To   :   Members of Graduate Council

From   :   Christina Bryce
Assistant Graduate Secretary

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The next meeting of Graduate Council will be held on **Tuesday March 22nd at 9:30 am in Council Chambers (GH-111)**

Listed below are the agenda items for discussion.

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

A G E N D A

  I.   **Minutes of the meeting of February 23rd, 2016**

 II.   **Business arising**

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

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

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

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

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

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

 IX.   **Discussion of Graduate Supervision Document for Incoming Students**

  X.   **New Scholarships**

Graduate Council
February 23rd, 9:30 am
GH 111

Present: Dr. B. Milliken (Acting Chair), Ms. S. Baschiera, Dr. C. Hayward, Dr. N. Agarwal, Dr. T. Porter, Dr. M. Thompson, Mr. R. Mah, Mr. D. Finnerty, Mr. A. Viswanathan, Dr. D. Gillespie, Ms. B. Gordon, Dr. D. Novog, Dr. A. Holloway, Dr. G. McClelland., Dr. F. Franek (for Dr. A. Deza), Mr. M. Bui, Mr. P. DeMaio, Dr. E. Gedge, Dr. P. Swett, Dr. A. Fudge Schormans

Regrets: Dr. S. McCracken, Dr. M. Verma, Dr. A. Guarne, Dr. S. Streeter, Dr. A. Shi, Ms. R. Pereira, Mr. R. Morton, Ms. A. Ion

A G E N D A

I.   Minutes of the meeting of January 19th, 2016

The minutes of the meeting of January 19th, 2016 were approved on a motion by Dr. Hayward, seconded by Dr. Swett.

II.   Business arising

There was no business arising.

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

Dr. Milliken reported on a couple of items on behalf of Dr. Welch. He noted that many of the issues from the first month and a half of the term have been resolved. In particular there is now a mechanism that in place to handle overpayments. He asked Ms. Gordon to provide an update on graduate pay. Ms. Gordon reported that an email went out to the students who were affected in January and Accounts and Cashiers have now corrected manually. She asked if any other issues that arise, please do reach out to SGS.

Dr. Milliken noted that graduate admissions also seems to be moving along. A series of temporary workers have been hired to help programs deal with greater than normal workloads associated with Mosaic bugs. Dr. Milliken directed any programs who wanted to take advantage of this to contact Stephanie Baschiera's team. Ms. Baschiera provided a brief update noting that while there are still a number of issues associated with the Mosaic application, many of the big issues seem to be resolved, as applicants and referees are getting through. Admissions numbers are still down but there has been an increase in the number of Ph.D.s submitted.

IV.   Report from the Graduate Associate Deans

Dr. Milliken reported that the Faculty of Science is at the outset of the process where they link current graduate students with paths to industry. The intention is to raise the profile of paths to industry for Ph.D. graduates who will end up pursuing non-academic jobs. He noted the importance of making people who

might be interested in pursuing graduate studies aware that there are jobs out there for them other than academia. Dr. Agarwal had nothing to report. Dr. Porter reported that the Faculty of Social Sciences is working on a 'research shop'. This endeavour involves graduate students helping community organizations on short term research work. He also provided a brief update on the working group on Risk Management: there had been a number of volunteers. There is a research assistant pull together some documentation and working on draft report that surveys the literature on risk management for students in hazardous countries. The working group will also be examining what work is being done elsewhere. Dr. Hayward provided an update on the graduate program handbook working group. They group has had one meeting and all program handbooks have been gathered for the GSA. Each associate dean has also received a compilation of all handbooks associated with their faculty. With respect to the Faculty of Health Sciences she reported that the student ambassador program had been quite active. They were part of a group that also engaged undergraduate students to look at all FHS affiliated programs website to see if students liked what they saw there. They conducted a fairly detailed and critical review offering suggestions to programs. These ambassadors have also been going out and having meetings with undergraduate students about opportunities for graduate education at McMaster. The Faculty is also looking back at goals that were set last year regarding recruitment. Dr. Thompson reported that the Faculty of Engineering is focused on professional development. They are setting up a large survey, potentially in concert with other universities, to see where Ph.D.s are ending up in the workforce. The Faculty plans to use this both to assist to current Ph.D. students and to use for recruitment. He noted that the Faculty also plans to implement a co-op option but are currently working through some difficulties with respect to how it will be applied particularly with respect to international students. Dr. Swett reported that the Faculty of Humanities is also interested in professional development. She noted that she had previously mentioned the Trace program, a SHERC funded project that will look back at what graduates of Humanities Ph.D. degrees have done after university. The Faculty is also funding a couple of students to go to a conference in May to focus on the future of humanities, specifically as it relates to students. The Faculty is also working to revamp the graduate aspect of the Humanities website.

V.   Report from the Associate Registrar and Graduate Secretary
There was no report.

VI.   Report from the Assistant Dean, Graduate Student Life and Research Training
There was no report.

VII.   Faculty of Business Graduate Curriculum and Policy Committee Report

Dr. Agarwal presented three curriculum recommendations that required Graduate Council approval. The first related to Ph.D. program in Marketing. The Marketing field wanted to introduce a new required course and pair it with an existing required course to allow students to choose between the courses. The change is intended to introduce some level of choice, the number of required courses overall remains the same. The second item for approval was the calendar copy for the new EMBA program approved last year.

The third proposed change was to the admission requirements for the graduate diploma in professional accountancy. The program currently accepts candidates from other Ontario universities. The change would allow them to accept qualified candidates from all Canadian universities.

Dr. Agarwal moved and Dr. Holloway seconded: 'that Graduate Council approve the changes proposed by the Faculty of Business as described in the documents.'

The motion was carried.

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

Dr. Hayward noted that there were two items for approval: both BDC and Child Life M.Sc. are launching their new Masters programs in September and are now accordingly putting forward their calendar copy. The calendar copy is consistent with what was described in the detailed proposal that was part of the program approval. For Child Life studies there are two streams: those with field experience and those without. Dr. Milliken noted one potential typo.

Dr. Hayward moved and Dr. Thompson seconded, 'that Graduate Council approve the changes proposed by the Faculty of Health Sciences as described in the documents.'

The motion was carried.

IX.   Faculty of Humanities Graduate Curriculum and Policy Committee Report

After some discussion, it was agreed to address this item at the next meeting of Graduate Council.

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

Dr. Porter presented the changes. The first proposed change was to the course requirements for Globalization. The program introduced a new core required course and adjusted their course requirements accordingly. The seconded group of changes were from Health Aging and Society and included cleaning up some calendar copy around the replacement courses that students have to take if they have already completed their core courses in the Masters degree as well as a detailed process for the comprehensive examinations. The third change proposed was by Economics: the program revised their calendar copy to

include information around their new co-op courses. The final change was from Religious Studies. The program had previously expected students to have background in western religious traditions but they have found that this is not necessarily the case and have revised their admission requirements accordingly.

Dr. Porter moved and Dr. Hayward seconded, 'that Graduate Council approve the changes proposed by the Faculty of Social Sciences as described in the documents, subject to Faculty of Social Sciences approval.'
The motion was carried.

XI.   Discussion of the use of 'Marginal' in Supervisory Committee Report
Dr. Milliken noted that a concern had been raised regarding the use of the 'marginal' category in supervisory committee meeting reports. The idea is that in evaluating students their might be reluctance in marking students as marginal. The reluctance may be associated with the fact that using the 'marginal' designation triggers automatic action in the form of a letter. Dr. Milliken noted that the concern was that a committee member might want to show that progress hasn't been as expected, but they also don't want to trigger a letter to the student. A council member noted that they had seen reluctance to use marginal even in cases where the student did need to do more work.   One of the suggestion is to add a satisfactory category that would not trigger an alert but still signal that the students' needs to do some work.

Another council member noted that they would also like to see a 'satisfactory' category. The problem they've encountered in their program is that they'd like something between 'marginal' and 'good'. They don't mind the letter where it is required but there is a big gap between marginal and good. The concern from this council member's program is if they give a 'borderline student a 'good' and then it turns out they may indeed need more work.

Dr. Milliken noted that Dr. Welch wanted everyone to know that the only record of marginal is in their file. When the 'ship gets righted' and the student graduates, any record of marginal doesn't appear on their transcript. If creating additional categories means that 'marginal' is underutilized that might be a concern.

A council member asked if additional categories were required or if it might be best to relabel those that already exist, noting that 'Excellent', 'Satisfactory' and 'Marginal' could be appropriate. They suggested that the current set up encourages their students to achieve excellence. Another council member asked if additional categories are just coming from the committee, will it have the same weight? They suggested that one of the additional categories could trigger action that comes from the department or program.

Dr. Hayward noted that she would like to see five categories. The reality is that not everyone achieves excellence. She has also observed that there are some students who have gone from unsatisfactory to marginal. The student was then provided direction to show what their progress needs to be to be considered 'satisfactory'. She thought the marginal category was still needed in addition to unsatisfactory.

Dr. Agarwal noted there was no reluctance in his program to use marginal. In the case of a 'marginal' report the student receives very detailed feedback and the committee meets more frequently to measure progress. He was not sure about adding 'satisfactory', noting that there is a range in 'good' and that comments can be included in the form.

Dr. Porter supported adding the 'satisfactory' as more variation can show students a more finer-grained assessment.

Dr. Hayward said that another issue is over-time and out-of-time students. How can students be considered to be making excellent progress if they're not completing their degree on time? She suggested that there needed to be discussion around what each of these categories mean. Dr. Milliken responded that that was exactly what Dr. Welch envisioned: a scale to use the metrics appropriately for supervisory committee reports. Dr. Milliken noted that it was a colleague who explained the scale to him. Dr. Welch's thinking was that whether or not we go to four or five categories, there needs to be a place to direct faculty and students to clarify the use of each category. Dr. Hayward noted that for scholarly papers, some programs in the Faculty of Health Sciences have introduced a rubric and this has tremendously improved the quality of the papers. She thought there would still need to be specificity for particular programs but some general descriptors about what is considered 'satisfactory', for example, would still be valuable.

Dr. Milliken noted that the take home point from the discussion seemed to be that whether there are four or five categories, there needs to be more specificity around what each category means and that if a 'satisfactory' is noted this might need to trigger some work from the program.

A council member said that the categories need to allow for a fair amount of flexibility between programs. There are fields who just take a long time to get results, so providing an 'excellent' to overtime and out of time might still be correct in that case.

Dr. Swett said that the descriptors for each category should be on the form itself, suggesting that it was unlikely that anyone would look up what the categories mean in the middle of a supervisory committee meeting.

Dr. Porter said there seemed to be a lot of support for five categories and asked for a show of hands. All council members noted their agreement.

XII.   NEW SCHOLARSHIPS

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

The motion was carried.

To   :   Graduate Council

From   :   Christina Bryce
                    Assistant Graduate Secretary

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At its meeting on January 20th, the Faculty of Business Graduate Curriculum and Policy Committee approved the following graduate curriculum recommendations.

Please note that these recommendations were approved at the January 28th meeting of the Faculty of Business.

FOR APPROVAL OF GRADUATE COUNCIL:
- **EMBA**
  - **New Program Calendar Copy**

EMBA

Phone: 905-525-9140, ext. 20568

Fax: 905-634-4994

E-mail: General inquiries: emba@mcmaster.ca; Admissions: admit.emba@mcmaster.ca

Website: http://emba.mcmaster.ca

Location: Ron Joyce Centre, DeGroote School of Business, McMaster University, 4350 South Service Road, Burlington, ON, L7L5R8

EMBA Program

The EMBA in Digital Transformation is designed to prepare experienced students with the requisite leadership skills to excel in a rapidly changing digital landscape. Students will focus on learning how to manage digital systems and how to use those systems to make data-driven decisions, lead complex and diverse teams in digital environments, and recruit exciting new talent.

The program is made up of four residential modules, each 9-12 days in length, held in Burlington and Toronto, Ontario, and in Silicon Valley, California. Students learn from faculty instructors in the classroom and from industry experts on site, including senior executives from the program's corporate sponsors, IBM, SAS, CIBC and theScore. Between modules, students will collaborate and learn online through a variety of lectures, projects and exercises, roughly 5-10 hours per week. For a full breakdown of each module including introductions from module lead faculty members, prospective students can visit http://emba.mcmaster.ca/about-the-program.

Over 13 months, students will cover core topics such as finance, marketing and strategy, while also gaining exposure to technical content more often associated with master-level courses in data science and business analytics. This technical content will better inform them in making strategic decisions, mitigating risk and driving business innovation. The program is aimed at candidates looking to advance their professional career in any industry that values digitally-driven innovation and "big data" insight.

Though there is no thesis requirement for graduation in the EMBA program, all students will complete a capstone project that begins in the first module and, developing through topics studied throughout the program's 13 months, will culminate in a formal presentation and report in module four.

Admission Requirements

Standard admission requirements for the EMBA program are:

- 4-year bachelor's degree in any discipline
- B average (73-77%) in the two most recent years of university study
- Considerable work experience, including a significant amount in a managerial capacity
- Demonstration of English proficiency (written and oral)
- Exceptions: Non-degree applicants will be considered if they have a minimum of 7-years managerial experience. If candidates fall short on work experience or degree requirements, they will be assessed on a case-by-case basis and may be required to write a GMAT.

Program Requirements

The EMBA program is structured into 4 residency modules, with online components between modules. Below is a list of the courses, organized by modules:

Module 1:
T711 Statistics for Analytics
This course covers the fundamental ideas and concepts of statistical analytics. Commencing with the basic elements of exploratory data analysis, the course will delve further into modeling and regression methodology, laying foundation for advanced discussions in data analytics.

T712 Strategic Marketing
Providing a conceptual portfolio of marketing tools for analyzing and addressing problems, students will focus on using these concepts and tool along with critical thinking skills and data to make better strategic and tactical marketing decisions.

T713 Strategic Informational Systems
Introduces the fundamental concepts of digital information systems and how they support management and operations in the modern business environment, specifically addressing the question of what the role of such systems is in creating and sustaining a competitive advantage.

T714 Accounting/Finance for Decision Making
Introduces core concepts of accounting and finance with opportunities to apply these concepts to problems, cases and real-time analyses. This course is preceded by online self-study courses that will cover the basic principles in financial accounting and finance.

Module 2:
T721 Digitally-driven Entrepreneurship
This course combines collaborative explorations of new project development with a look at the theoretical and empirical study of entrepreneurship and intrapreneurship, entrepreneurial thinking and project promotion, development, support and project life-cycle.

T722 Strategic Marketing Analytics
Building on core concepts in analytics, students will have hands-on experience with the tools used by the most advanced marketers in modern business. Through discussions, site visits, cases and projects, students will study predictive analytics, data visualization, modeling, big data and more.

Module 3:
T731 Strategic HR Analytics
This course will provide students with the knowledge and abilities required to effectively leverage human resources so that they are optimally aligned with the strategic direction of the organization, with some emphasis on emerging technology including data analytics and neuroscience.

T732 Organizational Behaviour for Decision Making

This course will enable to you analyze, understand and effectively manage the human dynamics that characterize organizations, so that data analytics and technology can best be leveraged to meet the needs of internal and external stakeholders.

T733 Personal Leadership and Communication

Personal and professional development and leadership practice form common themes throughout this course. Students will apply leadership principles within a coaching model that will involve self-assessment, identification of areas requiring improvement, action planning, and practical implementation steps designed to achieve positive change in chosen individual areas. Students will also focus on Leadership Communications including relationship & reputation management, multi-level communication strategies, crisis management, negotiation tactics, team alignment and engagement.

T734 Innovation Leadership and Design Thinking

Delivered in a highly interactive format, this course is designed to help students explore the leadership and governance challenges of building direction, alignment and commitment across complex business ecosystems. Challenges such as identifying and overcoming barriers to innovation will be examined through the application of design thinking methodologies to complement traditional data mining and analytical techniques. Students will have an opportunity to engage with senior industry leaders with experience in the application of design thinking, advanced analytics and change management approaches to identifying and operationalizing digitally-driven insights and innovations.

Module 4:

T741 Strategic Management for Decision Making

The discussion of strategic management is framed around the need to develop a clear vision for how a firm can create value for existing and potential customers, with a focus explicitly on organizations in technology-intensive industries who seek to gain a competitive advantage by leveraging their digital and data assets.

T742 Strategic Valuation for Digital Organizations

This course explores theoretical underpinnings and practical applications of contemporary valuation theory, and accounting for the current economy of intellectual property competition, including proprietary digital technology, will introduce students to intangible assets valuation.

T743 Emerging Topics in Digital Transformation

This course will introduce students to emerging issues related to digital transformation. Topics will be drawn from current events and developing digital challenges and opportunities. The course will allow for an in depth investigation of these topics through the utilization of case studies as well as student and expert presentations.

T710 Integrative Capstone Project

The EMBA Capstone Team Project is initiated at the start of the program and culminates in a presentation during the final module. Under the guidance of faculty and industry mentors, students will gain tangible experience and insights on the opportunities and challenges associated with digital technologies.

Faculty

<u>Professors</u>

Rick. D. Hackett, B.Sc. (Toronto), M.A. (Windsor), Ph.D. (Bowling Green State) / Human Resources & Management / CRC Chair Tier 1

Michael Hartmann, BA Honours (Western Ontario), MA (Toronto), MBA (York), DBA (University of St. Gallen) / Human Resources & Management / Principal of the Directors College

Khaled S. Hassanein, B.Sc. (Kuwait), M.A. Sc. (Toronto), M.B.A. (Wilfrid Laurier), Ph.D. (Waterloo), P.Eng. / Chair, Information Systems / Director, McMaster eBusiness Research Centre

Milena Head, B.Math (Waterloo), M.B.A., Ph.D. (McMaster) / Information Systems / Wayne C. Fox Chair in Business Innovation

Benson L. Honig, B.A. (San Francisco State), Ph.D. (Stanford) / Human Resources and Management / Teresa Cascioli Chair in Entrepreneurial Leadership

Mahmut Parlar, B.Sc., M.Sc. (Middle East Tech.), Ph.D. (Waterloo) / Operations Management / Distinguished Business-Research Professor

<u>Associate Professors</u>

Arshad Ahmad, MBA, Ph.D. (McGill) / Finance & Business Economics / Associate Vice-President, Teaching & Learning / Director, McMaster Institute for Innovation and Excellence in Teaching & Learning (MIIETL)

Nick Bontis, B.A., Ph.D. (Western) / Chair, Strategic Management

Catherine Connelly, B.Comm. (McMaster), M.Sc., Ph.D. (Queen's) / Human Resources & Management/ CRC Chair Tier II

Anna Danielova, B.Sc. (Yerevan), M.Sc. (American University of Armenia), M.A., M.B.A. , Ph.D. (Indiana) / Finance & Business Economics

Kenneth R. Deal, B.S., M.B.A., Ph.D. (SUNY at Buffalo) / Marketing

Manish Kacker, B.A. (Delhi), PGDM (Indian Inst. of Management),Ph.D. (Northwestern) / AIC Professor in Strategic Business Studies / Marketing

Teal McAteer, B.Com. (Queen's), M.I.R., Ph.D. (Toronto) / Human Resources & Management

Assistant Professors

Terry Flynn, B.A. (Carleton), M.S., Ph.D. (Syracuse) / Communication Studies

Kevin Veenstra, B.A. (Honours), M.Acc. (Waterloo), Ph.D. (Toronto), CPA, CA, CMA, CFA / Accounting & Financial Management Services

Industry Professors (TBC)

Chris Bones, Professor of Creativity and Leadership, University of Manchester / Dean Emeritus, Henley Business School

Barry Libert, Chairman and CEO, OpenMatters LLC

Karel Vredenburg, Director, IBM Design / Head, IBM Studios

To : Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

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At its meeting on November 12th, 2015 and via e-ballot on November 24th the Faculty of Humanities Graduate Curriculum and Policy Committee approved the following graduate curriculum recommendations.

Please note that these recommendations were approved at the February 1st meeting of the Faculty of Humanities.

FOR APPROVAL OF GRADUATE COUNCIL:

- **Classics**
  - **Change to Admission Requirements**
  - **Change to M.A. Requirements**
    1. With Thesis
    2. Without Thesis

- **French**
  - **Change to Calendar Copy – M.A.**
  - **Change to Calendar Copy – Ph.D.**
    1. Course Work
    2. Language Requirement
    3. Comprehensive Exam
    4. Timeline
- **History**
  - **Change to Comprehensive Exam Procedure**

- **Gender Studies and Feminist Research**
  - **Change to Calendar Copy**

- **Philosophy**
  - **Change to Calendar Copy**

FOR INFORMATION OF GRADUATE COUNCIL:

- **Cognitive Science of Language**
  - **Change to Course Description**
    1. 725 The Cognitive Science of Language Master's Lecture Series

2. 726 The Cognitive Science of Language Ph.D. Lecture Series

- **Communication Studies and Multimedia**
  - **New Courses**
    1. 714 Feminism, Technology and Science
    2. 715 Cultural Memory, the Media, and 'Us'
    3. 716 Critical Perspectives on Documentary
    4. 717 Youth, New Media and Culture
  - **Change in Course Description**
    1. 705 Digital Media and Cultural Exchange

- **French**
  - **Change to Course Titl**e
    1. 705 Introduction to Literary Theory
    2. 718 Représentations de l' exil dans la litterature francophone

- **History**
  - **Change to Course Description**
    1. 798 Ph.D. Major Field Specialized Reading Course

- **Philosophy**
  - **Change in Course Title**
    1. 6B03 Theory of Value
    2. 760 Selected Topics in Logic & The Theory of Argumentation
    3. 763 Selected Topics Epistemology and Philosophy

  - **Change in Course Title and Description**
    1. 6K03 Topics in Ancient Philosophy

  - **Course Cancellations**
    1. 6BB3 Theory of Value II
    2. 6P03 Feminist Epistemology: Gender, Knowledge, Science
    3. 768 Selected Topics in Existential Phenomenology and Hermeneutics
    4. 779 Selected Topics in Philosophy of Education

  - **Removal of Course from List**
    1. HAS 713 Critical Perspectives on Aging

McMaster University

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	Classics		
NAME OF PROGRAM and PLAN	Master's		
DEGREE	**M.A. in Classics**		

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	X	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE		CHANGE IN COURSE REQUIREMENTS	
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	X	**EXPLAIN:** Calendar section = "Classics, M.A." Admission			
OTHER CHANGES		**EXPLAIN:**			

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

Admission

Applicants for the M.A. Program in Classics may be admitted as Regular Students if they are graduates with at least B+ standing of any Honours program taken at McMaster or other university, which includes:

1. At least 12 units of Greek and at least 12 units of Latin with an average of at least B in each language.
2. At least 30 additional units of Classical Civilization, Greek, Latin, Ancient History, or other courses approved by the Department of Classics, at least 12 of these units to be in upper-level courses.

Graduates without sufficient specialization may be admitted with the requirement that they complete extra prerequisite courses with a grade of at least B+.

Candidates will not be allowed to take a graduate course in a language or area in which the Department feels they do not have sufficient background. For graduate courses in Latin or Greek, the minimum requirement is 24 units of the language.

In exceptional cases, students who have less than two years of undergraduate coursework in the ancient languages may be accepted into the program, providing they are well qualified and have an undergraduate record of superior academic achievement; they will, however, have to do extra language courses beyond the required minimum while in the M.A. program.

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

- Reduction of ancient language admission requirements from 12 and 12 to 12 and 6 units Greek/Latin.
- Commensurate increase of minimum overall course requirements from 30 to 36 units.
- Deletion of exceptional circumstance clause in respect of language requirements.
- Deletion of minimum requirement of 24 units of Latin/Greek for some courses (while maintaining a condition of sufficient background).

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?):

- In common with all Classics programmes in Canada today, applicants and entrants to our MA programme tend to have less Greek and Latin preparation than was the case in

the past. These curricular reforms are designed to accommodate entrants with less language preparation and to bring them up, by the end of their degree, to our existing standards in their language training as well as in classical literature, history, and archaeology.

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

1-Sep-16

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):

Admission

Applicants for the M.A. Program in Classics may be admitted as Regular Students if they are graduates with at least B+ standing of any Honours program taken at McMaster or other university, which includes:

1. At least 12 units of either Ancient Greek or Latin and at least 6 units of the other language with an average of at least B in each language.
2. At least 36 additional units of Classical Civilization, Greek, Latin, Ancient History, or other courses approved by the Department of Classics, at least 12 of these units to be in upper-level courses.

Graduates without sufficient specialization may be admitted with the requirement that they complete extra prerequisite courses with a grade of at least B+.

Candidates will not be allowed to take a graduate course in a language or area in which the Department feels they do not have sufficient background.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Spencer Pope   Email: spope@mcmaster.ca   Extension: 23378   Date submitted: 29-Oct-15

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.caSGS/2013

McMaster University

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	Classics
NAME OF PROGRAM and PLAN	Master's

DEGREE	**M.A. in Classics (with thesis)**

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.** Calendar section = "Classics, M.A." Requirements for the M.A. degree with thesis

OTHER CHANGES	**EXPLAIN:**

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

Requirements for the M.A. degree with thesis are:

1. Eight half courses (one-term courses) offered by the Department, of which no more than two may be at the undergraduate level, and of which at least four must be graduate or undergraduate Latin or Greek (permission of the Graduate Adviser is required to take a course at undergraduate level). Six courses are completed in the first year of study and two additional language courses are taken in year two. A grade of at least B- is required in all courses.

   Students who are admitted without the minimum entrance requirements in the ancient languages must take nine half courses to make up the deficiencies in their language preparation.

2. A comprehension test in French or German or Italian; exemption from this test may be granted to candidates who have completed an equivalent test at this or other universities.
3. A satisfactory thesis of approximately 80 pages on an approved topic.
4. An oral examination to defend the thesis.

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

- Increase in number of units required (from 8 to 10 3-unit courses, 6 in first year and four in second year).
- Unit count can include up to four 3-unit undergraduate courses approved by Department.
- A minimum of four courses must still be in Greek/Latin, and at least one course in each must be completed at the graduate level.
- Deletion of clause pertaining to students admitted without minimum language requirements.
- Addition of diagnostic Greek and Latin exams on entry.
- Addition of explicit requirement that courses be selected in consultation with the Graduate Advisor.

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?):

- In common with all Classics programmes in Canada today, applicants and entrants to our MA programme tend to have less Greek and Latin preparation than was the case in the past. These curricular reforms are designed to accommodate entrants with less language preparation and to bring them up, by the end of their degree, to our existing standards in their language training as well as in classical literature, history, and archaeology

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

1-Sep-16

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):

Requirements for the M.A. degree with thesis are:

1. Ten half courses (one-term courses) offered by the Department, of which no more than four may be at the undergraduate level, and of which at least four, two in each year, must be graduate or undergraduate Latin or Greek (permission of the Graduate Advisor is required to take a course at undergraduate level). Students must pass at least one language class at the graduate level in each ancient language. Six courses are completed in the first year of study and four additional courses are taken in year two. Courses will be selected in consultation with the Graduate Advisor. A grade of at least B is required in all courses.

   Upon entry into the program all students will take diagnostic exams in Ancient Greek and Latin to determine appropriate language level placement.

2. A comprehension test in French or German or Italian; exemption from this test may be granted to candidates who have completed an equivalent test at this or other universities.

3. A satisfactory thesis of approximately 80 pages on an approved topic.

4. An oral examination to defend the thesis.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Spencer Pope   Email: spope@mcmaster.ca   Extension: 23378   Date submitted: 29-Oct-15

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

SGS/2013

McMaster University

SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING 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	Classics		
NAME OF PROGRAM and PLAN	Master's		
DEGREE	**M.A. in Classics (without thesis)**		
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.** Calendar section = "Classics, M.A." Requirements for the M.A. degree without thesis	
OTHER CHANGES	**EXPLAIN:**		

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

Requirements for the M.A. degree without thesis are:

1. Six half courses offered by the Department, of which no more than two may be at the undergraduate level, and of which at least two must be graduate or undergraduate Latin or Greek (permission of the Graduate Adviser is required to take a course at undergraduate level). Students who are admitted without the minimum entrance requirements in the ancient languages must take seven half courses to make up the deficiencies in their language preparation.
2. A project consisting of a major research paper to be written during the summer, under the supervision of a faculty member;
3. A comprehension test in French or German or Italian; exemption from this test may be granted to candidates who have completed an equivalent test at this or other universities.

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

-revision of method for student course selection
-inclusion of information regarding placement exams in Ancient Greek and Latin

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?):

- In common with all Classics programmes in Canada today, applicants and entrants to our MA programme tend to have less Greek and Latin preparation than was the case in the past. These curricular reforms are designed to accommodate entrants with less language preparation and to bring them up, by the end of their degree, to our existing standards in their language training as well as in classical literature, history, and archaeology

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

1-Sep-16

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):

Requirements for the M.A. degree without thesis are:

1. Six half courses offered by the Department, of which no more than two may be at the undergraduate level, and of which at least two must be graduate or undergraduate Latin or Greek (permission of the Graduate Adviser is required to take a course at undergraduate level). Courses will be selected in consultation with the graduate advisor. Students entering with less than 24 units of Greek and Latin may require two years to complete the degree and so should anticipate taking the degree with thesis.

    Upon entry into the program all students will take diagnostic exams in Ancient Greek and Latin to determine appropriate language level placement.

2. A project consisting of a major research paper to be written during the summer, under the supervision of a faculty member;

3. A comprehension test in French or German or Italian; exemption from this test may be granted to candidates who have completed an equivalent test at this or other universities.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Spencer Pope   Email: spope@mcmaster.ca   Extension: 23378   Date submitted: 29-Oct-15

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 / MILESTONES

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

DEPARTMENT	French
NAME OF PROGRAM and PLAN	Master's

DEGREE	**M.A. in French**

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:** Calendar section = "French, M.A." A. M.A. with Thesis Calendar section = "French, M.A." B. M.A. with Project Calendar section = "French, M.A." Additional Information Calendar section = "French, M.A." Registration in Program

OTHER CHANGES		EXPLAIN:

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

A. M.A. with Thesis

The candidate is required:

1. to obtain a grade of at least B- in each of four half courses. Exceptionally, after consultation with the Department, one graduate course at the 700-level may be taken outside of the Department in a related subject.

2. to write, under the supervision of a member of the Department, a thesis that would normally amount to 80-120 double-spaced typewritten pages. The thesis should be on an approved subject, embodying the results of original research and showing independent critical judgement. The student must successfully defend this thesis at an oral examination normally conducted in French.

B. M.A. with Project

The candidate is required:

1. to obtain a grade of at least B- in each of six half courses. Exceptionally, after consultation with the Department, one graduate course at the 700-level may be taken outside of the Department in a related subject.

2. and to write in French, under the supervision of a member of the Department, a project that would normally consist of an essay amounting to approximately 25 double- spaced typewritten pages. The project must be on an approved subject. The student must successfully defend this project at an oral examination conducted in French.

Additional Information

Additionally, all M.A. students must pass the workshop on **Instruments and Methods of Research in French Literary Studies**. This compulsory workshop introduces students to the methods of bibliography. A "Pass" or "Fail" will be recorded on students' transcripts for the workshop.

With the approval of the Graduate Program Committee a student may select a course of study under:

> FRENCH 730 / Lectures Dirigées

Registration in Program

By January 15 of the academic year of initial registration, full-time graduate students must declare their choice of Program A or B. Students opting for Program A must have a thesis subject and thesis committee approved by January 31. Students opting for Program B must have their project subject or comprehensive subject areas as well as their examining committees approved by April 15.

Part-time graduate students must declare their choice of Program A (M.A. with Thesis) or B (M.A. with Project) on completion of four half courses and must, before registering in their final courses, have their thesis subject, project or comprehensive subject areas, and examining committee approved by the Department.

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

A. M.A. with Thesis

-adding information about required course French 705 "Introduction to Literary and Critical Theory" to M.A. Thesis requirements

B. M.A. with Project

-to be consistent with the vocabulary used across the Faculty, and to avoid confusion with the "Thesis Project" required in PhD program. The committee considers that the length of 35 pages better reflects the actual practice.

-adding information about required course French 705 "Introduction to Literary and Critical Theory" to M.A. with Major Research Paper (MRP)

Additional Information

-to make clear that the workshop on Instruments and Methods is mandatory and has therefore a different status than other workshops (professionalization)

Registration in Program

-assuring consistent use of Program B title throughout the program description

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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?):

A. M.A. with Thesis

-making it explicit that French 705 is a required course

B. M.A. with Project

-renaming M.A. with Project to M.A. with Major Research Paper (MRP) in an attempt to formalize the writing process

-making it explicit that French 705 is a required course

Additional Information

- clarification required regarding departmental workshops

Registration in Program

- editorial changes required in light of previous revisions made to M.A with Thesis and M.A. with MRP

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

1-Sep-16

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):

A. M.A. with Thesis

The candidate is required:

1. to obtain a grade of at least B- in each of four half courses, one of which, FRENCH 705 "Introduction to Literary and Critical Theory", is mandatory Exceptionally, after consultation with the Department, one graduate course at the 700-level may be taken outside of the Department in a subject related to a student's research. With the approval of the Graduate Program Committee a student may also select a course of study under: FRENCH 730 "Lectures Dirigées".

2. to write, under the supervision of a member of the Department of French, a thesis that would normally amount to 80-120 double-spaced typewritten pages. The thesis should be on an approved subject, embodying the results of original research and showing independent critical judgement. The student must successfully defend this thesis at an oral examination normally conducted in French.

B. M.A. with Major Research Paper (MRP)

The candidate is required:

1. to obtain a grade of at least B- in each of six half courses, one of which, FRENCH 705 *Introduction to Literary and Critical Theory,* is mandatory . Exceptionally, after consultation with the Department, one graduate course at the 700-level may be taken outside of the Department in a subject related to student's research. With the approval of the Graduate Program Committee a student may select a course of study under: FRENCH 730 *Lectures Dirigées.*

2. to write in French, under the supervision of a member of the Department of French, a Major Research Paper normally amounting to 35 double-spaced typewritten pages. The paper must be on an approved subject, present solid research and critical analysis The student must successfully defend this project at an oral examination conducted in French.

Additional Information

All M.A. students must pass the workshop on **Instruments and Methods of Research in French Literary Studies (Pass/Fail). In addition, students are expected to participate in four other professionalization workshops offered**

during the academic year.

All graduate students, including part-time students, must complete the course *SGS 101 Academic Research Integrity and Ethics* and *SGS 201 Accessibility for Ontarians with Disabilities Act (AODA)* before December 1st of the first year of their graduate studies.

Registration in Program

By January 15 of the academic year of initial registration, full-time M.A. students must declare their choice of Program A or B. Students opting for either program must have a thesis or MRP subject and a thesis or MRP committee approved by January 31. Part-time graduate students must declare their choice of Program A (M.A. with Thesis) or B (M.A. with MRP) on completion of four half courses and must, before registering in their final courses, have their thesis or MRP subject and examining committee approved by the Department.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Elzbieta Grodek   Email: grodeke@mcmaster.ca   Extension: 24515   Date submitted: 29-Oct-15

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

SGS/2013

McMaster University

SCHOOL OF GRADUATE STUDIES

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

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:
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3.   A representative from the department is **required to attend** the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT	French
NAME OF PROGRAM and PLAN	Ph.D.

DEGREE	**Ph.D. in French**

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:** Calendar section = "French, Ph.D." Ph. D. Course Work

OTHER CHANGES	**EXPLAIN:**

1

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

Course Work

All graduate students, including part-time students, must complete the course *SGS 101 Academic Research Integrity and Ethics* within the first twelve months after their admission to graduate studies at McMaster. The purpose of this course is to ensure that the standards and expectations of academic integrity and research ethics are communicated early and are understood by incoming students. A graduate student may not obtain a graduate degree at McMaster without having passed this course. In the event that a student fails this course, he/she must retake it at the earliest opportunity. The course description for SGS 101 may be found in Section 11 of the Calendar. The Ph.D. Degree Program itself includes six half-courses (three units each) of which one is required. The required half-course is the following: *Introduction to Literary Theory.*

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

Including the mandatory SGS 201 course and omitting detailed description of the content available in General Regulations of Graduate School, section 2.6.5. Required Course and Training for All Graduate Students.

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?):

- changes required for clarification

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

1-Sep-16

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):

Course Work
All PhD students must complete six half-courses (three units each) within the first year of the program. One of them, *Introduction to Literary and Critical Theory* is required. The listing of all courses can be found in the following section of the SGS Calendar: Faculty of Humanities — French — French Courses. Before December 1st of the first year of the program, all graduate students, including part time students, must also complete courses *SGS 101 Academic Research Integrity*

and Ethics and *SGS 201 Accessibility for Ontarians with Disabilities Act (AODA).* A graduate student may not obtain a graduate degree at McMaster without having passed these courses. The course description for *SGS 101* and *201* may be found in Section 11 of the Calendar.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Elzbieta Grodek   Email: grodeke@mcmaster.ca   Extension: 24515   Date submitted: 29-Oct-15

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

SGS/2013

McMaster University **SCHOOL OF GRADUATE STUDIES**

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

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:
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DEPARTMENT	French		
NAME OF PROGRAM and PLAN	Ph.D.		
DEGREE	**Ph.D. in French**		
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	X	**EXPLAIN:** Calendar section = "French, Ph.D." Language Requirement			
OTHER CHANGES	**EXPLAIN:**				

1

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

Language Requirement

Candidates will successfully pass a proficiency examination in a language other than English or French. The choice of language should be made by the candidate in consultation with her/his supervisory committee. Successful completion of a three-unit, doctoral-level course in another discipline more relevant to the candidate's research topic may be substituted for the language requirement with the approval of the candidate's supervisory committee. This requirement may be fulfilled at any time before completion of the degree.

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

-providing new information regarding the languages so that students know there are options for language requirement

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?):

-to include an option of replacing the third language requirement by EDU 750/751(Principles and Practices of University Teaching) offered by MIIETL (Instructors: Drs. Arshad Ahmad and Erin Allard)

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

1-Sep-16

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):

Language Requirement
Candidates will successfully pass a proficiency examination in a language other than English or French. The choice of language should be made by the candidate in consultation with her/his supervisory committee. With the approval of the Department of French Graduate Studies Committee and the candidate's supervisory committee, this language requirement may be substituted by:
- Successful completion of the course EDU 750/751 *Principles and Practices of University Teaching* offered by MIIETL (McMaster Institute for Innovation & Excellence in Teaching and Learning). The description of the course may be found in the following section of the SGS Calendar: Faculty of Humanities — French — French Courses. This course can either satisfy the language

requirement or the Milestones requirement but it cannot satisfy both.
• Successful completion of a three-unit, doctoral-level course in another discipline relevant to the candidate's research topic.

This requirement may be fulfilled at any time before completion of the degree.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Elzbieta Grodek   Email: grodeke@mcmaster.ca   Extension: 24515   Date submitted: 29-Oct-15

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

SGS/2013

McMaster University

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:
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DEPARTMENT	French
NAME OF PROGRAM and PLAN	Ph.D.

DEGREE	Ph.D. in French

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:** Calendar section = "French, Ph.D." Comprehensive Field Examinations

OTHER CHANGES	**EXPLAIN:**

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

Comprehensive Field Examinations

Ph.D. candidates in consultation with their supervisory committee will choose two areas of concentration: the first will be literary and theoretical in nature and the second interdisciplinary. Candidates will submit an extensive bibliography for each area of concentration and will be assessed by way of a written examination. Candidates will be given one week to complete a 10- to 15-page paper for each area. Full-time students will write these examinations within the first twenty months of their program, that is, before the end of April of their second year of residency, assuming the student began residency in September of the first year. These exams are intended as opening stages of the doctoral dissertation. For each examination, candidates must prove their proficiency in the French language and their competence in their selected areas of specialisation. They must display in-depth knowledge, not only of the primary texts, but also of the existing scholarship in their areas of concentration. Candidates must obtain a passing grade. In the event of a failing grade, candidates will have one opportunity to rewrite their exams; this second and final attempt should occur within three months of the date of their first examination.

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

-inclusion of blurb re: the option of writing an article instead of comprehensive examination paper

-editing spelling of specialization

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?):

-clear formulation of this option in the SGS Calendar PhD program description. The option is included in the "PhD Program in French Proposal" submitted to the OCGS.

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

1-Sep-16

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):

Comprehensive Field Examinations
Ph.D. candidates in consultation with their supervisory committee will choose two

areas of concentration: the first will be literary and theoretical in nature and the second interdisciplinary. Candidates will submit an extensive bibliography for each area of concentration and will be assessed by way of a written examination. Candidates will be given one week to complete a 10- to 15-page paper for each area. Full-time students will write these examinations within the first twenty months of their program, that is, before the end of April of their second year of residency, assuming the student began residency in September of the first year. These exams are intended as opening stages of the doctoral dissertation. For each examination, candidates must prove their proficiency in the French language and their competence in their selected areas of specialization. They must display in-depth knowledge, not only of the primary texts, but also of the existing scholarship in their areas of concentration. Candidates must obtain a passing grade. In the event of a failing grade, candidates will have one opportunity to rewrite their exams; this second and final attempt should occur within three months of the date of their first examination. In place of a comprehensive examination paper, students will have the choice to write an original article that will be submitted to a recognized, peer-reviewed journal in their field. The article will be a minimum length of 7000 words.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Elzbieta Grodek   Email: grodeke@mcmaster.ca   Extension: 24515   Date submitted: 29-Oct-15

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

SGS/2013

McMaster University

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:
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DEPARTMENT	French		
NAME OF PROGRAM and PLAN	Ph.D.		
DEGREE	**Ph.D. in French**		

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:**	
OTHER CHANGES	**EXPLAIN:** Adding new Timeline section (to appear after Required Courses)		

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

- N/A

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

Adding new Timeline section (to appear after Required Courses)

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?):

-adding new section listing Ph.D. Timeline to make Department's expectations clear and transparent

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

1-Sep-16

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):

<u>Timeline</u>

First Year

- **Completion of 6 half courses within 12 months of start date**
- **Completion of a research methodology workshop**
- **Selection of thesis supervisor (end of first year)**
- **Two areas of concentration to be determined in conjunction with committee members**
- **Submission of the First Year Progress Report (before the 12th month)**

Second Year

- **Comprehensive exams or publishable articles to be completed within the first 20 months of the program. If the article option is chosen, the article will be submitted to a recognized, peer-review journal in the relevant field.**

- **A 25-page thesis project to be completed and defended orally within the first 24 months**
- **Completion of the Milestones Requirement within the first 24 months of the program**
- **Submission of Annual Progress Report (before the 24th month)**

Third Year

- **Submission of draft chapters of the thesis**
- **Potential study/research/internship in a Francophone country or in a country related to student's research**
- **Submission of Annual Progress Report (before the 36th month)**

Fourth Year

Submission of the final draft of the thesis; the thesis defence; uploading of the final, electronic version of the thesis to the MacSphere

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Elzbieta Grodek   Email: grodeke@mcmaster.ca   Extension: 24515   Date submitted: 29-Oct-15

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 / 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	History		
NAME OF PROGRAM and PLAN	PhD programme		
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**	x	**CHANGE IN COURSE REQUIREMENTS**		x
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR		x	**EXPLAIN:** Proposed revision of the programme requirements necessitates a change.			
OTHER CHANGES	**EXPLAIN:** The re-wording of the calendar description of the major field course, His 798. See the separate form.					

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Successful completion of Written and Oral comprehensive examinations are required for PhD candidates before proceeding to the dissertation.

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

1. The existing PhD comprehensive examinations (written and oral) will be replaced by an examination of the dissertation research proposal. The latter will constitute the required PhD comprehensive examination. See point 5 below for more detail.

2. Future PhD candidates will write a mandatory examination within their specialised Major Field Reading course, His 798. The examination may vary between 20 and 40% of the course weighting as determined by the PhD supervisor/committee in consultation with the candidate. There will be no oral examination in His 798. As is the case currently, there will be a maximum of 35,000 pages of reading in the Major Field Reading course.

3. The specialised Major Field Reading Course will begin when first-year PhD candidates enrol in the programme, i.e., September of their first year and will end by 1 June of the following year.

4. PhD candidates will take one Minor Field Reading course in each of the fall and winter terms of their first year in programme. The selection of courses will be determined by consultation between the candidate and their PhD supervisor. PhD candidates in minor field courses will be required to read 50% more than MA candidates in their chosen seminars.

5. All PhD candidates will write a dissertation research proposal by the end of their first year in the PhD programme. The proposal will be crafted by candidates in their first year in the months of June and July. The aim is twofold: a) to get PhD candidates thinking more clearly about their dissertation as early as possible; b) to provide PhD candidates a sound footing for their SSHRC application. Each candidate's proposal, of 10-15 pages in length, would be defended on a Pass/Fail basis by the candidate's PhD committee no later than the second week of September. This defence will constitute the required PhD comprehensive examination (written and oral). Eligibility for Armstrong, Fuller & Wilson funding for travel and research grants will be contingent upon an acceptable proposal.

6. PhD committee membership would be established when candidates enter the PhD programme and a first meeting of the committee would be held in October. The aim of this initial meeting would be to outline the expectations of the PhD course work for candidates.

7. Thereafter, PhD committee meetings would be held 1 October each year (or thereabouts). Candidates will provide a report to their committee of their endeavours in the preceding year. Eligibility for Armstrong, Fuller & Wilson funding will be contingent upon the committee deeming that progress on

the PhD has been acceptable.

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?):

a) Funding constraints. Formerly we were able to fund PhD candidates through five years of study. This is no longer the case. Four year funding is the norm, making it more difficult for students to spend appreciably longer than four years on their PhD.

b) Since the introduction of our pass/fail model in 2006, 55 PhD candidates have taken the examinations.[1] Not a single student has failed, though in rare instances one component of the examination has been failed and then retaken successfully. Of the 55 students, only 7 have been awarded a grade of P+. The last such instance was Hayley Goodchild in 2012. While very exceptional candidates do get recognized, one of the key reasons for introducing the new grading model – the desire to differentiate more clearly among stronger and weaker candidates, and not permitting the marginal or too-weak to continue – has not been borne out. The comprehensive has become an obstacle to be hurdled rather than a marker of preparedness.

c) The altered nature of work after the PhD. In the spring of 2013 the American Historical Association produced a large-scale report that tracked the career outcomes of 2,500 PhDs from American universities between 1995 and 2009. The most pertinent finding is that 50.6 of PhDs granted in this period had secured, or were in, tenure track positions at four year schools. Even allowing for the further 2.4% who had found such positions in two year colleges, the reality is that approximately half of all PhDs do not find stable careers in academic life.[2] Several questions arise: 1) how applicable is this study to the Canadian experience and specifically to our PhDs? 2) are these figures changing over time? Treating the latter first, it is unclear. The AHA data did suggest a worsening of the situation in terms of tenure-track positions in its most recent four year tranche, from 2005-09, where the number of PhDs in such positions dipped below 50%. There is no more recent data. As far as Canada is concerned, there is no comparable study. However there is apparent a deterioration in the success rate of our students obtaining tenure-track and tenured jobs. In the period 2001 to 2007 our department placed approximately 40% of our PhDs in permanent academic positions. Since 2007 only four of our PhDs have managed to secure permanent academic positions out of the 28 who have obtained degrees since then (14%), while another two who finished prior to 2007 have secured them long after that date. That six of our PhDs since 2007 secured post-doctoral fellowships at prestigious institutions – Berkeley,

[1] As of 1 June 2015. A number of students withdrew from the PhD programme before their examinations were held.
[2] An additional 17.8% of PhDs were employed in sessional positions.

Columbia, Johns Hopkins, McGill, Toronto and (the somewhat less prestigious) Windsor – suggest that the quality of our graduating students remains high, yet to date, not one of those candidates has landed a full-time academic position. All this suggests that we need to appreciate that our traditional conception of the PhD and its outcome is dated, and the traditional PhD training procedures should be reconsidered.

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

September 2016

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

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

Requirements

When admission to Ph.D. work has been granted a candidate will, in consultation with his or her prospective supervisor and the Graduate Studies Chair of the Department, select two Minor Fields and one Major Specialization. Minor Fields and Major Specialization will cover the principal literature in the areas of concentration.

Minor fields normally consist of two half-year 700- level graduate reading seminars ~~(offered in the first term)~~ in each of which a major historiographical essay and a written course examination are required. The grade for a minor field will consist of the grades for the in- course requirements, the examination, and the historiographical essay, in combination as indicated by the minor field supervisor. <u>One minor field course will be taken in the fall term, the second in the winter term.</u>
While some overlap may be deemed beneficial, the Minor Fields should not duplicate Major Specialization reading. All doctoral candidates must have a minimum of three, and usually four, instructors supervising the combination of their Minor Fields and Major Specialization.

Major Specialization preparation begins in September ~~January~~ and takes the form of a reading course that will run normally until the following June ~~June.~~ . ~~The reading for the course will be determined by the course instructors with oversight from the department's Graduate Studies Committee to ensure appropriate breadth and depth of the reading list. As part of the reading course candidates will complete a significant historiographical paper or papers as well as ~~.~~ a mandatory examination.

~~The Comprehensive Examination, comprised of written and oral components, will be held in the month preceding September 15 of the second year of the program. It will test the candidate's knowledge of the area of concentration and ability to deal with broad historiographic questions.~~ Successful completion of 6 units of Minor- Field coursework and 6 units of Major Specialization coursework, fulfill ~~and the Comprehensive Examination, fulfill~~ the course requirements of the School of Graduate Studies for doctoral candidates. Satisfactory performance in doctoral Minor Field and Major Specialization courses is a minimum grade of B- . A single grade of F on any course in the Ph.D. program, or two B- grades, entails automatic withdrawal from the program.
~~The Comprehensive Examination in History requires a minimum grade of P (Pass) for successful completion.~~

Finally, all PhD candidates will write a dissertation research proposal by the end of their first year in the PhD programme. Each candidate's proposal, of 10-15 pages in length, would be defended on a Pass/Fail basis by the candidate's PhD committee no later than the second week of September. This defence will constitute the required PhD comprehensive examination (written and oral). Successful passage of the comprehensive examination along with successful completion of the coursework is required before a candidate may proceed in programme.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dr. Martin Horn   Email: mhorn@mcmaster.ca   Extension: 21602
                          Date submitted: 9 October 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 / 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	N/A		
NAME OF PROGRAM and PLAN	Gender Studies and Feminist Research		
DEGREE	Ph.D. Diploma		
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	X **CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE**	**CHANGE IN COURSE REQUIREMENTS**	
CHANGE IN THE DESCRIPTION OF A <u>SECTION</u> IN THE GRADUATE CALENDAR	X	**EXPLAIN:** Clarification of requirements	
OTHER CHANGES	**EXPLAIN:**		

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

1) One elective from an approved list of courses.
2) Attendance is required at GSFR Research Symposium events
3) A doctoral thesis on a topic related to Gender Studies and/or Feminist Research

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

1) There is considerable confusion amongst our students about whether the elective course must be **in addition** to the requirements for the Ph.D. program, or whether one of their program courses can count. We have clarified the language to read: "This course is *in addition to* coursework required for your Ph.D. degree. Courses cannot be counted towards both the Ph.D. degree and the GSFR Ph.D. diploma."

2) We have strengthened the language about participation in the symposium to indicate that students are expected to attend all events, and that if they miss more than one event, they must contact the Director of the Program and meet with the Graduate Studies Committee.

3) We have changed the language relating to the thesis as follows "A doctoral these **with a focus** on a topic related to Gender Studies and/or Feminist Research. The S**tatement of Interest** should clarify what elements in the applicant's academic background prepare them for graduate level work in feminist and gender theory." We have found that some students whose thesis work is tangentially related to GSFR ask to come into the program to aquire some background. This is not the purpose of the program. Students must come into the program with a background in Women's and Gender Studies/Feminist Research (although they don't necessarily need a degree in such a program) and that must be the clear focus of their dissertation research.

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?):

Clarification of existing requirements

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.

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):

Attached.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name:Susan Fast   Email:fastfs@mcmaster.ca   Extension:24715 Date submitted: October 25, 2015

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

SGS/2013

The Graduate Diploma (Ph.D.) in Gender Studies and Feminist Research aims to enhance the intellectual development and training of students already enrolled in doctoral programs by allowing them to combine disciplinary research with interdisciplinary scholarship from the fields of Gender and Feminist Studies.

The Graduate Diploma option is available to incoming and in-course Ph.D. students in McMaster's Departments of English and Cultural Studies, History, Philosophy, Religious Studies, Social Work, and Sociology.

Students completing the diploma will receive the notation ***Completed Graduate Diploma in Gender Studies and Feminist Research*** on their academic transcript in addition to the doctorate degree from their home graduate unit.

Admission

The primary requirement for admission to the Graduate Diploma program (beyond admission to the home department's stand-alone Ph.D. program) is distinction in a Master's degree with sufficient academic background and preparation (at the undergraduate and/or Master's level) in women's, gender, and/or feminist studies. The University requires that applicants' previous graduate work be equivalent to at least a McMaster B+ (77-79%), but higher standards may be set in practice by the diploma student's home department.

For a full description of application materials and procedures see the Gender Studies and Feminist Research website http://gsfr.mcmaster.ca.

Part-time Studies

Doctoral students who wish to pursue a doctorate in their home department together with the GSFR Graduate Diploma will normally be admitted full-time to both. In the occasional instance when the home department and the GSFR program admits, or converts a student, to part-time studies, the requirements for the diploma program (as for the home department) will remain the same but will be spread out over a longer time period.

Program Requirements

Program requirements for the Graduate Diploma (Ph.D.), in addition to those of the student's home department, are:

- one compulsory core course (GENDR ST 700 Current Debates in Gender and Feminist Theory) (3 units) (also required for Master's students)

- one additional elective course in gender studies and feminist research (3 units) (from an approved list). This course is *in addition to* coursework required for your Ph.D. degree. Courses cannot be counted towards both the Ph.D. degree and the GSFR Ph.D. diploma.

- participation in the Program's Research Symposium, including

    o regular attendance at symposium events. Important Note: The symposium is a key way in which we attempt to create an intellectual community in a program in which students come from many different disciplines. Therefore, students are expected to attend all symposia. Students who anticipate missing more than one symposium event per year must contact the Director of the Program and meet with the Graduate Program

- o an oral presentation based on the doctoral student's own research, normally in the third or fourth year of study; and

- a doctoral thesis on a topic related to Gender and/or Feminist Studies. The **Statement of Interest** should clarify what elements in the applicant's academic background prepare them for graduate level work in feminist and gender theory).

Students will normally complete the 6 units of diploma coursework during their second year. In order to ensure timely degree completion, diploma students will be encouraged to choose an elective course likely to directly enhance and move forward their thesis research.

Diploma students will normally give their Research Symposium presentation during their third or fourth year.

Language Requirements

To be determined by individual home departments.

Thesis Evaluation Procedures

Students in the Graduate Diploma program must have their thesis topics approved by both the home department and the program in Gender Studies and Feminist Research. The thesis must be on a topic related to the broad fields of Gender Studies and Feminist Research. Approval is granted by the program's Graduate Committee and occurs in conjunction with the home department's regular schedule for doctoral thesis proposal submission and approval. Members of the Gender Studies and Feminist Research program may sit on doctoral thesis supervisory committees, or serve as external examiners of doctoral theses. Such arrangements are at the discretion of the home department.

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	Philosophy		
NAME OF PROGRAM and PLAN	Philosophy PhD		
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 <u>SECTION</u> IN THE GRADUATE CALENDAR	YES	**EXPLAIN:** - **Addition of headings to streamline program information** - **Clarification of existing PhD course requirements, see attached document "changes to program page"**	
OTHER CHANGES	EXPLAIN:		

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

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

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?):

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

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

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Elisabeth Gedge, Chair   Email: chphilo@mcmaster.ca   Extension: 23459 Date submitted: October 29, 2015

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

SGS/2013

Philosophy, Ph.D

⬅Return to: [Faculty of Humanities](#)

Ph.D. Degree

Admission

Admission to the Ph.D. program requires an M.A. in Philosophy or an equivalent degree. There is also a possibility for students enrolled in McMaster's MA program in Philosophy to be accepted into the PhD program without completing the MA degree, subject to their satisfying certain conditions for excellent progress in their first year. Selection is made by the Ph.D. Program Committee of the Department of Philosophy, and any student admitted comes under the general regulations of McMaster University.

Requirements

Courses:

Ph.D. students take six one-term courses. In special circumstances this load may be reduced, but all candidates must take at least four courses.

Comprehensive/Qualifying Exam:

McMaster University regulations require that Ph.D. candidates take a Comprehensive Examination; in the Philosophy Department, this consists in candidates successfully completing Area Requirements and passing the Ph.D. Qualifying Exam (QE) by the end of their second year. Candidates are required to demonstrate to the Program Committee's satisfaction, a comprehensive knowledge of the central areas of philosophy by demonstrating competence in 5 areas of philosophy from the 2 lists below. No more than three areas may be selected from one list:

Historical	Systematic
Ancient and Medieval Philosophy	Ethics and Value Theory
Modern Philosophy 1600 to 1800	Metaphysics and Epistemology
Continental Philosophy from 1800	Social, Political, and Legal Philosophy
British and American Philosophy from 1800	Logic, Philosophy of Language, and Philosophy of Science.

Competence in a given area may be demonstrated by completing two graduate semester courses in the area with at least a B+ or equivalent in each course. Normally, the following are recognized as equivalents of two semester courses:

1. A three hour written examination on selected primary texts in the area. The examination may be repeated only once.

2. The candidate's MA thesis, if it was on a topic in the area.

3. The written portion of the QE on a topic in the area, conditional on its passing in the exam.

4. A published paper in the area, subject to approval by the Program Committee, provided that it appear in a peer-reviewed professional journal in philosophy (graduate-student edited journals are specifically excluded).

Candidates are required to successfully complete the QE in which a written dissertation proposal is presented and defended in an oral exam. In order to be eligible to take the QE the student must complete all their course requirements and have achieved (by the end of the 20th month in the program) a GPA on courses taken towards the Ph.D. of at least 9.5. Additionally, prior to taking the QE, some students may be required to demonstrate competence in one or more skills, which their supervisory committee decides, in consultation with the Ph.D. Advisor, is needed for their dissertation (e.g., a language other than English, logic).

Dissertation:

Students must also write a satisfactory dissertation and defend it at an Oral Examination.

A detailed description of the doctoral program is available at
http://www.humanities.mcmaster.ca/~philos/graduate/phd/index.php.   NEW LINK is …
(http://philos.humanities.mcmaster.ca/graduate-programs/ph-d-program/)

Notes for editors:
- This document was developed by The School of Graduate Studies [Rayna & Pete], in Collaboration with the Office of Academic Integrity, and the Ombuds Office at McMaster University.
- Feedback from interested graduate students (e.g., GSA), and faculty/staff, has been incorporated.
- MPS will be hired to design the form in a "friendly" and easy-to-read worksheet-type format.
- Page 6 – the SPECIFIC REQUIEMENTS OF THE GRADUATE STUDENT chart – is meant to be a separate, editable document, that Supervisors/Departments etc. can partially pre-fill with standard requirements before the Student and Supervisor meet to complete this memorandum, at which point items more specific to the Student can be added.
- **Please address edits/comments to Rayna Friendly (friendr@mcmaster.ca)**

Supervisory Relationship Memorandum of Understanding (MOU)

The School of Graduate Studies encourages open communication between the Supervisor and Student and has created this document to facilitate a discussion of expectations and responsibilities to help avoid conflicts**.** This document is designed to be completed by both the Student and the Supervisor at the beginning of the Student's graduate program; however, it can be jointly revised at any time, particularly when there are relevant changes to the Student's program, such as a new industry partnership or a change in scope, direction, or project funding.

Notes
- This memorandum was modeled after policies and guidelines in use at other Canadian universities and based upon McMaster's Graduate Calendar, particularly section 2.7.1, *Graduate Work Supervision Guidelines for Faculty and Students* (add "tiny" link once in a 'permanent spot' on our website?), which provides an important framework for understanding Supervisor and Student expectations and responsibilities.
- If the Student is co-supervised, then all three parties should complete this Memorandum.

Meetings and Communication
There are many types of meetings that Students and Supervisors might attend together (e.g., one-on-one, group, committee, etc.) and various modes of communication they might utilize (e.g., email, phone, face-to-face). Bearing in mind that there are various stages of the student's program, and that the primary type and mode of communication may vary throughout, this section refers specifically to one-on-one meetings focused on the Student's research and/or progress within their graduate program.

The Supervisor and Student will arrange and attend regular meetings.

- The frequency and format of the meetings may vary, but typically meetings will be held once / twice / other: _____ (circle) every day / week / month / term (circle).
- Generally, the length of meetings can be expected to be approximately _____ minutes / hours (circle).
- The Student / Supervisor / both (circle) will be primarily responsible for recording notes (aka. meeting minutes) on topics and timelines discussed, as well as feedback given, at each meeting.[1]

Typically, the Supervisor's preferred method of regular communication is _____ (e.g., face-to-face, email, etc.).

- The Student can typically expect a response from the Supervisor within _____ days / weeks / months (circle).
- On average, the Supervisor is in their office, lab, or otherwise available to the Student daily / weekly / monthly / by appointment/ other: _____(circle).

Supervisory Relationship

For the Supervisor: how would you describe your supervisory style (e.g., hands-on /hands-off, mentor/manager/colleague/etc.)? _____.

For the Student: how would you describe your learning style (e.g., mostly independent, does well with structure, needs feedback/encouragement etc.)? _____.

Time Management, Employment, and Training

Please use the SPECIFIC REQUIEMENTS OF THE GRADUATE STUDENT chart (pg. 6-this will change) to discuss and record program-specific (and other) expectations, with respective timelines, for the Student.

Although the relationship between a Supervisor and Student is not an employment relationship, Supervisors may have expectations in regards to the average number of hours per week that the Student should be in the office/lab/on campus etc., in order to complete their research within the required timelines, keeping in mind that these expectations may differ at different times throughout the program. Similarly, Students may have commitments, including teaching duties, which may impact their schedule. Bearing this in mind:

- What are the expectations of the Supervisor and the Student regarding the Student's lab/office/campus attendance? _____.
- How will vacation time for the Student be negotiated?[2] _____.
- The majority of Masters/PhD students, which the Supervisor has supervised in the past, completed their degree requirements within _____ years.
- If the Student does not complete their PhD within _____year(s), or their Masters within _____ year(s), funding will / will not / could potentially (circle) be provided.
- What efforts will the Supervisor and Student make to ensure "on time" program completion? _____.

Does the Student have a contract to hold Teaching/Research Assistantships during the course of their program? Yes / No / Unsure (circle)

If the student is paid as a Research Assistant (RA) for the Supervisor, how might this arrangement affect the Student's own research program (e.g., competing RA vs. program demands on Student's time, authorship on publications, etc.) _____.

Additional opportunities for the Student to teach/supervise others might include:[3]
_____.

Are there voluntary courses, certificates, or other training opportunities that the Student may wish to take? _____.

Conferences and Scholarships

Are there opportunities for the Student to attend conferences and/or to present scholarly work? Yes / No / It depends (circle). If so,

- who will be primarily responsible for searching out such opportunities? Student / Supervisor / both (circle)?
- the Student will / will not (circle) receive funding from the Supervisor and/or department for travel related to conference presentations.

Is the Student planning to apply for scholarships appropriate to their program of study? Yes / No / Maybe (circle). If so, what role if any might the Supervisor play in the application process? _____.

Supervisory Committee

Specific expectations of the Supervisor and Student in regards to forming and interacting with the Student's supervisory committee are _____.

Research Ethics

Will the Student be conducting research on human or non-human animals (including human tissues or records)? Yes / No / Uncertain (circle). If so, is the Student required to complete an ethics approval form before data collection can begin? Yes / No / It depends (circle). Please elaborate for the Student if necessary

_____.

Authorship

As early as possible in the program, and after having requested input from those affected as appropriate, the authorship order for anticipated journal articles will be determined by the Supervisor assuming they are the lead researcher. The Student is normally first author on an article based on the Student's thesis, particularly when it forms part of a *Sandwich Thesis*.[4] The Supervisor will communicate determinations around authorship to the Student in writing. A Student who has concerns about authorship issues may seek the assistance of the program Chair, and, if necessary, avail themselves of dispute resolution processes within the University.

- Authorship order will be determined based on the following criteria/process: _____.
- Will the Student have an opportunity to obtain first author publications? Yes /No / It depends (circle). Please elaborate if necessary _____.
- Is the Student considering doing a *Sandwich Thesis*? Yes /No / It depends (circle)

Publication

Who will be primarily responsible for preparing and submitting for publication the results of research completed by the Student as part of the Student's degree requirements? Supervisor / Student / both (circle).

Is the Student required to obtain permission from the Supervisor prior to submitting an article for publication based on the Student's research? Yes / No / It depends (circle).

Is the Student's research funded by the one of the Tri-Agencies (i.e., NSERC, SSHRC, CIHR)? Yes / No / Unsure (circle). If so, what are the relevant publication restrictions (if any) and implications for the Student? (E.g., must publish in Open Access Journals etc.)[5] _____.

Ownership Rights and Intellectual Property

Will the Student be involved in research governed by an Industry Sponsored Research Agreement.[6] Yes / No / It depends (circle). If so,

- where does funding come from?_____
- are there relevant publication restrictions on the Student's research such as a Non-Disclosure Agreement (NDA)?[7] Yes / No / Unsure (circle). _____.
- bearing in mind the graduate thesis regulation that states: ***No research for the Master's or PhD degrees at McMaster may be secret or classified***,[8] how might this agreement impact the student's thesis (e.g., right of Industry partner to review Student's thesis, or other proposed disclosure, prior to any public presentation of results; embargoed/withheld thesis)?[9] _____.

  Note: If concerns exist regarding this topic, consultation with the School of Graduate Studies (SGS) and the McMaster Industry Liaison Office (MILO) is advised.

Is there a possibility that an invention arising from the Student's research could be patentable? Yes / No / It depends (circle).

Is the Student and/or Supervisor interested in commercializing the results of the Student's research now or in the future? Yes / No / It depends (circle).

Please elaborate for the Student on any other relevant information about the following:
- Copyrights and trademark protection: _____
- Commercialization grants: _____
- Confidentiality, inter-institutional, and license agreements: _____

Sabbatical

The Supervisor does / does not (circle) plan to take a sabbatical during the Student's study period. If so,
- the sabbatical is expected to start _____ (date), and last approximately _____ (length).
- how will the Supervisor ensure adequate supervision of the Student? _____.

Student's Academic and Professional Development

The Student's immediate goals include:

- Academic goals: _____.

- Professional/career goals _____.

The Student's <u>long-term</u> goals include:

- Academic goals: _____.
- Professional/career goals _____.

Which of the Student's goals does the Supervisor feel that they could help the Student achieve? How might the Supervisor help?
_____.

Additional Comments

_____
_____
_____
_____.

Signatures

The Student and Supervisor have together reviewed, discussed, and come to mutual understanding regarding the items within this document. Both agree the information provided within is true and accurate to the best of their knowledge. The memorandum can be reviewed by both parties and revised together again in the future if deemed appropriate. The Supervisor and Student will keep copies of the signed memorandum.

Student: Name (print) _____ Signature: _____ Date_____

Supervisor: Name (print) _____ Signature: _____ Date_____

Co-Supervisor (if applicable): Name _____ Signature: _____ Date_____

SPECIFIC REQUIEMENTS OF THE GRADUATE STUDENT

Name: _____ Date: _____

The following are program (or other) requirements specific to the Student with accompanying timelines and/or dates for completion (suggested items: progress reports, committee meetings, comprehensive exams, technical or safety training, etc.).

Item(s)	Frequency (e.g., once a year)	Due date(s)/ Timeline (if applicable)	Notes/ Links/ Relevant Resources
SGS #101: *Academic Research Integrity and Ethics*	One time only (or until "Pass")	Year 1 (term 1 recommended)	See the School of Graduate Studies Calendar for current course information
SGS #201: *Accessibility for Ontarians with Disabilities Act (AODA)*	One time only (or until "Pass")	Year 1 (term 1 recommended)	See the School of Graduate Studies Calendar for current course information

Endnotes:

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[1] Recording "meeting minutes", and ideally emailing them to the attendees after the meeting, is an effective way to help ensure the message(s) communicated is/are mutually understood and available for reference in the future. For more information, see for example: http://www.effectivemeetings.com/meetingbasics/minutes.asp

[2] The General Regulation of the Graduate School for Vacations (section 2.5.6 of the School of Graduate Studies Calendar) states that: *Full-time graduate students are expected to be on campus for all three terms of the university year, as specified in Section 1.3. In addition to statutory holidays (see Sessional Dates) and the weeklong Holiday closing of the University from late December until early January, normal vacation entitlement is two weeks of vacation during the year, to be scheduled by mutual agreement with the research supervisor and the employment supervisor. Exception to this allotment requires approval from the supervisory committee.*

[3] McMaster Institute for Innovation and Excellence in Teaching and Learning (MIIETL), in partnership with the School of Graduate Studies, now offers the Teaching and Learning Certificates of Completion Program for graduate students and postdoctoral fellows. Participants can earn certificates of completion by completing a number of courses designed to enable their success in teaching and learning. *Note: All courses (except EDU 750) are "zero-unit" courses, meaning that they will appear on graduate students' transcripts but not count toward fulfilling their degree requirements. Graduate students should ask their department/school whether they have permission to take EDU 750, and if so, whether the course will contribute toward their degree requirements.* For more information, visit http://miietl.mcmaster.ca/site/.

[4] Students may consider completing a *Sandwich Thesis* if some of the research undertaken expressly for the degree has previously been published or prepared by the Student as one or more journal articles, or parts of books. To determine eligibility for completing Sandwich Thesis, the Student should discuss and obtain permission from the Supervisory Committee, as well as consult the Guide for the Preparation of Theses, a link for which can be found on the School of Graduate Studies website.

[5] The objective of the Tri-Agency Open Access Policy on Publications is to improve access to the results of Agency-funded research, and to increase the dissemination and exchange of research results. For more information, visit the NSERC, SSHRC, CIHR, and/or Government of Canada [Science] (http://www.science.gc.ca/default.asp?lang=En&n=F6765465-1) website.

[6] If you are working on an industry-sponsored project, whether it is funded by an industry partner alone or co-funded by a funding agency, there will be an agreement between the University and the industry partner that covers ownership of the project results, confidentiality considerations and will detail how publications arising from the results must be handled. The agreement ensures that the research is publishable and gives consideration to the possibility the industry partner may commercialize the results. To ensure there is not a premature disclosure of patentable intellectual property, the University allows the partner to review any proposed disclosure to determine whether or not intellectual property protection should be sought prior to the dissemination of the results. This prior review applies to all public dissemination of the results, including graduate theses. It is important for the Supervisor and Student to discuss the agreement to determine if there are any obligations that could impact the Student's thesis or use of the results. More information is available through the McMaster Industry Liaison Office (MILO): milo.mcmaster.ca. Relevant McMaster Policies (as of March 2016) include: Ownership of Student Work; Joint Intellectual Property Policy

[7] A Non-Disclosure Agreement (NDA) is an agreement that sets out the ways in which your information (e.g., data/results) can be used by the person or organization that you are providing it to (and the kind of protection that it should receive). NDAs generally provide that the information may only be used for a

specific purpose and must not be disclosed to any other persons or organizations. Often they will appoint a designated representative to be responsible for disclosure and receipt of the information. More information is available through the McMaster Industry Liaison Office (MILO): milo.mcmaster.ca.

[8] The General Regulation of the Graduate School for Theses (section 2.8.1 of the School of Graduate Studies Calendar) states that: "No research for the Master's or Ph.D. degrees at McMaster may be secret or classified. All e-theses will be available to readers through MacSphere" (http://macsphere.mcmaster.ca/).

[9] "Embargoed" (i.e., withheld) status of one's thesis (http://graduate.mcmaster.ca/graduate-students/current-students/completing-your-degree/651-step3-final-submission) is intended to protect rights for immediate commercial publication, to obtain a patent which may rise from the research, or as a result of any contract made with a third party. The student may request a postponement of digital publication for up to one year at the time of thesis submission to MacSphere (http://macsphere.mcmaster.ca/) – all such requests are automatically granted. Students who would like to extend this initial period of postponement must apply to the Thesis Coordinator who will forward the request to the Associate Vice-President & Dean of Graduate Studies for determination of whether further publication postponement is warranted. This request must include a full description of why the additional delay is requested and what steps have been taken to address the issues that required the initial delay. No delay of publication more than 2 years from the initial submission will be permitted. Please note that you and your supervisor must both sign the delay of publication area on your Final Thesis Submission Sheet. For more information, consult the School of Graduate Studies Calendar.

The DeGroote EMBA in Digital Transformation Scholarship for Women in Leadership
Established in 2015 by the generous donors of the DeGroote School of Business. To be awarded by the School of Graduate Studies to a female student enrolled in the DeGroote School of Business, EMBA in Digital Transformation program who, in the judgement of the EMBA Admissions Committee and School of Graduate Studies, has demonstrated exceptional professional and community leadership.

The DeGroote EMBA in Digital Transformation Scholarship for Entrepreneurial Leadership
Established in 2015 by the generous donors of the DeGroote School of Business. To be awarded by the School of Graduate Studies to a student enrolled in the DeGroote School of Business, EMBA in Digital Transformation program who, in the judgement of the EMBA Admissions Committee and School of Graduate Studies, has successfully launched and operated their own business. Preference will be given to applicants in the technology sector.

The DeGroote EMBA in Digital Transformation Scholarship for Leaders in Healthcare
Established in 2015 by the generous donors of the DeGroote School of Business. To be awarded by the School of Graduate Studies to a student enrolled in the DeGroote School of Business, EMBA in Digital Transformation program who, in the judgement of the EMBA Admissions Committee and School of Graduate Studies, who has demonstrated outstanding leadership and managerial competency in the health care industry.

The DeGroote EMBA in Digital Transformation Scholarship for Leaders in Non-Profit Organizations
Established in 2015 by the generous donors of the DeGroote School of Business. To be awarded by the School of Graduate Studies to a student enrolled in the DeGroote School of Business, EMBA in Digital Transformation program who, in the judgement

of the EMBA Admissions Committee and School of Graduate Studies, who has demonstrated outstanding leadership in the non-profit sector.

Stewart-Anthony Family Scholarship in Biomedical Discovery and Commercialization

Established in 2015 by the Stewart–Anthony family, to be awarded to a full-time graduate student in the Biomedical Discovery and Commercialization Program who demonstrates excellence in academic achievement. To be awarded by the School of Graduate Studies on the recommendation of a committee from the Biomedical Discovery and Commercialization Program.