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 November 17th at 1:30 pm in Council Chambers (GH-111)**

Listed below are the agenda items for discussion.

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

A G E N D A

I. **Minutes of the meeting of October 20th, 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. **New Program Proposal: M.Sc. in Speech Language Pathology**

VIII. **New Program Proposal: Ph.D. in Communication, New Media and Cultural Studies**

IX. **Faculty of Business Graduate Curriculum and Policy Committee Report**

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

XI. **Faculty of Humanities Graduate Curriculum and Policy Committee Report**

XII. **Faculty of Science Graduate Curriculum and Policy Committee Report**

XIII. **Additional Scholarship Committee Members**

Graduate Council
October 20th, 2015 9:30 AM
GH 111

Present: Dr. A. Agarwal (Acting Chair), Ms. S. Baschiera, Dr. A. Deza, Dr. M. Verma, Dr. A. Holloway, Dr. A. Guarne, Dr. A. Dean, Dr. A. Fudge Schormans, Dr. E. Badone, Mr. D. Finnerty, Mr. R. Mah, Mr. M. Bui, Ms. B. Gordon, Mr. A. Vishwanath, Mr. P. Demaio, MS. C. Brown, Dr. A. Roddick, Dr. J. Qiu, Dr. P. Swett, Dr. C. Hayward, Dr. M. Thompson, Dr. T. Porter, Mr. P. Self, Dr. S. McCracken, Dr. G. McClelland

Regrets: Dr. S. Kumar, Dr. D. Novog, Dr. J. Richardson, Dr. A. Shi, Dr. D. Gillespie, Ms. A. Ion, Ms. R. Pereira

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A G E N D A

I.   Minutes of the meeting of September 22nd, 2015

The minutes of the meeting of September 22nd, 2015 were approved on a motion by Dr. Deza, seconded by Dr. Hayward.

II.   Business arising

Dr. Agarwal reported no business arising. He noted there had been a good discussion of grad pay at the previous meeting and asked if there were any questions in this respect from council members.

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

Dr. Agarwal had nothing to report on behalf of Dr. Welch.

IV.   Report from the Graduate Associate Deans

Dr. Hayward reported that the Faculty of Health Sciences was working on initiatives started last year to communicate better to candidates, including the information they want to see on website. The Faculty is using their student ambassadors to help with a student-centred approach to applicants. Dr. Porter had nothing to report. Dr. Thompson reported that the Faculty of Engineering is working on developing an Industrial Ph.D. option. Dr. Swett reported that the Faculty of Humanities still has two new graduate programs moving through the approval process. Dr. Agarwal reported that the Faculty of Business is still working on the development of a M.Sc. in business and they expect this to come to Graduate Council later in the year or early in the new year.

V.   Report from the Associate Registrar and Graduate Secretary

Ms. Baschiera reported that her team is busy working toward the November 1st count and convocation. She noted that one of the benefits of Mosaic is that all BIU eligibility for students is available on system. An admissions training session will be held for program administrators later in the week.

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

Mr. Self reported that the Graduate Student Life team ran a thesis writing boot camp in the library.   They also ran a 'zero to hero' career strategist session. This event was intended for students who had completed or were about to complete their thesis to assist with career preparation and a job search. It involved practice interviews and feedback from people working in industry. They plan to run it again as the feedback was really strong. A Mitacs presentation skills workshop was also held recently.

VII.   Faculty of Engineering Graduate Curriculum and Policy Committee Report

Dr. Thompson reported that the Department of Chemical Engineering wants to terminate their M.Eng. program. Students have not been enrolled in a while and the department wants to focus attention on M.A.Sc. and Ph.D. The fact that the degree still exists creates confusion for students applying; many apply for M.Eng when they were really intending to take a thesis-based Masters.

Dr. Thompson moved and Dr. Deza seconded, 'that Graduate Council approve the cancellation of the M.Eng program in Chemical Engineering as described in the document.'

The motion was carried.

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

Dr. Hayward provided an overview of the for-information items. They included a new course from Global Health, a cross-listing and change in course length from Health Policy, a new course from the Master of Public Health program and the Health Science Education program changing their residency from courses to Milestones.

IX.   Proposed New Stream in Social Work

Dr. Fudge-Schormans introduced the proposal. The School of Social Work currently offers an MSC in Critical Analysis. They would now like to introduce another stream to their Masters program, an MSW in Critical Leadership in Social Services and Communities.   The introduction of this stream was prompted by concerns in the community with respect to the changing context of doing social work. They wanted to develop a program that would allow graduates to take leadership role. The new stream will have a practicum rather than a thesis. Students enrolled in the program will gain leadership skills in the community through the practicum. She noted that the program had introduced two new graduate diplomas, one in leadership in

social services and communities as well. There will be an overlap between the diploma and MSW leadership stream courses.

The Assistant Graduate Secretary noted that the social work diplomas had already been approved by Graduate Council already and that the calendar copy for those diplomas was included in the documentation being reviewed.

A council member asked how the practicum will be evaluated. Dr. Fudge Schormans responded that it will be pass/fail. The council member asked if there would be a faculty member associated to supervise the practicum. Dr. Fudge Schormans confirmed this was the case.

Dr. Porter moved and Dr. Badone seconded, 'that Graduate Council approve the proposed changes in Social Work as described in the document.'
The motion was **carried**.

X.   Additional Scholarship Committee Members

Dr. Swett moved and Dr. Porter seconded, 'that Graduate Council approve the additional Scholarship Committee members as listed in the document.'
The motion was **carried**.

XI.   Fall 2015 Graduands (to be distributed)

Dr. Hayward moved and Dr. Thompson seconded, 'that Graduate Council approve the list of the 2015 Fall Graduands, with amendments/corrections to be made as necessary by the Associate Graduate Registrar.'
The motion was **carried**.

The following message was sent to all faculty, staff and graduate students in the Department of Medical Physics & Applied Radiation Sciences on November 3, 2015 via electronic mail regarding a Selection Committee for a Director of MPARS Graduate Programs.

Dear Faculty, Staff and Graduate Students in the Department of Medical Physics & Applied Radiation Sciences:

An Ad Hoc Selection Committee for a Director of Graduate Programs for those programs currently administered by the Department of Medical Physics & Applied Radiation Sciences has now been established. On behalf of Dean Robert Baker, we thank the Committee members for their commitment, and faculty, staff and graduate students in the Department for their contributions, throughout the process. The Committee will begin to meet by the end of the month with a recommendation expected in the new year. Please forward this message as appropriate.

Dylan Bailey | Administrator (Faculty Affairs)
Office of the Dean | Faculty of Science

Membership - Ad Hoc Selection Committee for a Director of Graduate Programs

Dr. Alison Sills (Committee Chair)	Acting Associate Dean for Graduate Studies (Science)
Dr. Tom Farrell	Professor & Department Chair
Dr. David Chettle	Professor
Dr. Carmel Mothersill	Professor
Dr. Kevin Diamond	Associate Professor
Ms Fiona Ahlang	Graduate Program Administrator
Mr. Eric Johnston	Doctoral Student
Ms Michelle Lord	Master's Student

NEW PROGRAM PROPOSAL FOR

Master of Science in Speech-Language Pathology

MSc(SLP)

Date: October 2015

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    Appendix i: Letters of Support

    Appendix ii: McMaster SLP Curriculum Map

    Appendix iii: Alignment of SAC Foundations of Clinical Practice with Curricular Units

    Appendix iv: McMaster SLP Credit Hours Map

PROGRAM

1.1 PROGRAM DESCRIPTION

Speech-Language Pathologists (SLPs) are autonomous rehabilitation health professionals with specialized knowledge, skills, and clinical training in the prevention, screening, identification, assessment, and management of congenital and acquired communication and swallowing disorders (http://sac-oac.ca/public/what-do-speech-language-pathologists-do). Service is provided to individuals of all ages in a variety of health care, education, and private settings. SLPs are in demand due to changing demographics, in particular due to increased needs among children and seniors (http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/3141.shtml). In children, an increased awareness of the importance of communication to positive academic, social, and vocational outcomes has fostered a rise in demand for SLPs in both health and education sectors. In seniors, a rise in life expectancy has meant an increased need to manage speech, language, and swallowing problems in older adults that are associated with aphasia, brain injury and other neurological insults. Indeed, the Canadian Occupational Projection system indicates that there is likely to be a shortage of SLPs between 2013 - 2022 (http://occupations.esdc.gc.ca) and SLPs are listed on Canada's Department of Citizenship and Immigration website as an eligible occupation in the Federal Skilled Worker Program and express entry to Canada (http://www.immigration.ca/en/fast-track-high-demand-occupations.html).

With respect to professional training, SLPs in Canada are educated through professional course-based Master's programs. A Speech-Language Pathology Master's Program within the School of Rehabilitation Sciences (SRS) at McMaster University will complement the existing professional rehabilitation programs in Physiotherapy and Occupational Therapy and add to the interprofessional mix of health care disciplines within the Faculty of Health Sciences. The SRS is internationally renowned for its innovative educational programs. With its problem-based learning curriculum, the proposed SLP Program will be unique within Canada.

Specifically, the SLP Program will consist of five Units of full-time study disbursed over 24-months. Units 1 and 2 will focus on the core fundamental knowledge and skills required for clinical practice. Units II through V will gradually introduce students to increasingly complex clinical content while following a lifespan approach. Each unit will consist of an academic component followed by an integrated, community-based practicum. Each academic unit will consist of four integrated courses: 1) a problem-based tutorial course; 2) a clinical and professional skills course; 3) a seminar course; and 4) In Units I – III a course focused on foundational concepts and knowledge in SLP; In Units IV – V, an evidence-based practice course focused on developing life-long skills needed to seek out, critically appraise, and integrate research knowledge into client/patient management. Consistent with a problem-based learning approach, self-directed learning will be supported throughout the program via online e-learning resources that will be provided to supplement and reinforce knowledge and skills. Across the entire program, there will be a total of 29 full-time clinical practicum weeks. Students will be provided with a 2-week practicum in Unit 1, a 5-week practicum following Unit 2, a 6-week practicum following Unit 3, a 6-week practicum following Unit 4 and a final 10-week practicum following Unit 5.

1.2 PROPOSAL PREPARATION AND CONSULTATION PROCESS

A Community Advisory Committee (CAC) consisting of SLP leaders within the Hamilton area was established during the initial stages of program development. At its inaugural meeting, the CAC generated a vision of the ideal qualities and attributes of speech-language pathologists of the future. This vision had an important role in guiding the program's curriculum development. The CAC will continue to meet during the development of the program and beyond as a means of advising the program and building partnerships with the community. In addition to consultation with our CAC, we have engaged the Hamilton Regional Speech and Language Pathology and Audiology Council (HRSLAC) to share information about the proposed SLP program, solicit further community input, and to assess local capacity for clinical practica. Great enthusiasm was expressed regarding the support available offered by the SRS to support the clinical preceptor role. Letters on behalf of our clinical community members are appended to the document. Information gleaned from the initial meeting of the HRSLAC was used to further inform our program proposal.

In addition to building relationships within the local SLP community, our proposal preparation also has involved forging new relationships between the Cognitive Science of Language program in the Faculty of Humanities and the School of Rehabilitation Science in the Faculty of Health Sciences. From the outset, the Associate Dean of Humanities and the Chair of the Cognitive Science of Language program have been involved in discussing the proposal for a new SLP Program and the valued opportunities that this would present to both Faculties. The availability of a SLP Program at McMaster will attract additional students to the Cognitive Science of Language program where there is existing capacity for expansion. While housed and funded within the SRS, the SLP Program allows the development of synergies in research and teaching areas within Humanities that complement interests in the School of Rehabilitation Science related to clinical linguistics, childhood disability, aging, and brain injury including concussion.

Specifically, we expect that existing faculty in the Department of Linguistics and Languages, who currently support Master's and Doctoral students in the Cognitive Science of Language program, would value the opportunity to support students with an SLP background who wish to pursue a research degree. Similarly, the addition of SLP faculty in the SRS would provide support to the Cognitive Science of Language graduate programs. The SRS currently has a small number of SLPs enrolled in its PhD Program in Rehabilitation Sciences; however, with enhanced collaboration between the SRS and the Cognitive Science of Language program, it is anticipated that additional students would be attracted to both of these programs. Thus, we see the SLP Program as an exciting opportunity to build capacity across Faculties in the University. Letters of support are included in Appendix i.

Given that the SLP Program will require resources from several programs and departments, we have begun to consult with members of the McMaster community who are currently involved in supporting health professional students. Consultations with Dr. Bruce Wainman, the Director of the Educational Program in Anatomy, have identified the need for additional anatomical specimens to support the learning needs of the SLP students (letter of support in appendix i). Much of the anatomy and other basic science foundational content will be delivered through online learning modules, which will require time to initially develop; however these will serve as resources for future classes. These costs have been included in the development budget under sessional costs. The Health

Sciences Library is doing an assessment of existing holdings. The librarian has indicated that the library will be able to meet the needs of the SLP students. There are some resources that will need to be purchased initially and the costs have been included in the development budget.

With respect to existing SLP programs, the Associate Dean of the SRS has contacted the Chairs of all SLP Programs in Ontario to inform them of McMaster's intent to develop a new program. We are mindful of the need to share clinical resources in an equitable way that does not burden the clinical community and have been transparent about our intent from the outset. We invited programs to share their timetables for clinical practica as well as any affiliations and use of clinical sites within Hamilton so that we can consider this in our curriculum development.

To ensure that the program will meet professional accreditation standards and that graduates will meet standards for speech-language pathology professional practice in Ontario, we consulted with staff of the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO), the Council for Accreditation of University Programs in Speech-Language Pathology (CACUP), and Speech-Language Pathology and Audiology Canada (SAC).

1.3   CONSISTENCY WITH MCMASTER'S MISSION AND ACADEMIC PLAN

i. McMaster's Strategic Mandate Agreement

Existing Strengths

✓	Medical education and research
✓	Health and society
	Engineering and sustainability
✓	Science and discovery
	Digital economy
	Materials and manufacturing – from technology to policy
	Business and economics
	Policy and ethics in a globalized world
✓	Human behaviour, culture, and society
	The Arts and Creative Expression

The MSc program aligns strongly with McMaster's mission and academic plan and areas of existing strength. The program prepares students for a professional career in clinical speech-language pathology, which addresses the first two areas of existing strength in the Strategic Mandate Agreement (i.e., medical education and research; health and society). In addition, the focus is consistent with the University's goal to provide increased emphasis on professional and practice-focused graduate degrees that prepare graduates for professional licensure and to assume clinical positions that meet societal needs. Students participate and collaborate in an ongoing research project under the supervision of a faculty member or clinician, which addresses the university's strengths in science and discovery. Speech-language pathologists specialize in the study of human communication in the social and cultural contexts in which it occurs, thereby addressing institutional strengths in human behaviour, culture, and society.

Priorities for Growth

✓	Health Sciences and the broad determinants of health
✓	Fostering robust societies
	Business and Economics
	Science and Engineering
✓	Communications and Culture

With respect to priorities for areas of growth as outlined in McMaster's SMA, a new professional Master's program in SLP will contribute to institutional capacity in the health sciences and the broad determinants of health. The SLP Program incorporating McMaster's signature pedagogies in the health sciences will be unique within Canada and one of a handful of problem-based learning programs internationally. The curriculum aims to foster self-directed learners who are flexible and able to collaborate with diverse clients and stakeholders, skills which are required in today's rapidly changing health and social service environments. The interprofessional culture within the Faculty of Health Sciences, in which students learn how to collaborate and learn with other health professional students, will be enhanced through the inclusion of the SLP Program.

Additionally, the SLP Program will contribute to enhancing robust societies. SLPs are in demand due to changing demographics; in particular, there are increased needs among children and seniors. In children, an increased awareness of the importance of being able to communicate has fostered a rise in demand for SLPs in both health and education sectors. With the rise in life expectancy, there is an increased demand to manage speech and language problems associated with aphasia, brain injury and other neurological insults. There also is a growing need for SLPs who are prepared to work with culturally and linguistically diverse populations, which is particularly important and relevant given the high immigrant population in Hamilton and Ontario.

Finally, the SLP program is aligned with the priority area of "Communications and Culture" as graduates will be health professionals who specialize in communication. An exciting area for development relates to a focus on SLPs who are prepared to work with culturally and linguistically diverse populations, especially with respect to being able to distinguish normal variation in language acquisition associated with bi- and multi-lingualism from problems that would indicate the presence of language delay and/or disorder. The collective expertise between faculty in the Department of Linguistics and Languages and those in the School of Rehabilitation Science will promote capacity building in this new area of study.

ii. McMaster's Current Priorities

Alignment with Forward with Integrity

    a)   The Student Experience
    b)   Community Engagement
    c)   Research
    d)   Internationalization

The new SLP Program aligns well with the vision for McMaster University as encompassed by Forward with Integrity (FWI).

The Student Experience

Interdisciplinary and interprofessional education are core to the mission of the SRS and FHS. Health professionals must be proficient in collaboration and team skills to succeed in the workplace; therefore, development of these skills will be embedded in both academic and community settings. Students will learn with, from, and about each other through learning activities with students in the SRS's PT and OT programs as well as via activities with other professional programs within the Faculty of Health Sciences. The value of collaboration will be reinforced and role modeled through the faculty complement who will be from a variety of disciplines and health care professions. As noted previously, the new SLP Program also will have a unique partnership with faculty in the Humanities' Department of Linguistics and Languages, which will further support the program's interdisciplinary.

The proposed SLP program also builds upon institutional strengths in self-directed and experiential learning. McMaster University is recognized internationally for its signature pedagogies and educational innovation. The SLP Program will be the only Canadian program with a PBL curriculum and one of a handful of programs internationally. Experiential learning in the form of integrated community-based practica is an integral and key component of the program's curriculum. Students will be introduced to clinical practice in the first unit of study with subsequent community based-experiences integrated throughout the curriculum. Similar to the other professional programs within the SRS, there will be one teaching-stream faculty member who will be hired to serve as the Director of Clinical Education. He or she will be responsible for building partnerships with clinicians and clinical sites throughout the community as well as facilitating student learning within the clinical education component of the curriculum.

Community Engagement

The SRS encompasses community engagement throughout its teaching and research initiatives. These values will be similarly integrated in the SLP Program. Both the academic and experiential components of the curriculum will engage many community partners. Examples include incorporating "patient educators" in teaching, providing clinical placements through our MacH2ope community clinic, supporting clinicians to serve as tutors in problem-based learning tutorials, inviting clinicians to contribute clinical "dilemmas" to an evidence-based practice seminar, or involving the clinical community in conducting multiple mini-interviews as part of the admissions process. Community engagement also is evident in our establishment of a Community Advisory Committee and engagement of the local SLP community.

Research

The SRS is known internationally for its research on childhood disability through the CanChild Center for Childhood Disability Research and has increasingly developed research expertise in older adults. Research areas related to SLP will complement those within the SRS and add to the interdisciplinary richness to existing research in the School.

The SLP program also provides a foundation on which to forge new and unique research relationships between the School of Rehabilitation Science and the Department of Linguistics and Languages. Associate faculty appointments between the SRS and Humanities will allow for the development of synergies in research areas within

Humanities that complement interests in the School of Rehabilitation Science related to childhood disability, aging, and brain injury, including concussion. We currently have SLP students in our doctoral program in Rehabilitation Sciences and anticipate growth in this area and increased interaction between faculty in the SRS and the Department of Linguistics and Languages.

Internationalization

Students will be exposed to concepts of internationalization through their integrated community-based practical experiences throughout their program of study. Hamilton provides a rich multicultural context for learners in which students will need to collaborate with clients with different cultures and languages. Indeed, there is a growing need for SLPs who are prepared to work with culturally and linguistically diverse populations, especially with respect to being able to distinguish normal variation in language acquisition associated with bi- and multi-lingualism from problems that would indicate the presence of language delay and/or disorder (http://www.asha.org/policy/KS2004-00215/). Two faculty members within McMaster's Department of Linguistics and Languages currently specialize in this very area of inquiry (Dr. Anna Moro and Dr. Magda Stroinska), which further highlights the potential synergies and enhanced student experience that will be obtained by developing a new SLP program that brings together health sciences with the humanities.

1.4 PROGRAM LEARNING OUTCOMES

The following statements reflect the competencies with which students from the MSc program will graduate. The successful MSc graduate:

a. Has a systematic understanding of human communication and its disorders across the lifespan, including key theoretical approaches and concepts that inform our understanding of human communication in health and disease.
b. Understands the influence of health, economic, educational, social, and cultural factors on communication across the lifespan and in health and disease.
c. Demonstrates knowledge of and critically evaluates published qualitative and quantitative research, and identifies gaps in knowledge and research methods to address those gaps.
d. Applies knowledge, critical thinking, and problem solving skills to solve complex clinical problems.
e. Engages in evidence-informed practice to provide efficient and effective client and patient care.
f. Communicates effectively with patients, families, other health providers, community organization, and colleagues; as a leading member of a team, collaborator, advocate, and representative of the profession.
g. Understands the limitations of his or her own knowledge and recognizes the value of other perspectives, methods, and disciplines.
h. Is a self-directed learner and reflective practitioner: identifies areas for personal growth in knowledge and skills and develops plans to achieve that growth.
i. Can work autonomously and collaboratively across practice settings.is flexible and adaptable in changing healthcare contexts.
j. Meets professional standards for integrity and ethical conduct.

1.5 CONSISTENCY WITH DEGREE LEVEL EXPECTATIONS

GRADUATE DLEs
Depth and Breadth of Knowledge
Research and Scholarship
Application of Knowledge
Communication Skills
Awareness of Limits of Knowledge
Autonomy and Professional Capacity

The table below illustrates the alignment of our Program Learning Outcomes with the Graduate Degree Level Expectations.

PROGRAM LEARNING OUTCOMES (PLOs)	
BY THE END OF THE PROGRAM, STUDENTS GRADUATING WITH A MASTERS DEGREE WILL…	MASTER'S DEGREE LEVEL EXPECTATIONS (DLEs)
	FOR EACH PLO, IDENTIFY WHICH DLE(S) IT ALIGNS WITH BELOW.
HAVE A SYSTEMATIC UNDERSTANDING OF HUMAN COMMUNICATION AND ITS DISORDERS ACROSS THE LIFESPAN, INCLUDING KEY THEORETICAL APPROACHES AND CONCEPTS THAT INFORM OUR UNDERSTANDING OF HUMAN COMMUNICATION IN HEALTH AND DISEASE. UNDERSTAND THE INFLUENCE OF HEALTH, ECONOMIC, EDUCATIONAL, SOCIAL, AND CULTURAL FACTORS ON COMMUNICATION ACROSS THE LIFESPAN AND IN HEALTH AND DISEASE.	DEPTH AND BREADTH OF KNOWLEDGE
DEMONSTRATE KNOWLEDGE OF AND CRITICALLY EVALUATE PUBLISHED QUALITATIVE AND QUANTITATIVE RESEARCH, AND IDENTIFY GAPS IN KNOWLEDGE AND RESEARCH METHODS TO ADDRESS THOSE GAPS.	RESEARCH AND SCHOLARSHIP
APPLY KNOWLEDGE, CRITICAL THINKING, AND PROBLEM SOLVING SKILLS TO SOLVE COMPLEX CLINICAL PROBLEMS. ENGAGE IN EVIDENCE-INFORMED PRACTICE TO PROVIDE EFFICIENT AND EFFECTIVE CLIENT AND PATIENT CARE.	APPLICATION OF KNOWLEDGE
HAVE THE KNOWLEDGE AND SKILLS TO WORK AUTONOMOUSLY AND COLLABORATIVELY ACROSS PRACTICE SETTINGS. BE FLEXIBLE AND ADAPTABLE IN CHANGING HEALTHCARE CONTEXTS. MEET PROFESSIONAL STANDARDS FOR INTEGRITY AND ETHICAL CONDUCT.	AUTONOMY AND PROFESSIONAL CAPACITY

1.6   DEMAND FOR PROGRAM

i. Evidence of Societal/Labour Market Need

Speech-language pathologists (SLPs) are health professionals that are in demand due to changing demographics; in particular, there is an increased need for SLP services among children and seniors. In children, the ability to communicate is increasingly recognized as essential to positive outcomes at home, at school, and in the community. For example, Ontario has recently unveiled a new "Special Needs Strategy" in which the Ministries of Children and Youth Services, Community and Social Services, Education, and Health and Long-Term Care are working across sectors to improve the delivery of rehabilitation services, including speech-language therapy, to children with special needs from birth to the end of their schooling. With the launch of this new strategy, health professionals are being challenged to seek out new, community-based approaches to providing pediatric services and to more effectively collaborate with each other and with families. Similar initiatives have been launched elsewhere in Canada, which suggests a strong need for graduates who have the characteristics and qualities outlined in the Proposed Learning Objectives (see Section 1.4). Our Letter of Support from the Ontario Ministry of Education further substantiates this need (included in appendix i).

In addition to new trends in service delivery for children with speech and language needs, there is a growing need for clinical services at the other end of the age spectrum. The Canadian population is aging. According to statistics from Employment and Social Development Canada, the median age of Canadians has increased by more than 10 years in the past four decades. Seniors are the fastest-growing age group in Canada, and the number of adults over age 65 is expected to double in the next 25 years. With longer life comes a higher risk for health problems that can affect communication, including dementia and stroke. Aging also presents new challenges for individuals with developmental disorders - such as cerebral palsy - and those with neurological injuries acquired earlier in life. Adults are not only living longer, they are more engaged in their communities and more likely to be working than ever in our history. These factors have resulted in a growing demand for SLPs with knowledge and skills needed to work with older adults.

At present, the province of Ontario has rated the employment prospects for SLPs as "average" relative to other occupations through to the end of 2017 (https://www.app.tcu.gov.on.ca/eng/labourmarket/ojf/profile.asp?NOC_CD=3141). This means that positions may be more difficult to find over the next two years and wage growth has slowed relative to past growth; that being said, this rating reflects projections to 2017 and includes only province of Ontario. Job prospects for SLPs across Canada are quite positive. For example, SLPs are eligible for express entry to Canada via the Federal Skilled Worker Program and the Canadian Occupational Projection system indicates that there is likely to be a shortage of SLPs between 2013 and 2022. Over the 2013 - 2022 time frame, the number of job openings for Therapy and Assessment Professionals, which includes SLPs, is expected to keep pace with the number of job seekers. Job openings are projected to arise primarily from expansion demand. As the Canadian population ages, the demand for health services and, consequently, the need for health care professionals is expected to increase. The average annual growth rate for the SLP profession in Canada is expected to be 4.9% between 2013 and 2017. In keeping with other SLP programs across the country, we have engaged the Council for

Accreditation of Canadian University Programs in Audiology and Speech-Language Pathology to ensure that SLP program will meet the standards for national accreditation, thus ensuring that our graduates are eligible for employment in Ontario and across Canada (see section 1.2 for details). One metric of employment is a review of popular job websites. A recent review of job advertisements from salient websites is summarized below.

(Retrieved from: http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/3141.shtml)

(Retrieved from: http://www.jobbank.gc.ca/report-eng.do?area=9219&lang=eng&noc=3141&action=final&ln=n&s=2)

Province	Number of Jobs Posted on SAC ~ September 25th	Number of Jobs Posted on indeed.com ~ September 25th	Number of Jobs Posted on Workopolis.com ~ September 25th	Number of Jobs Posted on Service Canada ~ September 29th
Ontario	0	81	6	40
Alberta	5	23	9	22
BC	12	56	15	25
Quebec	1	0	0	43
Saskatchewan	1	10	0	8
Manitoba	0	0	0	2
New Brunswick	0	0	0	2
Nova Scotia	0	0	0	2
PEI	0	0	0	2

ii. Evidence of Student Demand

SLPs are rehabilitation professionals that have roots in both humanities and health sciences. A new Master's in SLP Program within the School of Rehabilitation Science at McMaster will provide an opportunity to form a unique partnership with Humanities in the Department of Linguistics and Languages. Currently, the Cognitive Science of Language Program is a "feeder" undergraduate program to SLP Programs across Canada. The

availability of a SLP Program at McMaster will attract additional students to the Cognitive Science of Language Program and there is capacity for expansion. Students graduating from this program will provide a robust applicant pool to the new SLP program. Faculty in the Department of Linguistics and Languages have cultivated a community of SLP clinicians who currently support these undergraduate students and are eager to support a health professional program through providing clinical placements.

A survey of the Cognitive Science of Language students at McMaster was conducted to gauge the interest in a SLP program at McMaster. The results of the survey have been included below. Of the students who responded as 'No' or 'Undecided' to a question of whether they would apply to a SLP program at McMaster, a large number indicated that they were uncertain about pursuing a career in SLP as their reason for not.

Cognitive Science of Language Student Survey

Are you considering a career as a Speech Language Pathologist?

Total Responses	392	
Yes	260	66%
No	65	17%
Maybe	67	17%

Would you apply to a SLP program at McMaster?

Total Responses	367	
Yes	302	82%
No	30	8%
Undecided	35	10%

Programs in Speech Language Pathology are in high demand in Ontario. The following table provides the application numbers to program in Ontario from the Ontario Rehabilitation Sciences Programs Application Service from 2010 to 2014.

ORPAS Speech Language Pathology Ontario Application Numbers

	2010 (UWO, U of T)	2011 (UWO, U of T)	2012 (UWO, U of T)	2013 (UWO, U of T)	2014 (UWO, U of T, U of O)
Total Number of Applications	329	714	679	792	816
Offers Made	79	104	113	110	141
Registrants	58	83	87	85	110

*Note: Laurentian and University of Ottawa did not use ORPAS during this period, and therefore were not included in these numbers

iii. Justifiable Duplication

There are many unique features of the proposed program. Building on our international reputation and expertise in innovative rehabilitation sciences curricula, the SLP program at McMaster would be the only problem-based program in North America, which is a highly unique feature of our proposed program that is considered of value to the local community and to the province. The Hamilton Regional Speech and Language Pathology and Audiology Council (HRSLAC) endorses the Program's focus on the need for graduates who are flexible and able to respond to the rapidly changing health and education environments. Additionally, development of management and business acumen through the "Professional Transitions" focus in the final unit of study will prepare students for private practice and emerging clinical roles. Our linkages with Humanities will support the graduation of SLPs who are prepared to work with culturally and linguistically diverse populations, especially with respect to being able to distinguish normal variation in language acquisition associated with bi- and multilingualism from problems that would indicate the presence of language delay and/or disorder. This skill is particularly important and relevant to the high immigration population in Hamilton and Ontario.

In Canada, SLPs are educated through professional, course-based Master's level graduate programs. There are 10 universities in the country that offer graduate degrees in speech-language pathology: 4 of those programs are in Ontario (Western University, University of Toronto, University of Ottawa, and Laurentian University) and 2 of these are Francophone programs (University of Ottawa and Laurentian University). Admissions are very competitive with many more applications than available spots. In 2014, 816 applicants applied for 110 positions in three programs in Ontario through the Ontario Rehabilitation Sciences Programs Application Service (ORPAS). A survey of current students in the Cognitive Science of Language Program in the Faculty of Humanities revealed a very high degree of interest in the program with 302 of 367 students stating they would apply to an SLP Program at McMaster University. While we did not survey students from other programs or universities, we anticipate there will be very high demand for this program externally. The demand is supported by the 2014 College of Audiologists and Speech Language Pathologists of Ontario (CASLPO) Annual Report indicating that 26% of applicants for Ontario registration were trained in the U.S. The

McMaster program will increase capacity for training high-quality personnel who can respond to the unique cultural and social contexts of practice in Canada.

The demand for SLPs is expected to increase due to changing demographics; in particular, the increased need for SLP services among children and seniors. New strategies within the Province of Ontario, such as the Special Needs Strategy will foster an ongoing demand for SLPs to support the integration of children into the educational system. In addition, the longevity increase means there will be a higher risk for health problems that can affect communication, including dementia and stroke. Nationally, the shortage is such that SLPs are eligible for express entry to Canada via the Federal Skilled Worker Program and the Canadian Occupational Projection system indicates that there is likely to be a shortage of SLPs between 2013 and 2022. Over the 2013 - 2022 time frame, the number of job openings for Therapy and Assessment Professionals, which includes SLPs, is expected to keep pace with the number of job seekers. Within the province of Ontario the employment prospects for SLPs are rated as "average" relative to other occupations through to the end of 2017. This means that positions may be more difficult to find over the next two years and wage growth has slowed relative to past growth; that being said, this rating reflects projections to 2017 and includes only the province of Ontario. Job prospects for SLPs across Canada are positive and the changing demographics support the need for professionals with expertise in communication disorders.

The availability of sufficient numbers of clinical placements is an important consideration for any health professional program. There are a large number of untapped resources in the McMaster University catchment area to support our new program. For example, according to the College of Audiologists and Speech-Language Pathologists of Ontario there are 142 licensed SLPs in the Hamilton area alone with an additional 349 practicing in surrounding areas. Feedback from the Hamilton Regional Speech-Language Pathology and Audiology Council suggests that those clinicians who have not recently supervised students will need to participate in continuing education programs to support their involvement in our program. The School of Rehabilitation Science has a robust clinical preceptor development program (both online and in-person workshops), which will be expanded to support SLP clinicians in the community to meet this need. One of the faculty positions for the program will be a teaching-stream position designated as the Director of Clinical Education who will be responsible for ongoing community development. Currently, there are a handful of students from outside the Hamilton area who complete some of their clinical training in our catchment area. We have aligned our clinical placements so that the timing of these is staggered between our two classes allowing for some capacity for students from other institutions.

1.7   DEGREE NOMENCLATURE

The Master of Science in Speech-Language Pathology is the most appropriate nomenclature for the proposed program. This degree designation will be consistent with the cognate rehabilitation professional programs in the SRS [i.e., MSc(PT) and MSc(OT)]. In Canada, a Master's degree is the entry-level requirement for licensure for SLPs. Thus, the nomenclature will meet the academic program accreditation requirements.

ADMISSION & ENROLMENT

2.1   ADMISSION REQUIREMENTS

The admissions selection process will consider academic achievement and personal qualities and experience that will be evaluated during the Multiple Mini Interview (MMI).

 In order to be eligible for admission, students must have a four year undergraduate degree or equivalent, and have achieved a minimum B average (equivalent to 8 on the 12 point McMaster scale, or a 3.0/4.0) over the last 2 years of academic study or equivalent (i.e. 60 credits). These requirements are consistent with the University requirements for admission to graduate studies. The small group, problem-based format of the program values diversity in academic background; thus, the degree could be in any discipline.

There will be 4 pre-requisite courses. Applicants will require a minimum of one linguistics course at any level with a grade of B or higher; a minimum of one relevant course in psychology at a second year level or higher (e.g., childhood development, developmental psychology, aging and perception, cognition) with a grade of B or higher; a minimum of one science course at any level with a grade of B or higher; and a minimum of one research methods or statistics course at any level with a grade of B or higher.

Applicants whose first language is not English and who did not attend an English-speaking university for their undergraduate degree must achieve at least a score of 600 (written) or 250 (computer) or 92 (iBT) (reading-22, speaking-24, listening-24, writing-22) on the TOEFL.

Applicants who are academically eligible will be ranked on the basis of their pre-admission GPA. The top-ranked 125 applicants will be invited to participate in a mini-multiple interview (MMI). The MMI is similar to the Objective Structured Clinical Examination commonly used to assess students' clinical skills in health sciences programs. The MMI provides an opportunity for the interviewers to assess each applicant's suitability for the Speech-Language Pathology Program. The MMI involves each applicant rotating through seven different 8-minute interview stations (2 minutes to read scenario and 6 minutes to address the questions/tasks). Thus, the applicant will meet 7 different interviewers in 7 different stations to discuss the scenarios provided. Research from the MD Program at McMaster has revealed good internal consistency and inter-rater reliability across stations as well as good discriminant validity with respect to ultimate success in the program. The MMI has been used for the admissions process in the Occupational Therapy Program and Physiotherapy Program for the past 11 years.

Final offers of admission will be based on pre-admission GPA (50%) and MMI interview score (50%).

In 2002, McMaster University Senate approved the policy Admission of Aboriginal Students to the Health Science Education Programs to formally reflect the desire at the national, provincial, and local university levels to increase aboriginal enrolment in health professional programs. Applicants with Aboriginal ancestry are required to meet the same minimum academic requirements as other domestic applicants (e.g., GPA, prerequisites); however, any applicant with Aboriginal ancestry who meets these minimum criteria is automatically offered an interview. In contrast, non-Aboriginal applicants are rank-ordered such that the criteria that they must meet to be offered an

interview may exceed the minimum requirements (depending on the number and qualifications of applicants in any given year). Once an Aboriginal applicant is offered an interview, he/she then goes into the pool for selection using the same process and procedures as non-Aboriginal domestic students.

2.2   ENROLMENT PLANNING AND ALLOCATIONS

The SLP program will accept a smaller number of students initially so that we can continue to build capacity within the university and our local clinical community. At maturation, our goal is to enroll 64 students across both years of the program.

Program Year	2017	2018	Maturity
Year 1	28	32	32
Year 2		24	32
Total Enrolment	28	56	64

2.3   ALTERNATIVE REQUIREMENTS

There are no alternative admission requirements beyond those listed above.

STRUCTURE

3.1   ADMINISTRATIVE, GOVERNANCE AND COMMUNICATION

Similar to the other health professional programs within the FHS, the MSc(SLP) Program will have an Assistant Dean who will take overall responsibility for activities related to the delivery of the program. The Assistant Dean will have a dual reporting role to the Associate Dean of Graduate Studies (Health Sciences) and to the Associate Dean and Director of the School of Rehabilitation Science.

Within the SRS, the Assistant Dean will be a member of the leadership team and sit on the SRS Faculty Council. Within the Faculty of Health Sciences, the Assistant Dean (SLP) will be a voting member of the Graduate Programs Curriculum Committee, which is a committee that deals with matters related to policies and curriculum affecting graduate programs in the Faculty of Health Sciences.

The Assistant Dean will Chair the SLP Curriculum Committee, which will be the governing body to approve all major policy and procedures and curriculum changes before they are referred to other SRS, SGS, FHS, and University committees for approval. The Assistant Dean will also Chair the Program Academic Study Committee and be a member of the Admissions Committee.

3.2   STRUCTURE AND REGULATION

i. Structure

The MSc in Speech-Language Pathology will be a course-based, full-time program that is 24-months in duration. This is in keeping with other SLP Programs in the province of Ontario. The curriculum is based on the principles of problem-based, small group, self-directed learning. All courses are required and follow sequentially over 5 units of study. The program consists of a total of 99 units. There are no electives. The academic portion of the proposed units varies in duration from 10-14 weeks according to learner outcomes. Clinical placements will follow each academic unit and vary in length from 2 weeks following Unit I to 10 weeks following Unit 5. Placements will occur in multiple settings (e.g., hospital, community, rehabilitation centre) and practice areas (e.g., speech, language, cognition, voice, swallowing; children and adults). Each unit includes: 1) a problem-based tutorial course; 2) a clinical skills course; 3) a foundational course (Units I-III) or an evidence-based practice course (Units IV-V); 4) a seminar course; and 5) a practicum experience. In Year 1, the Foundations of SLP Practice course will incorporate online learning modules for self-directed study to provide foundational knowledge in speech, language, and hearing. Modules will provide a means for students with diverse preparation to learn basic concepts, terminology, and methods that will be used throughout the curriculum, and will serve as an ongoing resource for students. Year 2 includes a full course on evidence-based practice and clinical research.

This table provides the thematic title of each unit with the corresponding weeks of academic and clinical study. A figure portraying the timetabling of the curriculum over a two-year period is included in the appendix ii.

Unit 1: Fundamentals of Practice I: Core Principles, Knowledge, & Skills for Clinical Practice	14 weeks total (Sept – Dec) - 12 weeks academic - 2 weeks clinical
Unit 2: Fundamentals of Practice II: Roles & Practice Settings across the Lifespan	17 weeks total (Jan – May) - 12 weeks academic - 5 weeks clinical
Unit 3: Clinical Practice with Children, Youth, and Young Adults	16 weeks total (May – October) - 10 weeks academic - 6 weeks clinical
Unit 4: Clinical Practice with Adults & Older Adults	16 weeks total (October – Feb) - 10 weeks academic - 6 weeks clinical
Unit 5: Complex Practice & Professional Transition	24 weeks total (Feb – August) - 14 weeks academic - 10 weeks clinical

ii. Curriculum Overview

The table in Section 3.2 provides an overview of the curriculum sequence and timing.

The curriculum is organized around four central themes: 1) **foundational knowledge and skills** for evidence-based practice; 2) **communication across the lifespan**, from intervention for very young children to intervention for older adults; and 3) **clinical practice in context**, in which students learn about different practice settings and influences of culture, social and economic factors; and 4) **complexity** of the communication disorder and the personal, financial, social, and cultural context in which intervention occurs. These four themes are most transparently reflected in the curricular units, but also are reiterated within each unit in classroom, clinical, and community activities.

Curricular units correspond to the Foundations of Clinical Practice in Speech-Language Pathology specified by the national professional organization, Speech-Language and Audiology Canada (SAC). The table included in Appendix iii shows when students first will be introduced to each knowledge and skill area; however, the curriculum is iterative: students will revisit each knowledge and skill area in different practice settings and with progressively more complex communication disorders and intervention contexts. The curriculum is organized to meet requirements for an initial certificate of registration with the College of Audiologists and Speech-Language Pathologists of Ontario, and begin the Initial Practice Period required prior to registration as a speech-language pathologist.

Unit 1: Fundamentals of Clinical Practice I: Principles, Knowledge, and Skills for Clinical Practice

The aim of this unit is to provide students with foundational knowledge related to communication and communication disorders across the lifespan as well as basic skills in clinical practice. Principles include professional ethics, models of disability, inter-

professional practice, and evidence-based practice. Knowledge outcomes include anatomy and physiology; psychology and linguistics in the context of communication across the lifespan; and basic constructs in articulation, phonology, and language development. Students develop a framework and basic skills for assessment, intervention, and professional conduct. Within Unit 1, students will complete simulated clinical practicum experiences and a 2-week off-site clinical practicum focused on observation.

Unit 2: Fundamentals of Clinical Practice II: Roles and Practice Settings Across the Lifespan

The aim of this unit is to further develop students' foundational knowledge and skills and to introduce them to varied contexts of speech-language pathology practice. Knowledge and skill outcomes address professional performance as a direct service provider, consultant, collaborator and team member, manager and supervisor, and advocate. Settings include children's treatment centers, early childhood centers, schools, hospitals, rehabilitation centres, home healthcare, long-term care facilities, and private community-based practice. Within Unit 2, students will continue to learn via simulated clinical experiences. Then, following the academic portion of Unit 2, students will complete a 5-week off-site clinical practicum focused on evidence-based practice. Knowledge outcomes include fundamentals of counseling, speech perception and acoustics, and instrumentation.

In Unit 2, students will obtain the first 10 of their 20 required clinical hours in Audiology, with the goal of gaining an appreciation of audiology and aural rehabilitation. Hours will be obtained in part through development and implementation of free hearing screenings in the community, under the supervision of a licensed Audiologist. This experience will introduce students to hearing assessment and referral, and communication strategies for individuals with hearing loss and their communication partners. Knowledge outcomes include assessment and intervention related to hearing disorders, as well as strategies for prevention of hearing loss.

Unit 3: Clinical Practice with Children, Youth, & Young Adults

The aim of this unit is to introduce students to developmental communication disorders. Knowledge outcomes relate to developmental articulation, phonological, and language disorders; speech and language impairments associated with cognitive disabilities, and voice and fluency disorders. Students also will build on knowledge outcomes related to hearing disorders, this time in the context of young children, and will explore genetic influences on communication. Key themes of Unit 3 are family-centered service, service delivery models for children, and transition to adulthood. Following Unit 3, students will complete a 6-week off-site clinical practicum that may be in a school, community, hospital, rehabilitation, or role-emerging setting (i.e., a setting in which there is potential to promote community engagement and develop SLP services in a non-traditional venue).

Unit 4: Clinical Practice with Adults and Older Adults

This unit emphasizes assessment and treatment of individuals with acquired communication disorders, with a special emphasis on problems of older adults. Knowledge outcomes relate to acquired speech, language, and cognitive disorders, with a focus on neurologically based communication disorders; dysphagia in adults; and

normal aging of speech, hearing, and language. Students will build further on knowledge outcomes related to hearing disorders and aural rehabilitation, this time in contexts relevant to older adults. Following Unit 4, students will complete a 6-week off-site clinical practicum that may be in a community, hospital, rehabilitation, or role-emerging setting.

Unit 5: Complex Practice and Professional Transition

The aim of this unit is to prepare students for the transition to professional practice. This advanced unit provides students with knowledge and skills to assume current and emergent health care roles in the community, with an emphasis on complex conditions across the lifespan. With respect to children, knowledge outcomes relate to populations with multiple or complex disabilities, advanced hearing technology (e.g., cochlear implants) and aural rehabilitation, augmentative and alternative communication, and pediatric dysphagia. With respect to adults, key themes of Unit 5 are client-centered service, end-of-life decisions, chronic health conditions and aging with a communication disorder, and communication partner training. Medical intervention and pharmacology will be considered for both children and adults. Following Unit 5, students will complete a 10-week off-site clinical practicum that may be in a community, hospital, rehabilitation, or role-emerging setting.

There is a total of 24 courses. Courses in the first year will be 600-level courses. Courses in second year will be 700-level courses. As this is a professional program, all courses are required and there are no elective courses. Students will be required to complete 29 weeks of full-time clinical practice over the 2 years.

3.3   PROGRAM LENGTH & PROGRESSION

The program is a 24-month professional course-based Masters. The curriculum progresses from simple concepts to more complex over the 2-year period commencing with 2 units of study that focus on the fundamentals of practice and culminating in a unit which focuses on complex practice and professional transitions. This length of program is consistent with SLP Programs throughout Ontario and is necessary for students to acquire the skills for professional licensure and for the program to receive accreditation. Please see the proposed McMaster SLP Program Credit Hours map in Appendix iv.

CURRICULUM AND TEACHING

4.1   PROGRAM CONTENT

The emphasis on evidence-based practice in all components of the curriculum will help ensure that students stay current on new and emerging research and issues in SLP. For example, in the problem-based tutorial courses, students are expected to generate key learning issues that they need to research and apply to the problem they are studying. They search the literature and are expected to search for the best level of evidence, critique the evidence, and integrate this information into their discussions of how to best assess and manage clients/patients. Library literacy skills will be taught in the first unit of study. Evidence-based practice skills will be introduced and reinforced through all courses in the curriculum. In addition, clinical currency is ensured by the involvement of community clinicians in the program as tutors in problem-based learning courses and in other components of the program.

As stated in section 2, Curriculum Overview, a fundamental principle of problem-based education is that learning is iterative, as content is revisited at progressively more complex levels throughout the curriculum. This is particularly true for Problem-based Tutorials and Clinical Skills courses. Thus, the following descriptions list content areas introduced in each course, but do not reflect the full content in each course.

Course Descriptions
Please refer to Appendix iv, McMaster SLP Program, Credit Hours Map.

Unit I
611/Fundamentals of Clinical Practice in Speech-Language Pathology/Problem-based Tutorial I
This Unit I tutorial course will introduce students to fundamental knowledge related to communication and communication disorders across the lifespan as well as basic skills in clinical practice. Psychosocial, cultural, and ethical influences on clinical practice will be addressed.

612/Speech-Language Pathology Clinical Skills I
This Unit I clinical skills course develops basic skills for screening and assessment of speech and language, and professional conduct. Clinical reasoning and technical skill development are integrated with relevant research evidence and theory. The course includes simulated clinical interactions and a 2-week off-site experience focused on observation.

613/Foundational Knowledge for Speech-Language Pathology
This first year course will address foundational knowledge for the speech-language pathologist. Topics include anatomy and physiology; neuroanatomy and neurophysiology; development of articulation, phonology, and language; and psychology and linguistics in the context of communication.

614/Inquiry Seminar I
This course will provide a forum for considering topics related to the principles that underlie clinical practice, including models of disability, professionalism, and ethics. inter-professional practice, and evidence-based practice.

Unit II

621/Fundamentals of Clinical Practice in Speech-Language Pathology/Problem-based Tutorial II
This Unit II tutorial course will further develop students' fundamental knowledge and skills and provide an overview of roles and contexts relevant to speech-language pathology practice in diverse settings and across the lifespan.

622/Speech-Language Pathology Clinical Skills II
This Unit II clinical skills course further develops skills in screening and assessment, including hearing screening and hearing conservation, and introduces skills in outcome evaluation and reporting. Simulated clinical experiences will provide a context for learning fundamentals of counseling. Clinical reasoning and technical skill development are integrated with relevant research evidence and theory.

623/Foundational Knowledge for Speech-Language Pathology II
This Unit II course will address foundational knowledge related to speech perception and acoustics, and instrumentation related to assessment and intervention.

624/Inquiry Seminars II
This course will provide a forum for considering topics related to clinical practice in diverse settings, with a focus on inter-professional practice and evidence-based practice.

625/Speech Language Pathology Clinical Practice I
Students will complete a 5-week clinical practicum experience focused on evidence-based practice.

Unit III

631/Clinical Practice with Children, Youth and Young Adults/Problem-based Tutorial III
This Unit III tutorial course will introduce students to screening, assessment, and treatment issues related to developmental communication disorders, including speech, language, voice, fluency, hearing, and cognitive-communication disorders in children, youth, and young adults.

632/Speech Language Pathology Clinical Skills III
This Unit III clinical skills course will provide students with the clinical problem solving skills to assess and treat children with communication disorders, including developing skills needed to differentiate language differences associated with multilingualism from language disorders associated with underlying impairments. Students will use appropriate assessment tools and clinical processes to set goals for intervention. Clinical reasoning and technical skill development are integrated with relevant research evidence and theory.

633/Foundational Knowledge for Speech Language Pathology III
This first year course will address foundational knowledge for the speech-language pathologist. Topics will build on those addressed in 613 and 623 and will include foundations of genetics in relation to communication disorders.

634/Inquiry Seminars III
This course will provide a forum for considering topics related to the clinical practice with children, including family-centered service, service delivery models, and transition to adulthood.

635 /Speech Language Pathology Clinical Practice II
Students will complete a 6-week clinical practicum experience in a school, community, hospital, rehabilitation, or role-emerging setting.

Unit IV

711/Clinical Practice with Adults and Older Adults Problem-based Tutorial IV
This Unit IV tutorial course will introduce students to screening, assessment, and treatment issues related to adults, with a special emphasis on acquired speech, language, voice, swallowing, or hearing disorders, and aging with a communication disorder.

712/Speech Language Pathology Clinical Skills IV
This Unit IV clinical skills course will provide students with opportunities to develop advanced clinical reasoning skills necessary to assess and treat individuals with acquired communication or swallowing disorders, with a focus on neurological disorders and differentiating communication disorders from normal aging. Students will use appropriate assessment tools and clinical processes to set goals for intervention. Clinical reasoning and technical skill development are integrated with relevant research evidence and theory.

713 /Evidence-Based Practice and Clinical Research
This 2nd year course over two terms will enable students to critically analyze the literature and collaborate on a research project relevant to speech-language pathology. During the first term of this course, students will be provided with information on study design, data acquisition, and data analysis. They will acquire skills in searching the literature, analyzing and interpreting data, presenting results and making clinical decisions that incorporate best evidence, patient values and clinical expertise. During the second term of the course, students will work in teams to participate in an ongoing research project under the supervision of a faculty member or clinician.

714/Inquiry Seminars IV
This course will provide a forum for considering topics related to clinical practice with adults, such as client-centered service, caregiver training, end-of-life services, and innovative service delivery models for older adults.

715/Speech Language Pathology Clinical Practice III
Students will complete a 6-week clinical practicum experience in a community, hospital, rehabilitation, or role-emerging setting.

Unit V

721/Complex Practice and Professional Transitions - Problem-based V
This Unit V tutorial course will provide students the opportunity to explore clinical practice with clients of all ages who have complex health conditions for which multiple systems and a range of health care issues are likely to be involved. Knowledge outcomes include frameworks for medical intervention, and foundations in pharmacology. Students are expected to use both previous and new knowledge when planning assessment and intervention.

722/Speech Language Pathology Clinical Laboratory V
This Unit V clinical laboratory course will provide students with advanced skills that will enable them to assume traditional and emerging roles in clinical practice. Students will acquire the skills needed to assess and manage clients with complex health conditions

that involve multiple systems and a range of health care issues, including skills related to Augmentative and Alternative Communication, advanced hearing technology, aural rehabilitation, assessment and treatment of swallowing in children with complex medical conditions, and assessment and treatment of children with resonance disorders.

724/Inquiry Seminars V
The focus of this course will be on providing students with the opportunity to examine current issues within the speech-language pathology profession, including the diverse roles of the SLP in the health and education systems, aging and end-of life decisions, and living with a chronic health condition. Students will also learn management and business skills that will prepare them for the transition to practice upon graduation.

725/Speech Language Pathology Clinical Practice IV
Students will complete an 10-week clinical practicum experience in a community, hospital, rehabilitation, or role-emerging setting.

4.2   PROGRAM INNOVATION

The MSc (SLP) Program is innovative in that it will be the only problem-based curriculum in Canada and one of the very few worldwide in SLP. The educational philosophy of the MSc (SLP) Program emphasizes that the process of learning is equal in importance to the content, and is consistent with adult learning theory. Thus, the MSc (SLP) curriculum integrates and is reflective of three key educational principles: self-directed, problem-based, and small group learning.

Self-Directed Learning. The philosophy of self-directed learning recognizes that with some guidance, adult learners should be able to take responsibility for their own learning. The more active students are in determining their own needs and learning goals, the more effective their learning is likely to be. Within broad guidelines, MSc   SLP students are expected to determine: 1) their own learning needs; 2) how they will best set and achieve objectives to address those needs; 3) how to select learning resources; and 4) whether their learning needs have been met.

An overall goal of self-directed learning is to exercise the student's capacity to think and discover during the process of gaining knowledge. The MSc (SLP) Program is designed to guide, stimulate, and challenge students in order to produce professionals who will make a difference in practice.

Although the MSc (SLP) Program emphasizes the importance of SDL, it is not a self-paced program. Attendance and participation in tutorials, clinical laboratories, and other courses is required. It is expected that MSc (SLP) students demonstrate that satisfactory progress has been achieved via self, peer, and faculty evaluation. While the MSc (SLP) Program is student-centred, it is the mutual role and responsibility of faculty and students to create an effective learning environment, to select appropriate learning resources, to effectively facilitate and support learning, and to evaluate the learning process.

Problem-based learning (PBL). PBL is an educational process in which learning is centered around problems, as opposed to discrete subject-related courses. It was originally developed in response to the observation that students entering the clinical setting could not incorporate previously acquired knowledge into patient care activities. Specifically, students did not retain or know how to apply basic science information

learned in their clinical programs because they did not understand its relevance to clinical practice.

From a theoretical perspective, PBL contends that knowledge is best remembered in the context in which it is learned, and that acquisition and integration of new knowledge requires activation of prior knowledge. Throughout the MSc (SLP) Program, students are presented with a variety of problems carefully designed for each curriculum unit. The health care problems promote the exploration of the underlying foundational, clinical, and communication sciences in a context that resembles the future professional context as closely as possible. Students must incorporate evidence-based practice skills, self-directed learning skills, and clinical reasoning when engaged in problem-based learning.

Small-Group Learning. Small-group learning is a natural extension of problem-based learning. To maximize small-group learning, we believe it is important to bring students from various educational and work experience backgrounds together so that the heterogeneity of the group itself becomes a valuable learning resource. Transfer of knowledge is enhanced through the use of problems that encourage students to not only learn content, but also to develop strategies to recognize the 'analogy' or 'principle' that can then be transferred to new problems and contexts.

Admissions Process. Our admissions process is highly innovative as it uses a mini-multiple interview (MMI) format, which is a hallmark of many of the professional programs within the Faculty of Health Sciences. The MMI is discussed in detail in section 2.1. To our knowledge, this is the only SLP Program nationally or internationally that uses this methodology, which itself is highly relevant in a profession that relies so heavily on communication.

Community-Integrated Learning. Within the SRS, we have over 300 community faculty members who value the skills they learn through tutoring in our educational programs, being exposed to current evidence-based practices, and having the opportunity to collaborate with students and faculty members. The SLP Program will work closely with the community to develop activities that are mutually beneficial to the students and the community. Examples include developing collaborative research projects that help students to develop evidence-based practice skills while also helping meet community needs. Another example relates to assignments in which clinicians submit "clinical dilemmas" to the students and students are required to develop an evidence-informed approach to solving the dilemma and present this to the clinicians. While these kinds of community-integrated learning opportunities have been built over a number of years in existing SRS programs, we anticipate that similar relationships will be developed with our SLP community. We have begun our relationship building with the community through the establishment of our Community Advisory Committee and will use the expertise of this group as we move forward.

Focus on Remote Service Delivery Models. The SRS has had a long-standing relationship initially with Lakehead University and since 1990 with the Northern Ontario School of Medicine (NOSM) to deliver the Northern Studies Stream (NSS). Since the inception of the SRS, occupational therapy and physiotherapy students have had the opportunity to complete academic and/or clinical education in Northwestern Ontario and gain knowledge and skills related to rural and remote practice and aboriginal health. We plan to build upon our relationships and expertise that we have cultivated and offer students clinical education experiences to the SLP students. Due to the distances and resulting unmet need for services in northern Ontario SLP has taken a leadership role in telepractice both in 1:1 treatments and in providing group education (for example an educational program for parents of autistic children from across northern Ontario). We

will be integrating the use of telepractice into the curriculum to allow students to gain experience in "virtual" clinical experiences.

Collaboration with the Faculty of Humanities The collaboration between the Department of Linguistics and Languages in the Faculty of Humanities is unique within Ontario. This relationship will allow us to incorporate strengths of faculty members who have expertise in communication issues related to non-native English speakers. There is a growing need for SLPs who are prepared to work with culturally and linguistically diverse populations, especially with respect to being able to distinguish normal variation in language acquisition associated with bi- and multi-lingualism from problems that would indicate the presence of language delay and/or disorder (http://www.asha.org/policy/KS2004-00215/). For example, students will learn to be sensitive to nuances in language and how to question whether the client or patient has a true language disorder or whether the issue is reflective of a different dialect or native language grammatical structure. This skill is particularly important and relevant to the high immigration population in Hamilton and Ontario.

Other potential collaborations we have also had preliminary discussions with an interdisciplinary research group with faculty from Psychology, Neurosciences and Behavior and Biomedical Engineering about their newly funded Hearing Technology Research Lab. The Lab has recently been funded by the CFI and is in the early stages of development. There is interest in having a clinic associated with the Lab. There is great potential for SLP students to complete some of their required audiology training in the Lab and other possibilities for students to complete their evidence-based practice research projects.

4.3 MODES OF DELIVERY

Problem-Based Tutorials (PBT). Problem-Based Tutorials will be central to the learning process in the MSc (SLP) program. Students, in small groups, meet the course objectives by exploring a variety of health and professional problems likely to be encountered in practice. The focus during PBT is on problem-based learning to gain knowledge, and on clinical reasoning to apply and integrate knowledge within a relevant context.

Clinical Skills Sessions. Clinical skills sessions provide students with the opportunity to acquire the skills needed to develop an intervention plan and implement an intervention for clients of all ages. The laboratory sessions complement the health problems encountered in the PBTs and facilitate the integration of theory and practice. The Clinical Skills instructors include the course coordinators and clinical experts drawn from the faculty and the community. Class discussion, demonstration of techniques, practice sessions, community experiences, observation of performance, and feedback to students are some of the strategies used to help students develop competence in core SLP skills.

Large Group Seminars. Large group seminars are most commonly used in the Inquiry Seminar courses. These sessions may include presentations by guest speakers, small group activities, small and large group discussion, and/or student presentations.

Interprofessional Education and Collaboration. Due to the collaborative and team-based nature of health care, MSc (SLP) students are expected to develop identified interprofessional education (IPE) competencies prior to graduation. Opportunities for IPE occur throughout the curriculum with the MSc (OT) and MSc (PT) Programs. Other events include health professional students in other programs in the Faculty of Health

Sciences (e.g., nursing, medicine, social work) or via special events with students within and beyond the McMaster community. The Faculty of Health Sciences Program for Interprofessional Education and Research (PIPER) is integral in supporting IPE activities (see letter of support from Director of PIPER in Appendix i). As well, interprofessional collaboration is a part of many of the clinical education placements.

Clinical Education. Students spend 29 weeks in clinical practice. Clinical education courses take place in a variety of facilities, including teaching hospitals, community hospitals, health care agencies, specialized centres, private clinics, home care, schools, and other community facilities. During clinical placements, students practice under the supervision of clinical preceptors, who are primarily registered SLPs, but may also include other health care providers. The School of Rehabilitation Science also has considerable expertise in development of role-emerging placements. Role-emerging placements involve working with community partners to develop rehabilitation services in areas that are non-traditional and in which there is no established role of the SLP. An example of this is our MacH2ope Clinic which is in partnership with the YMCA in downtown Hamilton. Here, students provide rehabilitation services to clients who do not have access to publically funded programs or extended health insurance coverage.

E-learning Modules. In self-directed programs, it is important to develop resources that support course-learning objectives and reinforce learning. The SLP Program will develop e-learning modules to complement other course formats and act as ongoing resources throughout the program. Examples of these include head and neck anatomy, acoustics, phonetics, aural rehabilitation, and audiology. These will comprise a major component of the Foundations of SLP Practice courses that are in Terms 1, 2 and 3 and provide an important resource that the students use throughout the program.

4.4 EXPERIENTIAL LEARNING

a. Experiential learning in the form of clinical placements is a critical component of health professional education training. There will be a total of 29 full-time weeks of clinical placements. These will commence in Unit 1 with a 2-week placement at the end of the unit that will be a component of the SLP Clinical Skills Course. There will be placements ranging from 5 to 10 weeks at the completion of the academic component of each of the remaining 4 Units of study (i.e., Units II - V); all of these are 3 unit courses.

b. The introductory 2-week clinical placement will primarily be observational and be in any area of clinical practice. The first 2 units of study in the program are foundational and introduce students to basic assessment and treatment skills across the lifespan and in a variety of settings. Hence, the students' second clinical placement will be in a variety of settings. Students will be required to track their clinical hours and experiences over time. The Director of Clinical Education will work closely with each student to ensure that he or she gets a balanced clinical education experience that includes a variety of placement sites and clinical populations.

c. Due to the important role that the integrated community-based practica have in the overall curriculum, one of the five approved faculty hires will be designated as a teaching-stream position for a Director of Clinical Education (DCE). The DCE role is a teaching-stream position comprised of scholarship, teaching, and service, in addition to administrative activities. Responsibilities include developing, planning, coordinating, facilitating, monitoring, and evaluating clinical education and related activities on behalf of the academic program, and in coordination with academic and clinical faculty. In addition, the individual will serve as a liaison and build partnerships between the

MSc(SLP) program and clinical community. As this is an innovative problem-based program that will be unfamiliar to many practicing clinicians, the role of the DCE will be very important in providing orientation and training for clinical preceptors, particularly in the developmental and initial phases of the program.

d.   We are sensitive to the existing relationships that many of the Hamilton-based clinicians have with other educational institutions. Our survey of Hamilton and adjacent clinical catchment areas show that there is tremendous potential for providing experiential learning placements. According to the registry of the College of Audiologists and Speech Language Pathologists of Ontario there are 142 licensed SLPs in the Hamilton area alone. An additional 349 SLPs are practicing in geographical areas that are deemed to be in the Hamilton catchment area. As an example, one of the large employers of SLPs in the area is Hamilton Health Sciences, which has 41 SLPs employed and hosts 8-10 SLP students per year. We recognize that clinicians and practices that have not taken students in the past will require training and support to provide excellent training opportunities and are committed to working with the clinical community to provide these. During our consultation with the HRSLAC great enthusiasm was expressed regarding the training offered by the SRS to support the clinical preceptor role (refer to letter of support in Appendix i).

4.5   ACCESSIBILITY

Standards set by the Accessibility for Ontarians with Disabilities (AODA) will be adopted in the development of new course materials and resources. Individual students with specific accommodation requests will be supported in disclosing their needs through formal channels.

4.6   RESEARCH REQUIREMENTS

This is a professional program with a course-based Master's so there is no thesis requirement. However, students will complete a full 6-unit course on Evidence-Based Practice and Clinical Research in year 2. Within this course students will acquire skills in searching the literature, analyzing and interpreting data, presenting results and making clinical decisions that incorporate best evidence, patient values and clinical expertise. As part of the course students will be required to work in teams on an evidence-based practice project, under the supervision of a faculty member. This will provide the students with practical research experience and expose them to the complexities of designing, conducting, and writing up components of research. Knowledge and understanding of the research process will be gained through the role that each student negotiates within a research project and by working in collaboration with other researchers on the project. Using personal initiative, taking on specific responsibilities, finding appropriate resources, critically appraising research issues, and self-evaluating one's performance will increase the student's appreciation of the research process.

Students work in teams of 3 to 5 to participate and collaborate in an ongoing research project under the supervision of a faculty member or clinician, possibly including other co-investigators in the process. Student teams may undertake some research activities before Unit V begins (e.g., conducting literature reviews, securing ethical approval if necessary).

Examples of skills that the student will develop in the course include: formulating a research question; describing the research objectives and methods; carrying out data collection and/or data analysis; writing a scholarly paper (on which the students must be primary authors); and presenting a summary of the research through an oral presentation to peers, clinicians, and faculty.

ASSESSMENT OF LEARNING

5.1   METHODS FOR ASSESSING STUDENTS

Student performance will be evaluated on a regular basis throughout the MSc(SLP) Program using various methods and tools, many of which directly align with the basic principles of problem-based and self-directed learning. One of the benefits of problem-based learning is the focus on evaluation, both peer and self-evaluation. Tutorial performance of the group as a whole and of each of its members (including the tutor) is evaluated on a regular basis throughout each Unit. Other evaluations will include:

- Written examinations (multiple choice questions, short answer questions) to assess knowledge
- Written assignments (e.g., position papers, referral letters, critical appraisal literature reviews) to assess knowledge, critical appraisal skills, critical thinking, analysis, and synthesis skills.
- Direct Observation to evaluate technical/behavioural skills.
- Objective and Structured Clinical Examination (OSCE) - an objective evaluation measure used to assess components of clinical competence, and a wide range of knowledge and clinical skills
- Presentations
- Evaluation of students' performances in their clinical placements

5.2   CURRICULUM MAP

Please see Curriculum Map included in Appendix ii.

5.3   DEMONSTRATING STUDENT ACHIEVEMENT

Students' achievement of graduate degree level expectations will be demonstrated via two culminating activities during the second year of study. First, students will undertake a clinically relevant evidence-based research project in which they will work in small teams with a faculty member and, in some cases, a clinician from the community. This will provide the students with some "hands on" practical research experience and expose them to the complexities of designing, conducting, and writing up components of research. The research experience will culminate in a daylong Evidence-Based Research Symposium in which students present their work in poster or oral format to their fellow students, faculty members, and the local clinical community. Second, students will undertake a final 10-week clinical placement at the end of the academic portion of Unit 5. In this placement, they will be expected to integrate and apply knowledge and skills from across all of the previous Units and clinical placements as they make the transition to professional practice. Evaluations from their clinical preceptors from this final placement should indicate that by the end of this final placement, students are ready to assume their role as an independent health professional.

RESOURCES

6.1 GRADUATE PROGRAMS

i. ADMINISTRATIVE, PHYSICAL AND FINANCIAL RESOURCES

The MSc (SLP) Program will require classrooms that accommodate 32 students and tutorial rooms that will accommodate 8 students. The Institute for Applied Health Sciences has dedicated SRS class and tutorial rooms that will meet these needs. Current space is tight and we will be strategic about scheduling in order to maximize use of tutorial rooms and clinical skills laboratories (for example, by extending the hours of classes beyond a typical 9 am to 5 pm schedule). Current sessional and clinical faculty offices that support the OT and PT Programs within the SRS will be consolidated to increase faculty office capacity. Office/carrel space is not normally provided to graduate students pursuing course-based programs.

The program will be funded through the BIU grant from the Ministry of Training, Colleges, and Universities (MTCU) and student tuition as set by the Program with approval from the Faculty of Health Sciences and the University. The salaries and benefits for five new full-time faculty members, sessional instructors, and 1.5 FTE administrative support will be generated by the program itself. As is the model in the School of Rehabilitation Science, the teaching will be supported by the clinical community and clinicians will receive a small stipend for their participation as tutors and skills instructors in the curriculum.

ii. LIBRARY, TECHNOLOGY, AND LABORATORY RESOURCES

The Health Sciences Library is doing an assessment of existing holdings as resources relevant to SLP are also housed in the Mills Library. The librarian has indicated that the library will be able to meet the needs of the SLP students (pers. comm., Jennifer McKinnell). There are some resources that will need to be purchased initially and the costs have been included in the development budget.

Faculty and students will connect to existing FHS/McMaster IT systems with no noticeable impact on capacity.

The SLP students will not require access to costly laboratory or technological equipment. There will be assessment tools that will be one-time only costs that are included in the development budget.

iii. FACULTY

Within Canada, the number of full-time faculty in SLP Programs ranges from 5 to 13. We will hire 5 full-time faculty to support the program. In addition to the 5 new faculty, existing faculty within the SRS will provide expertise in related areas such as research methods and anatomy and physiology. In a problem-based curriculum there are no subject related courses and scientific and clinical content is integrated within the courses. Thus, while faculty from the Linguistics and Languages Department in the Faculty of Humanities Sessional faculty will not be involved in development and delivery

of specific courses, we anticipate that they will contribute to developing content for foundational learning modules (e.g., phonetics) and in delivery of guest seminars (see commitments outlined in the letter of Support from Dr.Cruikshank and Dr.Moro in appendix i). We have accounted for these contributions in the budget under sessional costs. Community tutors will enrich the full-time faculty complement and provide specific clinical content expertise. Within the other professional programs, the commitment and contributions of part-time clinical faculty has been highlighted as a strength of our School by accreditors, students, and the community. Our plan is to cultivate our community partners and similarly involve them in the SLP Program. As clinicians may be unfamiliar with PBL and some of the unique pedagogies, we will offer periodic faculty development workshops as long as there is a demand. The SRS offers stipends to clinicians involved in the educational programs in significant tutoring and clinical course roles.

The priority is to hire an Assistant Dean for the SLP Program who will lead the detailed curriculum development and the goal is to have the incumbent in place by July 1, 2016. Additionally, a Director of Clinical Education who is responsible for the development, support, and growth of the experiential component of the curriculum will be filled early so that he or she can work with clinical sites and build capacity for the program in the community. Similar to the other professional programs in the School of Rehabilitation Science, this position will be a teaching-stream position - which highlights the importance of this role within the program. Hiring for the other full-time faculty roles will be staggered and be completed by July 1 of the second year of the program.

Faculty Member Name	Rank	Home Department	Degree & University
Vickie Galea	Associate Professor	SRS	PhD McMaster University
Patricia Solomon	Professor	SRS	PhD University of Waterloo
Wenonah Campbell	Assistant Professor	SRS	PhD Western University
Jan Willem Gorter	Professor	SRS/Pediatrics	MD, PhD University of Amsterdam (MD) Utrecht University (PhD)
John F. Connolly	Professor & Chair	Linguistics & Languages	PhD King`s College, University of London
Ivona Kucerova	Assistant Professor	Linguistics & Languages	PhD Massachusetts institute of technology
Victor Kuperman	Associate Professor	Linguistics & Languages	PhD Radboud University Nijmegen

Anna Moro	Associate Professor & Associate Dean (Humanities)	Linguistics & Languages	PhD University of Toronto
Daniel Pape	Assistant Professor	Linguistics & Languages	PhD Humboldt University of Berlin
Elisabet Service	Associate Professor	Linguistics & Languages	PhD University of Helsinki

iv.   STUDENT FINANCIAL SUPPORT

As in other professional masters programs there is a scholarship allocation of $1000 per student per year. In the School of Rehabilitation Science each Assistant Dean of a professional program can determine the most strategic allocation of their scholarship dollars (e.g. entrance scholarships, academic achievement after first year, etc.). However, in the initial year of the program the scholarship dollars will be awarded as entrance scholarships.

QUALITY AND OTHER INDICATORS

7.1   ACADEMIC QUALITY OF THE PROGRAM

We will engage in an ongoing program evaluation that includes both formative and summative data. The following indicators will be evaluated on an ongoing basis. These will provide feedback on the academic quality of the program and also contribute to the outcome evaluations that are expected in the professional accreditation process.

i) Formative or annual feedback that informs the day-to-day delivery of the program:

- Student evaluations of faculty, courses, and units
- Feedback from the Community Advisory Committee and part-time faculty
- Feedback from clinical preceptors in the clinical settings

ii) Summative feedback

- Graduate surveys
- Employer surveys
- Application numbers and completion rates
- Rates of employment
- External reviews - accreditation

7.2   INTELLECTUAL QUALITY OF THE STUDENT EXPERIENCE

The small group problem-based component is a hallmark of the MSc(SLP) Program and is exceptional in promoting student-faculty interaction. In groups of 8, students will spend time with a faculty tutor who facilitates learning and problem-solving, supports the development of group learning and feedback skills, and models professional behaviours. Students will also be involved in group learning activities in other educational venues, such as learning clinical skills and participating in an evidence-based practice project. Interprofessional education activities that promote cooperative learning among students from different professions will be provided through activities within SRS and through the Program for Interprofessional Practice, Education and Research (PIPER). Interdisciplinary learning, which is characteristic of problem-based learning, encourages students to integrate content and skills across disciplinary fields and promotes a high quality intellectual experience.

APPENDICES

Master of Science in Speech-
Language Pathology
MSc(SLP)

Date: <u>October 2015</u>

Appendix i
Letters of Support

PROGRAM FOR INTERPROFESSIONAL PRACTICE, EDUCATION AND RESEARCH

Bonny Jung PhD, BSc(OT)
Director
IAHS 446
Email: jungb@mcmaster.ca
Voice: (905) 525-9140 x27807

Margaret Shkimba
Program Co-ordinator
HSC 3H46D
Email: shkimba@mcmaster.ca
Voice: (905) 525-9140 x22133

Website: http://piper.mcmaster.ca/

August 21, 2015

Dr. Patty Solomon, PhD
Professor and Associate Dean
School of Rehabilitation Science
Institute of Applied Health Sciences
1400 Main Street West, Hamilton, Ontario L8S 1C7

Dear Dr. Solomon

As the Director for the Program for Interprofessional Practice, Education and Research (PIPER) in the Faculty of Health Sciences (FHS) at McMaster University, I am delighted to provide my support to you and your team in the development of the new Speech Language Pathology (SLP) Program in the School of Rehabilitation.

The goal of PIPER is to serve as an organizational program to foster a culture of interprofessional education and collaboration at McMaster University through the development of curricular activities for students and faculty. Since PIPER was established in 2007, we have brought together students from different health professional training programs: nursing, physiotherapy, occupational therapy, midwifery, physician assistant, medicine, child life, social work and pharmacy. The inclusion of SLP will be a welcomed addition and will certainly enhance interprofessionalism in the FHS. I anticipate that the SLP students will be fully integrated into PIPER activities where they can learn about and appreciate other health care professional students' roles in the provision of health care services.

Once of the key pillars of PIPER is "collaboration" and as such, I look forward to and am prepared to work with the representatives from the SLP Program to ensure that IPE activities are integrated in the curriculum and to facilitate research initiatives relevant to IPE.

Sincerely,

Dr. Bonny Jung, PhD, MEd, OT Reg. (Ont.)
Director, Program for Interprofessional Practice, Education, and Research

McMaster University

Education Program in Anatomy
Faculty of Health Sciences

1280 Main Street West
HSC - 1R1
Hamilton, ON L8S 4K1

Tel: 905.525.9140 Ext. 22273
Fax: 905.525.7400

Dear Dr. Solomon:

Please accept this letter of support for the new Master in Speech-Language Pathology to be housed within the School of Rehabiliation Science.   I understand that there will be a need for additional resources from the Education Program in Anatomy to mount the program and that you will be developing online modules to support ongoing delivery. The Education Program in Anatomy cannot fund these developments but will continue to work closely with the School of Rehabilitation Science to provide services for your existing programs and I am committed to working with you to develop the financial model to support the educational needs of the SLP Program.

Bruce C. Wainman, PhD
Director, Education Program in Anatomy
McMaster University, HSC 1R1G
1280 Main Street West
Hamilton, Ontario
Canada
L8S 4K1

McMaster University

Office of the Dean
Humanities

Chester New Hall Room 112
1280 Main Street West
Hamilton, Ontario, Canada
L8S 4L9

Tel: 905.525.9140 Ext. 26546
Fax: 905.528.6733
http://www.humanities.mcmaster.ca

INTEROFFICE MEMORANDUM

TO: PATTY SOLOMON, ASSOCIATE DEAN, SCHOOL OF REHABILITATION SCIENCE, INSTITUTE OF APPLIED HEALTH SCIENCES

FROM: KEN CRUIKSHANK, DEAN
ANNA MORO, ASSOCIATE DEAN

SUBJECT: RE: PROPOSED MSC IN SPEECH-LANGUAGE PATHOLOGY

DATE: SEPTEMBER 21, 2015

CC: SUSAN DENBURG, ACTING PROVOST

It is with great pleasure that we write to support the proposed graduate program in Rehabilitation Science at McMaster. Both as a member of the Department of Linguistics & Languages (Moro), and as members of the Dean's Office, Faculty of Humanities, we are very enthusiastic for our many undergraduates who wish to pursue clinical language interests, and who would like to do so at McMaster. And we share the excitement of our colleagues in linguistics, whose areas of research have much to contribute to the study and treatment of language disorder. In fact, the Department of Linguistics & Languages hoped for an SLP program at McMaster when it first introduced the Cognitive Science of Language undergraduate program (2006) and graduate programs (MSc and PhD, 2008). The Department has cultivated partnerships with clinicians in the Hamilton area since 2006, and has run a successful fourth-year placement (practicum) with SLPs from healthcare institutions and school boards since 2007. The Hamilton clinicians are very supportive of the proposed professional program.

Many elements of the proposed Speech-Language Pathology program in Rehabilitation Science make it unique and highly desirable. First, it is our understanding that the McMaster program will be the only problem-based SLP program in North America. Second, connections at various levels with linguistics and the Cognitive Science of Language programs will provide opportunities for innovative research, for innovative interdisciplinary clinical preparation, and national and international outreach. We will address each of these factors in sequence.

The Department of Linguistics & Languages has been working for the past few years towards the establishment of a new research centre, the Centre for Advanced Research in Experimental and Applied Linguistics (ARiEAL), currently under review, whose main purpose is to foster collaboration across theoretical and applied disciplines, by bringing together researchers versed in experimental and applied methods, and in behavioural and neurophysiological approaches to language and cognition. The members of the Centre will engage with a comprehensive view of language, particularly language learning, language loss and language recovery. Opportunities for collaborations with clinical faculty, both in research and in the training of graduate students in the Rehabilitation Science thesis-based masters and doctoral programs, will create fertile ground for a more profound understanding of form and function in natural language, language disorder, and difference. Distinguishing difference (stemming from bilingualism/multilingualism, limited literacy and proficiency) from disorder is of critical importance in clinical contexts, but is not typical of graduate training in SLP. The anticipated collaborations between clinical, theoretical and applied researchers can transform how pure language research informs clinical practice, and how clinical

practice can redefine and shape the research questions we ask. Students in the proposed program will have access to research opportunities in the new laboratory spaces planned for ARiEAL (in part CFI-funded) in the Wilson Building. The ARiEAL spaces include: multiple EEG units, eye-tracking units, soundproof phonetics lab; meeting rooms; and a flexible lab space, designed for the study of language across the lifespan, suitable for vulnerable populations.

Not only will students in the proposed program have the opportunity for research with experimental, applied and theoretical linguists through ARiEAL, but they will also engage in modules guided by experts in relevant linguistic areas, in particular in speech production and perception. The most obvious link between speech pathology and linguistics is phonetics, the study of the acoustic, articulatory and auditory properties of human speech (and the equivalent properties of sign language). The Faculty of Humanities obtained approval (Strategic Alignment Fund) to hire a phonetician with expertise in experimental phonetics (speech analysis, palatography), who will primarily strengthen the undergraduate and graduate programs in the Cognitive Science of Language, but who will also contribute meaningfully to the SLP program.

Finally, the connections between Humanities and Health Sciences will result in innumerable possibilities for national and international outreach. Several researchers in Linguistics & Languages already have connections with healthcare institutions and school boards for research purposes for the study of: reading and literacy, dyslexia, traumatic brain injury, bilingual aphasia. In addition, a central objective of the research centre is to foster new research collaborations with academic institutions in specific countries, largely developing countries (Brazil, Cuba, Ghana, Jamaica, Nigeria), with a view to expanding the methods and tools available for the study of language order and disorder to new social and linguistic contexts. These existing and planned partnerships will be immeasurably strengthened by the cross-fertilization of clinical and linguistic faculty and students, and the anticipated outcomes will converge in clinical applications that can have an impact at both the national and international levels.

The undergraduate Cognitive Science of Language program attracts many students who wish to pursue graduate degrees in speech and language pathology; it has been 'feeding' students to the eleven SLP program in the country since its inception, as has the linguistics program at McMaster. There is no doubt that the availability of an SLP program at McMaster, bolstered by the reputation and innovation for which our Health Sciences programs are known, will only attract more students to our undergraduate programs.

Dear Dr. Solomon:

Re: Support for Speech-Language Pathology Program at McMaster University

The Hamilton Regional Speech and Language Pathology and Audiology Council (HRSLAC) is pleased to offer its support to the proposed Master of Science in Speech-Language Pathology Program at McMaster University. The HRSLAC is a unique council with representation from the diverse settings in which speech-language pathologists (SLPs) are employed within the Hamilton area. The mandate of the Council, which has been in existence for 30 years, is to work collaboratively across sectors to enhance the quality and delivery of SLP and Audiology services within our community (please see attached Terms of Reference).

The problem-based program that McMaster is proposing will be the only one of its kind in the country. Its unique curriculum promises to graduate highly skilled clinicians who are self-directed innovators, prepared to succeed in Ontario's rapidly changing health and education sectors. The program's emphasis on interprofessional practice and collaborative team skills is particularly important for current models of service delivery. In addition, the program will prepare students for emerging clinical roles and non-traditional practice settings, which is essential to meeting the current and future need for SLP services within the province.

As a Council, we are excited about the engagement and involvement of the clinical community in the new program and feel that this will advance practice in our region and build capacity in the profession as a whole. As representatives of the broader community, we are committed to working with McMaster University to provide clinical placements and support delivery of the program.

We appreciated the opportunity to learn about the details of this innovative new program and provide feedback during the early stages of development. Drs. Solomon and Campbell have agreed to present an update on the SLP Program to the broader community during Speech and Hearing Awareness month in May 2016. We look forward to further dialogue on advancing the profession in our community and beyond.

Dianne Parr, Reg CASLPO Reg OCT
Manager, Communication Services
Hamilton Wentworth District School Board

On behalf of:
Kathleen Dekker, M.H.Sc., S-LP (C), Reg. CASLPO
Speech-Language Pathologist
Preschool Communication Service
McMaster Children's Hospital - Chedoke Site - Hamilton Health Sciences

Vivienne Epstein
Speech Language Pathologist
Professional Development Lead - SLP
Saint Elizabeth

Justine Hamilton, M.Cl.Sc., M.B.A.
Owner / Speech-Language Pathologist
Lear Communication

Linda Hollingham B.Sc., MA, CASPLO, AUD (C), CCC/A
Manager and Professional Practice Leader, Audiology Department; Acting Manager for Speech-Language Pathology Department

Barbra Kubilius, MA, BA, Reg. CASLPO
Speech-Language Pathologist
St. Peter's Hospital - Hamilton Health Sciences

Diana Paprica, M.Cl.Sc.
Senior Speech-Language Pathologist
Early Words - ASCY

Bonnie Reaburn-Jones, MSc, Reg. CASLPO
Senior Speech Language Pathologist and Interim Professional Practice Lead Speech-Language Pathology
St. Joseph's Healthcare Hamilton

Michelle Torsney, M.A. Reg. CASLPO
Manager of Speech, Language + Hearing Services
Hamilton-Wentworth Catholic District School Board

McMaster University

CanChild Centre for Childhood Disability Research
1400 Main Street West, IAHS 408
Hamilton, ON Canada L8S 1C7

Tel: 905.525.9140 Ext. 27850
Fax: 905.524.0069
Email: canchild@mcmaster.ca
Website: www.canchild.ca

September 2, 2015

Re: **Letter of Support for new program proposal for Master of Science in Speech-Language Pathology MSc (SLP) within the School of Rehabilitation Science at McMaster University**

To Whom It May Concern,

As the Director of CanChild, it is my pleasure to write a strong letter of support for the School of Rehabilitation Science's newly proposed Master's program in speech-language pathology. Housed within the School of Rehabilitation Science at McMaster University, CanChild is an internationally recognized research and educational centre that is focused on improving the lives of children and youth with disabilities and their families. Specifically, we take a leadership role in identifying emerging issues for research, practice, policy, and education; conduct high-quality community-driven research; effectively transfer knowledge into practice at clinical and health system levels; educate families and service providers; and mentor students to build capacity for future generations of researchers. In 2014 alone, CanChild researchers published over 220 articles in peer-reviewed journals in the areas of child health, childhood disability, measurement, and knowledge translation. In that same year, a total of 69 grants were funded to CanChild members (as either Principal or Co-Investigator) netting more than $9 million dollars in new grant funding.

Since CanChild's inception in 1989, we have embraced an interdisciplinary approach to research and education with team members from pediatrics, rehabilitation medicine (physiatry), allied health, kinesiology, social psychology, epidemiology, and biostatistics. Our goals in CanChild's Strategic Plan include building research capacity. Therefore, our centre is very excited about the possibility of increasing our team's capacity in the area of speech-language pathology as the addition of a new professional Master's program would bring both new faculty and students to McMaster. In particular, six existing faculty members from the School of Rehabilitation Science are core Scientists with CanChild, only one of whom has a background in speech-language pathology; these faculty often involve students from the existing professional programs in our centre's research projects via experiential learning in evidence-based practice.

Given that several of the ongoing research projects at CanChild are of relevance to the speech-language pathology community, we see great potential for growth and new partnerships should this proposal for a new Master's of Science program in Speech-Language Pathology receive approval.

CanChild
Centre for Childhood Disability Research

Thank you again for the opportunity to support this exciting development at McMaster. Should you require further information please feel free to contact me by email at: gorter@mcmaster.ca or telephone at 905-525-9140 ext. 26855.

Sincerely,

Jan Willem GORTER, MD, PhD, FRCPC
Director of *CanChild*
Scotiabank Chair in Child Health Research
Professor of Pediatrics | School of Rehabilitation Science
Faculty of Health Sciences | McMaster University | McMaster Children's Hospital

September 8, 2015

Patty Solomon PhD

Professor and
Associate Dean
School of Rehabilitation Science
McMaster University
Institute of Applied Health Sciences
1400 Main Street West
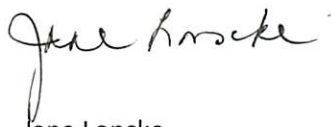Hamilton, Ontario L8S 1C7

Dear Dr. Solomon:

As Director and Chair, Professional Advisory Committee, St. Joseph's Healthcare Hamilton, **President, St. Joseph's Home Care,** and a Speech-Language Pathologist I am delighted to write a letter of support for the development of a Speech-Language Pathology Program in the School of Rehabilitation Science at McMaster University.

We have a longstanding mutually beneficial relationship with the School of Rehabilitation Sciences and are excited by the potential of the new Speech-Language Pathology Program. I strongly believe that the self-directed, problem-based approach that is foundational to the education of health professionals at McMaster University will make a significant contribution to training future speech-language pathologists who are prepared to be life-long learners in an environment where health care and professional scopes of practice are ever-changing.

We are committed to providing exceptional clinical learning opportunities to students from this program and exploring other potential roles of Speech-Language Pathologists at St. Joseph's Healthcare Hamilton.

Sincerely,

Jane Loncke,
Clinical Director, Complex Care, Rehabilitation, Therapeutics, Community Partnerships, Corporate Alternate Level of Care, Health Links, and Corporate Seniors Strategy
Chair, Professional Advisory Committee

Charlton Avenue Campus
50 Charlton Ave., East
Hamilton, ON, Canada L8N 4A6
Tel: 905.522.1155

King Street Campus
2757 King Street East
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Tel: 905.522.1155

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100 West 5th Street
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Member, St. Joseph's Health System
Teaching Campus of the Faculty of Health Sciences, McMaster University
www.stjoes.ca

September 30, 2015

Dr. Doug Welch
Dean, Graduate Studies
GH 212

Dear Dr. Welch:

RE: <u>Support for a Speech-Language Pathology Program in the School of Rehabilitation Science</u>

I am pleased to provide a letter of support for a new Speech-Language Pathology Program within the Faculty of Health Sciences. The development of a Speech-Language Pathology Program aligns with McMaster's Strategic Mandate Agreement strengths in health sciences education and research, and health and society. Building on our international reputation and expertise in innovative rehabilitation sciences curricula, the Speech-Language Pathology program at McMaster will be the only problem-based program in Canada.

The Speech-Language Pathology program will also provide a foundation on which to forge new and unique research relationships between the School of Rehabilitation Science and the Department of Linguistics and Languages. While housed and funded within the School of Rehabilitation Science, a Speech-Language Pathology Program allows the development of synergies in research areas within Humanities that complement interests in the School of Rehabilitation Science related to childhood disability, aging, and brain injury including concussion.

I am pleased to confirm that we are committed to hiring an Assistant Dean for the new Speech-Language Pathology Program by July 1, 2016.   This hiring will be partially supported through the Strategic Alignment Funding provided by the Provost. I can also confirm the commitment to support four additional faculty members who will be required to successfully mount an accredited SLP Program.

The new Speech-Language Pathology Program has the strong support of the Faculty of Health Sciences. If you require further information, please do not hesitate to contact me.

Sincerely,

John G. Kelton, M.D.
Dean and Vice-President

Ministry of Education

Special Education Policy
and Programs Branch
18th Floor, Mowat Block
900 Bay Street
Toronto ON M7A 1L2

Ministère de l'Éducation

Direction des politiques et des programmes
de l'éducation de l'enfance en difficulté
18e étage, édifice Mowat
900, rue Bay
Toronto ON M7A 1L2

Ontario

September 3, 2015

To Whom It May Concern,

Re: Letter of Support for new program proposal for Master of Science in Speech-Language
          Pathology MSc (SLP)

I am the Director of the Special Education Policy and Programs Branch (SEPPB) of the Ontario
Ministry of Education. It is my pleasure to write a letter of support for the School of
Rehabilitation Science's newly proposed Master's program in speech-language pathology at
McMaster University.

Our Branch has worked closely with faculty from the School of Rehabilitation Science through
our involvement with *CanChild*'s "Partnering for Change" research project. In this project,
CanChild researchers have been studying a tiered model for delivering rehabilitation services to
school-age children with special needs. This innovative service model emphasizes collaboration
among educators, parents, and clinicians to support students in the school context. The focus to
date has been on occupational therapists, but the model is highly relevant to other health
professionals, including speech-language pathologists.

The Partnering for Change project has been of interest to our branch in light of Ontario's new
Special Needs Strategy (SNS). The SNS aims to reorganize existing rehabilitation services so
that children with special needs are identified sooner and seamlessly get the help that they need
at the right time and in the right place from birth through the school years.

As these changes unfold across Ontario, there will be a need for speech-language pathologists
who are self-directed, innovative, skilled in collaboration and able to flexibly adapt to new
service models and service delivery contexts. These qualities are hallmarks of the problem-
based learning programs for which McMaster University is world renowned. A new professional
Master's program that instills such attributes and skills in the next generation of speech-
language pathologists would be a valuable asset to the province of Ontario.

Sincerely,

Louise Sirisko,
Director
Special Education Policy and Programs Branch

McMaster SLP Curriculum Map

	Aug		Sept	Oct	Nov	Dec		Jan	Feb	Mar	Apr	May		June	July
Year 1		O-Week	Unit 1 – 12 weeks academic			Clinical (2 weeks)	Break (2 weeks)	Unit 2 – 12 weeks academic			Clinical (5 weeks)	Break (1 week)		Unit 3 – 10 weeks academic	
Year 2	Break (4 weeks)		Clinical (6 weeks)		Unit 4 – 10 weeks academic		Break (2 weeks)	Clinical (6 weeks)		Unit 5 – 14 weeks academic			Break (2 weeks)	Clinical (10 weeks)	
Year 2 Continued	Clinical (10 weeks; continued)														

Total Clinical Weeks: 29

Total Academic Weeks: 58

Total Break Weeks: 11

Appendix iii
Alignment of SAC Foundations of Clinical Practice with Curricular Units

Students are first introduced to each foundation in the units indicated below, and revisit foundational knowledge in progressively more complex contexts across the curriculum. Students are expected to achieve mastery required for beginning clinical practice by the end of their graduate program, across all foundational areas, consistent with expectations for registration for speech-language pathology practice in Ontario.

SAC Foundations of Clinical Practice for Speech-Language Pathology	Unit 1: Fundamentals of Clinical Practice I: Principles, Knowledge, and Skills for Clinical Practice	Unit 2: Fundamentals of Clinical Practice II: Roles and Practice Settings Across the Lifespan	Unit 3: Clinical Practice with Children, Youth, & Young Adults	Unit 4: Clinical Practice with Adults and Older Adults	Unit 5: Complex Practice and Professional Transition
Unit One: Basic Requirements	1.1 Anatomy and Physiology 1.2 Neuroanatomy and Neurophysiology 1.3 Human Development 1.5 Psycholinguistics and Linguistics 1.9 Research Methodology	1.4 Counselling and Applied Psychology 1.6 Speech Perception and Acoustics 1.7 Instrumentation	1.3 Genetics		1.8 Pharmacology and Other Medical Intervention
Unit Two: Principles of Clinical Practice and Professional Practice Issues	2.2 Evaluation 2.3 Client Management 2.5 Professional Behaviour	2.1 Prevention 2.4 Reporting			
Unit Three: Developmental Articulation/Phonological Disorders			3.1 Nature 3.2 Assessment 3.3 Intervention		
Unit Four: Neurologically Based Speech Disorders				4.1 Nature 4.2 Assessment 4.3 Intervention	
Unit Five: Developmental Language Disorders			5.1 Nature 5.2 Assessment 5.3 Intervention		

Alignment of SAC Foundations of Clinical Practice with Curricular Units

Unit Six: Acquired Language Disorders			6.1 Nature 6.2 Assessment 6.3 Intervention	
Unit Seven: Voice Disorders		7.1 Nature 7.2 Assessment 7.3 Intervention		
Unit Eight: Resonance Disorders				8.1 Nature 8.2 Assessment 8.3 Intervention
Unit Nine: Fluency Disorders		9.1 Nature 9.2 Assessment 9.3 Intervention		
Unit Ten: Augmentative and Alternative Communication				10.1 Nature 10.2 Assessment 10.3 Intervention
Unit Eleven: Hearing Disorders and Related Speech-Language Disorders	11.1 Nature 11.2 Assessment 11.3 Intervention			
Unit Twelve: Dysphagia			12.1 Nature 12.2 Assessment 12.3 Intervention	

McMaster SLP Credit Hours Map

	Term 1 (12 weeks)	Term 2 (12 weeks)	Term 3 (10 weeks)	Term 4 (10 weeks)	Term 5 (14 weeks)
PBT	5 hours / week =65 hours 6 Units	5 hours/week =65 hours 6 Units	5 hours/week =50 hours 6 Units	5 hours/week =50 hours 6 Units	3 hours/week =36 hours 3 Units
SLP Clinical Skills	5 hours / week =65 hours (+2 weeks of clinical placement) 6 Units	5 hours/week =60 hours 6 Units	5 hours/week =50 hours 6 Units	5 hours/week =70 hours 6 Units	5 hours/week =60 hours 6 Units
Foundation of SLP Practice	3 hours/week =39 hours 3 Units	3 hours/week =30 hours 3 Units	3 hours/week =36 hours 3 Units	NA	NA
Inquiry Seminars	3 hours/week =36 hours 3 Units	3 hours/week =36 hours 3 Units	3 hours/week =30 hours 3 Units	3 hours/week =30 hours 3 Units	3 hours/week =36 hours 3 Units
EBP & Clinical Research	NA	NA	NA	3 hours/week (over 2 Units) 6 Units >>>>>>>>>	
Clinical Practice	2 week`s (included as a component of clinical skills)	4 weeks 3 Units	6 weeks 3 Units	6 weeks 3 Units	10 weeks 3 Units
Total UNITS	18 Units	21 Units	21 Units	24 Units	15 Units
Total HOURS	208 Hours 16 hours/week	160 Hours 16 hours/week	192 Hours 16 hours/week	224 Hours 16 hours/week	168 Hours 14 hours/week

Appendix iv
McMaster SLP Credit Hours Map

Total Program Units: 99 Units

Total Academic Weeks: 58 weeks
Total Clinical Weeks: 29 weeks
Total Weeks: 87 weeks

McMASTER UNIVERSITY

GRADUATE PROGRAM PROPOSAL BRIEF

FOR THE PROGRAM

Doctor of Philosophy (PhD) in Communication, New Media, and Cultural Studies

October 16, 2015

Document prepared by

Drs. Christina Baade, Lisa Kabesh, Andrew Mactavish, Susie O'Brien, Mary O'Connor, Carolyn Veldstra and Peter Walmsley

Table of Contents

PROGRAM

1.1 Program Description

The problems we face today—social and environmental injustice, climate change, precarious work, surveillance, and a shrinking public sphere—are big, and they are complex, demanding approaches from diverse disciplines. In addition to their technological, scientific, economic, and political dimensions, these are all problems of culture and communications. The PhD in Communication, New Media, and Cultural Studies (CNMCS) is for creative students who embrace complexity, love difficult questions, and hunger for intellectual, artistic, and pedagogical risk-taking driven towards positive social change. In this program, problems drive theory.

This program brings together three interdisciplinary fields that all originated in attempts to understand and debate big problems using tools from the arts, humanities, and social sciences: cultural studies began by trying to articulate the significance of culture beyond the privileged space of the university, communication studies wanted to understand how mass media was changing modern society, and new media scholars and artists wanted to probe how computing and digital communications were changing human knowledge and creativity. Each of these fields understands that the problems we face today, with all their varied technological, economic, ecological, and political implications, are, fundamentally, problems of communication and culture. Learning to *read*, *critique,* and *create* culture, media, and communication is critical to seeing things, and doing things, in new ways.

A core concept in this program is *literacy*. Understood far more expansively than simply the traditional liberal-arts sense of the word, in this program literacy encompasses knowledge of the textual, the visual, the sonic, the artistic, the communicative, the performative, the social, the emotional, and the digital. A significant aspect of literacy is being able to work through the beliefs and values that appear to be common sense. For this reason, the program places significant emphasis on the work of *critique*. Students will receive a solid foundation in key theories in media, communication, and cultural studies, as well as media arts. This reading will enable them to not only master and synthesize established disciplinary knowledges, but also understand the historical contexts in which those knowledges circulate, reflecting and reproducing particular social relations and power dynamics. Significant attention will be focused on cultivating an understanding of the ways in which histories (material and social) inform the present. In this way, the program's core focus on literacy also entails a belief that education is a democratic value, extending and engaging beyond the university and encouraging a respect for embodied, subaltern, and practice-based knowledges that have historically been excluded.

In order to deploy the tools of new media, communication, and cultural studies to engender positive change, it is necessary for students to not only learn how to read and critique the messages, ideas, and practices that they encounter, but also develop their abilities as cultural producers, whether that output lies in artistic production, research creation, scholarship, or pedagogical innovation. To this end, the

program will hone students' conceptual, critical, and technical skills as makers and media artists, teachers, cultural workers, researchers, and communication professionals.

The Departments of Communication Studies and Multimedia (CSMM) and English and Cultural Studies (ECS) share interests in communication, representation, cultural production and critical literacy in the context of social responsibility. Our many complementary strengths in areas including new media arts, performance, policy, visual culture, digital culture, music/sound, gender and sexuality, critical race studies, indigenous studies, postcolonial and diasporic studies, transnational culture and international communications, critical environmental studies, political economy, professional communication, and media analysis and strategy, will enable us to mount a coherent yet flexible interdisciplinary program that will attract students from our own and other MA programs. The program will draw faculty members from CSMM and ECS as well as other departments in the Humanities to act as supervisors of CNMCS doctoral students. It will draw on faculty members from both Humanities and Social Sciences to act as committee members and graduate seminar instructors. Students will have considerable scope in shaping their committees according to their research/project needs.

Graduates of the program will be equipped with advanced research skills that are in wide demand in the labour market, particularly the policy, not-for-profit, private and education sectors. The program's emphasis on rigorous interdisciplinary training and professionalization will equip students with advanced cultural, social, and digital literacies; the ability to navigate and innovate in multiple modes of communication; and the capacity for analyzing and engaging complex systems and problems. In particular, this training will make students competitive in the growing academic job market in communication and new media.

The PhD will normally entail four years of study, consisting of coursework in the first year (plus the Foundation seminar I and II, which are two 3-unit courses taken in years 1 and 2), preparation and completion of comprehensive exams in the second year, and the completion of the thesis or culminating project in the third and fourth years.

The capacities identified above (literacy, critique, creativity) will provide a framework for the program, which will focus on large yet clearly defined problems and questions. These will vary from year to year, driven by both faculty and student interests, and will be the subject of intensive day-long problem solving activities during an orientation week. All students will take Foundation seminar I and II: Problems in Communication, New Media and Cultural Studies, extending the problem-based focus, engaging in a rigorous exploration of method and theory in interdisciplinary research as well as providing seminars and professionalization workshops that focus on building skills necessary for careers both in and outside the university.

In addition to the foundation seminars, students will take the equivalent of four 3-unit courses in their first year. Coursework will draw on existing offerings, which encompass both seminars organized around

specific concepts, themes, and methodologies, and hands-on lab-based media arts courses. Three units (i.e., one half course) may be an elective taken from another department, subject to consultation with program directors, and permission from the department offering the course. Faculty members in both departments demonstrate a strong record of securing funding for research and media arts projects, which will provide students in the program potential experiential learning opportunities in the form of RAships.

In February of the second year, students will complete comprehensive exams, consisting of a field survey and a topic paper and an oral defense.

With the aim of facilitating timely completion and giving students the opportunity to pursue projects that are in line with their own interests, talents, and employment goals, the post-comprehensives component of the program will comprise one of the following:
- the traditional thesis route
- a research-creation (project-based) thesis route
- a sandwich thesis: in accordance with McMaster's Thesis Preparation Guide, a sandwich thesis must consist of a minimum of three scholarly works on a unified theme (in CNMCS, these works may include journal articles submitted for peer review, or art/media/performance pieces submitted for peer-adjudication), either previously published or exhibited, submitted for peer-review, or prepared for publication/exhibition but not yet submitted; these works must be accompanied by substantial introductory and concluding chapters, addressing the methodologies, theories and approaches that unify and inform the research

Detailed descriptions of the program curriculum, including the multiple routes to thesis completion, can be found in Section 3.2 Structure and Regulation.

1.2 Proposal Preparation and Consultation Process

This proposal began as a collaboration between the Departments of Communications Studies and Multimedia (CSMM) and English and Cultural Studies (ECS) and was developed through extensive consultation with relevant stakeholders. Below we offer a brief list of stakeholders consulted, and then provide a more comprehensive description of the consultations undertaken during the preparation of the proposal.

Overview of consultations:
- The Departments of ECS and CSMM
- Faculty of Humanities (Dean and Associate Dean, Graduate Studies and Research)
- Tenured and tenure-stream faculty in ECS and CSMM
- Tenured and tenure-stream faculty from related departments

- Chairs/directors of related departments
- Current graduate students and alumni of:
  - Communication and New Media (CNM) and Cultural Studies and Critical Theory (CSCT) MA programs
  - English MA and PhD programs
- Amy Gullage, Quality Assurance Programs Coordinator at the McMaster Institute for Innovation and Excellence in Teaching and Learning (MIIETL)
- Wade Wyckoff, Associate University Librarian, Collections
- Directors of relevant on-campus service units, centres, and research projects:
  - Henry Giroux, the McMaster University Chair for the Centre for Scholarship in the Public Interest (MCSPI)
  - Don Goellnicht, Director of the Institute on Globalization and the Human Condition
  - Dale Askey, Administrative Director of the Lewis and Ruth Sherman Centre for Digital Scholarship
  - Daniel Coleman, Co-Director of the Centre for Community-Engaged Narrative Arts (CCENA)
  - John Bell, Director, I.T., Humanities Media and Computing (HMC)
  - David Harris Smith, Director of Research, MacGRID Simulation Research Platform and Network
  - Carl Podedwory, Director and Chief Curator, and Ihor Holubizky, Senior Curator, the McMaster Museum of Art

The following is a more specific outline of the collaborations that have supported the development of the proposed program:

In June 2014, a joint committee of four was struck by the two departments to explore the possibility of a new, joint PhD program: the Directors of the MA programs in CSCT and CNM (Susie O'Brien and Christina Baade) and the Chairs of the two departments (Andrew Mactavish and Peter Walmsley). The joint committee developed a short description of the proposed program, which was sent to the Dean, Ken Cruikshank, and Associate Dean of Graduate Studies and Research, Bonny Ibhawoh, of the Faculty of Humanities, who agreed that the program offers a unique opportunity for the Faculty to take advantage of the research and pedagogical strengths of both departments.

From there, the joint committee developed a short summary of the program, which was circulated back to the Deans and presented to tenured and tenure-stream faculty in both departments for input. In November of 2014, the short proposal was discussed in department meetings by tenured and tenure-track faculty in both ECS and CSMM and informal support for the proposal was expressed. Subsequently, the CSMM faculty caucus voted in support of the proposed program on December 15, 2014 and ECS voted to formally proceed on February 4, 2015.

This same short summary of the proposed program was the subject of a Town Hall Meeting held on February 10, 2015 and open to any interested faculty members in the Humanities. The Town Hall evidenced support for the proposed program in both departments, as well as indicating interest among some faculty in the School of the Arts, French, and History.

In April of 2015, the joint committee hired educational consultants Lisa Kabesh and Carolyn Veldstra to assist in producing the program proposal. In April and May of 2015, they conducted in-person interviews with tenured and tenure-stream faculty in Communication Studies and Multimedia. Using both online and face-to-face methods, they also interviewed tenured and tenure-stream faculty in English and Cultural Studies who currently teach and supervise in the Critical Theory and Cultural Studies B.A. and M.A. programs. Most faculty indicated their support for the proposed program. See APPENDIX 3: Interview & Survey Summaries (Faculty) for survey and interview summaries.

At this stage, tenured, tenure-track, and associate faculty members in ECS and CSMM who wished to serve as core faculty in CNMCS indicated so by submitting a current copy of their CVs to the joint committee. We define "core faculty" as those faculty members who will act as supervisors to the program's students, and who may be willing to take on administrative and leadership roles in the program as needed, including involvement in the foundation seminars. See the attached USB for core faculty members' CVs. For a full list of core faculty, see Section 6.2.III: Faculty.

Also in April 2015, the educational consultants met with the graduate student caucus in ECS to discuss the proposal, answer questions, respond to concerns, and solicit feedback. Following up on this conversation, in May 2015, the educational consultants sent an online survey to current and recent graduate students in English and Cultural Studies and Communication Studies and Multimedia to gauge interest in the proposed program and collect feedback. See APPENDIX 4: Consultation & Survey Summaries (Alumni & Current Students) for survey and consultation summaries and APPENDIX 1: Letters of Support for the letter written in support of the proposed program by the ECS caucus.

This consultation process, consisting of meetings, interviews, surveys, and follow-up emails and meetings with faculty members and students, evidenced extensive support of the program. A number of faculty members expressed excitement about the proposed program and about the potential to work with students in the program both on committees and in their courses. A significant quantity of current students and alumni also expressed strong support of the program; a discussion of student support can be found in Section 1.6.II Evidence of Student Demand, Evidence of Student Demand. Concerns were raised by faculty members and students about supervision loads and the capacity for future growth. The joint committee emphasizes that the proposed program, which is based on the current capacities of ECS and CSMM, is well situated to support a steady state of 12 students (3 per year), and communicated with stakeholders that future growth is dependent on the availability of additional resources. Section 6.2 Resources: Graduate Programs provides a detailed account of the program's resources and capacities.

In addition to the core faculty associated with the proposed program within the two departments proposing the joint PhD, the following faculty have expressed interest in supporting the program by serving as readers on supervisory committees, and potentially having the program's students in their courses (see
APPENDIX 1: Letters of Support for letters of support):

- Professor Alison McQueen, Department of History and School of the Arts
- Associate Professor Karen Balcom, Department of History
- Assistant Professor Alina Sajed, Department of Political Science
- Professor Magda Stroinska, Department of Linguistics and Languages
- Associate Professor Michael Egan, Department of History
- Associate Professor James Ingram, Department of Political Science
- Associate Professor Jean Wilson, Arts and Science Program
- Associate Professor Tracy McDonald, Department of History
- Associate Professor Gabriel Moyal, Department of French
- Professor Petra Rethman, Department of Anthropology
- Associate Professor Celia Rothenberg, Department of Religious Studies
- Assistant Professor Nicholas Serruys, Department of French
- Associate Professor Allison Williams, School of Geography and Earth Sciences

On May 12, 2015, the joint committee met with Amy Gullage from MIIETL to develop the program learning outcomes for the proposed PhD. In the same month, the joint committee consulted with Wade Wyckoff, Associate University Librarian, Collections, to ensure that the University Library would be able to support the new program. See APPENDIX 2: Library Report for the Library Report.

On June 1, 2015, members of the joint committee met with Dale Askey, Administrative Director of the Sherman Centre, who outlined the many ways in which CNMCS students could be involved in the Sherman Centre community. In July, a committee member met with Carl Podedwory, Director and Chief Curator, and Ihor Holubizky, Senior Curator, of the McMaster Museum of Art to discuss potential collaborative opportunities for the program's faculty, students, and the museum. See the attached letters for more detail on the Sherman Centre's and the Museum of Art's support (
APPENDIX 1: Letters of Support).

In June and July of 2015, a short brief outlining the proposed program was circulated to Department and Program Chairs in the Humanities along with an invitation for feedback on the proposed program and a request for their department's support. The following departments have indicated their support for the proposed PhD in CNMCS (see
APPENDIX 1: Letters of Support):

- Anthropology
- Classics

- French
- History
- Indigenous Studies
- Linguistics and Languages
- Peace Studies
- Philosophy
- Sociology
- The Institute on Globalization and the Human Condition (IGHC)
- The School of the Arts (SOTA)

The following on-campus programs, institutes, research clusters, or projects have indicated their support for the proposed program and willingness to work with qualified students admitted to the proposed PhD (see
APPENDIX 1: Letters of Support for letters of support):

- Centre for Community-Engaged Narrative Arts (CCENA)
- Humanities Media and Computing (HMC)
- macGrid Simulation Research Platform and Network
- McMaster Centre for Scholarship in the Public Interest (MCSPI)
- McMaster Museum of Art
- Institute for Globalization and the Human Condition

By the end of June 2015, the educational consultants had completed a full draft of the proposal, which went to the joint committee for review.

1.3: Consistency with McMaster's Mission and Academic Plan

The university's mission statement is as follows:

> *At McMaster, our purpose is the discovery, communication, and preservation of knowledge. In our teaching, research, and scholarship, we are committed to creativity, innovation, and excellence. We value integrity, quality, inclusiveness, and teamwork in everything we do. We inspire critical thinking, personal growth, and a passion for lifelong learning. We serve the social, cultural, and economic needs of our community and our society.*

As this proposal makes clear, the proposed PhD in Communication, New Media, and Cultural Studies amplifies the bold aspirations McMaster expresses in its mission statement. The two departments collaborating on this proposal—Communication Studies and Multimedia and English and Cultural Studies—boast high levels of faculty and graduate student research productivity and knowledge-creation, publishing in leading journals, creating innovative digital media projects that garner national

attention, earning major national grants, and seeking to address fundamental ethical issues facing our city and society. Graduate students in both departments have been awarded Hooker Fellowships, and Vanier, SSHRC, Trillium and OGS scholarships (for a full breakdown of graduate student awards in both departments, see APPENDIX 7: History of Graduate Student Scholarships & Awards). Both support students in the process of becoming not only skilled critical thinkers and productive creative workers, but also engaged citizens.

McMaster is differentiated by its research-intensive approach, unique pedagogical emphasis on problem-based learning and inquiry, and distinctively collaborative culture. The proposed PhD in Communication, New Media, and Cultural Studies is distinguished by these same metrics, emphasizing high-quality, socially- and culturally-engaged research, developing a problem-based focused to learning and teaching at the PhD level in the Humanities, and arising out of a collaboration between two Humanities Departments in recognition of the fundamental interdisciplinary affinities between them.

In particular, the proposed program will exemplify McMaster's mission in the following ways:
- Faculty members to be involved in the program's administration, supervision, and teaching demonstrate high levels of research productivity and a commitment to rigorous peer-review, publishing cutting-edge research with presses and journals of international stature, exhibiting artistic work internationally, and earning major national grants. Faculty consistently bring discoveries into the undergraduate and graduate classroom.
- The program's commitment to creativity, innovation, and excellence is exhibited both in the quality of faculty members' research and in the progressive design of this interdisciplinary program. The diversity of research conducted by faculty and invited from students will enable the transfer and exchange of new knowledge across the fields of communication, new media, and cultural studies, both within the program and beyond as graduates bring their unique skill sets to academic and non-academic fields.
- The program will establish the highest standards of academic integrity in research and learning, and the ongoing, interdisciplinary collaborative work of faculty members will be mirrored in the program's emphasis on student-faculty collaboration in research, learning, and program governance.
- Students will develop vital critical and creative capacities through the program's progressive pedagogical design. Along with diverse course offerings in theory, methods, and artistic and media practice, the program's multiple pathways to completion are designed to foster intellectual autonomy in students as they cultivate both critical and creative skills and interests in line with their research and professional goals.
- The program emphasizes the development of advanced cultural, social, and digital literacies and an understanding of the power dynamics at work in contemporary culture, preparing students both for fulfilling careers beyond their degree and active engagement in society.

1.3.I: McMaster's Strategic Mandate Agreement

McMaster's Strategic Mandate Agreement (SMA) identifies a number of areas of institutional strength (see page 10 of the SMA). The proposed PhD in Communication, New Media, and Cultural Studies will address the following: 1) Digital economy; 2) Policy and ethics in a globalized world; 3) Human behaviour, culture, and society; and 4) The arts and creative expression.

1) *Digital economy*

    Faculty in the Department of Communication Studies and Multimedia are working at the forefront of research into the emerging digital economy that is fundamentally shaping and reshaping the contemporary world. This work takes place both at a theoretical level, in terms of understanding shifting digital technologies and their effect on shared social and cultural life, and at the level of practice, in terms of building and engaging with digital technologies to produce new sounds, environments, and tools. The proposed program would augment this existing research by developing student research in these areas at a doctoral level. High-level research and practice in digital media and coding will support faculty members in developing long-term, robust research projects with the support of a skilled base of co-researchers, digital media artists and practitioners, and coders. Students in the program will graduate with the deep knowledge and/or practical skill necessary to not only successfully navigate but also shape the shifting landscape of digital economy.

    Collaborations between the program and related research projects and centres will also enrich students' engagement in digital research. For example, students in the program will have access to the virtual world simulation resources of the macGRID Research Simulation Platform and Network, of which core faculty member David Harris Smith is Director of Research. As a research initiative that seeks to develop the design, implementation, and analysis of a massive online 3D virtual environment, macGrid has the potential to support a wide variety of graduate thesis topics among students of the proposed program. In addition to macGRID, The Sherman Centre for Digital Scholarship will provide a valuable resource for students in the program. In recent years, Masters and Doctoral students in CSMM and ECS have benefitted from the IT infrastructure and shared office space offered by the Sherman Centre to students working on digital projects. The space of the Centre allows students and researchers working on digital projects to share knowledge, develop collaborative projects, and establish a community of researchers conducting digital scholarship. The infrastructure provided offers some access to technologies often necessary to develop work in this field, and the Sherman Centre's connections to the broader campus community affords students a platform to publicize and receive feedback on their work. In these ways, the proposed program will further develop the profile of the Sherman Centre as a site of innovative work in the digital humanities in Canada.

See APPENDIX 1: Letters of Support for letters of support from Dale Askey, Administrative Director of the Sherman Centre, and David Harris Smith, Director of Research, macGrid.

2) *Policy and ethics in a globalized world*

One of the key lines of affinity between the Departments of Communication Studies and Multimedia and English and Cultural Studies lies in their shared commitment to working through the ethical dimensions of critical political, social, environmental, and cultural problems. CSMM and ECS house faculty whose research examines the ethical implications of policy decisions in global communications networks, the ethics of various modes of representation across lines of difference (gender, race, sexuality, ability), the politics of transnational and diasporic migration, the political and ethical implications of technological shifts, the ethical valences of environmental discourse, and the ethical possibilities of critical pedagogy. Among the core faculty who will be affiliated with the proposed program, several participate in research or research-creation that would benefit from an increased doctoral presence and would further McMaster's contributions in these areas. For instance, Sara Bannerman's work on transparency in global copyright and intellectual property; Liss Platt's engagement in the Anti-Colonial Project (a group working on making films meant to address issues of colonialism in a widely accessible manner); Daniel Coleman and Lorraine York's efforts in expanding the university into the community through the Centre for Community-Engaged Narrative Arts & the Studio in Canadian Literary Cultures, in partnership with the Hamilton Public Library; and Paula Gardner's work with FemTechNet, a feminist network of scholars, artists, and students who collaborate on the design and creation of feminist technological innovations, as well as her Hyper Migration project (OCE funding) in collaboration with the Toronto Refugee Centre, an open storytelling platform for multimedia telling of stories of displacement and resettlement.

The proposed program's problem-based approach will foreground the necessity of ethical response in the context of local and global problems. To this end, the program's foundation seminars will develop students' capacities as critical thinkers, communicators, and makers, encouraging students to grow as leaders who foster an ethically engaged approach in their own research and beyond. Drawing out this shared commitment between these two departments, the proposed program would also enhance McMaster's role as an institution dedicated to the pursuit of integrity through a commitment to social justice.

3) *Human behaviour, culture, and society*

A second point of intersection between CSMM and ECS, and a foundational focus of the new program, lies in an emphasis on deepening our understanding of communication and culture and the place of the human within these matrices. At its core, the research undertaken in the two departments supporting this proposal works to expand our knowledge of how and why societies function as they do and to what ends, taking up these questions in a variety of ways, from creating virtual digital worlds in which to experiment with alternative arrangements of

social, human, organizational and community space to interrogating the ways in which we think about bodies in order to gesture towards alternative body politics. The proposed program would provide a platform from which to develop research and pedagogy around the fundamental concerns that shape the intersections of communications, new media, and cultural studies. The proposed program will amplify current lines of inquiry, and encourage new ones, underscoring McMaster's central commitment to developing new knowledge in all fields.

The program's problem-based focus will allow students and faculty to develop meaningful interdisciplinary research programs that respond to the urgent issues of the present moment. The inclusion of new media as a key site of inquiry in the proposed program recognizes the fundamental impact digital and other new media forms and technologies are having on human behaviour, both in the form of reshaping communications and also in terms of teaching, learning, and research. The program will also embrace critical historical approaches to new media, interrogating how "newness" has historically been framed in modern societies and how "older" technologies persist in complex ways. The proposed program, then, will foster students who are adept at navigating—both in terms of their research or production and pedagogical approaches—the key problems posed by a digital communications culture.

4) *The arts and creative expression*
   CNMCS will become a hub for the arts and creative expression within the Faculty of Humanities. Several digital media projects currently developing through collaborations with CSMM faculty would create opportunities for students in the proposed program to deepen their own research creation practices. For instance, faculty in CSMM have either founded or work collaboratively in: the Centre for Networked Imagination (proposed and nearing final approval as of spring 2015); the Anti-Colonial Project; the Centre for Community-Engaged Narrative Arts & The Studio in Canadian Literary Cultures, and macGRID, an open-source digital-world development project (supported by an Insight Development Grant). Core faculty in both departments have also enjoyed a history of collaboration with the McMaster Museum of Art (MMA) in the curation of art exhibitions and in hosting visiting speakers (creators and academics) for lectures and panel discussions. For example, the MMA has co-curated ambitious exhibitions and programming with core faculty in the new program: Sarah Brophy and Janice Hladki's *This is Me, This is Also Me* (Spring 2015) and *Scrapes: Unruly Embodiments in Video Art* (Winter 2011); Janice Hladki's *Fierce: Hot-Blooded Film/Video* (2010); and Mary O'Connor and Janice Hladki's *Embodied Matter* (2006). The work of Liss Platt, in various media, has also been shown at the Museum, and other faculty have contributed to programming, including Mary O'Connor presentation on the National Gallery's *Margaret Watkins: Domestic Symphonies* (2014).

Beyond McMaster, Mary O'Connor curated *The Archive and Everyday Life*, exhibited at the Ontario Science Centre (Spring 2015) and The Hamilton Artists Inc. (Spring 2010); Liss Platt has shown work in video, film, and photography in individual and group exhibits at galleries across

Canada and the United States, including exhibitions in Hamilton and Toronto and the Museum of Modern Art in New York; David Harris Smith's hitchBOT—a hitchhiking robot—has been exhibited at galleries and museums across Canada and has received extensive media coverage; Robert Hamilton has established an international presence as a film artist, exhibiting his work in North America, Europe, and South America; David Ogborn stages performances of live-coded music at festivals and venues worldwide; and Paula Gardner has curated exhibitions of *PORTAGE; A Canadian Mobile Experience* (2007, 2008) in Toronto, Vancouver, and Sao Paulo, Brazil. Graduate students in both departments have consistently produced artistic work, either alongside or as part of their research. The proposed program would offer a greater chance to engage collaboratively in these kinds of research-creation and creative arts practices, formally integrating them into the requirements of the PhD and fostering their development through faculty-student partnerships.

Additionally, the SMA identifies a number of priority areas of institutional growth (see page 10 of the SMA). The proposed PhD in Communication, New Media, and Cultural Studies will primarily serve growth in the area of *communications and culture*.

1) *Communications and culture*

    The proposed program offers a keystone contribution to this area in drawing together precisely the complementary fields—Communication Studies and Cultural Studies—that shape this priority area defined by the SMA. The inclusion of *new media* as a core area of focus in the proposed PhD also draws in the *digital* as a fundamental metric in thinking about and engaging in communication and culture today. The program's emphasis on literacy, in the broadest sense of that term, understands the three core components of the program as foundational to ethically engaged citizenship.

    The focus of the proposed program on central problems being worked out in communications and culture draws one of McMaster's signature pedagogical innovations, problem-based learning, into graduate-level Humanities instruction. This approach augments the interdisciplinary focus of the proposed program by focusing on high-level issues and critique that span traditional disciplinary boundaries. The proposed program will thus enhance McMaster's presence as the site of problem-based pedagogy in Canada, while offering students an innovative pathway through the Humanities PhD.

2) *Fostering robust societies*

    The proposed program will also support McMaster's stated interest in supporting growth in the area of *fostering robust societies*. Robust societies are built by engaged citizens who are attentive to the lines of inclusion and exclusion by which societies are constituted. The proposed program's focus on critical literacies, pressing social and cultural problems, and creative and

innovative problem-solving will develop the skills communities and societies require to become thriving, inclusive, and welcoming environments.

1.3.II: McMaster's Current Priorities: Forward with Integrity

In his 2011 letter to the McMaster community, *Forward with Integrity* (*FWI*), President Patrick Deane sought to establish a way forward for McMaster that would build upon the University's historical strengths while adapting to the realities of an educational and research context transformed by the digital revolution. *FWI*'s principles prioritize the development of human capacities, multidisciplinarity, radical questioning, criticality in practice, and cooperation, all of which are core to the proposed program in Communication, New Media, and Cultural Studies, as discussed above. In particular, the proposed program meets the four priority areas established in *FWI*: the student experience, community engagement, research, and internationalization. Our program engages these institution-wide priorities in ways responsive to the program's particular Program Learning Outcomes and to the strengths and methodologies of the Humanities.

The Student Experience
FWI turns to McMaster's flagship undergraduate programs—Arts and Science, Engineering and Management, Bachelor of Health Sciences, Integrated Science—to highlight McMaster's capacity to advance innovative instructional and curricular design even as it advances its high-level research profile. While *FWI* focuses on undergraduate education, we see the value placed on self-directed learning as a core component of graduate education. In particular, we seek to establish problem-based learning and interdisciplinarity as pedagogical priorities in the proposed program in Communication, New Media, and Cultural Studies.

1) *Experiential learning*
   Students in the proposed program will have the option of following one of three pathways to degree completion, two of which explicitly involve experiential learning. The research-creation (or project-based) thesis affords students the opportunity to deeply and actively engage in their subject area by developing, completing, and theorizing an arts-based project, and the sandwich-thesis allows students the opportunity to draw together conference presentations, publications, community engagement projects, art works, performances, or exhibitions, as well as published articles to comprise a modular thesis. In both of these options, students will develop arts and digital media skills while engaging with and contributing to discoveries and innovation in scholarship. Opportunities for students to collaborate with faculty members in ongoing interdisciplinary, community-engagement, and arts-based projects will also be open to students whose interests and qualifications align with these projects, regardless of the route students opt for in their thesis work. Faculty members involved in the program are keen to supervise and mentor students in provincially and nationally funded arts and research projects (see Sections

6.2.III: Faculty and 6.2.V: Faculty Research Funding for a detailed accounting of faculty members' research and artistic profiles). The remarkable track record core faculty have demonstrated in winning competitive university, provincial, and national grants (including SSHRC Insight grants, Canada Research Chair positions, Canada Council Creative Development grants, GRAND NCE grants, McMaster Incentive grants, the inaugural Paolo Freire Chair, and a McMaster University Scholar position) augurs a promising trend supportive of ongoing, diverse research assistantships for graduate students in the program.

2) *Self-directed learning*

In *Forward with Integrity: The Emerging Landscape*, the FWI Advisory Group advocates for "educating for capability," which is defined as "continual growth, the ability to adapt, improve performance and generate new knowledge." This emphasis on capability is one of ongoing self-directed learning and is nurtured by PhD study at McMaster. Students will develop self-directed learning capacities in the program as they complete each stage of their degree requirements: coursework, comprehensive exams, the development of a thesis proposal, the development of their qualifying dossier, and the completion and defense of a thesis project. A culture of rigorous scholarship and critical inquiry cultivated through faculty members' vibrant research and research dissemination activities will also model a pedagogy of capability. We also seek to embed problem-based learning (PBL), one of McMaster's signature pedagogies originally developed in the Medical program, as a core pedagogical framework in the program, and by extension, in the Humanities. The program's foundation seminars will be oriented to a PBL approach such that students can begin to exercise multidisciplinary tools and thinking at the outset of their degree. We see PBL as a vital tool for the development of creative and critical thinking and learning demanded by study in the Humanities and by the complexity of the social and political problems of digital, networked society with which scholars in the program specifically must grapple.

3) *Interdisciplinarity*

The origins of the proposal of a joint PhD program between the Departments of CSMM and ECS can be traced to the desire to foster interdisciplinarity and the cross-pollination of ideas and methods that interdisciplinary thinking can effect among researchers and graduate students. *FWI* asserts that "a comprehensive approach to any problem must be, by definition, multidisciplinary." We see this as an especially pressing concern for scholars in the Humanities who confront complex social and political problems in their research and work. The proposed program therefore seeks to equip students with the tools of at least two of its three constitutive fields to afford them the capacity to exceed the confines of narrow disciplinary thinking and instead approach complexity with a diverse and rich array of critical, conceptual, artistic, and technological skills. Each of the program's fields shares a concern for understanding how complex relations of power structure the social and the cultural, and in so doing each reaches beyond their disciplinary bounds to address wider social and cultural problems. Core faculty in the proposed program are affiliated with a range of interdisciplinary centres and programs, including the Institute on Globalization and the Human Condition, the Sherman Centre for

Digital Scholarship, the McMaster Centre for Scholarship in the Public Interest, the Centre for Community-Engaged Narrative Arts, macGrid, and Gender Studies and Feminist Research. Students in the program will be mentored in a strongly interdisciplinary environment. As they develop advanced social, cultural, digital, and communication literacies in the program, students will master and synthesize the established disciplinary knowledges of communication, new media, and cultural studies, as well as learning to see themselves working at the intersections of the many transdisciplinary problems facing the contemporary world.

Community Engagement

Faculty members in ECS and CSMM have consistently taken their research and expertise to and learned from the community in a range of ways—in public lectures, serving as board members of professional and academic associations, volunteering, and activism. For a number of faculty, teaching, research, and community are inseparable: among others, Amber Dean works with downtown Hamilton LGBTQ and sex worker groups; Daniel Coleman and Lorraine York co-direct the new Centre for Community Engaged Narrative Arts; Liss Platt works with community organizations in Toronto and Saskatchewan and filmmakers, media artists, and scholars in her work in the Anti-Colonial Project; and Faiza Hirji volunteers with not-for-profit organizations developing communications materials.

Research

FWI underlines the impact McMaster's researchers have had on the "physical, cultural and economic well being of the human community" and so acknowledges the necessary linkage between a commitment to community and research. This commitment to community is embedded in the proposed program's focus on driving positive social change and is evidenced in the research of program faculty members whose work focuses on gender; sexuality; race; ethnicity; disability; the politics of performance; international policy; representation and visual culture; the intersection of digital and youth cultures; indigenous studies; postcolonial and diasporic studies; transnational culture and globalization; education and knowledge translation using virtual worlds; the synthesis of research, learning, and knowledge creation in the digital arts; critical environmental studies; and political economy. Just as *FWI* emphasizes the role graduate students play in advancing research at McMaster as a "student-centred research-intensive university," so too do we recognize and foster graduate student success both in their capacities as researchers and learners.

Internationalization

The graduate programs in ECS and the MA in Communication and New Media in CSMM have been successful in attracting both domestic and international students to their programs. We foresee the proposed program garnering interest both at home and abroad, but as President Deane is careful to emphasize, both in his 2011 *FWI* letter and most recently in his 2014 letter, *Global and Community Engagement at McMaster*, we acknowledge that conceiving of internationalization with integrity means escaping a frame that measures the University's success in this regard in terms of enrolment numbers and international student fees. As is the case in ECS and CSMM's current graduate programs, the

student body will primarily comprise domestic applicants and occasionally exceptional international students when warranted. *FWI* advocates for adopting a "transformational model" of internationalization, one that acknowledges that "with meaningful internationalization will come far-reaching changes to McMaster itself," and this is the approach to internationalization that the proposed program espouses in its research and curriculum. ECS and CSMM have in many ways already embedded this transformational model into their programs, with faculty members engaged in international collaborations in their research and artistic output and specializing in imperial, colonial, and postcolonial studies, transnational and international communication and culture, international copyright law, and in the study of the media and cultural production of Britain and settler communities in Canada and abroad, North American Indigenous Peoples, China, South Asia, and Black and Asian diasporic communities. Course offerings and research within the program will therefore be truly global in scope.

1.4 & 1.5: Program Learning Outcomes & Degree-Level Expectations

		GDLEs
	PLOs *Graduates of the program will demonstrate the ability to...*	
1.	Describe and analyze the core literature, theories, and methods of the fields of communication, new media, and cultural studies; understand the resonances and differences between different approaches and disciplines of communication and cultural studies and new media; identify the historical development of these fields and characterize their ongoing evolution; and think in critical, creative, and reflexive ways about the production, representation, and consumption of culture, communication, and media as both shaped by and shaping historical, institutional, and political contexts.	Breadth & Depth of Knowledge
2.	Formulate and carry out complex, advanced research in a specialized field; synthesize and apply a diversity of epistemological frameworks, methods (including research creation), and theories from communication, new media, and cultural studies, including those that may lie outside the traditional bounds of their specialized field; investigate digital and material archives; and consolidate analytical and critical thinking skills to disseminate and contribute to new knowledge through peer-reviewed publication and presentation.	Research & Scholarship

3.	Apply knowledge of different cultural, media, digital and/or theoretical archives and tools in novel contexts to contribute to new and multidisciplinary engagement across the university in the creation, critique, and exploration of cultural objects; and theorize critical conceptualizations of how power, meaning, emotion, and/or identity operate in and through cultural and media objects and performance.	Level of Application of Knowledge
4.	Design, implement, and manage large-scale and long-term projects autonomously and in collaboration; comprehend, assess, and orientate in new and emerging subject areas in research and professional fields; integrate an awareness of histories of oppression and discrimination into the ethical performance of their work; and recognize and engage with diverse perspectives through an awareness of the historical and global specificity that grounds differing epistemologies, methodologies, and ideologies.	Professional Capacity/ Autonomy
5.	Articulate complex concepts clearly in modes including, but not limited to, prose and speech; plan and structure an extended argument; translate research to non-specialized audiences; and apply advanced digital, social, and/or cultural literacies in the interpretation and creation of a variety of media.	Level of Communication Skills
6.	Recognize the ways in which social, political, historical, and material contexts inevitably render knowledge specific, situated, contextual, and plural; identify power dynamics that privilege some knowledges while disavowing others; and value the complexity of differing and competing knowledge systems.	Awareness of Limits of Knowledge

1.6: Demand for Program

1.6.I: Evidence of Societal/Labour Market Need

The PhD program in Communication, New Media, and Cultural Studies will equip its students with knowledge of, and the capacities to intervene in, the digitally-mediated world in which graduates will work and live upon graduation. Students enrolled in the program will benefit from the rich genealogy of theory and research of its three fields to develop the advanced cultural, social, and digital literacies necessary for active, thoughtful, and conscientious engagement in communities large and small,

professional and non-professional. Exposure to the diverse methodologies of the three fields, from textual analysis to quantitative methods to research creation, will afford students the research and critical thinking skills demanded by Canada's growing knowledge-based economy and will develop students' capacities as cultural makers and producers. The Organization for Economic Development (OECD) reports that among the unique skills doctorate-degree holders bring to the labour market, their research skills are the most valued.[1] Graduates of the program will be equipped with skills that are in wide demand: advanced research skills appropriate for work in the policy, not-for-profit, private and education sectors; cultural, social, and digital literacies developed at the high level demanded by PhD study; knowledge of and ability to innovate in modes and methods of communication; and the capacity for analyzing and engaging complex systems and problems.

In particular, program graduates will be strongly situated to respond to the needs of the digital economy, which the Social Sciences and Humanities Research Council (SSHRC) has identified as one of its six future challenge areas.[2] SSHRC advocates the integration of and adaption to digital technologies in Social Sciences and Humanities research in order to grasp "their ethical, environmental, economic, legal and social implications" and to understand "how the latest tools can be used to both answer and ask questions."[3] The program brings considerations of the social, ethical, environmental, and legal impact of new media and technologies on communication and culture to the fore, as evidenced by faculty members' commitment to research in areas such as visual culture and dis/ability, culture and the environment, international copyright law, representations of race and ethnicity, Islam and media, popular music studies, interactive art, and more. Through coursework, comprehensive exams, and research, students will also develop a deep knowledge of the foundational theoretical perspectives of communication, new media, and cultural studies, which emphasize the mutually constitutive relationship between various forms of technology and the individual. Program graduates will be familiar with approaches to technology and culture that do not see either as simply products or tools, but as modes of critical inquiry and knowledge creation that complexly affect social relations.

Graduates from the program can look forward to working both within and outside of academia. The OECD reports that the current labour market places a sustained and "possibly increasing" premium on individuals holding a doctorate relative to other highly qualified individuals.[4] Desjardins and King present a broad picture of labour market outcomes for doctorate-degree holders in the Humanities: 77% work in

[1] Laudeline Auriol, Max Misu, and Rebecca Ann Freeman. "Careers of Doctorate Holders: Analysis of Labour Market and Mobility Indicators," *OECD Science, Technology and Industry Working Papers*, *2013/04* (OECD Publishing, 2013). http://dx.doi.org/10.1787/5k43nxgs289w-en

[2] "Future Challenge Areas and Subquestions," *Social Sciences and Humanities Research Council*, last modified 2015-01-09. http://www.sshrc-crsh.gc.ca/society-societe/community-communite/Future_Challenge_Areas-domaines_des_defis_de_demain-eng.aspx#5

[3] Ibid.

[4] Auroil et al., 6.

educational services, 4% in professional, scientific, and technical services, 3% in public administration, and 2% in health care and social assistance.[5,6] While both OECD and Statistics Canada data suggest that individuals holding a doctorate degree in the Humanities face higher rates of unemployment and part-time or precarious employment than those in other fields,[7] the unique focus of the program on culture, communication, and new media will afford graduates a competitive capacity to question, experiment, innovate, and conduct research in the fields of education, communications and communications technology, arts and culture, and policy. In 2013, the Ontario government identified 11 priority industry sectors, two of which are prime sectors for degree-holders in communication, new media, and cultural studies: Information and Communications Technology, and the Entertainment and Creative Cluster.[8]

The growth of the communication and media sector in Canada and beyond has produced demand for individuals with a diverse and dynamic skill set in these areas. This boom has also sparked growth in cultural studies, communication, and new media research. The Conference Board of Canada reports that nearly 40% of doctoral degree holders in Canada are employed in the higher education sector, as full- or part-time university and college instructors, research and teaching assistants, or postdoctoral fellows.[9] Communication Studies is a growing and dynamic academic field for which highly trained scholars are in demand, as reflected in U.S.-based academic job listings (which include positions outside the United States).[10] Indeed, the largest number of listings for positions in the humanities and social sciences advertised in *The Chronicle of Higher Education* during 2013-14 were for jobs in Communication and Media Studies.[11] The National Communication Association reports that the number of job listings for Communication positions has more than doubled between 2009 and 2014 (from 351 to 752 listings), with digital/emerging/new media as the most commonly requested specialty in 2014.[12]

An environmental scan of similar programs in Ontario provides a more precise view of employment prospects for the proposed program's graduates. This scan suggests that graduates of the proposed program can expect to work in policy, media production and analysis, cultural production, creative industries, public, not-for-profit and education sectors.

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[5] Louise Desjardins and Darren King, "Expectations and Labour Market Outcomes of Doctoral Graduates from Canadian Universities," *Statistics Canada Research Paper*, Culture, Tourism and the Centre for Educational Statistics, (Catalogue No. 81-595-M – No. 0890):

[6] This data is derived from the labour market outcomes of doctorate degree-holders two years after graduation.

[7] See Auriol et al. (2013), and Desjardins & King (2011).

[8] Government of Ontario, "Economic Outlook and Fiscal Review," *Ministry of Finance* (2013). http://www.fin.gov.on.ca/en/budget/fallstatement/2013/

[9] Munro (2015).

[10] Similar information is not available for Canada-specific job listings.

[11] "Job Tracker: Listings by Discipline, 2013-14," *Vitae, The Chronicle of Higher Education* (2015): http://jobtracker.chroniclevitae.com/disciplines/.

[12] National Communication Association, "2014 Academic Job Listings in Communication Report" (Washington, D.C., 2015), http://www.natcom.org/uploadedFiles/More_Scholarly_Resources/2014%20Jobs%20Report(1).pdf. 43% of the listings were specifically for a tenure-track assistant professor; 27% were for non-tenure track positions.

The proposed program supports the professionalization needs of its students by integrating professionalization activities into the program design. In response to the increasing number of doctorate-degree holders who work outside of the academy after graduation, the Canadian Association for Graduate Studies (CAGS) notes that PhD graduates' "ability to pursue the increasingly diverse range of career paths before them would be greatly enhanced through greater attention to professional/transferable skills."[13] This is echoed by Sekuler, Crow, and Annan, who state, "Universities should invest in graduate-focused career services, recognizing that the needs of graduate students, and particularly PhD students, differ significantly from the needs of undergraduates."[14] We are committed to responding to this call for focused attention on graduate student professionalization.

Professionalization is also critical for students pursuing academic career paths. The proposed program prepares students to be competitive in an academic hiring environment that expects a high degree of professional accomplishment for new hires. A recent study surveying doctoral alumni at an Ontario university found that participants "tended to indicate that presenting seminars or research presentations, writing a major paper or thesis, writing manuscripts for publication, preparing conference presentations, collaborating with faculty members and working as part of a collaborative team were the aspects of their graduate education that were most important in preparing them for their careers."[15] We recognize these aspects of a Humanities PhD as integral to what Paul Yachnin, co-author of the *White Paper on the Future of Graduate Training in the Humanities*, calls the "outward-facing" "public skills" that Humanities PhD training is able to uniquely offer its graduates.[16] These public skills are the high-level capacities of critical literacy, creativity, and critique that are central to the proposed program and to students' successful work in serving the public upon graduation. Recognizing the integral role coursework, comprehensive exams, and the thesis play in the development of these core scholarly and transferable professional capacities, we seek to enhance the development of these outcomes through the program's required foundation seminars and qualifying dossier.

In CNMCS, academic and non-academic professionalization is not supplementary to the program, or a "voluntary" component that students are expected to undertake on their own time. Instead, professionalization is deemed to be core to a student's development as a scholar and as an active participant in many areas of society, including the digital economy; as such, professionalization is core to the program's curriculum. The foundation seminars will offer workshops and seminars on key aspects of academic and non-academic professionalization, including such topics as conference presentations,

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[13] Canadian Association for Graduate Studies, *Pre-Budget Submission to the House of Commons Standing Committee on Finance Regarding the 2012 Federal Budget*, (2011). 4.

[14] Allison B Sekular, Barbara Crow, Robert B. Annan, *Beyond Labs and Libraries: Career Pathways for Graduate Students*, (Toronto: Higher Education Quality Council of Ontario, 2013). 15.

[15] Linda T. Miller, Crystal Middaugh, and Tom Broniewicz, *Outcomes of Doctoral Program Graduates: Pilot Test of a Strategy to Measure Outcomes Using Exit and Alumni Surveys*, (Toronto: Higher Education Quality Council of Ontario, 2014). 5.

[16] Paul Yachnin, "Rethinking the Humanities PhD," *University Affairs*, March 11, 2015.

collaboration, non-academic career development, peer review and publication, non-traditional modes of research dissemination, teaching, and conference planning, among others. These two 3-unit required courses, taken in years I and II of the program, provide support in the professional development of students in a sustained manner. The qualifying dossier, which must be completed by the time of degree completion, captures a student's progress through the program in her/his/their professional development. A successfully completed dossier will include a variety of components, including a grant application, a conference paper or artist's talk, a revised article submitted for peer review or an art piece submitted to a juried exhibition, a teaching philosophy statement and a syllabus, and an op-ed. Students will review and evaluate the components of their qualifying dossiers under the direction of their supervisory committees, again ensuring that sustained support is available to students as they progress through the degree. The foundation seminars and qualifying dossier are discussed in detail in Sections 3.2 Structure and Regulation and 4.2 Program Innovation.

In addition to these core components of the curriculum, students in CNMCS will have access to existing departmental and University initiatives that provide opportunities for the further development of administration, communication, collaboration, teaching, and research skills. Students will have opportunities to serve on department committees in ECS and CSMM as well as university-wide committees. The Lewis and Ruth Sherman Centre for Digital Scholarship offers regular workshops designed to introduce scholars to and enhance their skill sets in the methods of the Digital Humanities. Each month, the Sherman Centre Colloquium, to which graduate students may apply to present, gathers members of the McMaster community to hear a researcher discussing an aspect of their digital research. The McMaster Institute for Innovation and Excellence in Teaching and Learning (MIIETL) offers a graduate-level course on university teaching and learning (Education 750), as well as a workshop series that focuses on key scholarly themes in teaching and learning in higher education (Education 700). MIIETL also runs Education 650, a peer-evaluated teaching experience workshop, where graduate-student participants deliver short lessons, practice instructional skills, and give and receive feedback on their teaching. Completion of Education 750 is one of the optional components of the qualifying dossier for which students in the program may gain credit.

1.6.II Evidence of Student Demand

Our proposed program's distinctive features, including its integration of Communication, Digital Media and Cultural Studies, its problem-based focus and emphasis on critical literacy in the pursuit of social justice will attract students from a number of provincial and national MA programs. Several universities in Southern Ontario offer MA degrees in the individual fields of communication, new media, cultural studies, or closely related fields, including Brock University (Popular Culture), Queen's University (Cultural Studies), Western University (Media Studies), York University and Ryerson University (Communication and Culture), Trent University (Theory, Culture, Society), OCAD University (Digital Futures), the University of Toronto (Knowledge Media Design), and Wilfrid Laurier University

(Communication Studies, Cultural Analysis and Social Theory). It will also offer graduates of the Cultural Studies and Critical Theory (CSCT) and Communication and New Media (CNM) Master's programs, housed in ECS and CSMM respectively, the chance to extend and deepen their research in a doctoral program. In addition to these programs, several unique MA programs in Southern Ontario are likely to generate interest in the proposed program: Communication and Social Justice at the University of Windsor, Social Justice and Community Engagement at Wilfrid Laurier (Brantford), and Social Justice and Equity Studies at Brock University. A few of these Universities offer PhDs in single areas: Trent and Queen's both offer PhDs in Cultural Studies, Western has a PhD in Media Studies. The combined degree through York and Ryerson is a PhD in Communications and Culture.

As more college-level institutions require that instructors hold a PhD, the Master of Fine Arts degree (MFA) is no longer universally perceived to be sufficient as a terminal degree in artistic fields.[17] We anticipate a growing demand for PhD programs that can offer research-inclined artistic practitioners the chance to gain this credential. While practice-based PhDs are common in the United Kingdom and Australia, they are relatively new in North America. McMaster is uniquely positioned to lead the way in offering a practice-based PhD option for research-inclined digital and new media artists.

Communication studies is a growing field both at the undergraduate and graduate level. This growth and the interdisciplinary focus of the program means that the PhD in CNMCS can anticipate sustained demand from students seeking to conduct advanced research that is responsive to the rise of the digital economy and new media. Surveys conducted by ECS and CSMM bear out this projection of demand. As part of the program development process, ECS and CSMM sought out feedback both from current graduate students and alumni of both departments' MA programs and ECS's PhD program. Responses to online surveys (see APPENDIX 4: Consultation & Survey Summaries (Alumni & Current Students)) circulated to current graduate-student and alumni email lists evidence strong support of and interest in the program, with approximately half of respondents (47.2% of current graduate students and 53.34% of alumni) indicating that they would apply to the PhD in CNMCS if they were or had been given the opportunity. Among the reasons cited for their interest in the program, the opportunities for interdisciplinary research, the advancement of digital and new media literacies, and the flexibility that this interdisciplinary training would afford graduates on the job market were emphasized. The Graduate Caucus of English & Cultural Studies has also signed a letter of support for the program (see APPENDIX 1: Letters of Support).

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[17] For a discussion of this trend, see: https://www.insidehighered.com/advice/2013/05/24/phd-challenges-mfa-requisite-degree-arts-professors-essay

1.6.III Justifiable Duplication

The PhD in Communication, New Media, and Cultural Studies is distinctive in its focus on the integration of the critical perspectives and practices of cultural, new media, and communication studies. The program's critical interdisciplinarity will stress the capacities and limitations, connections and contradictions between the program's disciplines, encouraging greater reflexivity about the institutional contexts of knowledge production and students' own places within those contexts. Through coursework, students will develop capacities in at least two of the program's three disciplines and in their critical integration (see Section 3.2 Structure and Regulation for further discussion of the program structure and coursework requirements). The foundation seminars and qualifying dossier incorporate professionalization, including a range of elements such as grant applications, publication/exhibition of work, and development of curricula, directly into the degree requirements (for further discussion of professionalization, see Section 1.6.I: Evidence of Societal/Labour Market Need). In addition to readying them for diverse job markets, these activities will help to prepare students for their final project, which may take the form of a traditional thesis, a sandwich thesis or a research creation (project-based) thesis.

Our review of graduate programs both nationally and internationally confirms that PhD programs that incorporate a similar interdisciplinary approach along with diverse paths to professionalization and degree completion are not common either in Canada or abroad. Several Canadian universities offer PhD degrees in Communications: Carleton, the University of Ottawa (new in 2015), Western (Media Studies), Concordia, McGill, the University of Calgary, and Simon Fraser University. Two offer PhDs in Cultural Studies: Trent University and Queens University. These programs offer a range of approaches: Queens offers a practicum thesis option, which can comprise a creative/cultural work or community work; Concordia's Communication Studies PhD brings a media-arts oriented approach to their degree. The York-Ryerson joint program in Communication and Culture covers a wide range of topics across its two campuses. Students in the program choose a major and minor in two of three streams: Media & Culture, Politics & Policy, or Technology in Practice. Our proposed PhD in Communication, New Media, and Cultural Studies also offers students multiple paths, but with particular emphasis on the histories of, and confluences and constraints between, the disciplines that comprise the program. As well, the program's modest size and closely situated facilities will encourage a close, inclusive cohort experience in which interdisciplinary relationships are both intellectually and physically present.

The option to pursue an artistic or research-creation project in fulfillment of the thesis requirement is relatively new in Canada. Only three other comparable programs in Canada (at York University, Queens University, and Western University) currently allow PhD students the option to pursue artistic projects as part of their degree requirements. The program's attention to social justice and critical literacy—supported by the extensive faculty research and expertise in these areas—will extend to all students, including those pursuing creative projects. The research-creation undertaken by students in the proposed program will ensure that artistic work develops in conversation with wider socio-cultural literacies.

Please see APPENDIX 5: Environmental Scan for list of comparator programs in Canada and their associated tuition fees.

As discussed in Section 1.6.II Evidence of Student Demand, the proposed program will offer a PhD option for students graduating out of several MA programs offered in Southern Ontario in the fields of communications, new media, digital media, and cultural studies. At McMaster, the proposed program will create a PhD option for graduates of the MA programs in Communication and New Media, and Critical Theory and Cultural Studies, thus filling a gap at the PhD level in terms of current graduate program offerings. Historically, the Department of English and Cultural Studies has attracted a number of PhD students each year interested in pursuing cultural studies research at the doctoral level. Some of these students would be served well by a degree option—both in terms of research and employability—that links cultural studies with communication and new media studies.

McMaster's location in Hamilton also underscores the suitability of developing this program here and now. The city's current strategic plan emphasises the ongoing development of the city as an innovative, prosperous, and healthy community.[18] McMaster's Innovation Park has already become the home for many non-profit groups aimed at facilitating the development of the city, for example, CoBALT connects: a group that focuses on both understanding the shifting urban landscape and creating connections between small businesses, community organizations, and those with the skills to assist these groups. As McMaster works to engage with other local actors in Hamilton's path to redevelopment, students in this program will be well placed to participate in this process. The proposed program will both attract and foster students well-equipped to listen to community members and engage ethically with communities beyond the university. As well, the downtown core of Hamilton is currently the site of a flourishing and growing arts and culture community that provides many opportunities for engagement and in which many ECS and CSMM faculty members are already involved, for example, Liss Platt, David Ogborn, Sarah Brophy, Janice Hladki, and Daniel Coleman work closely with Hamilton artists, writers, and poets to exhibit and curate art and literary work in Hamilton. Artists and new media practitioners in the program will find many small galleries and exhibition spaces in which to screen and share work, offering another means by which to enrich local literacies and conversations around fundamental issues of social and civic justice.

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[18] City of Hamilton Strategic Plan: https://www.hamilton.ca/NR/rdonlyres/1E4996C7-2D9A-4B3B-89CB-4B044F828A9D/0/StrategicPlan20122015.pdf

1.7 Degree Nomenclature

Students completing this course of study will be awarded a PhD in Communication, New Media, and Cultural Studies. The degree nomenclature provides formal recognition of the interdisciplinary knowledge and work students in the program will develop and conduct, and so will provide an appropriate title for graduates in the program seeking academic employment.

ADMISSION & ENROLMENT

2.1 Admission Requirements

Since the standard graduate progression in the Humanities and the Social Sciences remains the completion of a Master's degree before admission to the PhD, this new program will demand a completed MA, MSc, MFA, or Master's of Communication Management (MCM) degree in a relevant field (e.g. communication studies, cultural studies, new media). Students with a Master's degree in a related field (e.g. Sociology, Anthropology, Women's Studies, English, Philosophy) who have focussed on research germane to the program will also be admissible. While students must have expertise in at least one of new media, communication, or cultural studies, the committee will look particularly favourably on students who have demonstrated fluency in two or more program areas.

McMaster University established the following general PhD admission requirements: "For applicants who hold a Master's degree, the primary requirements are distinction in their previous graduate work (equivalent to at least a McMaster B+), and strong letters of reference." For admission to the PhD in CNMCS, we will ask the following of applicants:

- Distinction in graduate work (equivalent to at least a McMaster A-): these scores establish the candidate's ability to manage the level of critical discourse and productivity demanded by a PhD program.
- Two letters of reference: these ask for detailed commentary on the applicant's intellectual ability, originality, oral and written communication, initiative and industry, and potential as a researcher and teacher.
- A research proposal of 500 words: we will look for promise of the ability to formulate an original research program, a grasp of appropriate methodologies, and strong, lucid writing. The admissions committee will be particularly receptive to proposals that create a dialogue between two or more of the areas covered by the degree.
- A sample of graduate-level work: 25 pages of critical/analytical scholarly writing, and/or a digital portfolio of creative work. Here we will seek evidence of the ability to sustain a convincing argument, marshal appropriate evidence, and exhibit methodological sophistication, or to display technical accomplishment and a high degree of creativity in creative practice.
- Since the language of instruction of the PhD will be English, students whose first language is not English must establish their proficiency through an international test at levels established by CNMCS: IELTS minimum score of 7 with a minimum score of 6 in each category; TOEFL of 100 (IBT, internet-based), 250 (computer-based), or 600 (paper-based).

These materials, taken together, provide ample evidence of each applicant's competencies.

2.2 Enrolment Planning and Allocations

Students' Program Year	Enrolment			Maturity
	Yr 1: CNMCS Launch	Launch + 1 Yr	Launch + 2 Yr	Yr 4 +++
Year 1	3	3	3	3
Year 2		3	3	3
Year 3			3	3
Year 4				3
Total Enrolment	3	6	9	12

These enrolment plans meet the University's ongoing commitment to graduate expansion. The Strategic Mandate Agreement (SMA) projects considerable growth at the graduate level, from 955 full-time eligible PhDs in 2014-15 to 1,015 in 2016-17: a growth of 60 doctoral students in 3 years. The SMA further establishes that "The Ministry also agrees that McMaster will be given consideration for further space conversions, depending on targeted growth." The PhD in CNMCS will be an important part of the Faculty of Humanities' contribution to graduate growth within the University. The enrolment numbers given here are based on current faculty teaching and supervision resources. Increases in enrolment targets will be dependent on growth in tenure-stream faculty numbers and resources in the two home departments, CSMM and ECS.

2.3 Alternative Requirements: N/A

STRUCTURE

3.1 Administration, Governance, and Communication

Administration and Governance: The proposed program will be administered by co-directors from ECS and CSMM. These co-directors will be the same persons directing the Master of Arts degree programs in Communications and Multimedia and Cultural Studies and Critical Theory.

The program will be led by an Advisory Committee of five faculty members made up of: the co-directors, one appointee from each department, one appointee from outside the two departments, and one graduate student representative who will be elected from among the graduate student body in the proposed program. Each member of the committee will serve a one-year term, with the co-directors taking on a two-year term, in conjunction with their service as co-directors of the MA programs.

Administrative support will be provided for the proposed program by the Graduate Administrative Assistant in CSMM.

Communication: The Advisory Committee will meet twice per term and the co-directors will report annually to the chairs of each department (ECS and CSMM), as well as to the Associate Dean of Humanities, Graduate Studies and Research. The graduate student representative will communicate back to the student body on a regular basis through graduate student caucus meetings.

3.2 Structure and Regulation

Program Structure Overview

Students of the program must complete the following for successful degree completion:
- 18 units of approved coursework to be completed by the end of the second year, including:
  - 4 courses, for a total of 12 units, to be completed in year 1
  - two 3-unit foundation seminars, taken in year 1 and year 2
- Comprehensive exams
- A qualifying dossier
- A thesis

A detailed description of and rationale for each of these components follow below.

Program Curriculum

Coursework will prepare students for conducting independent study towards the completion of comprehensive exams and the thesis. Courses will not only train students in scholarship and methodologies from communication and cultural studies and new media, but will also cultivate their capacity to ask good research questions, work independently and collaboratively, design robust and creative solutions to problems, become familiar with a breadth of multidisciplinary tools and knowledges, and engage in scholarly dialogue. The foundation seminars, in years 1 and 2, will allow students to hone these capacities, and to cultivate professional skills.

Courses
Students will select courses from an approved list (see APPENDIX 6: Course Descriptions for a list of these courses and their calendar descriptions). Students can select graduate-level courses offered by CSMM and ECS. We see the access students will have to a broad range of courses in ECS and CSMM as one of the program's core strengths, as the breadth of these multidisciplinary courses will provide the foundational knowledge of the core literature, theories, and methods of the fields of communication, new media, and cultural studies as well as opportunities to develop the critical thinking, writing, and presentation skills necessary for the interdisciplinary work demanded by the degree. All approved courses in the program are 700-level courses, which ensures that all program coursework will demand the highest level of academic rigour appropriate for PhD-level study.

Students may take 700-level courses from outside the supporting departments with the approval of both the course instructor and the program director. For example, PhD and MA students in both ECS and CSMM can currently take courses offered by the Institute on Globalization and the Human Condition, and benefit from the increased flexibility this affords them to align their course-load with their research interests, as well as the opportunity to participate in the exchange of ideas and perspectives across disciplines.

Core Courses
At the discretion of the program's Advisory Committee, those students lacking relevant experience in a minimum of two of the program's three disciplines will be required to take 1-2 foundational theory and methodology courses offered by ECS (CSCT 718) or CSMM (CSMM 700, 707 and/or CSMM 712). These are core courses in cultural theory, communication methods, communication theory and new media methods. All students may opt in to these courses, but only those without the requisite background will be directed to enrol by the Advisory Committee. We see this as a way to respond to the program's commitment to the development of interdisciplinary skills and thinking in our students while maintaining flexibility in course offerings: students who come to the program with proven theoretical and methodological expertise will not be required to rehearse that knowledge unnecessarily, and regardless of prior preparation, all students will develop familiarity with core theoretical and methodological frameworks in at least two of the three areas.

Foundation seminars I and II: Problems in Communication, New Media and Cultural Studies
Also mandatory is the completion of two 3-unit foundation seminars, which will meet every other week through terms 1 and 2 in year 1, and approximately once a month in year 2. The foundation seminars will provide a vital intellectual meeting-place that will foster collegiality and the sharing of ideas, methods, and practices both *within* a cohort, which otherwise may not meet as a group in the program's other courses, and *across* cohorts, as second- and upper-year students will present their research programs to the first-year cohort in the foundation seminars annually. Students will have opportunities to share and workshop their developing research program throughout first year in the lead up to the submission of their short thesis proposals in term 2, encouraging the creation of a community of ideas and discussion as well as the pursuit of individual projects. The foundation seminars will be evaluated on a pass/fail/pass with distinction (P/F/P+) basis.

The foundation seminars seek to align weekly topics and assignments with students' needs as they progress through the program. In year 1, term 1, for example, sessions will engage such topics as the development of a research question, bibliography and database management, grant writing, peer evaluation and collaboration, and academic and non-academic career planning, among others. Faculty members and university staff will be asked to speak with or lead the class when their expertise is particularly relevant, and students will be asked to think through the challenges and complexity of conducting scholarship in an interdisciplinary field, and in their field of specialization more specifically. The foundation seminars will therefore encourage students to think critically and reflexively about their work as scholars, and will ask students to explore a number of pressing ethical, methodological, and theoretical questions in regards to their work. When developing a research question, for example, how might Humanities scholars think of their work as a response to a problem? How can scholars historicize problems? What does it mean to have "bibliographic control," and how does one build a bibliography in an interdisciplinary field? What happens when a research project demands a shift from one methodology to a methodology that is new to the researcher? How does one negotiate interdisciplinary collaboration, and recognize the limits of one's own disciplinary knowledge? How can the skills and knowledge bases developed through the program support one's active engagement in society? What kind of role can scholars in Communication, New Media, and Cultural Studies have in community engagement initiatives?

The foundation seminars also seek to encourage students to explore the diverse tools and perspectives of the program's three areas in a problem-driven approach to Humanities research that extends the "big problem" focus of the program's orientation week into the program's core curriculum. In term 2, seminars on dedicated topics will continue (such as attending conferences, community engagement, methodologies, etc.), but students will also plan a year-end symposium, organized around a central problem identified by students. This problem-based focus will bring the academic work and discussion conducted in the foundation seminars directly into conversation with the public sphere. Funding for the symposium will include an honorarium for a visiting scholar, who will be encouraged to attend the day-

long event, and students will present both their short thesis proposals as well as a conference paper in response to the symposium's "big problem" topic. In this way, students will be encouraged to start thinking about the ways in which the tools of communication, new media, and cultural studies can be used to grapple with larger social challenges in their first year, and will continue developing critical and creative capacities in the application of these tools as they prepare for and engage with the visiting scholar.

In the second year of the foundation seminars, students will meet approximately once a month to guarantee adequate flexibility as they focus on comprehensive exams. This second year of the course allows students the opportunity to continue learning from one another and from established scholars as they workshop and revise conference presentations, thesis proposals, teaching philosophies, and prepare articles and arts and media projects for submission to peer-reviewed venues (e.g., a peer-reviewed journal or a peer-adjudicated public exhibition). Students in the second year of the foundation seminars will also present their work to first-year students both at the beginning of the year during orientation week and at its end, at the first-year symposium. These presentations will help build a sense of inter-cohort community, create an opportunity for second-year students to gain valuable feedback on their projects as they begin the work of developing their thesis in earnest, and offer first-year students models for crafting a more robust research project. (See Section 4.2 Program Innovation for more detail on the participation of upper-year students in the foundation seminars.)

Other Curriculum Components of the Program

Comprehensive Examination
Students in the proposed program will be required to take the Comprehensive Examination in the area of their intended thesis research. This will involve writing two papers, a Field Survey and a Topic Paper, and defending both in an oral examination. The Field Survey should show broad expertise in the wider field of knowledge the candidate's research will engage in one or more of the disciplines of communication studies, cultural studies, or media arts. The Topic Paper describes how the candidate's thesis intervenes in that field and the particular contribution it will make. Both papers are to be researched and written concurrently by the candidate, are to be between 25 and 30 double-spaced pages in length, and are due in February of the second year of study. The Oral Examination of both papers will follow within 10 days of submission. The candidate's mark in the Comprehensive Examination will be calculated on the average of the grades for the Field Survey, the Topic Paper, and the oral examination.

Thesis
After the completion of the comprehensive examination, during the third and fourth year of the program, the candidate will complete a thesis, either a traditional thesis, a sandwich thesis, or a research-creation thesis. Students will defend their work at an oral examination at the end of the fourth

year. The candidate is expected to meet with his or her supervisory committee at least once a year. The thesis or research-creation project will be developed by the candidate in consultation with the supervisory committee. To summarize, the program will support the following pathways to degree completion:

- A *traditional thesis*, which will normally be between 200 and 250 pages (not including bibliography)
- A *research-creation* or *project-based thesis*, which will consist of a body of work and written commentary on that work of between 100 and 150 pages
- A *sandwich thesis*, which, in accordance with McMaster's Thesis Preparation Guide, must consist of a minimum of three scholarly works on a unified theme, either previously published or exhibited, submitted for peer-review, or prepared for publication/exhibition but not yet submitted (in CNMCS, these works may include journal articles submitted for peer review, or art/media/performance pieces submitted for peer-adjudication); these works must be accompanied by substantial introductory and concluding chapters, addressing the methodologies, theories and approaches that unify and inform the research [19]

Portions of the student's research will be presented to the supervisor for comment and approval before they are sent on to other members of the supervisory committee. Any substantive change in thesis topic or approach must be agreed to by the supervisory committee and endorsed by the Graduate Studies Committee, which will also make arrangements for changes in the supervisory committee when necessary.

Qualifying Dossier

Over the course of their graduate study, students in the program will develop a qualifying dossier, or a portfolio of student work that functions both as a narrative of a student's development and as a vehicle for professional development and the assessment of a student's progress through the program. The dossier will be reviewed by the student's committee members a minimum of three times during a student's tenure in the program (typically at the student's annual committee meeting in years 2, 3, and 4) and the minimum requirements (described below) must be completed in order for a student to receive his/her/their degree. Through the dossier, students will document and reflect on their progress as teachers, thinkers, public scholars, and researchers.

The required components of the qualifying dossier are those upon which the workshops in years one and two of the foundation seminars focus. In total, students must complete:

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[19] CNMCS's sandwich thesis route conforms to the guidelines laid out in McMaster's Guide for the Preparation of Theses:
http://graduate.mcmaster.ca/images/Thesis_Defence/Guide_for_the_Preparation_of_Masters_and_Doctoral_Theses-_December_2014.pd

- a grant application;
- a conference paper or artist talk;
- a revision and submission of an article or artistic piece for peer-reviewed publication or juried exhibition;
- a syllabus and a teaching philosophy statement; and
- an op-ed or other knowledge translation project (e.g., a blog, performance, artwork, website, new media project, etc).

To be determined between the student and his/her/their supervisor, a qualifying dossier must also include at least two of the following:

- Education 750 (offered by the McMaster Institute for Innovation and Excellence in Teaching and Learning)
- Four written responses to talks given by visiting speakers
- Participation in four professionalization workshops (academic or non-academic), offered by ECS, CSMM, or the Faculty of Humanities
- App / game / multimedia project
- Book review / exhibition review
- Community-engagement project
- Guest lecture
- Digital Humanities project
- Conference organizing

Verification that Courses Included Meet University Requirements

The university does not have minimum numbers of required courses at the doctoral level. All eligible courses open to students in the proposed program are at the 700-level and thus meet the University's standards for PhD-level courses, and all courses must be completed by the end of the second year of the program, in accordance with the University's guidelines. The university requires PhD students to complete comprehensive exams, which are included as a requirement in the proposed program. The proposed program requires students to complete the comprehensive exam in the 18th month of the program, before the university's upper limit of the 24th month.

The proposed program follows the standard progression of a four-year Humanities PhD at McMaster. In the first year, coursework situates students within the program's core fields, allowing them to explore their interests and develop their research interests in conversation with their peers and in the larger context of their field(s). In the second year, preparation for the comprehensive exams allows students the opportunity to build a deep knowledge of their field(s), as expressed in the Field Paper, and to position their work as an original contribution to this field, as expressed in the Topic Paper. The oral defense at this stage allows students to develop a sense of themselves as scholars in conversation with

faculty and peers and affords students the opportunity to practice sustained, open-ended discussion and debate in their scholarly fields. The thesis draws together this deep engagement with the field in a project designed to push the boundaries of thinking and practice in their area of interest, allowing students to participate actively in their field of research and/or practice; gain the deep, specialized knowledge and critical methodological tools necessary for further research beyond the degree; and to recognize the limits of that knowledge and expertise. The additional requirement of the qualifying dossier will build students' practical skills in their development as teachers, public intellectuals, and creative researchers.

Course Calendar Descriptions

CNMCS PhD Foundation seminars I and II: Problems in Communication, New Media and Cultural Studies
The CNMCS foundation-seminars focus on questions of method, theory, and artistic approaches in the context of an interdisciplinary program. They also support students in professionalization, the research/creation process (especially in relation to the PhD thesis), and what it means to participate in academic inquiry and community through the development of a symposium around a big problem facing the Humanities. Specifically, our aims are to:

1) engage students in an ongoing conversation about method, theory, and artistic approaches in the context of an interdisciplinary program;
2) enable students' participation in the intellectual community of the department, university, and beyond;
3) foster engagement with a diversity of professionalization skills and strategies; and
4) provide support during the proposal development and research/creation/writing phases of the first and second year of the PhD.

For course calendar descriptions of all current courses that will be included in the curriculum for the proposed program, please see APPENDIX 6: Course Descriptions.

3.3 Program Length and Progression

As students enter the program, they will participate with upper-year students and faculty in a week-long orientation to the program and its fields that will take the shape of engagement with a current problem facing Humanities research in these areas.

In their first year, students will:
● fulfill course requirements for the PhD, including any foundational methods or theory courses deemed necessary by the admissions committee, as well as Foundation seminar I;
● prepare grant applications, develop a research question, prepare a list of readings for the comprehensive exam, and develop their short thesis proposal in Foundation seminar I;

- submit a short proposal for their PhD work and finalize their PhD supervisor and committee in term 2; and
- work with their supervisory committee to determine a list of material for the comprehensive exams.

In their second year, students will:

- complete the requirements of Foundation seminar II;
- review their progress in the completion of components of the qualifying dossier in their annual committee meeting;
- take their comprehensive exams in February, which will consist of two 30-page essays—a field paper and a topic paper—written by the student and orally defended to the student's committee (see above);
- prepare a 10-15 page thesis proposal further detailing their project;
- present their long PhD proposals to the first year's Foundation seminar I; and
- submit their long thesis proposal to a committee consisting of members of the program's core faculty for approval in April.

The third and fourth years of the program are dedicated to the completion of the thesis and qualifying dossier, with regular meetings held between the student and his/her/their committee. Throughout the program, the committee will encourage students in the timely completion of qualifying dossier requirements (detailed above), offering feedback on the components and guiding the student in locating opportunities for dissemination, etc. Completion time for the PhD will normally be 48 months of full-time study.

CURRICULUM & TEACHING

4.1 Program Content

The program structure is designed to foster the ongoing lively, scholarly interaction integral to developing current and emerging knowledge in communication, new media, and cultural studies among its students. In particular, the following aspects of the program act both to ensure that students will encounter new knowledge and methods germane to the program's three areas consistently throughout their degree, and to model the work of engagement with scholarly and social communities in critique, discussion, and research dissemination that the program seeks to engender.

- *Courses:* The courses available to students of CNMCS are all designed and led by active researchers who publish original scholarship in their respective fields (see the attached USB for faculty CVs). Faculty members in both CSMM and ECS consistently bring their research to their graduate courses, such that new research results in an iterative reshaping of graduate course syllabi. The foundation seminars will involve a diversity of faculty presenting and discussing a range of research, research-creation, and artistic methods, theories, and approaches, as well as presentations by second-year students in the program, which will establish an ongoing process of knowledge exchange among students.
- *Visiting Speakers:* The Departments of CSMM and ECS each run highly successful and vibrant student-led Visiting Speakers Series. Students in CNMCS will have the opportunity to sit on organizing committees for the each Department's series, and all students will be encouraged to attend talks, through which they will interact with distinguished scholars in communication, new media, and/or cultural studies whose work is at the forefront of their field. All visiting scholars give a public presentation, and a less formal seminar and/ or meal is arranged at which the program's graduate students can make personal contact with these internationally recognized scholars to discuss their work.
- *The McMaster Centre for Scholarship in the Public Interest (MCSPI) Speakers Series:* Students in the proposed program will also have access to MSCPI's annual speakers series, which brings internationally distinguished scholars to Hamilton to share their work on issues related to social justice, globalization, and critical pedagogy. In recent years, MCSPI has supported lectures by Angela Davis (2013), Dorothy Roberts (2014), Michael Hardt (2014), and Sut Jhally (2015), among others.
- *Hooker Fellows and Whidden Lecturers:* The two Departments will make regular joint applications to host visiting scholars within the University's Harry Lyman Hooker Distinguished Professor Program. There is already a strong history of outstanding Hooker Fellows in the fields of CNMCS: Antonio Negri (2005), Rita Felski (2005), Stanley Aronowitz (2006), Sander Gilman (2008), Taiaiake Alfred (2008), Cressida Heyes (2012), Angela McRobbie (2012), and Chandra Mohanty (2013). ECS has also had great success in hosting the University's Whidden lecturer:

speakers in the last several years have included Donna J. Haraway (2005), Brian Massumi (2006), Mervyn Morris (2007), Mahmood Mandami (2008), Sarah Ahmed (2011), and Jasbir Puar (2013).

- *Thesis Proposals and Supervision:* The short thesis proposal, due for review by the Advisory Committee in the second term of a student's first year, and the long thesis proposal, due for review in April of a student's second year, will ensure that students receive timely feedback on the quality and currency of their research agendas. Regularly scheduled supervisory committee meetings will give students and faculty the opportunity to evaluate the progress of research programs.

4.2 Program Innovation

The 2013 *White Paper on the Future of the PhD in the Humanities* advises that "new PhD programs should be reoriented toward active participation in the world, should promote collaborative and interdisciplinary research, and should develop new kinds of teaching, research, and research deliverables—websites, film, editions, translations, and so on, in addition to books and articles."[20] We see a PhD in Communication, New Media, and Cultural Studies as a pathway to the development of the research and research dissemination skills, critical literacies, creative capacities, and ethical and historical sensitivities required for active, outward engagement in the digital economy. CNMCS incorporates a number of innovations in its coursework, professional development components, and thesis requirement in order to support the development of these capacities.

The program's innovative adaptation of problem-based learning, traditionally a health sciences pedagogical method, will be established in the introductory week of the program through day-long "intensives" focused on problem-solving activities, and will be carried forward in the first and second year through the foundation seminars and the annual symposium, as described in detail in Section 3.2 Structure and Regulation. This problem-driven curriculum provides a basis for students to begin to develop the capacity to formally and systematically evaluate and apply the tools of the Humanities to their research and to the complex problems facing modern Canada.

The major innovations of the program lie in its approach to degree completion: its multiple thesis options and the qualifying dossier. Both program components are designed to afford students maximum flexibility in the development of academic and professional skills, and the opportunity to experiment with, learn from, and advance research and research-creation methods in their fields.

The program's three pathways to degree completion—the traditional thesis, research-creation thesis, or the sandwich thesis—will facilitate the practice of non-traditional research and research-creation

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[20] *White Paper on the Future of the PhD in the Humanities*. (Institute for the Public Life of Arts and Ideas: McGill University, December 2013), 1.

methods. The research-creation thesis option, which will see the development of rigorously theorized media arts projects, and the sandwich thesis option, a modular approach to the thesis that involves written components that have already been published and components that are under review alongside related presentations, performances, and smaller-scale media arts projects, will create opportunities for students to theorize and articulate the complex connections between arts and theory, communication and culture, and more. The qualifying dossier will contain five mandatory components that will foster the development of advanced research and research dissemination skills, as well as a minimum of two components (as established by the student in conversation with his/her/their committee) that reflect skills appropriate to a student's own goals. The qualifying dossier will thereby afford all students, regardless of the thesis option they choose, the opportunity to explore non-traditional research and knowledge translation methods, as well as different forms of professional development.

4.3 Modes of Delivery

The primary mode of delivery is the graduate seminar where students will complete weekly reading assignments in preparation for participation in a focused discussion. Alongside written texts, students in many courses will be asked to critically "read" film, television, artwork, and performances. The McMaster Museum of Art has also indicated strong interest in supporting the integration of the work of the Museum in graduate courses in the program (see APPENDIX 1: Letters of Support). Instructors may choose to assess students' participation in class, and may also choose to assign response papers and presentations throughout the semester. It is typical for instructors to assign a final research paper, or a final research or media arts project (e.g., a short film; the development and facilitation of a workshop; a musical, arts, or live-coding performance; an activist intervention; etc.), at the end of term. At the beginning of each semester, instructors will distribute a course outline specifying course learning objectives, expectations regarding student work and participation, and methods of evaluation. Instructors may supplement in-class discussion and participation with online teaching and learning opportunities. By encouraging discursive interaction among students and faculty, the seminar format enables students to teach and learn from one another, challenge one another's perspectives, and collaborate in the inquiry process. In the graduate seminar, the instructor acts more as a facilitator and guide who works to establish an environment in which students can enhance conceptual, critical, and communication abilities demanded by advanced research that contributes in original and innovative ways to scholarly knowledge.

Students may register in ECS and CSMM's graduate courses, which are capped at 15 students, but typically average 12, and which meet once a week for three hours. These relatively small group meetings are a highly effective way of nurturing a critical, multidisciplinary perspective appropriate for doctoral study by fostering lively interdisciplinary interaction and the exchange of knowledge across different peer groups. Because graduate courses in both ECS and CSMM are open to both MA and PhD students, students in the CNMCS PhD will benefit from taking classes alongside MA and PhD students in different

programs (e.g., English, Cultural Studies and Critical Theory, Communication and New Media, as well as programs outside of ECS and CSMM). ECS has a long track record of opening its graduate courses to all of its graduate students: all graduate-level ECS courses are open to both MA and PhD students in the department, and this practice has met with great success, productively challenging MA students in their coursework and seminar discussions, and maximizing flexibility and breadth in course offerings for all graduate students in the department. Similarly, both the CSCT and CNM MA programs have successfully opened their courses to students in both programs. Students in the CSCT MA may enrol in courses offered in the CNM MA and vice-versa, and those students who have opted to do so have benefited from the interdisciplinary conversations these classroom settings provide.

Supplementing the seminar mode of delivery is the problem-driven pedagogy incorporated in the "intensives" undertaken in the first week of the program and carried forward in the foundation seminars. This PBL approach will help to foster independent and cooperative problem-solving skills. The foundation seminars will include a variety of different formats, including seminars, faculty and student-run panel discussions, and workshops. Since only CNMCS students can enrol in the foundation seminars, its small size will afford each student the opportunity to fully engage with his/her/their peers, the instructor, and visiting speakers and facilitators.

The goal of courses undertaken in first year will be to prepare students to work independently in years 2-4 of the program, with mentorship by supervisory committees continuing throughout the program.

4.4 Experiential Learning

Students in the program will have opportunities to participate in existing departmental and faculty initiatives. Research Assistantships associated with the diverse research and artistic projects led by the program's core faculty will furnish opportunities for experiential learning in CNMCS. Recent projects include, among others, Sarah Brophy and Janice Hladki's *Forward with Integrity*-funded investigation of museology as research and pedagogy through the curation of an exhibition at the McMaster Museum of Art titled, *This is Me. This is Also Me*, which involved experiential community- and student-centred activities to enhance the impact of the exhibition's research contributions; David Ogborn's Arts Research Board-funded project, "Live Coding and the Challenges of Digital Society," which supports live coding performance; Sara Bannerman's SSHRC Insight Development Grant-funded research on international copyright law; and David Harris Smith's SSHRC Partnership Development Grant-funded digital storytelling project that promotes Hamilton culture and identity by collecting and sharing digital stories, photographs, maps, archival material, and more, and the macGRID Simulation Research Network and Platform, of which he is Director. Section 1.3: Consistency with McMaster's Mission and Academic Plan discusses in detail the collaborative research opportunities on-campus units and research initiatives (including the Museum of Art, macGRID, and the Sherman Centre for Digital Scholarship) can provide students in the program; the directors of the Centre for Community-Engaged Narrative Arts and the

McMaster Centre for Scholarship in the Public Interest have also indicated their support of the involvement of the program's graduate students in their initiatives (see
APPENDIX 1: Letters of Support for letters of support).

4.5 Accessibility

The Departments of CSMM and ECS are strongly committed to accessibility, and we seek to prevent, identify, and remove barriers that students with disabilities may face in all of the Departments' programming. In accordance with the Ontario Human Rights Code and McMaster's accessibility policy, program directors and faculty will provide academic accommodations for students with disabilities, and will refer students to the appropriate campus unit, such as the Student Accessibility Services, when necessary. As part of TA training, students in the program will take an AODA training module, required for McMaster University employees.

4.6 Research Requirements

The major research requirement for the degree is the thesis, which remains the most effective way of nurturing the acquisition of specialized knowledge, an awareness of the limits and situatedness of that knowledge, and the advanced research skills necessary to mount compelling, unique research projects in a field. In CNMCS, these skills include the ability to synthesize and apply diverse epistemological frameworks, methods, and theories from communication studies, new media studies, and cultural studies; the capacity for autonomy in the design, implementation, and management of a large-scale and long-term project; the ability to comprehend, assess, and orientate in new and emerging subject areas; the ability to understand the historical development of a field; the ability to integrate an awareness of histories of oppression and discrimination into research and written work; the ability to articulate complex concepts clearly and structure an extended argument; and the ability to think in critical, creative, and reflexive ways about the production, representation, and consumption of culture, communication, and media as both shaped by and shaping historical, institutional, and political contexts.

The three thesis options, described in Section 3.2 Structure and Regulation, are suitable for this interdisciplinary program as they afford students with diverse artistic and research backgrounds flexibility in the design of their research programs. All three forms that the thesis may take (a traditional thesis, a research-creation thesis, and a sandwich thesis) involve rigorous written work, and will be developed by the candidate in consultation with the supervisory committee to ensure the highest level of scholarly engagement. The thesis will normally be defended at an oral examination at the end of the fourth year.

ASSESSMENT OF LEARNING

5.1 Methods for Assessing Students

There are various stages of formal assessment that unfold over the course of the proposed 4-year PhD program: coursework, the foundation seminars, comprehensive examinations, the qualifying dossier, and the thesis (including the short and long proposal).

Foundation seminars I and II: Problems in Communication, New Media and Cultural Studies
The foundation seminars are mandatory 3-unit courses that will be led by one or both of the program's co-directors, who will maintain a record of student attendance at and participation in these classes and workshops. The course will be assessed on a pass/fail/pass with distinction (P/F/P+) basis. More than one absence per term will constitute grounds for a failing grade, at the discretion of the program's co-directors. Many of the workshops in the foundation seminars offer background to the assignments required by the qualifying portfolio, which will be assessed separately by the student's committee (see below).

Graduate Coursework
In addition to the foundation seminars, students will take courses totalling 12 units, encouraging a broad range of study across at least two of the program's three core fields. Efforts in coursework will be assessed by course instructors using a variety of graded tools. All courses demand a longer, independently produced research essay (12-20 pages) or in-depth research-creation project, which can include several graded components (essay/project proposal, annotated bibliography, workshop, etc.). Final course projects and papers are assessed for their level of critical engagement, breadth of knowledge demonstrated, grasp of the theoretical stakes of a line of argumentation or research, sophistication of methodology, originality of argument, and lucidity and concision of expression or method. Graduate classes also often require students to present work orally to the class in the form of seminars, either individually or in groups. Seminar assignments permit assessment of the skills of oral presentation, research dissemination, and discussion facilitation. In seminar presentations, students are assessed on their ability to cogently and coherently summarize material for the class, engage the class in meaningful discussion, and present original research material in a compelling and accessible manner. Course instructors may also require students to submit additional material for assessment, including reading responses, peer evaluations, or participation assignments, such as online discussion boards or course websites/blogs.

Comprehensive Examinations
In winter of year 2 of the program, the completed Field and Topic Papers are examined by a committee of three faculty members and orally defended by the candidate. The committee assesses both the written and oral examination as: fail, pass, or pass with distinction. The aim of the comprehensive examination is to ensure that students attain both a specialized knowledge in their specific area of

expertise and a broader knowledge of the existing critical conversation in their field(s). Further, the examination determines that the student has the necessary professional skills to carry out cultural and media research at an advanced level, assemble a coherent set of texts for a course syllabus, and participate in sustained discussion and analysis of a specialized field. To successfully pass the comprehensive examination, students must demonstrate, both in their written papers and their oral defense, a significant scholarly maturity and a flexibility of thought and critical circumspection.

Qualifying Dossier

At the annual review meeting at the end of a student's second, third year, and fourth years, the supervisory committee will review the components of her/his/their qualifying dossier. The dossier will be assessed as either fail, pass, or pass with distinction. In annual meetings in year 2 and 3, the dossier will be discussed among the committee and the student, with final evaluation occurring in year 4. Various workshops included in the foundation seminars will assist students in preparing and revising the components required by the qualifying dossier. To ensure a passing grade, students must complete the required components to a professional standard acceptable in their field and demonstrate their readiness to participate in the variety of professional capacities associated with dossier requirements. To receive a grade of distinction, which is awarded at the discretion of the supervisory committee, a student must complete the required components to an exceptional level, which could include achieving publication or public dissemination of their work, offering innovative approaches that exceed typical professional expectations, or otherwise going beyond their committee's expectations.

Thesis

The thesis is the capstone assessment of the program. Its assessment begins with the submission of the short proposal in term 2 of year 1 of the program. The short proposal is either approved or sent back to the student for additional revision by the program's 5-person Advisory Committee, which is made up of: the program's two co-directors, one additional member from both ECS and CSMM, and one person from outside the department. In year 2 of the program, the student submits a long (10-15 page) thesis proposal further outlining their research question and approach. This proposal is also assessed by the Advisory Committee described above and either approved or returned to the student for further revision. When the long proposal is approved, the student begins work on the thesis. The completed thesis goes forward to defense when each of the three faculty members on the student's committee deem it ready to be evaluated. The thesis is then submitted to a reviewer external to the university, who writes a report assessing the thesis project on the grounds of: its contribution to knowledge (originality, quality, quantity), research (adequacy, thoroughness), understanding of the subject (review of previous work, choice of project, evaluation of results, validity of conclusions), presentation (organization, grammar, style, bibliography), and overall quality. If the external examiner deems the work satisfactory, the project goes forward to an oral defense at which the candidate is questioned about his/her/their work for two hours. To pass, the student must demonstrate, both in the project and in the defense, all of the program learning outcomes for the PhD: an in-depth intellectual engagement with a scholarly or artistic field; a demonstrable ability to stay current on research in the field; the ability to carry out

insightful, rigorous, and original research or research-creation; an appreciation of the complexities and limitations of knowledge; the intellectual independence and initiative to plan and accomplish a long-term research project; the ability to communicate one's research; the ability to produce original, sophisticated, convincing work of a quality to satisfy peer-review.

5.2 Curriculum Map

PLOs	PhD DLEs	Teaching Activities and Learning Opportunities	Assessments and Evidence
1	1,2,3,6	*Formal*: Core course(s); elective courses; comprehensive exams (particularly field paper); thesis (including short and long proposal) *Informal*: orientation week problem-solving activities; first year symposium; in-class discussion	*Assessments*: Formal essay and project assignments; graded course work; comprehensive exam defense; dissertation defense; annual committee meetings *Evidence*: During formal assessments, like an oral defense, students will demonstrate a thorough knowledge of their field.
2	1,2	*Formal*: Dissertation project; comprehensive exams (particularly topic paper), foundation seminars (research question development, bibliography/research approaches, conference proposal, and paper workshops) *Informal*: research assistantships with faculty projects; first-year symposium; engagement with Sherman Centre, McMaster Museum of Art, macGRID, etc.	*Assessments*: Formal essay and project assignments; dissertation defense; comprehensive exam defense *Evidence*: In formal and informal program settings, students will demonstrate a grasp of the complexities of their field and will find success in external publication and presentation opportunities.
3	2,3,4,5	*Formal*: Qualifying dossier (knowledge translation); foundation seminars (peer evaluation, collaborative project/research, symposium, knowledge translation training/workshops, community engagement workshop) *Informal*: participation in research clusters and projects ongoing among core faculty members; engagement with Sherman Centre, McMaster Museum of Art, macGRID, etc.	*Assessments*: Thesis; comprehensive exams; qualifying dossier. *Evidence*: Vibrant participation by graduate students in the program across the university and in the wider community
4	2,4,5	*Formal*: Qualifying dossier (teaching philosophy,	*Assessments*: Thesis; graded

		knowledge translation, syllabus); foundation seminars (grant-writing, research skills, 3-minute thesis, conference paper workshop, publication workshop, peer evaluation, pathways from the PhD/career planning/development, draft syllabus, conference proposal/paper, symposium, community engagement workshop). *Informal*: participation in first year seminar; community-engagement; involvement in on-campus research clusters and centres; public performances or exhibitions	coursework (essays, projects, and seminars); comprehensive exams; *Evidence*: Successful completion of the program and students' capacity post-grad to navigate successfully in careers and other opportunities; strong collegial bonds within the program; strong community and university presence of the program and its students.
5	4,5	*Formal*: Qualifying dossier (in particular the conference paper/artist talk and knowledge translation requirements); foundation seminars (3-minute thesis presentation, conference paper workshop, grant-writing, symposium, community engagement workshop *Informal*: Conference presentations and performances among students; public exhibitions; knowledge translation in the wider community (blogs, op-eds, etc); publicly accessible projects	*Assessments*: Thesis defense; comprehensive examination; qualifying dossier; foundation seminars *Evidence*: Students in the program will participate in conferences, public performances, exhibitions and will publish, disseminate, and exhibit their work widely in both academic and non-academic contexts.
6	1,2,3,6	*Formal*: Thesis (including short and long proposals), course work, qualifying dossier (in particular the grant proposal requirement) *Informal*: in-class discussion; orientation week problem-solving activities;	*Assessments*: Thesis proposals and defense; comprehensive examination; coursework. *Evidence*: Students will understand the context and consequences of knowledge work both at an intellectual and a community level.

5.3 Demonstrating Student Achievement

This program seeks to engage students deeply in a constellation of fields situated at the core of the public Humanities in Canada and develop the skills that are foundational to engaged citizenship: a deep awareness of the social, cultural, and historical complexity of the current moment, and the technical and critical ability to meaningfully intervene in public conversation and problem-solving. These are difficult skills to measure, but the proposed program includes several metrics for demonstrating achievement in these areas.

Success in the program will be defined by a mastery of interdisciplinary knowledge and a demonstrated ability to meaningfully engage in a range of problem-solving activities central to thinking in communications, new media, and cultural studies. These are assessed both through specific assignments (essays, projects, comprehensive exam, thesis, etc.) and through concrete steps taken towards professionalization (the qualifying dossier and foundation seminars). As part of the annual supervisory committee review, students will be asked to complete a self-assessment, reflecting on their intellectual and professional growth through the past year, setting goals for the coming year, and creating, with input from their committee, a plan to reach their overall professional goals by the end of the program. The qualifying dossier is an innovative pedagogical tool meant to formalize a student's unique career path and planning, offering guidance in the development of the professional skills most valuable to the student's goals and objectives. A second innovation of the program, the foundation seminars, provide scaffolding for all students in the program in terms of developing a rich set of professional skills applicable both to work inside the university and in the broader Canadian community. The assessment of both the qualifying dossier and the foundation seminars take the form of a dialogue between a student and his/her/their committee and one or both of the co-directors in the program, respectively. In this way, the program emphasizes assessment as a mutually determined relationship focused on positive personal growth and mentorship. Thus, the program seeks to enhance a narrow focus on numerical grades with a wider focus on personal development in conversation with a community of peers.

Underscored by a focus on mentorship and collaborative development, the overall success of the program will be reflected in students' activities in the public sphere: offering conference papers, mounting gallery shows or performances, engaging in community-based projects, publishing work in academic and non-academic venues, securing external funding, etc. All of these will be tracked by the co-directors of the program in cooperation with supervisory committees and reported at Advisory Committee meetings.

The success of the proposed program will also be evaluated by students themselves through exit surveys upon degree completion and annual surveys initiated by the Graduate Student Caucus. Further, the formal IQAP cyclical program review process will offer a detailed reflection on the success of the program.

Students will demonstrate:
- breadth and depth of knowledge of both content and methodology in two or more fields of communication and cultural studies and new media;
- awareness of the history of the fields;
- the ability to engage constructively and critically with extant scholarship in their chosen areas of work;
- the ability to design and execute an original project that advances scholarly and/or artistic conversations in one or more of these areas;

- recognition of the limits of their disciplinary and personal perspectives and the curiosity and determination to try new approaches and pursue different knowledges;
- strong communication skills, including the ability to lead and participate in dialogue in different venues including seminars, workshops, charrettes, formal presentations; and
- success in disseminating their research in an array of different outlets (e.g. conferences, scholarly and/or creative publications in peer-reviewed publications, exhibitions)

The program will determine student success based on this definition in the following ways:
- The comprehensive exams will provide evidence of engagement with history and current problems in the field
- Qualifying dossier elements such as conference papers and publications will provide evidence of research dissemination and professional development
- The thesis, which will be the primary method of evaluating students' success in meeting many of these criteria, will provide evidence of a student's knowledge of the field, the ability to devise and engage with a research problem, the capacity to engage in creative thinking, and the ability to write clear, cogent arguments.

RESOURCES

6.2 Resources: Graduate Programs

6.2.I: Administrative, Physical, and Financial Resources

- Administrative support for the proposed program will be provided by the Graduate Administrative Assistant in CSMM.
- Existing or allocated seminar rooms (in Chester New Hall or Wilson Hall) will be used for courses offered as part of the proposed program. Many courses will also be cross-listed with other departments and programs, in which case, those departments will provide seminar rooms.
- Office space for PhD students in the proposed program will be provided either in new graduate office spaces in Wilson Hall or in space vacated by other programs moving to the new spaces in Wilson Hall.
- Students in the proposed program will have access to the graduate student lounge in ECS and a shared graduate student office in CSMM, both of which include shared computers and a printer.

6.2.II: Library, Technology, and Laboratory Resources

- Students in the proposed program will be able to sign out existing technology and equipment available in CSMM on an as-needed basis.

Students in the proposed program will also have access to the computing equipment and lab space in Togo Salmon Hall managed by Humanities Media and Computing (HMC), including the Anne and Neil McArthur Multimedia Wing, the Active Learning Lab, and the Open Access Computing Lab. For a detailed account of available equipment, see HMC's letter of support in

- APPENDIX 1: Letters of Support.
- All McMaster students are provided a MacID, which gives access to McMaster's email facilities, on-campus wifi internet access, all "open-access" labs, university libraries, and various productivity software packages.
- See the attached Library Report for information on library resources and support (APPENDIX 2: Library Report).

Students in the program can apply for a Graduate Research Fellowship with the Lewis and Ruth Sherman Centre for Digital Scholarship. Fellowships are awarded annually and provide a stipend, cubicle space, and easy access to Sherman Centre staff. Research Fellows have input into Sherman Centre programming, access to guest speakers, and opportunities to present their work on the Sherman Centre website and at the Colloquium. Graduate student researchers and postdoctoral fellows may also be

granted non-stipendiary research fellowships, which provide a Sherman Centre cubicle, input into programming and access to staff and speakers, and opportunities to present their work. (See letter of support from the Sherman Centre detailing opportunities for graduate student engagement with the Centre in

- APPENDIX 1: Letters of Support.)

6.2.III: Faculty

Core Faculty in the PhD in Communication Studies, New Media and Cultural Studies by Department

Nadine Attewell, Associate Professor	(1.0)	English and Cultural Studies
Christina Baade, Associate Professor	(1.0)	Communication Studies and Multimedia
Sara Bannerman, Associate Professor	(1.0)	Communication Studies and Multimedia
Sarah Brophy, Professor	(1.0)	English and Cultural Studies
Daniel Coleman, Professor	(1.0)	English and Cultural Studies
Amber Dean, Assistant Professor	(1.0)	English and Cultural Studies
Terry Flynn, Assistant Professor	(1.0)	Communication Studies and Multimedia
Henry Giroux, Professor	(1.0)	English and Cultural Studies
Susan Searls Giroux, Professor	(1.0)	English and Cultural Studies
Paula Gardner, Associate Professor	(1.0)	Communication Studies and Multimedia
Catherine Graham, Associate Professor	(1.0)	School of the Arts
Donald Goellnicht, Professor	(1.0)	English and Cultural Studies
Robert Hamilton, Professor	(1.0)	Communication Studies and Multimedia
Faiza Hirji, Associate Professor	(1.0)	Communication Studies and Multimedia
Janice Hladki, Associate Professor	(1.0)	School of the Arts
Andrew Mactavish, Associate Professor	(1.0)	Communication Studies and Multimedia
Susie O'Brien, Associate Professor	(1.0)	English and Cultural Studies
Mary O'Connor, Professor	(1.0)	English and Cultural Studies
David Ogborn, Associate Professor	(1.0)	Communication Studies and Multimedia
Liss Platt, Associate Professor	(1.0)	Communication Studies and Multimedia
Christine Quail, Associate Professor	(1.0)	Communication Studies and Multimedia
Anne Savage, Associate Professor	(1.0)	English and Cultural Studies
Philip Savage, Associate Professor	(1.0)	Communication Studies and Multimedia
Alex Sevigny, Associate Professor	(1.0)	Communication Studies and Multimedia
David Harris Smith, Assistant Professor	(1.0)	Communication Studies and Multimedia
Lorraine York, Professor	(1.0)	English and Cultural Studies
Gena Zuroski Jenkins, Associate Professor	(1.0)	English and Cultural Studies

Faculty in the PhD in Communication Studies, New Media and Cultural Studies by Field

Communication Studies

Christina Baade, Associate Professor	(1.0)	Communication Studies and Multimedia
Sara Bannerman, Associate Professor	(1.0)	Communication Studies and Multimedia
Terry Flynn, Assistant Professor	(1.0)	Communication Studies and Multimedia
Faiza Hirji, Associate Professor	(1.0)	Communication Studies and Multimedia
Gardner, Paula, Associate Professor	(1.0)	Communication Studies and Multimedia
Christine Quail, Associate Professor	(1.0)	Communication Studies and Multimedia
Philip Savage, Associate Professor	(1.0)	Communication Studies and Multimedia
Alex Sevigny, Associate Professor	(1.0)	Communication Studies and Multimedia

New Media

Robert Hamilton, Professor	(1.0)	Communication Studies and Multimedia
Andrew Mactavish, Associate Professor	(1.0)	Communication Studies and Multimedia
David Ogborn, Associate Professor	(1.0)	Communication Studies and Multimedia
Liss Platt, Associate Professor	(1.0)	Communication Studies and Multimedia
David Harris Smith, Assistant Professor	(1.0)	Communication Studies and Multimedia

Cultural Studies

Nadine Attewell, Associate Professor	(1.0)	English and Cultural Studies
Sarah Brophy, Professor	(1.0)	English and Cultural Studies
Daniel Coleman, Professor	(1.0)	English and Cultural Studies
Amber Dean, Assistant Professor	(1.0)	English and Cultural Studies
Henry Giroux, Professor	(1.0)	English and Cultural Studies
Susan Searls Giroux, Professor	(1.0)	English and Cultural Studies
Catherine Graham, Associate Professor	(1.0)	School of the Arts
Donald Goellnicht, Professor	(1.0)	English and Cultural Studies
Janice Hladki, Associate Professor	(1.0)	School of the Arts
Susie O'Brien, Associate Professor	(1.0)	English and Cultural Studies
Mary O'Connor, Professor	(1.0)	English and Cultural Studies
Anne Savage, Associate Professor	(1.0)	English and Cultural Studies
Lorraine York, Professor	(1.0)	English and Cultural Studies
Gena Zuroski Jenkins, Associate Professor	(1.0)	English and Cultural Studies

- Core faculty in the proposed program are active researchers in their fields, publishing cutting edge research in leading journals, exhibiting in major gallery spaces, and collaborating with or creating leading research in communications, new media and cultural studies.

- For a full list of core faculty publications, exhibitions, artistic output and research creation, see APPENDIX 8: Faculty Publications.
- For a full overview of faculty excellence, please see attached CVs (included on USB)

6.2.IV: Student Financial Support

- The proposed program will provide students with scholarship and TAships at the minimum level of $17,500. However, given the track record of existing PhD students in English and Cultural Studies in receiving external funding (see APPENDIX 7: History of Graduate Student Scholarships & Awards), we expect external funding in the proposed program that will allow a distribution of this funding up to approximately $20,000 per student.
- Additionally, faculty in both departments have external grant funds that can be redistributed to graduate students through faculty member-funded RAships. (See chart in Section 6.2.V: Faculty Research Funding for a full breakdown of faculty research funding.)

6.2.V: Faculty Research Funding

Operating Research Funding by Source and Year					
Year	Source				
	Granting Councils[21]	Other Peer Adjudicated[22]	Contracts	Other[23]	Major Equipment

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[21] Does *not* include equipment grants, conference grants, or grants allocated by the university such as SSHRC minor grants.

[22] Source and type: Canadian Research Chair Tier II; Canada Council Creative Development Grant, Media Arts; Ontario Arts Council, Media Arts Grant; Ontario Arts Council, Video Production Grant; Global Research Fellowship, Association of Brazilian Business Communicators; Institute for Public Relations; Graphics Animation and New Media NCE; Canadian Media Guild Research and Policy Grants; MITACS-Mathematics of Info Technology and Complex Systems; Communications and Public Relations Foundation; Taiwan National Science Council; American Musicological Society 75 PAYS Publication Subvention; Mellon Postdoctoral Fellowship (declined); Berlin Law in Context Research Network Postdoctoral Fellowship (declined); Fulbright Award; Canadian Music Centre New Music in New Places grant for Emergence; Canadian Media Research Consortium; Ontario Media Development Corporation Research Grant; Data Visualization Grant, The Centre for Innovation in Information Visualization and Data-Driven Design; Graphics Animation and New Media National Centres of Excellence (GRAND NCE) research grant.

[23] University-allocated grants, such as SSHRC minor grants (Arts Research Board research and project seed grants), Forward with Integrity grants, McMaster Incentive Grants, Centre for Leadership in Learning Pedagogical Grants

					Grants[24]
2015-16[25]	68,242	20,000		60,000	
2014-15	195,476	170,744		9,727	
2013-14	169,982	72,000	30,000	50,959	
2012-13	138,862	87,000	6,000	20,542	238,000
2011-12	143,028	121,170	41,200	12,950	
2010-11	112,833	35,000	31,000	49,548	
2009-10	182,098	115,000		30,994	
2008-09	73,187	124,700	1,000	18,491	
Totals	**$1,083,708**	**$745,614**	**$109,200**	**$253,211**	**$238,000**

6.2.VI: Supervision

Completed and Current Numbers of Thesis Supervisions by Faculty Member*								
Name	Completed				Current			
	Master's (Thesis)	Master's (MRP)	PhD	PDF	Master's (Thesis)	Master's (MRP)	PhD	PDF
Attewell, Nadine	2	3	0	0	0	0	3	0
Baade, Christina	3	6	0	0	0	2	0	0

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[24] Canadian Foundation for Innovation (CFI) Infrastructure grant

[25] Numbers for the 2015 academic year reflect known funding as of June 2015 and may be incomplete.

Bannerman, Sara	0	4	0	0	0	2	0	0
Brophy, Sarah	1	11	7	0	2	2	3	0
Coleman, Daniel	12	0	14	5	0	0	3	1
Dean, Amber	0	8	3	0	0	1	1	0
Flynn, Terry	0	22	0	0	0	2	0	0
Gardner, Paula	0	11[26]	0	0	0	4[27]	0	1
Giroux, Henry	0	7	0	0	0	0	3	0
Giroux, Susan Searls	0	5	2	0	0	2	0	0
Goellnicht, Donald	18	3 (2)	9	0	0	0	6	0
Graham, Catherine	0	5	0	0	0	1	0	0
Hamilton, Robert	0	5	0	0	0	0	0	0
Hirji, Faiza	0	6	0	0	0	2	0	0
Hladki, Janice	0	6	0	0	0	0	0	0
Mactavish, Andrew	0	12	0	0	0	1	0	0
O'Brien, Susie	3	8	10	0	0	2	3	0
O'Connor, Mary	15	2	5	0	0	0	7	0
Ogborn, David	0	7	0	0	0	2	0	0
Platt, Allison (Liss)	0	0	0	0	0	6	0	0
Quail, Christine	0	9	0	0	0	4	0	0
Savage, Anne	13	2	4	0	0	1	1	0
Savage, Philip	0	9	0	0	0	3	0	0
Sévigny, Alexandre	0	22	0	2	0	7	0	0
Smith, David Harris	0	6	0	0	0	0	0	0

[26] Master's of Arts (3), Master's of Fine Arts (6), Master's in Design (2)

[27] Master's in Design

York, Lorraine	27	6	11	4	0	0	4	0
Zuroski Jenkins, Eugenia	11	1	1 (W)	0	1	1	1	0

Supervisory committee activity is not reflected in this table. Numbers reflect supervision as of May 2015.

(W) = withdrawn from the program

() = supervisions outside of home department

Faculty Members by Field				
Faculty Name	Rank	Home Unit	Supervisory Privileges	Fields
Category 1				
Category 2				
Category 3				
Attewell, Nadine	Associate Professor	ECS	Full	Twentieth-century British and settler literary and cultural production; colonial, postcolonial, and indigenous literary, cultural, and theoretical production; modernisms; anglophone Asian and Asian diasporic literary and cultural production; projects of citizenship and nation-building; memory and historiography; colonial histories of sexual, reproduction, and transracial intimacy; mixed and multiracial identities; capitalism, empire, and globalization; utopia and speculation

Baade, Christina	Associate Professor	CSMM	Full	Popular music studies; feminist theory; critical race theory; queer theory; performance studies; radio studies; sound studies
Bannerman, Sara	Associate Professor	CSMM	Full	Copyright; new media; communication policy; Internet law and policy; media law and regulation; crowdfunding
Brophy, Sarah	Professor	ECS	Full	British literature and culture since 1945; life writing and theories of witnessing; visual culture studies; critical approaches to embodiment & disability; postcolonialism and critical race studies; theories of gender and sexuality; cultural studies
Coleman, Daniel	Professor	ECS	Full	Canadian literature; gender studies; indigenous studies; critical race and ethnicity studies; postcolonial theory; migration/diaspora literature; reading.
Dean, Amber	Assistant Professor	ECS/GSFR	Full	Cultural studies; poststructural feminist theorizing; trauma and memory studies; visual culture studies; gender and sexuality studies; urban studies; critical race and Indigenous studies
Flynn, Terry	Assistant Professor	CSMM	Full	Public relations; crisis management; communication studies; reputation management
Gardner, Paula	Associate Professor	CSMM	Full	Media and cultural studies; feminist theory; science and technology studies; visual culture; digital video and multimedia production.

Giroux, Henry	Professor	ECS	Full	Cultural studies; youth; critical pedagogy; democratic theory; public education; communication theory; social theory; and the politics of higher education
Giroux, Susan Searls	Professor	ECS	Full	Critical theory, race/ethnic studies, globalization, cultural studies, radical theories of education, and modern and postmodern American literature
Goellnicht, Donald	Professor	ECS	Full	Asian American and Asian Canadian literature and culture; critical race and ethnic studies; diaspora and refugee studies; gender and queer studies
Graham, Catherine	Associate Professor	SOTA, ECS, GSFR, French	Full	Performance theory; performance and public life; dramaturgy of activist performance; cross-cultural understandings of performance practices
Hamilton, Robert	Professor	CSMM	Full	Digital media; Internet, design; interactivity; communication studies; photography, history of design; animation
Hirji, Faiza	Associate Professor	CSMM	Full	Diasporic media; representations of race, religion, ethnicity and gender; youth and media; popular culture, especially television and music; Islam and media; audience studies
Hladki, Janice	Associate Professor	SOTA, ECS, GSFR	Full	Visual Culture Studies, Artistic Practice in Film and Video Art, Curation, Collaboration, Feminist Studies, Disability Studies and Theories of Embodiment, Social

				Justice in the Arts, Cultural Studies, Indigenous Studies, Critical Race Studies, Gender and Sexuality, Critical and Feminist Pedagogies
Mactavish, Andrew	Associate Professor	CSMM	Full	digital games and digital gaming culture
O'Brien, Susie	Associate Professor	ECS	Full	Postcolonial literature and theory; cultural studies; literature/culture and environment; globalization
O'Connor, Mary	Professor	ECS	Full	Feminist theory; African-American women writers; photography: history and theory; cultural studies
Ogborn, David	Associate Professor	CSMM	Full	Computational media; live coding, network music and art; laptop orchestras; electroacoustics and electronic music; software studies; sound studies; interactive art and physical computing; digital games; computer supported cooperative work
Platt, Allison (Liss)	Associate Professor	CSMM	Full	Video; film; photography; web-based art; digital media; performance art; installation art, conceptual art; video and audio preservation; women's studies, cultural studies; communication studies; queer studies
Quail, Christine	Associate Professor	CSMM	Full	television studies, communication and culture, youth and media, and political economy of culture industries
Savage, Anne	Associate Professor	CSMM	Full	posthumanism and science fiction, medieval studies

Savage, Philip	Associate Professor	CSMM	Full	Audiences; communication policy & law; broadcasting & new media; political economy of communication & culture; international communication
Sévigny, Alexandre	Associate Professor	CSMM	Full	Pragmatics and cognitive studies; communication theory; political marketing; content analysis; language and discourse; electronic publishing; intellectual property; cognitive cultural; studies; critical discourse analysis; professional communication and public relations
Smith, David Harris	Assistant Professor	CSMM	Full	Theory, research and practices of digital arts; code and design; image and sound arts; DIY media; avatar virtual worlds; emerging media; digital cultures
York, Lorraine	Professor	ECS	Full	Canadian literature; literary celebrity; celebrity culture; women's collaborative writing
Zuroski Jenkins, Eugenia	Associate Professor	ECS	Full	Restoration and 18th century British literature; material culture; subjectivity; Orientalism and postcolonial studies; cosmopolitanism; gender and sexuality studies; affect studies; humour; taste and disgust; literary form and genre; fiction and the novel
Category 4				

QUALITY & OTHER INDICATORS

7.1: Academic Quality of the Program

Indicators that will be used to document and demonstrate the quality of the program will include:
- Scholarly, professional, and other activities among student body, including publications, exhibitions, performances, presentations, knowledge translation work, etc.
- Formative assessment and feedback from students, including: annual in-program student satisfaction surveys administered through the Graduate Student Caucus and exit surveys of graduating students
- Time to completion rates
- Awards, grants, scholarships, prizes received by students and faculty
- Grade averages
- Retention rates
- Employability and employment experiences of program alumni
- Student support: TAships, RAships, funding for conference attendance, etc.

7.2 Intellectual Quality of the Student Experience

Faculty in the program will ensure the intellectual quality of the student experience in the following ways:
- One of the two co-directors of the program will build a connection with each student through their role as facilitator of the foundation seminars.
- Foundation seminars modules will be taught by a range of faculty, ensuring their interaction with students and the transmission of a wide range of expertise.
- An on-going relationship with faculty will be supported by the annual first-year seminar in which upper year students will share their work with incoming students and faculty in the program. All core faculty will be encouraged to attend the seminar.
- A student's supervisor will support the student's progress through the program through regular meetings, including an annual committee meeting, meetings to discuss preparation for the comprehensive exams and regular thesis meetings.
- Faculty in the program maintain impressive publication, performance and research-creation records, ensuring not only that students are taught by experts working at the leading edges of their fields but also that the problem-based approach of the program remains focused on current and emerging issues.
- When appropriate, faculty in the program will engage students as research assistants, co-publishers, co-researchers, and collaborators on a variety of projects according to their interests and expertise. This will ensure that junior scholars are provided with support and mentorship in learning the processes involved with preparing and disseminating intellectual and artistic work.

To   :   Graduate Council

From   :   Christina Bryce
                 Assistant Graduate Secretary
_____

At its meeting on October 9th, the Faculty of Business Graduate Curriculum and Policy Committee approved the following graduate curriculum recommendations.

Please note that these recommendations were forwarded for approval to the October 30th, 2015 meeting of the Faculty of Business.

FOR APPROVAL OF GRADUATE COUNCIL:

- **Business Ph.D.**
  - -New Field Proposal – Health Policy and Management

  - -Information Systems Field
    - -Change to Course Requirements

- **Health Management (also approved by the Faculty of Health Sciences)**
  - -Change to Calendar Copy

- **MBA**
  - -Deletion of Minors

FOR INFORMATION OF GRADUATE COUNCIL:
- **Business Ph.D.**
  - -New Courses:
    - -K795 Qualitative Methods in Information Systems Research
    - -K797 Independent Research Study
- **MBA**
  - -Revision to Prerequisites:
    - -B712 Managerial Negotiations
    - -B715 Leadership
    - -B717 Management Development

SCHOOL OF GRADUATE STUDIES

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

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 (cbryce@mcmaster.ca). 3. A representative from the department is **required to attend** the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT	Health Policy and Management		
NAME OF PROGRAM and PLAN	PhD in Business Administration (Health Policy and Management field)		
DEGREE	**PhD**		

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*						
Is this change a result of an IQAP review? ☐ **Yes** ☐ **No**						
CREATION OF NEW MILESTONE ☐						
CHANGE IN ADMISSION REQUIREMENTS		**CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE**		**CHANGE IN COURSE REQUIREMENTS**		
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR		X	**EXPLAIN:** Yes, to accommodate a new field.			
OTHER CHANGES	X	**EXPLAIN:** Creation of a new field.				
DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE: There is no existing field.						

1

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

See attached.

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?):

There is currently no Business Administration PhD available in the Health Policy and Management field. Faculty have received substantial interest from potential students. Students seem particularly interested in a part-time option.

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.

The availability of the part-time option.

PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR (please include a tracked changes version of the calendar section affected if applicable):

The addition of the following:

HP&M

The Health Policy and Management field is concerned with a broad range of business administration issues and topics within the health care sector such as leadership, change management, strategic resources allocation, as well as economic and policy analyses. The program design exposes students to a blend of theoretical and applied content that will support them to advance their careers in education, research and senior leadership positions within the health sector. Students are encouraged to gain exposure to content from one or more of the other business administration fields. The HP&M field is expected to be most attractive to students who currently hold a management position in the health sector and who want the flexibility of a program that is offered on both a full and part-time basis.

Qualification Requirements

HP&M candidates must hold a related Master's degree, demonstrate competence in one or more functional areas of management, and possess strong communication skills. The most competitive candidates will have at least two years of management experience and will also have experience conducting business, social sciences, humanities or health sciences related research.

HP&M Field (a minimum of 8 and a maximum of 12 half-credit courses)

Required:
- Business B790 Management Theory
- Business B793 Applied Multivariate Statistics (or approved equivalent from another department)
- Business B794 Research Methods and Design (or approved equivalent from another department)
- Business C780 Mixed Methods Research (or approved equivalent from another department)
- Business C711/C781 Health Economics and Evaluation
- Business C721/C782 Health Policy Analysis
- Business C783 Research Issues in Health Policy and Management

And at least one of:
- Business C715 Health Care Funding and Resource Allocation
- Business C722 Management of Population Health
- Business C736 Quality Management in Health Services
- Business C741 Health Care Marketing
- Business C750 Legal and Ethical Issues in Health Care
- Business C725 Managing Communications in Health Care
- or a graduate level course from another department approved by supervisor and program director (or equivalent)

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Glen Randall   Email: randalg@mcmaster.ca   Extension: 26191   Date submitted: Sept. 24, 2015

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

SGS/2013

NEW FIELD PROPOSAL FOR:

PhD in Business Administration, Health Policy and Management Field

September 28, 2015

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PROGRAM

1.1 PROGRAM DESCRIPTION

The Health Policy and Management (HP&M) field in the Business Administration PhD program has a strong emphasis on both research and the application of management and evaluation techniques and is designed to produce highly motivated and capable researchers and practitioners. The HP&M field offers both full and part-time options. It prepares students to undertake and disseminate original research and to make significant advances in their chosen fields of study. The HP&M field aims to attract applicants who wish to pursue: (1) specialized careers in academia; or (2) senior-level management positions within the health care sector.

The proposed PhD in Business Administration (Health Policy and Management field) is distinct from other fields in the Business Administration program as well as from McMaster's interdisciplinary Health Policy PhD. In particular, the HP&M field will emphasis management theory and consider health policy issues using a management lens. Although the program will meet rigorous academic standards, enabling graduates to pursue careers in academia and/or research, there will be a substantial focus on applied research and policy analysis. The target audience is also different from the other programs and the HP&M field will be especially attractive to senior managers within the health care sector.

1.2 PROGRAM LEARNING OUTCOMES

The learning outcomes for the Health Policy field of the Business Administration PhD program are summarized below. Upon graduation, each Ph.D. student will:

- Have deep expertise in his or her dissertation field;
- Have been exposed to at least one additional field in business administration;
- Be well versed in various advanced research and/or management methodologies, including both theoretical and applied approaches relevant to the health care sector;
- Have demonstrated research evaluation skills;
- Possess skills in writing rigorous research reports and scholarly papers and critically appraise research studies; and
- Demonstrate effective presentation and/or teaching skills.

1.3 CONSISTENCY WITH DEGREE LEVEL EXPECTATIONS (DLEs)

UNDERGRADUATE DLES	GRADUATE DLES
Breadth of Knowledge	Depth and Breadth of Knowledge
Knowledge of Methodologies	Research and Scholarship
Application of Knowledge	Application of Knowledge
Communication Skills	Communication Skills
Awareness of Limits of Knowledge	Awareness of Limits of Knowledge
Autonomy and Professional Capacity	Autonomy and Professional Capacity

Program Relationships to McMaster University's Doctoral Degree Level Expectations

The Ph.D. Degree is awarded to students who have demonstrated the following:	
1. Depth and Breadth of Knowledge	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.

All students must take a common seminar course on management theory. The course provides a broad overview of the role of theory and theory building in management and serves as a foundation for students' future research within their respective disciplines. Students who do not have an academic background in commerce/business will be strongly encouraged to take at least one course offered through another field within the PhD in Business Administration program.

Students must complete at least eight courses (and no more than 12) as follows:

Required:
- *Business B790 Management Theory*
- *Business B793 Applied Multivariate Statistics (or approved equivalent)*
- *Business B794 Research Methods and Design (or approved equivalent)*
- *Business C780 Mixed Methods Research (or approved equivalent)*
- *Business C711/C781 Health Economics and Evaluation (or approved equivalent)*
- *Business C721/C782 Health Policy Analysis (or approved equivalent)*
- *Business C783 Research Issues in Health Policy and Management*

And at least one of:
- *Business C715 Health Care Funding and Resource Allocation*
- *Business C722 Management of Population Health*
- *Business C736 Quality Management in Health Services*
- *Business C741 Health Care Marketing*
- *Business C750 Legal and Ethical Issues in Health Care*
- *Business C725 Managing Communications in Health Care*
- *or a graduate level course from another area or department approved by the supervisor and program director (or equivalent)*

The comprehensive examination process ensures that students possess the requisite breadth and depth of knowledge applicable to emerging topics and issues in their field of study. Finally, the dissertation requires the student to become an expert in a focussed area of inquiry and make an important contribution to knowledge in the field. |

2. Research and Scholarship	a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b) The ability to make informed judgements on complex issues in specialist fields, sometimes requiring new methods; and c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication. PhD courses provide students with the foundation for understanding academic research and developing expertise to critically read and evaluate the contributions, strengths, and limitations of peer-reviewed research. This, in turn, enables students to more effectively design and execute a major research project for their doctoral dissertation that will make an original contribution to theory and practice in their disciplinary domains. Students are also strongly encouraged to submit and have papers accepted by peer-reviewed conferences and journals during their PhD studies.
3. Level of Application of Knowledge	The capacity to: a) Undertake pure and/or applied research at an advanced level; and b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials. Students successfully complete courses that provide the foundation for understanding academic research and developing expertise in producing new research that contributes to both theory and practice. Outside of courses, they also engage in research collaboration and critique with faculty and peers, which enables them to apply their knowledge and expertise in progressively higher levels of sophistication. As part of their dissertation research, PhD students are expected to undertake a review of prior research, describing and assessing other scholars' research approaches, theoretical models, methods, and results, and demonstrating how their research contributes to the knowledge in the field.
4. Professional Capacity/ Autonomy	a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b) The intellectual independence to be academically and professionally engaged and current; c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to evaluate the broader implications of applying knowledge to particular contexts.

		Students are expected from the beginning of their program of study to think about independent research ideas for their dissertation. Most of the program's doctoral level courses require students to produce independent term papers or presentations.
		Students are expected to contemplate the implications that may flow from applying knowledge to particular individual, organizational, or societal contexts.
		McMaster University has well established policies concerning academic integrity and research ethics. All students must adhere to these policies in carrying out their research. This includes seeking prior clearance from the McMaster Research Ethics Board whenever their research involves human subjects.
5. Level of Communication Skills		The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively, orally and in writing, to a range of audiences.
		Throughout their program of study, PhD students have multiple diverse opportunities to develop effective communication skills. Coursework, comprehensive examination, and dissertation all require written communication. Formal oral presentations are required in almost all doctoral level courses as well as in the defense of dissertation research proposal and the written dissertation.
		PhD students also have opportunities to develop and practice communication skills while performing teaching assistant assignments, where students may assist in course development and/or delivery; teaching or co-teaching of undergraduate and MBA courses; presenting research to internal colleagues via field seminars, PhD Research Day, or other venues; and presenting research at academic and professional conferences and workshops.
6. Awareness of Limits of Knowledge		An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.
		As part of training and mentorship they receive, PhD students learn to not only highlights how their research contributes to knowledge in the field, but to also be aware of its potential limitations and alternative interpretations. They are expected to demonstrate this awareness when formally defending their dissertation proposal and written dissertation.

ADMISSION & ENROLMENT

2.1   ADMISSION REQUIREMENTS

The admission requirements for the Business Administration PhD program (Health Policy and Management field) include the following:

- A Master's degree in a relevant discipline with at least a B+ standing.

- A minimum of 2 full time years working within the health sector.

- A GMAT (Graduate Management Admission Test) score of at least 600 or a comparable GRE (Graduate Record Examination) score with a minimum percentile score of 80 is achieved in the quantitative score.

- Strong letters of recommendation (a minimum of two and maximum of four).

- High quality of the applicant's research/project statement.

- If an applicant's native language is not English, they must provide a TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) score that meets the following requirements:

    - TOEFL:
        - Internet-Based Test (IBT)
            - Overall: 100
                - Reading: 22
                - Listening: 22
                - Speaking: 26
                - Writing: 24
        - Paper-Based Test (PBT)
            - Overall: 600
        - Computer-Based Test (CBT)
            - Overall: 250

    - IELTS
        - Overall band score: 7
        - Reading: 6.5
        - Listening: 6.5
        - Speaking: 7
        - Writing: 6.5

STRUCTURE

3.1   STRUCTURE AND REGULATION

FULL TIME STUDENTS
For full-time students, the formal program requirements include coursework in Years 1 and 2, comprehensive examination at the end of Year 2, and dissertation in Years 3 and 4.

PART TIME STUDENTS
For part-time students coursework will be completed over a 3 to 4 year period, comprehensive exam at the end of year 3 or 4 followed by dissertation work.

FULL TIME AND PART-TIME STUDENTS

Coursework

Health Policy and Management PhD students are required to take 8 courses. Students work in consultation with their supervisors upon arrival and determine their individual course plan. Students with prior knowledge may be exempt from certain required courses but may have to substitute the exempted courses with other graduate level courses in order to meet the 8-course minimum requirement. Students without sufficient background knowledge may be required to take additional courses without exceeding the 12-course maximum limit.

Comprehensive Examination

All Health Policy and Management PhD students are required to successfully complete a comprehensive examination following the completion of their coursework. This examination is designed to test students for their breadth of knowledge of the discipline or sub-discipline to which their field of research belongs and their ability to integrate ideas.

Dissertation

Following the successful completion of the comprehensive examination, students commence their dissertation research that will make a substantial and original contribution to knowledge in the field. They begin this process by preparing a dissertation proposal and defending it before their supervisory committee. Once the proposal is approved, students embark on their dissertation research project under the guidance of their supervisory committee. The completed dissertation is orally defended before an examining committee that includes members of the supervisory committee and an invited member from outside of McMaster University.

3.2   PROGRAM LENGTH & PROGRESSION

FULL TIME STUDENTS

The time required to complete the PhD program varies widely and is largely dependent upon each student's personal experience while in the program. In general, students are expected to complete the program within four years. Guaranteed funding is provided to support students until the end of year four. The School of Graduate School Studies regulations prescribe an upper limit of six years for completing the program. Past DeGroote Business PhD graduates have completed the degree in as little as three years while others have required six years.

A typical timeline for students enrolled in the Health Policy and Management PhD program is as follows:

Years 1 & 2:	Course Work (students complete 8 courses)
May/June of Year 2:	Comprehensive Exam
Year 3:	Dissertation Proposal Defense
Year 3: & 4:	Data Collection and Analysis
End of Year 4:	Write-up of Dissertation and Oral Defense

PART-TIME STUDENTS

The time required to complete the part-time PhD program is largely dependent upon each student's personal experience while in the program. In general, students are expected to complete the program within six years. The School of Business recommends an upper limit of eight years for completing the part-time program.

A recommended timeline for students enrolled in the Health Policy and Management Part-time PhD program is as follows:

Years 1-3/4:	Course Work (students complete 8 courses)
May/June of Year 3/4:	Comprehensive Exam
Year 4/5:	Dissertation Proposal Defense
Year 4/5 & 6 (if needed):	Data Collection and Analysis
End of Year 5/6:	Write-up of Dissertation and Oral Defense

FULL TIME AND PART-TIME STUDENTS

The completion of the supervisory committee report is an annual requirement by the School of Graduate Studies to ensure that a student's progress is monitored throughout the duration of the program. By the end of the first year, students will have a faculty supervisor, formed a supervisory committee including two additional faculty members, and met for their first supervisory meeting. From this point forward, student progress is monitored on an annual basis (or more frequently if

warranted) and reported to the School of Graduate Studies using a standard PhD Supervisory Committee Meeting Report form. For this annual supervisory committee meeting, the student is required to provide details on his/her progression toward degree requirements, as well as other accomplishments such as conference presentations, publications, awards or scholarships. The supervisor then comments on his/her level of satisfaction with this progress and records any delays or concerns. The supervisor and the supervisory committee members are required to evaluate the student's overall progress since the last meeting as either "excellent, good, marginal or unsatisfactory". The response time by the supervisor on dissertation drafts is also recorded on the report form.

If the supervisory committee members rate the progress as either "marginal" or "unsatisfactory", they must include a detailed explanation in the comments section identifying the student's required accomplishments for the next 6 months, to improve their progress. The supervisory committee must convene for a follow-up meeting with the student no later than 6 months after the original meeting to assess whether the student has made sufficient progress since the last report. If the student continues to make unsatisfactory progress, a recommendation to withdraw the student from the program may be forwarded to the School of Graduate Studies.

In those cases in which a student does not manage to complete the degree requirements by the upper limit of six years (8 years for part-time students), the University has no further obligation to provide supervision. Upon consultation with the program, and on its recommendation the student will be shown as having been "withdrawn in good standing due to time limit". If a completed dissertation is submitted, and is acceptable to the supervisory committee, the student can be readmitted in order to defend the dissertation.

CURRICULUM AND TEACHING

4.1   PROGRAM CONTENT

Listing of Required Courses by PhD Field

PhD Field	Number of Required Courses	Required Courses
Health Policy and Management	8	Required: • Business B790 Management Theory • Business B793 Applied Multivariate Statistics (or approved equivalent from another department) • Business B794 Research Methods and Design (or approved equivalent from another department) • Business C780 Mixed Methods Research (or approved equivalent from another department) • Business C711/C781 Health Economics and Evaluation • Business C721/C782 Health Policy Analysis • Business C783 Research Issues in Health Policy and Management And at least one of: • Business C715 Health Care Funding and Resource Allocation • Business C722 Management of Population Health • Business C736 Quality Management in Health Services • Business C741 Health Care Marketing • Business C750 Legal and Ethical Issues in Health Care • Business C725 Managing Communications in Health Care • or a graduate level course from another department approved by supervisor and program director (or equivalent)

Program Learning Outcomes (PLOs)		Program Requirements	
By the end of the program, students graduating with a Ph.D. will …	**PhD Degree Level Expectations (DLEs)**	**Teaching Activities & Learning Opportunities**	**Assessments and Evidence**
Have deep expertise in his or her dissertation field	1, 2, 3, 4, 5, 6	• Foundation and discipline-specific courses • Comprehensive examination • Dissertation proposal defense • Final dissertation defense	• Course grades • Annual supervisory committee reports • Passing comprehensive examination • Successful dissertation proposal and final dissertation defenses
Be well versed in various advanced research methodologies	2, 3	• Research methodology courses • Research assistantship work • Designing and executing dissertation research project	• Course grades • Annual supervisory committee reports • Passing comprehensive examination • Successful dissertation proposal and final dissertation defenses
Have research evaluation skills	2, 3, 6	• Doctoral seminars assignments and presentations • Evaluation of prior research approaches, theoretical models, methods, and results as part of dissertation research	• Course grades • Annual supervisory committee reports • Passing comprehensive examination • Successful dissertation proposal and final dissertation defenses
Possess skills in writing rigorous research reports and papers	1, 2, 3, 4, 5	• Course project/research papers • Dissertation proposal • Final dissertation • Conference and journal submissions • Scholarship and grant applications	• Course grades • Successful dissertation proposal and final dissertation defenses • Acceptances/rejections of conference and journal submissions • Success in scholarship and grant competitions

Demonstrate effective presentation or teaching skills	4, 5, 6	• Doctoral seminar presentations • Dissertation proposal and final dissertation presentations • In-house presentations • Conference presentations • Teaching assistantship work • Teaching assignments	• Course grades • Successful oral defenses of dissertation proposal and final dissertation • Student evaluations

RESOURCES

5.1　GRADUATE PROGRAMS

FACULTY

The DeGroote School of Business employs and funds all of the faculty and staff associated with the program. Five core faculty members are eligible to teach and supervise PhD students. These faculty members also typically have teaching responsibilities in other graduate and undergraduate programs offered by the School. The staff complement for the PhD program includes 1 full-time Graduate Program Administrator as well as part-time assistance on "as needed" basis.

The financial resources for the PhD program come from two sources: The Scholarship Budget Allocation from the School of Graduate Studies and the Operating Budget Allocation from the DeGroote School of Business. These monies are used to provide financial support to students and maintain appropriate infrastructure of administrative, physical and IT resources required for the program.

All full time Health Policy and Management PhD students are guaranteed 4 years of funding based on the minimum as set by the School of Graduate studies, which is typically provided in some combination of scholarships, teaching and/or research assistantships. Many students are able to receive additional funding from winning internal and external awards (e.g., McMaster prestige scholarships, Ontario Graduate Scholarships, NSERC and SSHRC doctoral fellowship), summer research stipends funded through faculty research grants, and independent teaching contracts. In addition, the School provides each PhD student up to $4,000 dollars for conference travel expenses and $1,000 for dissertation related expenses.

The faculty members involved with the PhD program meet the AACSB International standards for faculty qualifications. The standards require that faculty members maintain the currency of qualifications through sustained scholarly contributions to their fields.

Our faculty members have served extensively in leadership roles in the scientific peer review process. They are or have served as Associate Editors and Guest Editors and on editorial boards of well-known journals in their field. Many have also served on panel members or peer review of major Canadian funding agencies.

SUPERVISION

Faculty Listing by Field

Faculty Name & Category of Appointment	M/F	Home Unit [1]	Supervisory Privileges [2]	Fields					
				ACCT or FIN	HP&M	IS	MOB HR	MS	MKTG
CATEGORY 1									
Patricia Wakefield	F	Business	(Full)		x				x
Maureen Hupfer	F	Business	(Full)		x				x
CATEGORY 2									
No members									
CATEGORY 3									
Gillian Mulvale	F	Business	(Full)		x				
Christopher Longo	M	Business	(Full)		x				
Glen Randall	M	Business	(Full)		x				
CATEGORY 4									
No members									
CATEGORY 5									
No members									
CATEGORY 6									
No members									

[1]. *This is the budget unit paying the salary: department, school, research centre or institute, or other.*

[2]. *Indicate the level of supervisory privileges held by each faculty member: e.g., full, master's only, co-supervision only, etc.,*

Category 1:   tenured or tenure-track core faculty members whose graduate involvement is exclusively in the graduate program under review. For this purpose the master's and doctoral streams of a program are considered as a single program. Membership in the graduate program, not the home unit, is the defining issue.

Category 2:   non-tenure-track core faculty members whose graduate involvement is exclusively in the graduate program under review.

Category 3:   tenured or tenure-track core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.

Category 4:   non-tenure track core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.

Category 5:   other core faculty: this category may include emeritus professors with supervisory privileges and persons appointed from government laboratories or industry as adjunct professors. Please explain who would fall into this category at your institution.

Category 6:   non-core faculty who participate in the teaching of graduate courses.

NOTE: Additional potential supervisors will be available from other Schools/Areas within McMaster, depending on student's area of interest for dissertation.

Completed and Current Numbers of Dissertation[1] Supervisions by Faculty Member

Faculty Member	Completed			Current		
	Master's	PhD	PDF	Master's	PhD	PDF
Category 1						
Patricia Wakefield	(3)			(1)		
Maureen Hupfer						
Category 3						
Gillian Mulvale	(1)				(3)	
Christopher Longo					(2) (1[3])	
Glen Randall	(5)				(2)	

[1].   Excluding supervisory committee activity.

[2].   Entries in brackets show supervision provided in other graduate programs.

[3].   PhD Supervision at other Universities.

SCHOOL OF GRADUATE STUDIES

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

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 (cbryce@mcmaster.ca).

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

DEPARTMENT	DeGroote School of Business – INFORMATION SYSTEMS AREA
NAME OF PROGRAM and PLAN	PhD Program in Business Administration – Information Systems field
DEGREE	**Ph.D.**

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

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

CREATION OF NEW MILESTONE ☐

CHANGE IN ADMISSION REQUIREMENTS		**CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE**		**CHANGE IN COURSE REQUIREMENTS**	X
CHANGE IN THE DESCRIPTION OF A <u>SECTION</u> IN THE GRADUATE CALENDAR	X	**EXPLAIN:** The calendar will need to reflect the change in course requirements for the Information Systems field			
OTHER CHANGES	**EXPLAIN:**				

1

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

Currently, Ph.D. students in the Information Systems field are required to take eight (8) courses as follows:

One (1) required common course:

- B790 – Seminar on Management Theory

Two (2) required research courses:

- B793 – Applied Multivariate Statistics
- B794 – Research Methods and Design

Two (2) PhD Information Systems courses, chosen from:

- K778 – Selected Topics in Information Systems I
- K779 – Selected Topics in Information Systems II
- K791 – Knowledge Management Systems
- K792 – Security, Privacy and Trust in eBusiness
- K793 – Mobile Commerce: Technology, Theory, and Applications
- K794 – Advances in Information Systems Research

Three (3) MBA Information Systems courses, chosen from:

- K723 – Data Mining and Business Intelligence
- K724 – eBusiness Strategies
- K725 – Business Process Management
- K731 – Project Management
- K735 – Managing the Implementation of Enterprise Systems
- K736 – Management Issues in eHealth
- K737 – Cases in eBusiness, Innovation and Entrepreneurship

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

1. Reduce the number of required MBA courses in the IS field from three (3) to two (2) courses.

2. Add one (1) required new PhD Information Systems research course (K797 – Independent Research Study).

3. Offer one additional PhD Information Systems research course (K795 – Qualitative Methods in Information Systems Research) in the list of possible PhD Information Systems courses that students can take.

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 following is a rationale for: i) reducing the number of required MBA courses in the IS field from three (3) to two (2) courses and ii) adding one (1) required new PhD Information Systems research course (K797 – Independent Research Study).

> The Information Systems (IS) Area, as part of its ongoing assessment of the PhD Program for the IS field, wishes to replace one required MBA course with one required PhD-level research course as a means of improving the research training of students in the IS field. The IS field is the only field in the PhD program that has students taking MBA courses. Other Areas have already modified their course requirements to eliminate MBA courses. For example, the MOBHR Area (when it revised its program requirements to eliminate MBA courses) created two one-on-one PhD level "research courses" (Business B797 and Business B798) that allow PhD students to write two research papers under the guidance of a faculty member. These courses do not need to be scheduled as a class and these courses are not considered as part of a faculty member's teaching load. The IS Area wants to follow a similar, but modified, model. Specifically, have one required one-on-one PhD level "independent research study" course (Business K797) replace a required MBA course where the K797 course would not be considered as part of a faculty member's teaching load. It is expected that students would take Business K797 in the Summer of Year 1.

The following is a rationale for offering one additional PhD Information Systems research course (Business K795 – Qualitative Methods in Information Systems Research) in the list of possible PhD Information Systems courses that students can take.

> Qualitative research methods have gained recognition and popularity in the Information Systems field in recent years. Also, qualitative research methods have been shown to increase the rigor and relevance of IS research to both theory and practice. It would behoove IS PhD students to gain experience with qualitative research methods as part of their formal research training.

> Adding this course also boosts the possible number of research courses available to IS PhD students and increases the rigor of research training for IS PhD students.

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.

No.

PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR (please include a tracked changes version of the calendar section affected if applicable):

The following portion of the calendar pertains to the description of the PhD program in Business Administration for the Information Systems (IS) field. The text has been extracted from http://academiccalendars.romcmaster.ca/preview_program.php?catoid=16&poid=10612&returnto=2711

> **IS Field**

> **Ph.D. Courses**

> The ~~two~~ three Ph.D. seminar courses must be taken.

> - BUSINESS B793 / Applied Multivariate Statistics

- BUSINESS B794 / Research Methods and Design

- ***BUSINESS K797 – Independent Research Study***

IS Ph.D. Courses

Two IS Ph.D. courses must be taken, chosen from:

- BUSINESS K778 / Selected Topics in Information Systems I

- BUSINESS K779 / Selected Topics in Information Systems II

- BUSINESS K791 / Knowledge Management Systems

- BUSINESS K792 / Security, Privacy and Trust in eBusiness

- BUSINESS K793 / Mobile Commerce: Technology, Theory, and Applications

- BUSINESS K794 / Advances in Information Systems Research

- ***BUSINESS K795 – Qualitative Methods in Information Systems Research***

MBA Information Systems Courses

~~Three~~ Two MBA information systems courses must be taken, chosen from:

- BUSINESS K723 / Data Mining and Business Intelligence

- BUSINESS K724 / eBusiness Strategies

- BUSINESS K725 / Business Process Management

- BUSINESS K731 / Project Management

- BUSINESS K735 / Managing the Implementation of Enterprise Systems

- BUSINESS K736 / Management Issues in eHealth

- BUSINESS K737 / Cases in eBusiness, Innovation and Entrepreneurship

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Brian Detlor   Email: detlorb@mcmaster.ca   Extension: x23949   Date submitted: Sept 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 DEGREE PROGRAM REQUIREMENTS / PROCEDURES

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

DEPARTMENT	DeGroote School of Business and School of Rehabilitation Science
NAME OF PROGRAM	Master of Health Management

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

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

CHANGE IN ADMISSION REQUIREMENTS		CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE		CHANGE IN COURSE REQUIREMENTS	
CHANGE IN THE DESCRIPTION OF A <u>SECTION</u> IN THE GRADUATE CALENDAR	X	**EXPLAIN: identify the list of courses that students can select 2 courses to complete this degree requirement**			
OTHER CHANGES	**EXPLAIN:**				

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

Degree Requirements:

2. Complete with at least B- standing, one of the following option
a. Course-Based Option: Completion of two additional McMaster elective courses (two graduate half courses) using a list of pre-approved courses for electives as per 1b) above.
HLTH MGT 731 / Economic Evaluation in Healthcare
HLTH MGT 732 / Strategic Writing for Healthcare Professional
HLTH MGT 733 / Knowledge Translation in Healthcare Practice and Management
HLTH MGT 734 / Quality and Safety in Healthcare

b. Scholarly Paper Option: Complete HLTHMGT 730 Scholarly Paper to demonstrate integrative thinking in the study of health management at a general and abstract level.

RATIONALE FOR THE RECOMMENDED CHANGE: *The program has identified a specific list of 4 courses that students are to select 2 courses from.*

PROVIDE IMPLEMENTATION DATE: *(Implementation date should be at the beginning of the academic year)* September 2017

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:

Degree Requirements

2. Complete with at least B- standing, one of the following option

a. Course-Based Option: completion of two additional half courses from using the following list:

HLTHMGT 731: Economic Evaluation in Healthcare

HLTHMGT 732: Strategic Writing for Healthcare Professionals

HLTHMGT 733: Knowledge Translation in Healthcare Practice and Management

HLTHMGT 734: Quality and Safety in Healthcare

b. Scholarly Paper Option: Complete HLTHMGT 730 Scholarly Paper to demonstrate integrative thinking in the study of health management at a general and abstract level.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

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

Date submitted:

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 DEGREE PROGRAM REQUIREMENTS / PROCEDURES / MILESTONES

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 (cbryce@mcmaster.ca).   3.   A representative from the department is **required to attend** the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT	DeGroote School of Business
NAME OF PROGRAM and PLAN	Master of Business Administration

DEGREE	M.B.A.

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*
Is this change a result of an IQAP review? ☒ **Yes** ☐ **No**

CREATION OF NEW MILESTONE ☐

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

CHANGE IN THE DESCRIPTION OF A <u>SECTION</u> IN THE GRADUATE CALENDAR	x	**EXPLAIN:** Two-thirds of our MBA students do not take minors while in the program. Minors are not a differentiating factor when recruiting students to the program and our employers do not see them as adding value to the workplace. Currently, DeGroote offers eight minors – seven of which mirror existing specializations. As of September 2016, we will no longer offer minors in the MBA program.
OTHER CHANGES		**EXPLAIN:**

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

From pg. 20-23 of the Academic Calendar:

Minors are available in: Accounting & Financial Management Services, Finance, Management, Management Information Systems, Management of Innovation and New Technology, Strategic Business Valuation, Strategic Marketing & Supply Chain Management.

Courses used in fulfillment of specialization requirements cannot also be applied to a minor area. Completion of minors is subject to course availability. Students may complete more than one minor.

Requirements for the Minors are (courses listed for each discipline)…

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

Please see attached proposal

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?):

Please see attached proposal

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.

No

PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR (please include a tracked changes version of the calendar section affected if applicable):

MBA Program

The MBA program at McMaster University was created in 1962, and boasts more than 16,000 alumni around the world. The DeGroote School of Business is also AACSB accredited - less than 5% of business schools worldwide earn this distinction in management

education.

Canada's largest co-op MBA program was established at McMaster in 1973, and today is a premier choice for students who want to gain work experience while studying, and for employers who want to hire future business leaders.

Full-time, part-time and accelerated programs are also offered to give students the flexibility they need to continue their education and become leaders in the business world and the community. Classes are held at the Ron Joyce Centre in Burlington, Ontario in a state-of-the-art building designed to enrich the student learning experience.

Students interested in the MBA program can obtain full particulars on regulations, as well as full course descriptions, from the MBA Academic Calendar, available on the DeGroote School of Business MBA webpage at http://mbastudent.degroote.mcmaster.ca/.

The MBA program consists of 20 courses; ten in year one and ten in year two. Twelve of the 20 courses are core courses, which all students are required to take. In year two, students must select a specialization and complete courses required for that specialization. They may also elect to take minors in certain subject areas (DELETE). For specific information, see the MBA Academic Calendar.

Topics covered in the Selected Topics courses will vary depending on recent developments in the subject area and the research interests of the instructor(s).

There is no thesis requirement for graduation in the MBA program. However, a student in the second year may, with the prior approval of

Specializations & Minors: (DELETE)

(NEW WORDING FOR GRAD CALENDAR. Please add)

As of September 2016, areas of specialization that are available are as follows:

- Accounting and Financial Management Services
- Finance
- Health Services Management (certain restrictions may apply)
- Management Information Systems
- Management of Innovation and New Technology
- Strategic Business Valuation
- Strategic Marketing
- Supply Chain Management

This change is for new students only. In-program students in the full-time, part-time and co-op programs will be grandfathered based on

the specialization they registered for.

Minors are available in:

- Accounting and Financial Management Services
- Finance
- Management
- Management Information Systems
- Management of Innovation and New Technology
- Strategic Business Valuation
- Strategic Marketing
- Supply Chain Management

Courses used in fulfillment of specialization requirements cannot also be applied to a minor area. Completion of minors is subject to course availability. Students may complete more than one minor

Please note that starting September 2016 program minors will no longer be available in the MBA program.

(PLEASE DELETE ALL YELLOW HIGHLIGHTED TEXT)

Please add in red text

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Sue McCracken   Email: smcrac@mcmaster.ca   Extension: 23993   Date submitted: September 24, 2015

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

SGS/2013

To   :   Graduate Council

From   :   Christina Bryce
               Assistant Graduate Secretary
_____

At its meetings on September 16th and October 20th, 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 October 28th, 2015 meeting of the Faculty of Health Sciences Executive.

FOR APPROVAL OF GRADUATE COUNCIL:

- **M.D./Ph.D. Proposal and Calendar Copy (also approved by the Faculty of Science)**

- **Medical Sciences**
    i. Change to Calendar Copy

SCHOOL OF GRADUATE STUDIES

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

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

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

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

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

<table>
<tr><td>DEPARTMENT</td><td colspan="8"></td></tr>
<tr><td>NAME OF PROGRAM</td><td colspan="8">MD/PhD</td></tr>
<tr><td>PROGRAM DEGREE</td><td>Ph.D. ( )</td><td>M.A. (   )</td><td>M.A.Sc.
(   )</td><td>M.B.A.
(   )</td><td>M. Eng.
(   )</td><td>M.Sc. ( )</td><td>Diploma Program
(   )</td><td>Other
(Specify)

MD/PhD</td></tr>
</table>

<table>
<tr><td colspan="8" align="center">NATURE OF RECOMMENDATION <i>(PLEASE CHECK APPROPRIATE BOX)</i></td></tr>
<tr><td colspan="2">CHANGE IN ADMISSION REQUIREMENTS</td><td></td><td colspan="2">CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</td><td></td><td>CHANGE IN COURSE REQUIREMENTS</td><td></td></tr>
<tr><td colspan="2">CHANGE IN THE DESCRIPTION OF A <u>SECTION</u> IN THE GRADUATE CALENDAR</td><td>Y</td><td colspan="5">EXPLAIN:

The MD/PhD program is presently described in the Biochemistry and Medical Sciences sections in the calendar. As MD/PhD students may now complete their PhD in multiple programs, we would like to remove MD/PhD program description from Biochemistry and Medical Sciences, and present it as a separate item on the Calendar Program List. The suggested description is attached.</td></tr>
<tr><td>OTHER CHANGES</td><td>Y</td><td colspan="6">EXPLAIN:

Addition of Chemical Biology and Health Policy to the list of eligible programs and other doctorate programs on the case-by-case basis.</td></tr>
</table>

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

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

Please see attached which will constitute the "Combined MD/PhD Program" section.

RATIONALE FOR THE RECOMMENDED CHANGE:

Streamlining of the program information and making it easier to find.

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

September 2015

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

No

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

Please see attached.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dr. Peter Margetts Email: margetts@mcmaster.ca Extension: 32299 Date submitted: September 11, 2015

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

SGS/2013

Combined MD/PhD Program:

Program

The McMaster MD/PhD Program is designed to train exceptional students who will bridge the gap between medical sciences and clinical application. The McMaster MD/PhD program combines the strength of a unique, patient-oriented and problem based medical education at the Michael G. DeGroote School of Medicine with a strong, internationally-renowned healthcare research environment. MD/PhD graduates will be well prepared to participate in basic or clinical research and will have an ideal foundation to become leaders in integrated and translational research endeavours that will bring the promise of medical research to the reality of patient care. The program is uniquely structured to allow optimal integration of medical education and research training that starts on the first day and extends throughout this 7 year program.

Admission Requirements

Applicants must be successful in their application for the Michael G. DeGroote School of Medicine and meet the entry criteria for the eligible PhD program.

Degree Requirement

The MD/PhD program has specific blocks of time provided for activities focused on either clinical or research studies, but maintains some flexibility and integration. MD/PhD candidates will start their program with 12 months focused on PhD research, followed by 15 months of the MD program (MF1 – MF5). This is followed by a block of time focused on PhD research (usually 3 years). After successfully completing the requirements for the PhD degree, the student will finish the program with 2 years of clinical MD training (clerkship). Any deviation from this outlined schedule will be requested by the student in writing. These requests will be reviewed by the MD/PhD program committee and the student's doctoral program, before making a recommendation to the Associate Deans.

MD Program Fulfillment

The MD/PhD student is responsible for successful completion of the McMaster MD program including all aspects of the curriculum, electives, and clerkship rotations required for graduation with an MD degree.

The MD/PhD student must inform the MD/PhD Program Director by March 1 of the year the student intends to re-enter the MD program in the clerkship rotation. This will provide sufficient time for the student to enter the clerkship match process ("lottery") held in May before commencing clerkship in November. The Program Director will obtain confirmation from the student's PhD Supervisor and committee that the student will complete the PhD

requirements before starting the clerkship rotation.

Horizontal clinical electives are strongly encouraged during the 3 year research block following MF5. The student may use these elective periods to enhance areas of clinical interest or to solidify knowledge and clinical skills.

There are 24 weeks of block electives required by the MD program. Seven weeks are completed between MF4 and MF5 and the remaining 17 weeks are completed during clerkship. Fifty percent of the clerkship electives must be clinically oriented.

PhD Program Fulfillment

The students are required to successfully complete courses as required by the Graduate Studies Program in which they are enrolled. Students will successfully complete Comprehensive Examinations of the Graduate Program that they are enrolled and will successfully complete thesis work and any other requirements of the relevant graduate program.

Eligible Programs

MD/PhD students can complete their PhD studies in the following graduate programs: Medical Sciences, Biochemistry, Neuroscience, Health Research Methodology, Health Policy, Biomedical Engineering, or Chemical Biology. Further programs will be considered on a case by case basis.

McMaster University

SCHOOL OF GRADUATE STUDIES

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

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

DEPARTMENT	
NAME OF PROGRAM	Medical Sciences

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

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*					
CHANGE IN ADMISSION REQUIREMENTS		**CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE**		**CHANGE IN COURSE REQUIREMENTS**	
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	X	**EXPLAIN:**			
OTHER CHANGES	**EXPLAIN:**				
DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:					

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

To remove section pertaining to the MD/PhD program that currently exists in the Medical Sciences section of the graduate calendar, as there will be a new section solely dedicated to the MD/PhD program

RATIONALE FOR THE RECOMMENDED CHANGE:

To avoid duplication in the calendar

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

Fall 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:

The Medical Sciences calendar section should just state that the MD/PhD program is available for students in Medical Sciences and reference the new MD/PhD calendar section.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Judy West-Mays   Email: westmayj@mcmaster.ca   Extension: 26237   Date submitted: Sept. 28/15

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

To   :   Graduate Council

From   :   Christina Bryce
              Assistant Graduate Secretary
_____

At its meeting on October 23rd, the Faculty of Humanities Graduate Curriculum and Policy Committee approved the following graduate curriculum recommendations.

Please note that these recommendations were forwarded for approval to the November 10th, 2015 meeting of the Faculty of Humanities.

FOR APPROVAL OF GRADUATE COUNCIL:

- **English and Cultural Studies**
  - -Change to Course Requirements

FOR INFORMATION OF GRADUATE COUNCIL:
- **English and Cultural Studies**
  - Course Cancellation: CSCT 718 Power, Knowledge, Critique, Resistance
  - New Courses:
    - CSCT 732 Foundations in Cultural Studies and Critical Theory
    - CSCT 733 Problems in Cultural Studies
    - ENG/CSCT 708 – Selfie/Culture
    - ENG/CSCT 738 – Forms of Thought: (New) Critical Thinking and Writing
- **History**
  - Course Cancellation: 726 Religion, Culture and Society in Canada, 1780-1960
  - New Courses:
    - 770 Race and Gender in Colonial History
    - 771 State and Civil Society in Canada 1848-1948
    - 772 State and Civil Society in Canada 1948-2000
    - 773 Christianity and the Secularization Problem in the Atlantic Word 1750-2000

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

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 (cbryce@mcmaster.ca).
3.   A representative from the department is **required to attend** the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT	English & Cultural Studies		
NAME OF PROGRAM and PLAN	Cultural Studies and Critical Theory, M.A.		
DEGREE	**Master of Arts**		
NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)* **Is this change a result of an IQAP review?** ☐ Yes ☒ No			
CREATION OF NEW MILESTONE ☐			
CHANGE IN ADMISSION REQUIREMENTS		**CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE**	**CHANGE IN COURSE REQUIREMENTS**	X

CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR		**EXPLAIN:** Under CSCT Admissions
OTHER CHANGES	**EXPLAIN:**	

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Admission: Candidates for the M.A. in Cultural Studies and Critical Theory will complete <mark>one full-year core course (CSCT 718)</mark> and 4 elective half courses (or their equivalent) over the fall and winter terms, with grades of at least B- in each, write a satisfactory major research project of 10,000 to 12,500 words (40 to 50 pages) over the course of the summer, and successfully present the project at a symposium. (Second paragraph is not affected).

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

Candidates for the M.A. in Cultural Studies and Critical Theory will complete <mark>two half-year core courses (CSCT 7XX and CSCT 7XX)</mark> and 4 elective half courses (or their equivalent) over the fall and winter terms, with grades of at least B- in each, write a satisfactory major research project of 10,000 to 12,500 words (40 to 50 pages) over the course of the summer, and successfully present the project at a symposium.

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 proposal of the to two 3-unit courses, converts the current 6-unit core course and enables students from new CNMCS PhD (and others, subject to department permission) to take the first course focused on CSCT foundations. The second course will be open only to students in the CSCT MA program. Both courses will be required for students in the CSCT MA. The arrangement of the courses, with the second focused on a particular problem or set of problems in CSCT, is designed to be flexible enough to allow a range of faculty to teach the "problems" course focused on a particular area of interest.

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

September 2016 and January 2017

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 (please include a tracked changes version of the calendar section affected if applicable):

Candidates for the M.A. in Cultural Studies and Critical Theory will complete <mark>two half-year core courses (CSCT 7XX and CSCT 7XX)</mark> and 4 elective half courses (or their equivalent) over the fall and winter terms, with grades of at least B- in each, write a satisfactory major research project of 10,000 to 12,500 words (40 to 50 pages) over the course of the summer, and successfully present the project at a symposium.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dr. Mary Silcox   Email: silcox@mcmaster.ca   Extension: 27314   Date submitted: October 9, 2015

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

SGS/2013

To   :   Graduate Council

From   :   Christina Bryce
              Assistant Graduate Secretary
_____

At its meeting on October 5th 2015 the Faculty of Science Graduate Curriculum, Policy, Admissions and Study Committee approved the following graduate curriculum recommendations.

Please note that these recommendations were approved at the October 29th, 2015 meeting of the Faculty of Science.

FOR INFORMATION OF GRADUATE COUNCIL:

- **Biology**
  - Course Cancellation: 6EE3 Human Diversity and Human Nature
  - Course Description Change: 720 Bioinformatics

- **Kinesiology**
  - Update to Prerequisites: 701, 702, 704, 705, 708, 709, 711, 712, 713, 714, 715, 717, 718, 719, 720, 721, 722, 723, 724, 725

  - New Course: 726 Cognitive Neuroscience of Exercise

2015-16 Scholarship Committee Members-Additional Members as of 110215

Science

Dr. Jim McNulty   Chemistry

Engineering

Eric Salt   Mechanical Engineering   Graduate Student
Saman Rastgoo Moghadam   Civil Engineering   Graduate Student