. Presentation from Dr. Hayward: FHS Graduate Program Selection Website and Research Plenary**

Dr. Hayward noted that last year Faculty Deans at the university were focused on how to improve student enrollment. To explore and address this issue in the Faculty of Health Sciences complete a survey of students and held a retreat. An item that arose from these efforts was the need to update the

website to include small snapshots in a consistent format with information on all of the programs offered by the Faculty. If potential applicants want more information on a program than what is offered on the FHS Graduate Program Selection Website they can click on the program title and get to the program website for more information. The website developed within the Faculty includes all of their programs as well as any associated interdisciplinary programs. Dr. Hayward suggested it would be great if there was a similar site to cover all programs at the university.

Ms. Baschiera noted that SGS had reviewed the FHS program page and will be doing some work on the SGS website to improve the listing for all programs. Dr. Hayward stated that through their survey and retreat they found that one of the most important factors for applicants was the university's website.

Dr. Hayward shared a video with Graduate Council highlighting the Faculty of Health Sciences Research Plenary event. Dr. Hayward put forth this initiative to help resolve the issue of lack of recognition for outstanding graduate work. It's a very successful event and provides an opportunity for students to share their data and research and to receive feedback from people outside of their program.

#### **VIII. Final Assessment Reports**

The Final Assessment Reports for review concern the Global Health, Health Research Methodology, Medical Sciences, and Religious Studies programs. All recommendations to programs in the Final Assessment Reports from Quality Assurance Committee in this group were standard: reverting back to the standard cycle for review with an 18 month follow-up. The 18 month follow-up is against recommendations accepted from the reviewers report.

Dr. Welch provided some context for council members, noting that programs used to be reviewed by the Ministry. Part of the new, internal process is that these reports come to Graduate Council for review.

#### **IX. M.D./Ph.D. Proposal**

Dr. Hayward provided some background on this as the council might see the item as an e-ballot between Graduate Council meetings. The M.D./Ph.D. program combines MD undergraduate training with a Ph.D. degree. Students can complete their Ph.D. component in multiple programs and the program would like to provide a separate calendar section to reflect this. They would also like to add Chemical Biology and Health Policy to the list of available programs as well as adding the ability to include other programs on case-by-case basis.

A council member asked what departments have collaborated to date.

Dr. Hayward replied that these programs include Medical Sciences, Biochemistry, Neuroscience and now Chemical Biology. They want to be receptive to all students interested in relevant Ph.D.

**X. Quality Assurance Committee Membership**

Dr. Welch informed the Council that QAC is the overarching committee of the Internal Quality Assurance Process. The committee looks over all of the reviews and sees if there are issues that need to be addressed. The proposed members are Dr. Alison Holloway (Health Sciences), Dr. Sue McCracken (Business) and Dr. Christina Baade (Humanities). All are returning from last year.

Dr. Agarwal moved and Dr. Hayward seconded, 'that Graduate Council approve the proposed members of the Quality Assurance Committee.'

The motion was carried.

Dr. Hayward asked about succession planning and wondered about opportunity for others to participate. Ms. Baschiera responded that the committee had a lot of new members this year and in the previous year so they wanted to keep some experience members but that there is certainly opportunity for change in the upcoming years.

**XI. New Scholarships**

Ms. Gordon noted there were four new scholarships for approval. A council member asked the values of the scholarships. Ms. Gordon responded that values vary. Some are specific but others are an endowed fund and the amount is fluid year over year.

Dr Swett moved and Dr. McCracken seconded, 'that Graduate Council approve the proposed scholarships as described in the documents.'

The motion was carried.

**XII. Scholarship Committee Member approval (hard copy distributed)**

Dr. Welch noted that the workload expected of previous scholarship committee members had been untenable and unsustainable, so they have asked for additional members this year with the intention of leveling the amount of work involved. Committee members will be split into two groups – a



set of members for big external competitions and a group for smaller scholarships throughout the year. This will allow members to choose between the short intense group or more meetings over the course of the year and help spread out the workload. The approval today is of the names submitted so far as the list is not complete yet. When the list is complete graduate council will vote on the additional nominees. Dr. Porter noted that he had an additional few names and asked if the council should vote on them now. Dr. Welch suggested they be added to the next batch of names for approval.

Dr. Sills noted that a committee member was listed twice. A council member noted a small typo in the student from Philosophy.

A council member asked a question about student members: if they're applying for a scholarship are they still eligible for the panel? Dr. Welch responded that they would not be eligible to contribute to that particular competition. The council member asked if they were ineligible for the entire competition? Ms. Gordon clarified that there is a rule in the calendar regarding faculty and they would extend that protocol for students. Dr. Welch confirmed that this would prevent them from reviewing anything in their own department.

Dr. Swett noted that she has already divided her names between the big competitions and the smaller, more frequent work and wondered if this was correct. Dr. Welch responded that some faculties had already done that and some hadn't.

Dr. Hayward expressed appreciation for the changes in committee composition.

A council member asked if they were to operate under the assumption that every name on the list had agreed? Noting that while they hadn't agreed, their own name appeared on the list. Dr. Sills responded that every program except for Neuroscience already have agreement

Dr. Hayward asked if membership will be handled the same was as a selection committee: if someone can't serve you'll substitute without approving a new name. Dr. Welch confirmed this was the case.

Dr. Sills asked for a friendly amendment to strike the Neuroscience names off the list.

Dr. Sills moved and Dr. Porter seconded, 'that Graduate Council approved the proposed members of the Scholarship Committee with the minor changes noted and with the Neuroscience names removed.'  
The motion was carried.

## **XII. Other Business**

Dr. Welch asked for volunteers for the Graduate Pay Working Group. Mr. Donal Finnerty, Ms. Carla Brown, Dr. Amber Dean and Dr. Alison Sills agreed to join. Ms. Gordon noted that in addition to discussing the current issues surrounding graduate pay the working group will also be concerned with the mechanism of graduate pay, including the minimum graduate stipend. The discussion will not only be of a technical nature.

Dr. Welch also asked for volunteers for the Graduate Program Handbook Working Group. Ms. Stephanie Baschiera, Dr. Hayward, Dr. Swett, Dr. Gillespie and Dr. Fudge Schormans agreed to participate. A council member suggested that they might want to touch base with graduate chairs as well. Dr. Welch agreed and noted a graduate administrator might be useful as well. Dr. Fudge Schormans suggested Darlene Savoy might be someone to approach in this context.



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To : Graduate Council

From : Christina Bryce  
Assistant Graduate Secretary

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At its meeting on February 6<sup>th</sup>, 2015 the Faculty of Engineering Graduate Curriculum and Policy Committee approved the following graduate curriculum recommendations.

Please note that this recommendation was approved at the September 22<sup>nd</sup>, 2015 meeting of the Faculty of Engineering

**For Approval of Graduate Council:**

- **Chemical Engineering**  
-Proposal to Terminate M.Eng Program



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

<b>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</b>								
<p>1. This form must be completed for <b>ALL</b> changes involving degree program requirements/procedures. <b>All</b> sections of this form <b>must</b> be completed.</p> <p>2. An electronic version of this form (must be in MS WORD <b>not</b> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies.</p> <p>3. A representative from the department is <b>required to attend</b> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>								
<b>DEPARTMENT</b>		Chemical Engineering						
<b>NAME OF PROGRAM</b>		Master's of Engineering (M. Eng.)						
<b>PROGRAM DEGREE</b>	Ph.D. ( )	M.A. ( )	M.A.Sc. ( )	M.B.A. ( )	M. Eng. ( X )	M.Sc. ( )	Diploma Program ( )	Other (Specify)
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>								
<b>CHANGE IN ADMISSION REQUIREMENTS</b>		<input type="checkbox"/>	<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>		<input type="checkbox"/>	<b>CHANGE IN COURSE REQUIREMENTS</b>		<input type="checkbox"/>
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>			<b>EXPLAIN:</b>					
<b>OTHER CHANGES</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Termination of the program						
<b>DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:</b>								
<p>The existing M. Eng. Program in chemical engineering requires a candidate to complete successfully at least six one-term courses in addition to a major study report which demonstrates the ability to carry out independent study in design, analysis or experimentation and to reach a satisfactory conclusion in a reasonable time.</p>								

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

We are proposing to eliminate this program from the graduate calendar.

**RATIONALE FOR THE RECOMMENDED CHANGE:**

The department has not had an M. Eng. student in several years, and the need for faculty to supervise the project component of the degree is highly time-consuming but has minimal potential benefits relative to other M.A.Sc. programs (including our new accelerated Master's program); this has made faculty reluctant to take new students into the M. Eng. program both in the past and forward into the future. Furthermore, since this program was originally established, there have been several other M.Eng. programs established at McMaster in Manufacturing Engineering and the School of Engineering Practice that topically overlap almost entirely with the chemical engineering M. Eng. program (plus are better situated to deliver a project-based Master's than is the chemical engineering department). Finally, the existence of both an M. Eng. and M.A.Sc. program on the books is confusing to in particular overseas applicants to our department, requiring a lot of administrative follow-up for a program that essentially has not taken in any students in the last several years (and leading other students to apply without any real chance of admission, which we find to be misleading).

**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.**

N/A

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

Delete all references to the M. Eng. program

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Todd Hoare      Email: hoaretr@mcmaster.ca      Extension: 24701      Date submitted: 01.22.2015

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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To : Graduate Council  
From : Christina Bryce  
Assistant Graduate Secretary

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At its meetings on June 17<sup>th</sup> and March 3<sup>rd</sup>, 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 June 24<sup>th</sup> and September 23<sup>rd</sup>, 2015 meetings of the Faculty of Health Sciences Executive.

**FOR INFORMATION OF GRADUATE COUNCIL**

- **Global Health**
  - New Course: 708 Challenges in Global Health Equity
  
- **Health Policy**
  - New Cross-listed Course: 738 Health Policy Analysis
  - Change in Course Length: 711 Doctoral Seminar in Health Policy
  
- **Master of Public Health**
  - New Course: 706 Introduction to Health and Public Health Economics
  
- **Health Science Education**
  - Course Cancellations/Conversion to Milestone
    - 700 Health Science Education: Residency I
    - 707 Health Science Education: Residency II



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.

<b>DEPARTMENT/PROGRAM</b>		Health Research Methodology and Health Policy		
<b>COURSE TITLE</b>		Health Policy Analysis		
<b>COURSE NUMBER</b>	738	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE ( X )</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Julia Abelson		
<b>PREREQUISITE(S)</b>		Permission of instructor		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED (FOR NEW COURSES ONLY):</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b>	
<p>WILL THE COURSE BE <u>CROSS-LISTED</u> WITH ANOTHER DEPARTMENT? YES IF YES, PLEASE NOTE WHICH DEPARTMENT: HEALTH POLICY</p> <p>ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). <b>NOTE:</b> CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM <u>EACH</u> 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.</p> <p>*FOR ALL NEW CROSS-LISTINGS PLEASE NOTE WHICH DEPARTMENT OWNS THE COURSE: HRM</p>				
<b>CHANGE IN COURSE TITLE</b>	<input type="checkbox"/>	PROVIDE THE <b>NEW</b> COURSE TITLE:		
<b>CHANGE IN COURSE DESCRIPTION</b>		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		
<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>		<b>CHANGE TO QUARTER COURSE</b>



<b>COURSE CANCELLATION</b>		<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>  <b>PLEASE NOTE: CROSS-LISTED COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.</b>
<b>OTHER CHANGES</b>		<b>EXPLAIN:</b>
<b>BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (<i>maximum 6 lines</i>) to be included in the Graduate Calendar.</b>  This course introduces students to the interdisciplinary field of health policy analysis, providing the concepts and tools needed to be able to critically appraise and carry out policy analyses in a variety of settings. Students are introduced to the field of policy studies, the stages of the policy process, and to the different purposes and methods for policy analysis. Through critical examination of key policy analysis concepts and frameworks, students learn how to analyze the relative roles played by different actors in the health system and explore the independent and combined influence of three major determinants of health policy: ideas, interests and institutions. Each week different concepts and/or analytic frameworks are presented, discussed and applied to a particular problem or case study.		
<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>  Topics covered include an introduction and background to the field of policy studies and health policy analysis, an overview of the key stages in the policy process (e.g., agenda setting, policy development, implementation and evaluation) and the different purposes and methodological approaches for conducting policy analysis. Students are exposed to and learn how to apply key frameworks for analyzing policy and the three major categories of influence on policy making (ideas, interests and institutions). Course readings are comprised of a combination of theoretical and empirical works drawn from published articles and major policy analysis texts. News media sources and other web-based material are used to explore current health policy issues.		

<b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b>  Course teaches theories, concepts and methods for health policy analysis
<b>2. EXPECTED ENROLMENT:</b>  Maximum of 12 students
<b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b>  A seminar format is used including a combination of instructor- and student-led presentations and class discussion each week
<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>  - In-class quiz (10%) -2 written hand-in assignments (total 35%) -Final assignment (40%)

-Student participation (15%)
<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>
No
<b>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</b>
N/A
<b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b>
Name: Julia Abelson      Email: abelsonj@mcmaster.ca      Extension: 22879      Date submitted: February 19, 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**

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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.

<b>DEPARTMENT/PROGRAM</b>		Health Policy		
<b>COURSE TITLE</b>		Doctoral Seminar in Health Policy		
<b>COURSE NUMBER</b>	711	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Faculty, Health Policy PhD Program		
<b>PREREQUISITE(S)</b>		Enrollment in Health Policy PhD		

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

<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED (FOR NEW COURSES ONLY):</b>	<input type="checkbox"/>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO</b>	<input type="checkbox"/>	<b>IF YES, PROVIDE THE DATE:</b>	<input type="checkbox"/>
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**WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO** IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). **NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

<b>CHANGE IN COURSE TITLE</b>	<input type="checkbox"/>	<b>PROVIDE THE NEW COURSE TITLE:</b>	<input type="checkbox"/>
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<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>	<input type="checkbox"/>
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<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"/>
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<b>COURSE CANCELLATION</b>	<input type="checkbox"/>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>	<input type="checkbox"/>
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<b>OTHER CHANGES</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Reduce the number of semesters required for HLTH POL 711 from three to two. See version 21 February 2008 with strike outs indicating changes requested. N.B. Course reduction is congruent with IQAP referee's recommendations.
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**BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.**

Status quo: the current Graduate Calendar description remains accurate, as follows:

The Doctoral Seminar in Health Policy is dedicated to the advanced study of health policy problems, ideas, and analytic approaches. It provides an opportunity for doctoral students with diverse experiential, methodological, and theoretical training to focus on common interests and problems that characterize the field of health policy. The seminar will highlight the frontiers of knowledge in the field and foster interdisciplinary communication and integration

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

Please see attached course outline of 08 Feb 2008 for details.

Topics include current issues and dilemmas in health policy and health policy research. Specific session topics will change each session, along with relevant texts and readings

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

Please see attached course outline for details. HLTH POL 711 is the only core course required of all Health Policy PhD students regardless of their specialty field. The specialty field and methods courses in the Health Policy program curriculum are offered by a variety of departments and most of these courses do not focus on health policy content per se (instead they emphasize analytic tools, theory, and methods that can be applied to health policy research as well as to other areas). This doctoral seminar helps students to assimilate health policy content, keep abreast of cutting-edge development in the field, communicate and collaborate across specialty field perspectives (health economics, political studies, social organization), and apply academic analytic tools to 'real' policy and research problems. As a secondary benefit it also provides a venue for professional development (e.g., presentation skills, research program planning) and networking with fellow students and faculty in the program.

**2. EXPECTED ENROLMENT:**

6 to 10, relative to the HP program's intake.

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

Please see attached course outline for details, with special attention to the skrike-outs; indicaitng the changes requested.

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

Please see attached course outline for details, with special attention to the strike-outs; indicating the changes requested.

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

No

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

n/a

**PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Lydia Garland      Email: garlndl      Extension: 22952      Date submitted: 9 June 2015

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

SGS/Medy/2013



**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>		MSc Global Health Program		
<b>COURSE TITLE</b>		Challenges in Global Health Equity		
<b>COURSE NUMBER</b>	GLOB HTH 708	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (X)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Dr. Andrea Baumann and Dr. Christy Gombay		
<b>PREREQUISITE(S)</b>				

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

<b>NEW COURSE</b>	<input checked="" type="checkbox"/>	<b>DATE TO BE OFFERED:</b> Jan. 2016	<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?</b>		<b>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>		<b>PROVIDE THE NEW COURSE TITLE:</b>		
<b>CHANGE IN COURSE DESCRIPTION</b>		<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>		<b>CHANGE TO HALF COURSE</b>		<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>		<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>		
<b>OTHER CHANGES</b>		<b>EXPLAIN:</b>		

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

This half course examines new and emerging issues in global health equity. Students will study the different dimensions of global health equity and current trends in reforms in the global north and the global south. Students will develop the skills required to analyze global health equity from various dimensions which highlight the complex interplay of global, national, and local concerns.

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

In the early 21st century, global health equity has come into sharper focus as processes of globalization accelerate the impact of global disease threats and magnify the impact of global health policy changes. In the Global North are exploring ways to reduce public financing and delivery of health care and move towards greater private sector provision of health services while in the Global South, countries are implementing reforms that broaden access to care through the introduction of 'universal health coverage' and the strengthening primary health care systems. At the same time, the traditional role of institutions like the World Health Organization and the Pan-American Health Organization is eroding at the policy level in the face of increasingly powerful private foundations and 'Funds' who are actively participating in creating a new global agenda for health. This course will focus on the constituent elements of global health equity including global health ethics, diplomacy, health systems strengthening, indigenous health, and immigrant & refugee health.

<p><b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b></p> <p>This course will be an elective course in the MSc Global Health program that will be open to all students in the program</p>
<p><b>2. EXPECTED ENROLMENT:</b></p> <p>Approximately 70 students in the Global Health program.</p>
<p><b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b></p> <p>The course will be a combination of lectures by professors from various disciplines and student-led seminars where students will present their group case studies for review by the course coordinators and their peers.</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>The Evaluation will be as follows: Essay 1 25%. Group Presentation 25%. Final Paper 40%. Participation 10%.</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>No</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><b>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</b></p> <p>Name: Christy Gombay    Email: gombayc@mcmaster.ca    Extension: 22206    Date submitted: June 2015</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



**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.

<b>DEPARTMENT/PROGRAM</b>		Clinical Epidemiology and Biostatistics, Master of Public Health		
<b>COURSE TITLE</b>		Introduction to health and public health economics		
<b>COURSE NUMBER</b>	706	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE ( X )</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Dr. G. Emmanuel Guindon		
<b>PREREQUISITE(S)</b>		None. This elective course has been developed to meet the needs of graduate programs in CE&B: MPH, Health Policy, HRM, EHealth and GDCE. Graduate Students in other Health Sciences Programs interested in population and public health economics are encouraged to consider registration. Graduate students from other Faculties with these interests can also be considered. Anti-requisites: HRM 787. Students with a strong background in microeconomics should consider taking HRM/ECON 788.		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
<b>NEW COURSE</b>	<input type="checkbox"/>	<b>DATE TO BE OFFERED (FOR NEW COURSES ONLY):</b> Winter 2016	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> No	
<b>WILL THE COURSE BE <u>CROSS-LISTED</u> WITH ANOTHER DEPARTMENT? NO</b> IF YES, PLEASE NOTE WHICH DEPARTMENT:				
ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). <b>NOTE:</b> CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM <u>EACH</u> 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:				
<b>CHANGE IN COURSE TITLE</b>	<input type="checkbox"/>	PROVIDE THE <b>NEW</b> COURSE TITLE:		

<b>CHANGE IN COURSE DESCRIPTION</b>		<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>		<b>CHANGE TO HALF COURSE</b>	<b>CHANGE TO QUARTER COURSE</b>
<b>COURSE CANCELLATION</b>	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>  <b>PLEASE NOTE: CROSS-LISTED COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.</b>		
<b>OTHER CHANGES</b>	<b>EXPLAIN:</b>		
<b>BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.</b>  This is an introductory course on the economics of health, public health and health care, with special emphasis on the Canadian health care system. This course will examine the nature of health care as a commodity, health care financing and insurance, the demand for health and health care, the behaviour and organization of health care providers, methods for evaluating health care programs and interventions, issues of efficiency and equity, the economics of health behaviour and selected other topics.			
<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>  This course will examine the nature of health care as a commodity, health care financing and insurance, the demand for health and health care, the behaviour and organization of health care providers, methods for evaluating health care programs and interventions, issues of efficiency and equity, the economics of health behaviour and selected other topics. Throughout this course, the extent to which the health care sector can be analyzed using standard neo-classical economic methods will be examined.  Core text: Hurley, Jeremiah. Health Economics. Toronto: McGraw-Hill-Ryerson, 2010			

<b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</b>  This elective course will be offered to MPH and other Health Science Graduate students who are interested in this area. The course will be offered in the Winter Term on Tuesday afternoons to facilitate attendance.
<b>2. EXPECTED ENROLMENT:</b>  About 10-12 full time and part time MPH students are expected to enrol. Additionally, 3-6 students from the Health Policy PhD programme and 3-5 HRM MA/PhD students are expected to enrol.



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

Each week there is a lecture provided by the course instructor or guest lecturer. Group discussions and problem solving occur intermittently during the lecture, rather than at the end of the lecture.

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

- a. reading synthesis (10%): Students will be required to write and submit five brief essays (2 pages or about 500-600 words)
- b. mid-term examination (20%): 75 minute, in class, open-book exam.
- c. final exam (35%) : 36-hour take-home exam
- d. evaluation of a research proposal of a peer (5%)
- e. research paper (30%)

**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).**

HRM 787 Principles of Health Economics is offered in the same Department (CE&B)

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

**PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Emmanuel Guindon      Email: eguindon@mcmaster.ca      Extension:      Date submitted: Sept 1 2015

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



**SCHOOL OF GRADUATE STUDIES**

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

**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 (cbryce@mcmaster.ca).
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.

<b>DEPARTMENT</b>		Health Sciences Education (HSED)		
<b>COURSE TITLE</b>		Health Science Education: Residency I		
<b>COURSE NUMBER</b>	HS EDUC 700	<b>COURSE CREDIT</b>		
		<b>6 Unit Course ( )</b>	<b>3 Unit Course ( )</b>	<b>1.5 Unit Course (x)</b>
<b>INSTRUCTOR(S)</b>	Kelly Dore; Lawrence Grierson			
<b>REQUISITE(S)</b>  (Pre/Co/Anti or program enrollment requirement)	None			
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
<b>NEW COURSE</b>		<b>DATE TO BE OFFERED (FOR NEW COURSES ONLY):</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? No</b>	
<b>WILL THE COURSE BE <u>CROSS-LISTED (COMBINED SECTIONS)</u> WITH ANOTHER DEPARTMENT? IF YES, PLEASE NOTE WHICH DEPARTMENT:</b>  <b>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.</b>  <b>*FOR ALL NEW CROSS-LISTINGS PLEASE NOTE WHICH DEPARTMENT OWNS THE COURSE:</b>				
<b>CHANGE IN COURSE TITLE</b>		PROVIDE THE <b>NEW</b> COURSE TITLE:		
<b>CHANGE IN COURSE DESCRIPTION</b>		<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		

<b>COURSE CANCELLATION</b>	X	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b> Switching to Milestone  <b>PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.</b>
<b>OTHER CHANGES</b>		<b>EXPLAIN:</b>  HSED PROGRAM WOULD LIKE TO CHANGE THIS COURSE TO A MILESTONE.
<b>BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (<i>maximum 6 lines</i>) to be included in the Graduate Calendar.</b>  This residency week offers an overview of the program, including the over-arching goals, learning outcomes, instructional methods, content, resources, and assessment methods. This required week is designed for graduate students from a wide range of health science disciplines and is offered in an intensive on-campus format during a four-day residency period.		
<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>		

<b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)</b>
<b>2. EXPECTED ENROLMENT:</b>
<b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b>
<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. Please also note if a lab or tutorial will be included.)</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).**

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

**PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Lawrence Grierson Email: griersle@mcmaster.ca Extension: 22738 Date submitted: Sept 2, 2015

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

SGS /2015



**SCHOOL OF GRADUATE STUDIES**

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

**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 (cbryce@mcmaster.ca).
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.

<b>DEPARTMENT</b>		Health Sciences Education (HSED)		
<b>COURSE TITLE</b>		Health Science Education: Residency II		
<b>COURSE NUMBER</b>	HS EDUC 707	<b>COURSE CREDIT</b>		
		<b>6 Unit Course ( )</b>	<b>3 Unit Course ( )</b>	<b>1.5 Unit Course (x)</b>
<b>INSTRUCTOR(S)</b>	Kelly Dore; Lawrence Grierson			
<b>REQUISITE(S)</b>  (Pre/Co/Anti or program enrollment requirement)	None			
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
<b>NEW COURSE</b>		<b>DATE TO BE OFFERED (FOR NEW COURSES ONLY):</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? No</b>	
<b>WILL THE COURSE BE <u>CROSS-LISTED (COMBINED SECTIONS)</u> WITH ANOTHER DEPARTMENT? IF YES, PLEASE NOTE WHICH DEPARTMENT:</b>  <b>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.</b>  <b>*FOR ALL NEW CROSS-LISTINGS PLEASE NOTE WHICH DEPARTMENT OWNS THE COURSE:</b>				
<b>CHANGE IN COURSE TITLE</b>		PROVIDE THE <b>NEW</b> COURSE TITLE:		
<b>CHANGE IN COURSE DESCRIPTION</b>		<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		

<b>COURSE CANCELLATION</b>	X	<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b> Switching to Milestone  <b>PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.</b>
<b>OTHER CHANGES</b>		<b>EXPLAIN:</b>  HSED PROGRAM WOULD LIKE TO CHANGE THIS COURSE TO A MILESTONE.
<b>BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (<i>maximum 6 lines</i>) to be included in the Graduate Calendar.</b>  This residency week explores scholarship and the process of writing and preparing an independent scholarly paper or thesis. Students will present works in progress and provide feedback to their peers. This week is offered in an intensive in person, on campus format in June		
<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>		

<b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)</b>
<b>2. EXPECTED ENROLMENT:</b>
<b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b>
<b>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. Please also note if a lab or tutorial will be included.)</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).**

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

**PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Lawrence Grierson Email: [griersle@mcmaster.ca](mailto:griersle@mcmaster.ca) Extension: 22738 Date submitted: Sept 2, 2015

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies,  
[cbryce@mcmaster.ca](mailto:cbryce@mcmaster.ca).

SGS /2015



**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.

<b>DEPARTMENT</b>	School of Social Work
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<b>NAME OF PROGRAM</b>	<p>CURRENT PROGRAM: M.S.W.in Critical Analysis of Social Work          -We are requesting to make this into one stream of the M.S.W. program</p> <p>2<sup>nd</sup> (NEW) M.S.W. STREAM BEING INTRODUCED:          M.S.W. in Critical Leadership in Social Services and Communities</p> <p>Adding calendar copy for NEW DIPLOMA PROGRAM: Critical Leadership in Social Services and Communities (approved at Senate June 3, 2015)</p>
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<b>PROGRAM DEGREE</b>	Ph.D. ( )	M.A. ( )	M.A.Sc. ( )	M.B.A. ( )	M. Eng. ( )	M.Sc. ( )	Diploma Program ( X )	Other (Specify) M.S.W.
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**NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)**

**Is this change a result of an IQAP review?**  Yes x  No

The change is not the result of an IQAP review but was substantially informed by comments offered by IQAP reviewers.

<b>CHANGE IN ADMISSION REQUIREMENTS</b>		<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>		<b>CHANGE IN COURSE REQUIREMENTS</b>	
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<p><b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b></p>	x	<p><b>EXPLAIN:</b>  We propose to:  -designate the current MSW, 'Critical Analysis of Social Work', as a stream in the MSW program;    -add a new stream, Critical Leadership in Social Services and Communities;    -add to the Calendar a new Graduate Diploma in Critical Leadership in Social Services and Communities (this Diploma was approved at Senate June 3, 2015).</p>
<p><b>OTHER CHANGES</b></p>		<p><b>EXPLAIN:</b></p>
<p><b>DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:</b></p> <p><b>Current M.S.W. calendar copy:</b>  Social Work, M.S.W.</p> <p><b>Critical Analysis of Social Work</b></p> <p>A commitment to critical analysis in the service of social justice underpins this program. This degree focuses on the development of analytic skills with regard to social work practice and social policy. Students will build on existing knowledge to increase their ability to identify and analyze practice and policy theories and examine how they are utilized within a changing social, political, economic and global context.</p> <p>Students will engage analyzing social problems and policies, critique existing practices, challenge established knowledge, research alternative approaches and contribute to the development of innovative policies and practices.</p> <p>The M.S.W. program prepares students for advanced practice grounded in the critical analysis of social work - analysis understood as the crucial foundation of change processes aimed at fostering just practices and policies. Graduates exercise the critical conceptual abilities and research skills developed in the program in a wide range of agency and community settings, with an appreciation of the intersection of practice and policy at micro, meso and macro levels.</p> <p>Candidates may be enrolled on a full- or part-time basis. Full-time students will complete the program in twelve consecutive months of study, beginning in September. Part-time students will normally be expected to complete the program in about three years.</p> <p><b>Admission</b></p> <p>To be eligible for admission to the Master of Social Work Program, applicants are required to hold a B.S.W. degree from an accredited social work program. In addition, admission requirements are:</p> <ol style="list-style-type: none"> <li>a. half course in introductory social research methods;</li> <li>b. B+ standing in senior level social work courses.</li> </ol> <p>Applications should be made to the School of Social Work prior to December 15th for admission the following September.</p>		

## Curriculum

The curriculum has three main components:

1. Required courses that provide the content and methodological skills necessary for policy and practice analysis;
2. Elective courses that enable students to deepen their knowledge of practice and policy in the inner workings of social agencies and in social change efforts at the community level;
3. Thesis designed to integrate analytical and evaluative skills and to contribute to the critical analysis of policy and practice.

### Required Courses

Four half courses:

- [SOC WORK \\*700 / Social Work Practice: Critical Frameworks](#)
- [SOC WORK \\*701 / Social Policy: Critical Frameworks](#)
- [SOC WORK \\*737 / Critical Approaches to Social Work Knowledge](#)
- [SOC WORK \\*738 / Research Methods for Social Work](#)

### Two elective courses

At least one of:

- [SOC WORK \\*721 / Community, Citizenship and Social Justice](#)
- [SOC WORK \\*726 / Changing Social Service Organizations: Tensions in Practice](#)

### One additional elective

Electives enable students to deepen their knowledge in a substantive field of their choice and to develop a capacity to analyze systematically existing policies or practices in that field. All students take one elective which can be selected from the following:

- [SOC WORK \\*705 / Directed Readings](#)
- [SOC WORK \\*721 / Community, Citizenship and Social Justice](#)
- [SOC WORK \\*722 / Topics in Advanced Social Work](#)
- [SOC WORK \\*726 / Changing Social Service Organizations: Tensions in Practice](#)

### Additional Information

In planning the course of study, students should consult with their advisor concerning possible elective(s) which may be taken outside the School of Social Work. Electives offered in a given year are subject to the availability of faculty.

### Thesis

Each student is required to complete a thesis. It offers students an opportunity to build upon their particular experiences and interests and upon perspectives and materials introduced in courses, and to demonstrate their capacities for critical analysis. The thesis (12,500 words) is supervised by a faculty member and orally examined by a committee including the supervisor and two other faculty members.

### Ph.D. Degree

The School of Social Work offers a Ph.D. degree in Social Work in the field of Social Justice.

### **Admission**

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

- a. a completed MSW degree with an average of at least an A-. (Applicants with Master's degrees in other subjects must be able to demonstrate substantial knowledge of the social service/ social welfare field and have experience of working in justice and equity- seeking services or organizations);
- b. a completed graduate level course in social research methods; and
- c. demonstrated interest and experience in critical approaches to policies, practices and knowledge-building in social work.

Applicants will be evaluated on the basis of their qualifications and the alignment of their interests with the research interests and availability of faculty.

Applications should be made to the School of Social Work prior to January 15th for admission the following September.

### **Curriculum**

The curriculum has three main components:

#### **Requirements**

A Ph.D. candidate admitted without Master's level courses in epistemology (\*737) and in critical analysis of practice/policy (\*700 or \*701) will be expected to complete these courses in addition to the requirements of the doctoral program.

Candidates may be required to complete courses beyond the minimum course requirements of the program in order that they achieve the breadth of perspective required by the program and are sufficiently prepared for their research.

#### **Course requirements**

Candidates for the Ph.D. are required to complete a minimum of six post-MSW courses.

- [SOC WORK \\*770 / Social Work and Social Justice: Theoretical Tensions](#)
- [SOC WORK \\*771 / Research for Social Change](#)
- [SOC WORK \\*772 / Qualitative Methods for Social Work](#)
- or a methods course selected from another department (e.g. quantitative, historical, mixed methods)
- [SOC WORK \\*773 / Doctoral Research Seminar](#)

#### **Two elective courses**

Students will be encouraged to take at least one of their elective courses in another department in order to profit from the interdisciplinary opportunities at McMaster.

#### **Comprehensive Examination**

The comprehensive examination is designed to evaluate the breadth of students' knowledge of debates and developments in contemporary scholarship in social work and social justice. Ph.D. candidates are required to situate their anticipated research topics in a wide and critical review of related theory and research, and to demonstrate their capacity for the integration of ideas and their skills in scholarly inquiry and writing.

**Thesis**

Students will be required to submit a thesis and defend it during a final oral examination.

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

We recommend:

Introducing a new MSW, Critical Leadership in Social Services and Communities

Designating the two MSWs as 'streams' in the MSW program.

Introducing calendar copy for a new Graduate Diploma in Critical Leadership in Social Services and Communities (Diploma was approved at Senate June 2015).

Changing some existing course titles and descriptions to ensure that key courses serve both the existing and new MSW streams.

**RATIONALE FOR THE RECOMMENDED CHANGE: (How does the requirement fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review?):**

The School currently offers the MSW *Critical Analysis of Social Work*. We have designed two new programs focused on *Critical Leadership in Social Services and Communities*: a new MSW stream, and a Graduate Diploma. The Graduate Diploma was approved at Senate on June 3, 2015.

Both of these new graduate programs are designed to deepen students' understandings of the pressures currently facing communities and social services, support justice-focused leadership in the contemporary context, and enhance students' capacities to initiate and contribute to progressive change.

Rationale for new programs

The existing MSW: Critical Analysis of Social Work is a course and thesis-based program. Its goal is to prepare students for advanced practice in the critical analysis of social work. The program fosters in students new ways of understanding social work and its structuring, and possibilities for re-orienting their thinking and practice, in pursuit of a justice agenda. This MSW is accredited by the Canadian Association for Social Work Education (CASWE).

The proposed new MSW: Critical Leadership in Social Services and Communities is a course and practicum-based program. It is designed for people who have experience working in social or community services and who aspire to leadership roles. It responds to the desire expressed by many BSW graduates for an MSW with a focus on critical professional practice, and the need articulated by senior managers in social services for employees prepared for the complexities of leadership in contemporary social service settings. This new MSW shares key learning objectives, and four courses, with the current MSW. It is also accredited by CASWE. Please see attached for the calendar description.

The new Graduate Diploma in Critical Leadership in Social Services and Communities (approved at Senate in June 2015) is designed for people who have completed a Master's degree and who wish to advance their skills and analysis in the specific area of leadership. It shares key learning objectives with the new MSW stream, and responds to a particular sector of potential

students: those who are keen to engage in post-Master's educational opportunities for the purpose of enhancing critical professional practice (and who are rarely able to take time from professional commitments to complete a PhD). Please see attached for the calendar description.

Rationale for change in designation

To reflect the fact that the School now offers two MSWs (that share key learning objectives and four courses), we propose to identify both as 'streams': to designate the existing program, Critical Analysis of Social Work as one stream and to include as a second stream the new MSW, Critical Leadership in Social Services and Communities.

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

September 2016.

**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:**

**Recommended Calendar Copy:  
General Information**

The School of Social Work ~~M.S.W. program has two streams and offers two M.S.W. degrees. offers a one year (12-month) thesis-based program leading to the degree Master of Social Work (M.S.W.).~~ A commitment to critical analysis in the service of social justice underpins this program. The ~~M.S.W.~~ program is accredited by the Canadian Association for Social Work Education as a graduate program in social work. The two M.S.W. streams are:

- [M.S.W. in Critical Analysis of Social Work](#)
- [M.S.W. in Critical Leadership in Social Services and Communities](#)

The School of Social work also offers a Ph.D. program focused on social justice. The program builds on our research-based M.S.W. and on faculty members' research strengths.

[A Graduate Diploma in Critical Leadership in Social Services and Communities is also available for applicants with an M.S.W. or M.A. degree with leadership experience in social services/community.](#)

Enquiries: 905 525-9140 Ext. 24596

Fax: 905 577-4667

E-mail: [socwork@mcmaster.ca](mailto:socwork@mcmaster.ca)

Website: <http://www.socialwork.mcmaster.ca/>

**M.S.W. Degree**

**Critical Analysis of Social Work**

A commitment to critical analysis in the service of social justice underpins this [stream in the M.S.W.](#) program. This degree focuses on the development of analytic skills with regard to social work practice and social policy. Students will build on existing knowledge to increase their ability to identify and analyze practice and policy theories and examine how they are utilized within a changing social, political, economic and global context.

Students will engage analyzing social problems and policies, critique existing practices, challenge established knowledge,

research alternative approaches and contribute to the development of innovative policies and practices.

This M.S.W. ~~stream program~~ prepares students for advanced practice grounded in the critical analysis of social work - analysis understood as the crucial foundation of change processes aimed at fostering just practices and policies. Graduates exercise the critical conceptual abilities and research skills developed in the program in a wide range of agency and community settings, with an appreciation of the intersection of practice and policy at micro, meso and macro levels.

Candidates may be enrolled on a full- or part-time basis. Full-time students will complete the ~~degree program~~ in twelve consecutive months of study, beginning in September. Part-time students will normally be expected to complete the ~~degree program~~ in about three years.

### **Critical Leadership in Social Services and Communities**

This stream in the M.S.W. program is grounded in a recognition of the contemporary conditions of social service and community work, and in expansive and critical definitions of leadership. The degree aims to foster progressive leadership in the community and social service sectors.

Students will engage foundational conceptual frameworks underpinning critical practice and policy in social work. They will build on existing knowledge and work experience to identify and analyze how contemporary social, political and economic forces are (re)shaping social services and communities, and particularly how these forces shape leadership and leadership practices, including practices of research and evaluation.

This M.S.W. degree prepares students for formal and informal leadership roles in social and community services. Students will consider a range of theories of critical leadership and of social and organizational change, and demonstrate a capacity to apply coursework knowledge and concepts in practice by undertaking a leadership practicum in a social or community service setting.

Candidates must be enrolled on a full-time basis and must complete their degree in twelve consecutive months of study, beginning in September.

## **Admission**

### **For Students applying to the Critical Analysis of Social Work stream:**

#### Admission requirements:

To be eligible for admission to the Master of Social Work: Critical Analysis of Social Work stream Program, applicants are required to hold a B.S.W. degree from an accredited social work program. In addition, admission requirements are:

- B.S.W. degree from an accredited social work program
- half course in introductory social research methods;
- B+ standing in senior level social work courses.

Applications should be made to the School of Social Work prior to December 15th for admission the following September.

### **For Students applying to the Critical Leadership in Social Services and Communities stream:**

#### Admission requirements:

- B.S.W. degree from an accredited social work program
- half course in introductory social research methods
- B+ standing in senior level social work courses
- experience working in social services or communities / community services

## **Curriculum**

**For Students in the Critical Analysis of Social Work stream, the curriculum has three main components:**

- Required courses that provide the content and methodological skills necessary for policy and practice analysis;
- Elective courses that enable students to deepen their knowledge of practice and policy in the inner workings of social agencies and in social change efforts at the community level;
- Thesis designed to integrate analytical and evaluative skills and to contribute to the critical analysis of policy and practice.

#### **Required Courses**

Four half courses:

- SOC WORK \*700 / Social Work Practice: Critical Frameworks
- SOC WORK \*701 / Social Policy: Critical Frameworks
- SOC WORK \*737 / Critical Approaches to Social Work [Research Knowledge](#)
- SOC WORK \*738 / Research Methods for Social Work

#### **Two elective courses**

At least one of:

- SOC WORK \*721 / [Community, Citizenship and Social Justice](#) [Changing Communities: Tensions and Possibilities for Citizenship and Social Justice](#)
- [SOC WORK \\*726-740 / Changing Social Service Organizations: Tensions in Practice](#) [Implications for Workers and Service Users](#)

#### **One additional elective**

Electives enable students to deepen their knowledge in a substantive field of their choice and to develop a capacity to analyze systematically existing policies or practices in that field. All students take one elective which can be selected from the following:

- SOC WORK \*705 / Directed Readings
- SOC WORK \*721 / [Community, Citizenship and Social Justice](#) [Changing Communities: Tensions and Possibilities for Citizenship and Social Justice](#)
- SOC WORK \*722 / Topics in Advanced Social Work
- [SOC WORK \\*726-740 / Changing Social Service Organizations: Tensions in Practice](#) [Implications for Workers and Service Users](#)

#### **Additional Information**

In planning the course of study, students should consult with their advisor concerning possible elective(s) which may be taken outside the School of Social Work. Electives offered in a given year are subject to the availability of faculty.

#### **Thesis**

Each student is required to complete a thesis. It offers students an opportunity to build upon their particular experiences and interests and upon perspectives and materials introduced in courses, and to demonstrate their capacities for critical analysis. The thesis (12,500 words) is supervised by a faculty member and orally examined by a committee including the supervisor and two other faculty members.

**For Students in Critical Leadership in Social Services and Communities, the curriculum has two main components:**

- [Required courses that provide foundational knowledge of the critical analysis of social work practice, and the critical analysis of policy; and required courses that provide analyses and conceptual frameworks about changing conditions in social services and communities, and about leadership](#)
- [A practicum of 450 hours that involves a practical experience of leadership. An MSW-prepared social worker will provide field instruction and mentorship.](#)

#### **Required Courses:**

- [SOC WORK 700 / Social Work Practice: Critical Frameworks](#)
- [SOC WORK 701 / Social Policy: Critical Frameworks](#)
- [SOC WORK 741 / Changing Social Services, Changing Communities: Focus on Leadership](#)
- [SOC WORK 742/ Organizational and Social Change: Theories, Practices and Possibilities for Leadership](#)
- [SOC WORK 743/ Critical Approaches to Evidence and Evaluation in Social Services and Communities](#)
- [SOC WORK 750/ Leadership Seminar](#)
- [SOC WORK 751/ Leadership Practicum](#)

#### **And one of:**

- [SOC WORK 740 / Changing Social Service Organizations: Implications for Workers and Service users](#)
- [SOC WORK 721 / Changing Communities: Tensions and Possibilities for Citizenship and Social Justice](#)

#### **Practicum**

[Each student will have a leadership practicum \(SOC WORK 751\) in a social service agency or community organization. Students will take on a leadership project - for example, lead the development of a new policy, move a service initiative forward, or explore and provide recommendations about how a community need might be better met. Field instruction will be provided by a social worker who holds an MSW degree. Students' experiences, observations and actions in the field setting will become topics for reflection in the accompanying seminar \(SOC WORK 750\). The practicum will be 450 hours long \(this number of hours is required for accreditation by the Canadian Association for Social Work Education\).](#)

## **Ph.D. Degree**

The School of Social Work offers a Ph.D. degree in Social Work in the field of Social Justice.

## **Admission**

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

- a. a completed MSW degree with an average of at least an A-. (Applicants with Master's degrees in other subjects must be able to demonstrate substantial knowledge of the social service/ social welfare field and have experience of working in justice and equity- seeking services or organizations);
- b. a completed graduate level course in social research methods; and
- c. demonstrated interest and experience in critical approaches to policies, practices and knowledge-building in social work.

Applicants will be evaluated on the basis of their qualifications and the alignment of their interests with the research interests and availability of faculty.

Applications should be made to the School of Social Work prior to January 15th for admission the following September.

## **Curriculum**



The curriculum has three main components:

### **Requirements**

A Ph.D. candidate admitted without Master's level courses in epistemology (\*737) and in critical analysis of practice/policy (\*700 or \*701) will be expected to complete these courses in addition to the requirements of the doctoral program.

Candidates may be required to complete courses beyond the minimum course requirements of the program in order that they achieve the breadth of perspective required by the program and are sufficiently prepared for their research.

### **Course requirements**

Candidates for the Ph.D. are required to complete a minimum of six post-MSW courses.

- SOC WORK \*770 / Social Work and Social Justice: Theoretical Tensions
- SOC WORK \*771 / Research for Social Change
- SOC WORK \*772 / Qualitative Methods for Social Work
- or a methods course selected from another department (e.g. quantitative, historical, mixed methods)
- SOC WORK \*773 / Doctoral Research Seminar

### **Two elective courses**

Students will be encouraged to take at least one of their elective courses in another department in order to profit from the interdisciplinary opportunities at McMaster.

### **Comprehensive Examination**

The comprehensive examination is designed to evaluate the breadth of students' knowledge of debates and developments in contemporary scholarship in social work and social justice. Ph.D. candidates are required to situate their anticipated research topics in a wide and critical review of related theory and research, and to demonstrate their capacity for the integration of ideas and their skills in scholarly inquiry and writing.

### **Thesis**

Students will be required to submit a thesis and defend it during a final oral examination.

## **Graduate Diploma in Critical Leadership in Social Services and Communities**

This Graduate Diploma is designed for people who have an MSW or an MA and who are currently providing formal or informal leadership in social services or communities. It offers critical analyses and conceptual frameworks about changing conditions in social services and communities (with particular attention to evidence-based practice, audit and accountability); a range of models for progressive and transformative leadership, and opportunities to reflect on leadership practice with respected local leaders; opportunities to share knowledge with people who are engaged in the daily work of leading and sustaining progressive public services.

The Graduate Diploma is offered as a one-year program that features a 4-course series (not as individual courses).

### **Admission**

To be eligible for admission to the Critical Leadership in Social Services and Communities diploma program, applicants must have:

- A completed M.S.W. or M.A. degree with an average of at least an A- on whole degree. In exceptional circumstances,

applicants with a B.S.W. or B.A. and an A- average on senior level undergraduate courses may apply if they have extensive leadership experience;

- Community or social service leadership experience.

### **Curriculum**

Students take one of two courses that consider specific contexts of social work practice: institutional contexts (SW 740) or community contexts (SW721). They take two courses focused explicitly on aspects of leadership: a theory and praxis course, and a course focused on leadership specifically in the contexts of contemporary social services and communities. Their final course considers critical approaches to evidence and evaluation, a key feature of contemporary leadership.

Students will be required to complete four (4) half courses; three required and one elective which include:

### **Three Required Courses:**

- SOC WORK 741 / Changing Social Services, Changing Communities: Focus on Leadership
- SOC WORK 742/ Organizational and Social Change: Theories, Practices and Possibilities for Leadership
- SOC WORK 743/ Critical Approaches to Evidence and Evaluation in Social Services and Communities

### **One Elective Course:**

One of:

- SOC WORK 740 / Changing Social Service Organizations: Implications for Workers and Service users
- SOC WORK 721 / Changing Communities: Tensions and Possibilities for Citizenship and Social Justice

### **Additional Comments:**

Students entering the **Critical Leadership in Social Services and Communities** diploma program who have already successfully completed SW721 in their previous master's degree, must take either SW740 or an elective (in the School of Social Work or in another department) approved by the School's Chair of Graduate Studies.

## **COURSES**

~~Courses marked with an asterisk (\*) are half courses. M.S.W. part time students must take first either SW\*700 (practice) or SW\*701 (policy) in the fall term.~~ The following courses are offered for graduate credit only:

### **\*6G03 / Selected Topics**

Critical examination of social work practice in respect to selected social issues. Topics will vary from year to year and the School should be consulted for details for any particular year.

### **\*700 / Social Work Practice: Critical Frameworks**

This course critically analyzes social work practice including discourse, practice theories and the nature of practice knowledge. Issues such as shifting sources and forms of profession power and authority are also examined.

### **\*701 / Social Policy: Critical Frameworks**

This course will consider: theoretical perspectives on social policies and the construction of the social problems they address; the political, historical and economic context of policy-making in Canada; and the repositioning of social policy in the context of state restructuring and ongoing globalization processes.

### **\*705 / Directed Readings**

Concentrated studies in Social Welfare Policy and Social Work Practice. A course outline must be submitted to the Chair of the School of Social Work's Graduate Studies Committee.

### **\*721 / Changing Communities: Tensions and Possibilities for Community, Citizenship and Social Justice**

~~This course examines contemporary theories and practices of community and citizenship in Canada. Rather than assuming a consensual and universal model of collectivity, we explore how notions of togetherness, common interests, active citizenship~~

~~and rights and responsibilities are constituted, enacted, practiced and challenged in the community, and how social workers could affect social justice through grassroots organizing, advocacy and community based research.~~  
~~Considers how contemporary social, political and economic changes shape constraints and possibilities for enhancing social justice through grassroots organizing, (self-)advocacy, alliance-building, and community based research. The course examines theories and practices of community and citizenship in Canada and how notions of togetherness, common interests, active citizenship and rights and responsibilities are constituted, enacted, practiced and challenged in the community.~~

**\*722 / Topics in Advanced Social Work**

Examination of social welfare policies and/or social work practice issues regarding a specific substantive area or concern.

**\*726 / Changing Social Service Organizations: Tensions in Practice**

~~The course examines the changing forms and discourses of social service organizations and their management. Central to the course focus is critical analysis of the constraints and possibilities fashioning practices and policies in the interests of service users and communities.~~

**\*737 / Critical Approaches to Social Work Research Knowledge**

~~An introduction to epistemological debates in practice and policy related research, emphasizing the challenges and possibilities of building knowledge for social change. Topics will include: different methodologies underpinning social research; power relations in knowledge production and communication; reflexivity in the research process.~~

~~The goal of this course is to develop a conceptual basis for critical social work research through exploration of theories of knowledge (epistemology) as they relate to students' emerging research questions. In the early part of the course students will frame and articulate their research focus. The latter part of the course offers intellectual and practical support for students as they undertake their thesis research with the guidance of their supervisors.~~

~~Co-requisite: Social Work 738~~

**\*738 / Research Methods for Social Work**

~~Review and application of methods commonly used in practice and policy related research. Students will be encouraged to use the seminar to focus their thesis research.~~

~~This course draws on conceptual frameworks outlined in SW737 to develop students' capacities to undertake critical social work research. The course addresses research design, research ethics, and methods commonly used in practice and policy related research. Attention will also be paid to power relations in knowledge production and communication, and reflexivity in the research process.~~

~~PreCo-requisite: Social Work \*737~~

**740/ Changing Social Service Organizations: Implications for Workers and Service Users**

Examines the broad contextual forces shaping practitioners' work lives and practices: ongoing economic globalization; welfare restructuring and the erosion of social programs; the rise of managerialism and imperatives towards individual responsibility. Explores how these forces are embedded in everyday work relations and the social organization of direct practice, including such areas as recording, documentation, accountability mechanisms and risk management. Identifies the tensions and dilemmas generated by these organizing forces for practitioners, citizens and service users.

**741 / Changing Social Services, Changing Communities: Focus on Leadership**

This course considers themes identified in 740 and 721 (audit and accountability mechanisms, risk management, performance measures, governance and funding arrangements, regulation of advocacy) in relation to social service and community leadership. Explores how broad contextual forces, particularly the rise of managerialism and the importing of business models into public service delivery and community-based initiatives, shape organizational cultures and practices of management and supervision. Identifies and explores the impacts, tensions and dilemmas generated by these organizing forces for leaders who have commitments to care and justice, and considers ways to build ethical reflexivity into leadership practice.

**742/ Organizational and Social Change: Theories, Practices and Possibilities for Leadership**

This course draws on justice-oriented (feminist, Indigenous, post-heroic etc) approaches to analyzing and facilitating change in social services and communities. Considers possibilities and strategies for challenging and resisting oppressive structural arrangements, for using opportunities to promote the interests of service users and marginalized communities, for working toward equitable organizational practices, and for improving working environments. Course themes include justice-oriented governance; practices for building humane organizational cultures (including supervision practices, and practices that welcome diversity and difference); communications (internal and external, including technology and social media, and questions of influence and persuasion); collaborations across agencies and sectors; policy frameworks and processes (including relations

[with government\).](#)

**743/ Critical Approaches to Evidence and Evaluation in Social Services and Communities**

[Discourses of evidence-based practice increasingly permeate social services, and audit technologies abound. This course explores discourses of research and accountability as they relate to practice in social services and communities. It also prepares students to conduct critical evaluation a variety of settings. It supports students to examine the evaluation practices of a particular social service or community setting: to apply conceptual frameworks about evidence and accountability to the reporting requirements the agency engages and to the measures used to define success; and, drawing on literature in the field, to propose justice-focused improvements or alternatives.](#)

**750/ Leadership Seminar**

[This course supports students to integrate their academic and theoretical work with their leadership practice experience. Students' experiences, observations and actions in their practicums will become topics for reflection and examination in this seminar, with theory and concepts from coursework brought to bear on specific aspects of their evolving leadership practice. Students' critical reflexivity about their identities and positions as leaders will be a particular focus of discussion.](#)

**Co-requisite: SOC WORK 751**

**751/ Leadership Practicum**

[Each student will have a leadership practicum in a social service agency or community organization. Students will take on a leadership project - for example, lead the development of a new policy, move a service initiative forward, or explore and provide recommendations about how a community need might be better met. Field instruction will be provided by a social worker who holds an MSW degree. Students' experiences, observations and actions in the practicum setting will become topics for reflection in the accompanying seminar. The practicum will be 450 hours long \(this number of hours is required for accreditation by the Canadian Association for Social Work Education\).](#)

**Co-requisite: SOC WORK 750**

**770 / Social Work and Social Justice: Theoretical Tensions**

This course addresses the fundamental tension in social work's location within social programs and state practices that have the potential both to redress and to deepen social inequalities. Theoretical and practical dimensions of this tension are explored in the contemporary context in which social programs in the public and voluntary sectors are the focus of neo-liberal restructuring and of the struggles and claims of marginalized populations.

**771 / Research for Social Change**

This course addresses the complexities of formulating and carrying out research explicitly designed to be part of social change processes. It explores how social research may be engaged when issues of inequality and marginalization are embedded in the research content and process.

**772 / Qualitative Methods for Social Work**

This course examines theory, techniques and issues of data analysis and interpretation in qualitative inquiry.  
Prerequisite: Social Work \*737 or equivalent

**773 / Doctoral Research Seminar**

The course will examine key professional concerns among social work academics and researchers. Topics will include, among others, research funding and proposal writing; research publication; professional and research ethics; social work teaching, and career development among social work academics.

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Chris Sinding, Director    Email: [sinding@mcmaster.ca](mailto:sinding@mcmaster.ca)    Extension: 22740    Date submitted: October 1, 2015

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, [cbryce@mcmaster.ca](mailto:cbryce@mcmaster.ca)

SGS/2013

## 2015-16 Scholarship Committee Members-Additional Members as of 101315

### **Social Sciences**

Rachel Weldrick

Allyson Ion

Health Aging and Society

Social Work

Graduate Student

Graduate Student

### **Science**

Dr. Bhagwati Gupta

Dr. Xu-Dong Zhu

Dr. Vlad Ljubicic

Dr. Aimee Nelson

Dr. Angelo Canty

Dr. Soo Hyun Byun

Dr. Reuven Dukas

Biology

Biology

Kinesiology

Kinesiology

Mathematics

Medical Physics

Psychology, Neuroscience and Behaviour