



**School of Graduate Studies**

1280 Main Street West  
Hamilton, Ontario, Canada  
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Phone 905.525.9140  
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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 December 6<sup>th</sup> at 9:30 am in Council Chambers (GH-111)**

Listed below are the agenda items for discussion.

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

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

- I. Minutes of the meeting November 15<sup>th</sup>, 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 Health Sciences Graduate Policy and Curriculum Committee Report**
- VIII. Faculty of Science Graduate Curriculum and Policy Committee Report**
- IX. Faculty of Social Sciences Graduate Curriculum and Policy Committee Report**
- X. Final Assessment Reports**



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Graduate Council  
November 15<sup>th</sup>, 9:30 am  
GH 111

Present: Dr. D. Welch, Ms. S. Baschiera, Ms. C. Bryce, Dr. N. Agarwal, Dr. C. Hayward, Dr. P. Swett, Dr. T. Porter, Dr. M. Thompson, Dr. S. McCracken, Dr. J. Qiu, Dr. A. Deza, Dr. A. Kitai, Dr. B. Doble, Dr. A. Dean, Dr. E. Grodek, Dr. S. O'Brien, Dr. G. McClelland, Dr. D. Pelinovsky, Dr. A. Sill, Dr. I. Marwah, Dr. A. Fudge Schormans, Dr. E. Badone, Ms. A-M Dragomir, Ms. M. Badv, Ms. S. Ramsammy, Mr. R. Narro-Perez, Mr. P. Self

Regrets: Dr. M. Verma, Dr. A. Guarne, Dr. L. Thabane, Ms. N. Shen, Ms. R. Estok, Dr. B. Gupta

By invitation: Dr. T. Hurd, Dr. D. Lozinski

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#### **I. Minutes of the meeting October 18<sup>th</sup>, 2016**

The minutes of the meeting of October 18<sup>th</sup>, 2016 were approved on a motion by Dr. Agarwal, seconded by Dr. Porter.

#### **II. Business arising**

There was no business arising.

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

Dr. Welch provided a few updates from the past month. He noted that the last graduate council had been held shortly after the SGS review and that the report arising from this review had not been received yet but should be shortly. Dr. Welch and the Provost agreed that it will be made publicly available. Even without the report a number of initiatives have been undertaken to improve the admissions flow and reduce the amount of time it takes for a file to be processed once it gets to grad studies. He believed there was a number of places along the chain where things could be address and noted that there is an admissions working group to discuss.

He said they had recently talked with UTS about an end to end review of admissions module with the goal of getting that improved and making it less cumbersome. In addition to that, a third admissions officer position had been approved. They are advertising it now with the goal of having that person fully operational by the next admissions cycle.

Dr. Welch also reported on the CAGS meeting in Toronto. He said there had been a good showing of staff and Faculty and that many of the topics Graduate Council is considering are also topics of discussion at CAGS. He came away feeling that McMaster is in good shape relative to other institutions in terms of managing the

changes. He noted a number of talks had been given in terms of indigenous efforts and the evolution of the Ph.D. The person influencing the change in immigration policy gave a talk at CAGS and mentioned there were changes afoot in terms of international students getting easier time in gaining permanent residency. An attendee asked when the changes were becoming effective. Dr. Welch responded that they were going to be effective November 19<sup>th</sup>.

Dr. Welch reported that the search was on for a permanent AVP and Dean of Graduate Studies and that the committee has been approved by senate.

He noted that convocation was coming up that week and that the former GSA president will be valedictorian.

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

Drs. Naresh and Porter had no report. Dr. Hayward report that the Faculty of Health Sciences was trying to be more student-centric in the materials that they're giving out to students. They have prepared a guide for all programs affiliated with FHS and are in the final stages of three videos that they will be posting online with student perspectives on why to come to McMaster. The idea for this came out of retreat and collaboration between students and programs to improve the face of McMaster. Dr. Thompson reported that the Faculty of Engineering had completed a Ph.D. survey. One of the items of note was that none of their students had gone on to faculty positions. They surveyed alumni at the 2 year mark, 5 year mark and 8 year mark and included questions about whether they are training our Ph.D.s in an appropriate manner. The Faculty is planning a retreat to see if there's a willingness to evaluate Ph.D.s in a different way. A council member asked which students had been contacted. Dr. Thompson responded that it was alumni only.

Dr. Swett reported that the Faculty of Humanities was in the process of doing an alumni survey. McGill is coordinating it for a number of universities. The first set of data is back and includes a very basic list of where alumni are working right now. They did interviews with these students as well. She also mentioned that she had had a meeting with the director for the MacData institute to discuss a cross-campus M.A. in big data.

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

Ms. Baschiera reported on a couple of developments on graduate admissions. From the SGS review a lot of the feedback was about how admissions has been managed so they're looking at how they're handling their process, external from the system. She said they expected there to be opportunities for streamlining. They will also be helping to coach program staff and faculty to move through the process with more efficiency. She noted that they also can't simply ignore the deficits in the system. To that end, there will be another fit-gap analysis for admissions to assess where they are with improvements and where they need to get to.

She noted that the third admissions officer position should be posted. With three admissions officers programs will have faculty-specific reps as each admission officer will have primary responsible for two faculties and will be able to become experts in the faculties in question.

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

Mr. Self reported that his team was holding a one-week resume session designed by their former graduate career strategist. They will also be holding a graduate student orientation on December 15<sup>th</sup>, in recognition that many graduate students arrive before the start of the January term. He issued an open invitation to the Lawrence Hill writing strategy session for graduate students and postdocs happening later in the day, noting that 101 people had signed up. He also noted that 3MT registration opens on December 12<sup>th</sup> and that students interested in doing 3MT this year to work on their communication skills, should register at that time.

He reported that postdocs had signed a new contract and those that are part of the CUPE union will now have access to career services through human resources. His team also runs a postdoc session every January.

#### **VII. New Program Proposal – Master of Financial Math**

Dr. Hurd presented the new program proposal. He said that the Master of Financial Mathematics would be a 12 month professional course-work masters within the Faculty of Science and based within the Math and Stats department. It is designed to take quantitatively trained students and enable them to get on to really excellent high-level career paths in finance industries. He said it was a unique program and that they have a lot of experience at this level as they had a nine year run with a related program stream which proved to be very successful but unsustainable. They intend to open up the new program in 2018 and have excellent faculty within Math and associated members in other faculties.

He drew the council's attention to the degree level expectations and program learning outcomes and noted that in addition to technical skills the program also promotes soft skills. The target is to have 20 students in the program within five years. He noted that current alumni from the previous stream have a very tight network and satisfied group and so the new program will have reputation that they need.

A council member noted that the proposal stated that the program is supposed to be revenue neutral and asked about the funding. Dr. Hurd responded that it's going to be MTCU funded and that the international student fee is quite high. He said there is a need to be proactive to ensure Canadians cannot get squeezed out. They have set a \$26 000 fee level for Canadians but noted that given that it has to have ministry approval they may not get that fee. Dr. Welch explained that McMaster proposes a tuition fee to the MTCU and that if the program is to be BIU funded, it must be accommodating to students in financial need. He noted that there have been issues getting the requested fee in the past.

A council member asked if there were any plans to work with advancement to ensure there are scholarships. Dr. Hurd responded that they will be opening with a marketing blitz in Canada and would have to work with advancement and grad studies on that. They haven't gotten to the level of entry scholarships. He noted that there will be an internship in the program and expected that at least 80% of students will be getting a 4 month paid internship that will provide a rebate on some of the tuition. A council member suggested that perhaps some of the satisfied grads of the previous program could be tapped as donors for incoming students.

A council member asked about the four-month internship that is part of the program and asked what kind of jobs the students get once they graduate and what kind of skills they will require. Dr. Hurd responded that they have a list of industrial partners to place students in internships which includes all major financial institutions and that it's a specialized program with a well-defined subject area and well-defined career path in the finance industry as all financial institutions employ a large number of these folks.

Dr. Lozinski said that the internship is part of a project course and it gives a lot of flexibility on how students find their opportunities. Those few that don't find internships are set up with industry mentors that work on a project. These would be unpaid but potentially more interesting projects. He said that both avenues provide soft skills needed in industry. The council member noted the need for social, emotional and collaborative learning. Dr. Hurd said that they have emphasized professional development in their program learning outcomes. These are all about communication, presentation and listening to other people. Industry partners have told them that what makes their program unique is that they recognize the need for these soft skills. With funding and revenue they will have more industry people in to do modules with student. Interviewing sessions, resume preparation and the like are all built into the program.

Dr. Hayward asked about the industry internship/project wondering who is doing the evaluation and is there a grade, noting that the evaluation had to be done by McMaster faculty. Dr. Lozinski responded that in terms of the assessment it is done on the project and presentation as part of the course. Faculty review and provide a letter grade based on performance. Dr. Hurd noted that they typically have a panel with four faculty on presentation day.

Dr. Sills moved and Dr. Agarwal seconded, 'that Graduate Council approve the proposed new program as described in the document.'

The motion was approved with one abstention.

### **VIII. Faculty of Business Graduate Curriculum and Policy Committee Report**

Dr. Agarwal explained that the report contained only relatively minor items including three new course proposals, some cancellations, change in course titles and changes in unit counts.

## **IX. Faculty of Engineering Graduate Curriculum and Policy Committee Report**

Dr. Thompson presented the items for approval. He noted that Chemical Engineering proposed a change to their admission requirements to increase the language requirement. They TOEFL will be increased to 88 from 85 and the change is intended to help with the quality of student they're bringing into the program as well as their TAs. The next change proposed was from Engineering Physics. He noted that two years back they had instituted an accelerated Masters, one component of which is that students are allowed to do some work in their research in their undergraduate degree. The current wording did not allow them to use their thesis project course as part of this. The change will make them more consistent with other accelerated programs

He said that the change proposed from SEPT was to try align it so that all of their programs have an advanced credit option and expanded the potential number of courses available for this. Students in the final year of the undergraduate degree take a course at the 600 level and use it in their graduate degree should they enroll as graduate students. The change is intended to encourage students to enroll in graduate studies and assist with timely completion of the Master's degree.

He noted that SEPT had proposed a substantial change to course requirements in the Manufacturing program. MEME used to be a joint effort between three departments but now the program moved over to SEPT. The way the program was created at the time, only courses within those three disciplines could count toward required courses. The program now requested that as long as there is appropriate content, one third of the courses can be from outside of those three departments. These changes will allow students to take two courses out of their required 6 from a select list of courses.

Dr. Welch asked how an undergraduate is enrolled in a graduate course. Dr. Thompson responded that they can't enroll themselves. They have to get approval from program director and then the instructor provides 600-level content. If they utilize this advance credit option, this is then put on the graduate student's record with a P/F mark.

Dr. Thompson noted that the final change proposed by SEPT is the addition of a course-work only option to the MEME program. Currently the program requires 6 courses and an industry project. While students who are able to find an industry partner have created really interesting projects, it is tough to find folks in industry to take them on and is particularly difficult for international students who are trying to participate. So the program is proposing an option of doing two courses in place of the project. The program is still adamant that they'd like to keep the project, but would also like to offer this additional option.

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

The motion was carried.

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

Dr. Hayward explained that the BDC program had made some changes to their calendar copy. The Nursing program has proposed a change to course requirements. She noted that Nursing had previously replaced a course but didn't update their course requirements and that now they were cleaning it up. The other change proposed by Nursing was a change to their comprehensive procedure. The program has been unhappy with it for some time and some very successful students have had difficulty with their comprehensive exams. The change helps formalize better the evaluation and what happens if there is any discrepancy between examiners. It will also now take the form of a thesis proposal and defence of it. They are hoping the changes will help students complete the program in a faster timeframe. She noted that the other items are all information and include new courses and course cancellations.

Dr. Hayward moved and Dr. Porter seconded, 'that Graduate Council approve the proposed changes as described in the documents.'

The motion was carried.

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

Dr. Swett explained that the main item for consideration is the calendar copy for the new PhD which has now gone through all stages of approval and is planning to accept new students this winter. In addition to the program notes, there are two new courses. The only other item for Graduate Council approval was the change to calendar copy from English and Cultural Studies. They proposed reorganizing and reemphasizing certain stages of the program. The other items for information were housekeeping measures.

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

The motion was carried.

**XII. Faculty of Social Sciences Graduate Curriculum and Policy Committee Report**

Dr. Porter explained that Anthropology changed the name of their seminar and want to put a Milestone in mosaic to more efficiently track progress against this requirement. Social work consolidated one of its methods courses and have changed their requirements accordingly.

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

The motion was carried.

### **XIII. Concurrent Masters/Ph.D. Admission change - Section 2.1.2**

Dr. Welch explained that McMaster has had on the books for a long time that a McMaster student could start their Ph.D. while concurrently finishing masters. The timescale for this overlap has been two months but there's very little tracking of the situation. He noted that there have been several occasions where students were put into a difficult position. In the current situation the deadline comes in the middle of a term so whatever gets decided doesn't have much effect and its right near November count where a student's status makes a big difference. He consulted other Ontario graduate deans and that all of the ones that had policies that work, had this one term overlap.

He asked for a friendly amendment to the original motion to make the change effective January 2017.

A council member asked for a specific situation that would be relevant to this policy. Dr. Welch responded that whether or not a student is a Masters or a Ph.D. is supposed to depend on whether they're complete or not. There is already a grace period for people to do the defence in September. The council member asked if the student is waiting for due process. Dr. Welch responded that this would apply to students who haven't gotten to the point of writing up their thesis but are in the process, or are waiting for faculty members to be available for a defence.

A council member asked if this would this apply only to McMaster students or if it would also apply to students who are finishing their Masters at another institution. Dr. Welch responded that the intention is that it would apply to McMaster students. The council member responded she knew of situations where students had come to McMaster into a Ph.D. in September without defending their M.A. and said they have always given them to September 28<sup>th</sup> deadline to remain in Ph.D. program. She asked for confirmation that these people would not get the extra leeway. Dr. Welch confirmed.

Another council member said she was not sure that that was clear from the wording of 'C' and suggested there was some ambiguity that a student coming from somewhere else doesn't get to utilize this option. Dr. Welch responded that number '2' refers to a McMaster degree.

Dr. Hayward said that in practice this would mean that if you wanted to offer a student entry into the Ph.D. program you would put a condition in their offer letter. She said it had proved to be helpful in declining someone who was not a good choice upon arrival and who was not anywhere near completion of their Masters degree. She liked the wording and thought that someone looking from the outside will see that they need to have their Masters to get into the Ph.D.

Dr. Welch noted that students can transfer to Ph.D. without completing their Masters and they have to do it by month 22 of their program. After that point they have to complete their Masters.

A council member noted a potential difficulty arising in a small cohort program where students are accepted from their own MA and external MA. She said that there might be an issue of inequity there. Dr. Welch



responded that that was true but that there is an inequity currently. The idea here is to make it more functional, as it doesn't work very well right now.

Dr. Sills moved and Dr. Hayward seconded, 'that Graduate Council approve the proposed changes to section 2.1.2 as described in the documents.'

The motion was approved with three abstentions.

#### **XIV. New Scholarships and Changes to Existing Scholarship**

With respect to the change to the terms of one scholarship Dr. Hayward asked about the logistics about giving a scholarship to research staff member, wondering if McMaster could do that. She said she thought that to get a scholarship, and for tax purposes, the recipient had to be a student. Dr. Welch noted that this was an excellent point. Ms. Ramsammy said she would take it back to TFOC. Dr. Welch asked for a motion to table that change and withdraw the original motion. Dr. Hayward moved and Dr. Deza seconded and the motion was carried.

Council members discussed an e-ballot for the remaining item once the issue was clarified.

Dr. Hayward moved and Dr. Swett seconded, 'that Graduate Council approve the first two items in the scholarship document.'

The motion was carried.

#### **XV. Additional Scholarship Committee Members**

Dr. Porter moved and Dr. Sills seconded, 'that Graduate Council approve the proposed changes to scholarship committee membership as described in the documents.'

The motion was carried.

#### **XVI. Doctoral Dissertation Discussion**

Dr. Welch explained that there was a CAGS based initiative to examine the doctoral dissertation and consider allowing changes and modifications. The discussion document was circulated to last meeting and one of the items noted during the discussion was a request to be briefed on what rules currently are. These items were included with the graduate council packet. He said there were a number of aspects about the evolution of the dissertation to discuss including what other forms it could take, what other forms should it be allowed to take, how it can be defended and how achievement could be measured.

He said that discussion around this topic came up at the CAGS meeting. At UVIC there were a large number of students from an indigenous background and that there had been a request for defence to be conducted in the community. It was something that the Dean at UVIC (David Capson) was trying to think through. Dr. Welch

noted that McMaster allows public defences and anyone can attend. It is also the case that there is recognition that indigenous communities in particular are concerned about how information arising from indigenous community comes back to indigenous communities. He said there were some logistical issues surrounding this including the distance to be traveled, the boundaries, the expectation that faculty would be obligated to take two days to travel to and from a defence. He said those are some of the practical considerations of some of these proposed changes.

Dr. Welch asked for input/feedback about where the rules might be expanded or modified. He said that currently McMaster had two forms sandwich and traditional and asked if there were any thoughts on additional forms. Dr. Swett responded that in the newly-approved Ph.D. they have the research-creation thesis. Three models will be accepted in the program and it will be the first of its kind on campus. The thesis will combine artistic work and scholarly analysis of it.

Dr. Hayward said she thought some changes would be required to handles things like that, including how the multimedia contribution would be handled. Ms. Bascheira responded that MacSphere can handle a variety of formats. Dr. Hayward said she thought the kind of change required could be handled through minor changes to requirements in the graduate calendar.

Dr. Welch said he thought that change could come from the top or bottom (program-level) and that some framework for orderly change would be desirable. Dr. Hayward agreed that that would be important as external examiner would need to know what is acceptable for a graduate thesis. As the graduate calendar trumps handbooks, something would need to be included the graduate calendar.

A council member noted that they had looked at McMasters requirements when they were developing the new Ph.D. and saw that they were quite broad and general. She said they might have missed a regulation along the way, but they were quite helpfully broad and not super detailed.

Dr. Hayward said that the associate deans get involved when someone has an external reviewer that doesn't approve the thesis moving to defence and noted the importance of revising this part of the regulations and communicating it out.

Dr. Agarwal recalled working with a group where they discussed the sandwich thesis particularly in light of student contribution and co-authorship.

Dr. Thompson said that the role of the external examiner is important but also obstructive in the evaluation process for Ph.D. He noted times where he has had to discuss with a reviewer who was unwilling to agree that the thesis was ready for defence and said that they are often surprised that McMaster values their opinion this highly. In many other institutions the external is just a single voice in the overall committee. He thought if McMaster was going to look at different ways to evaluate the Ph.D. an important item to consider is the evaluation of the examiner. One idea is to bring them back to the same level as all of the other examiners. If

this was the case, if there were misunderstandings with new formats, this would not impede a dissertation from moving forward.

Dr. Welch said that there should be additional models where a student's contribution can be highlighted more clearly. There are many times where the student is nth author on a paper or two out of the three papers. He thought there must be more obvious ways of displaying the student's original contribution.

A council member said that in social work there is a push from a number of different communities that defences be done in the community rather than in the school and asked that this be considered as well.

#### **XVII. CIHR Training Modules**

Dr. Hayward explained that CIHR was offering a number of excellent training modules, that don't take that long to complete. They deal with issues related to sex and gender from different perspectives. She wanted to make sure Graduate Council members were aware that this existed and noted that it was really of interest to people who are filling out applications where you have to indicate that you've taken such factors into consideration. A council member noted that in their discipline the discussion had moved beyond gender and sex binary and was wondering if CIHR had taken that into consideration. Dr. Hayward responded that that was likely best sent directly to the agency.



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To : Graduate Council

From : Christina Bryce  
Assistant Graduate Secretary

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At its meeting on November 16<sup>th</sup> the Faculty of Health Sciences Graduate Policy and Curriculum Committee approved the following recommendations.

Please note that this recommendation were submitted for approval at the November 30<sup>th</sup> meeting of the Executive Committee of the Faculty of Health Sciences.

**For Approval of Graduate Council:**

- **Nursing**
  1. **Change to Calendar Copy**

**For Information of Graduate Council:**

- **Public Health**
  1. **New Course:**
    - **709 Theories of Health Behaviour**



**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.

<b>DEPARTMENT</b>		School of Nursing	
<b>NAME OF PROGRAM and PLAN</b>		Faculty of Health Sciences, School of Nursing	
<b>DEGREE</b>	PhD		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
<b>CHANGE IN ADMISSION REQUIREMENTS</b>	<input type="checkbox"/>	<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>	<input checked="" type="checkbox"/> <b>CHANGE IN COURSE REQUIREMENTS</b>
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>	<b>EXPLAIN:</b> Change to portion of graduate calendar as it relates to comprehensive exam.		
<b>OTHER CHANGES</b>	<b>EXPLAIN:</b> 		

**DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:**

Currently students in the PhD nursing program write and have an oral defense of two papers on topics that may be directly related to the student's thesis topic and must be at least complementary to the thesis. They must have different foci, with one focused on theoretical perspectives in the student's area of practice and specialization and the other on issues related to the conduct of research. Each student is assigned an Examination Chair (non-committee member) who guides the student through the process. Outlines of the written papers are submitted to the Board of Comprehensive Examiners for approval. Once approved, an examination committee is organized that is separate from the supervisory committee. The student has six weeks to write the papers which are evaluated by the examiners. If the students fail the papers, they are re-written. Once the papers pass, the student goes onto the oral examination. This process occurs prior to the development of the thesis proposal.

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

See attached detailed description.

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

There is a need to revise the PhD Comprehensive Examination in Nursing due to the extended periods of time it is taking students to complete the program (out-of-time students) and missed opportunities to publish thesis related work. Currently, faculty are reporting an issue with an extended period of time students are taking to develop the thesis proposal after completion of the comprehensive examinations. In addition to this, there is a need for a more rigorous process to vet the thesis proposal prior to the start of the student's research.

**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.**

Students currently in the program who are ready to start the comprehensive exam process will be given the option of the current or revised exam.

**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):**

Calendar states:

3. Pass a Comprehensive Examination before the ~~eighteenth month from their date of entry into the doctoral program.~~24th month following the start of their doctoral studies for full time students and 36th month  
3. ~~for students in the part-time program.~~

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Nancy Carter      Email: carternm@mcmaster.ca      Extension: 22259      Date submitted: 9/10/2016

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

SGS/2013



SCHOOL OF GRADUATE STUDIES

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

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

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

<b>DEPARTMENT/PROGRAM</b>		Clinical Epidemiology and Biostatistics, Master of Public Health		
<b>COURSE TITLE</b>		Theories of Health Behavior		
<b>COURSE NUMBER</b>	709	<b>COURSE CREDIT</b>		
		<b>FULL COURSE ( )</b>	<b>HALF COURSE (x)</b>	<b>QUARTER (MODULE) ( )</b>
<b>INSTRUCTOR(S)</b>		Dr. Elizabeth Alvarez		
<b>PREREQUISITE(S)</b>		Enrollment in the Master of Public Health program or permission of course instructor.		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
<b>NEW COURSE</b>	<input checked="" type="checkbox"/>	<b>DATE TO BE OFFERED (FOR NEW COURSES ONLY):</b> SUMMER 2017	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b> NO	
<p>WILL THE COURSE BE <u>CROSS-LISTED</u> WITH ANOTHER DEPARTMENT? YES IF YES, PLEASE NOTE WHICH DEPARTMENT:</p> <p>ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). <b>NOTE:</b> CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.</p> <p>*FOR ALL NEW CROSS-LISTINGS PLEASE NOTE WHICH DEPARTMENT OWNS THE COURSE: MASTER OF PUBLIC HEALTH</p>				
<b>CHANGE IN COURSE TITLE</b>		PROVIDE THE <b>NEW</b> COURSE TITLE:		
<b>CHANGE IN COURSE DESCRIPTION</b>		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		
<b>CHANGE TO FULL COURSE</b>		<b>CHANGE TO HALF COURSE</b>	<b>CHANGE TO QUARTER COURSE</b>	



<b>COURSE CANCELLATION</b>		<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>  <b>PLEASE NOTE: CROSS-LISTED COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.</b>
<b>OTHER CHANGES</b>		<b>EXPLAIN:</b>
<b>BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (<i>maximum 6 lines</i>) to be included in the Graduate Calendar.</b>  The course provides an introduction to theories of human health behaviour, from individual, interpersonal, community and policy levels. Students will gain an understanding of these theories and how they can be applied within public health and related fields. Current topics will be drawn upon to make the concepts relevant to the students. In addition, students will develop their own healthy lifestyle plan drawing on these theories.		
<b><u>Course format and description of assignments</u></b>  The majority of the learning in this course will be student-led and will be supported via online postings through Avenue to Learn and through weekly discussions. Each week (weeks 2-6), each student will search the literature to find 2 recent articles (2010 and on) based on the specific theory listed in the assignments and evaluation section below. The student will be responsible for reading these articles, and other necessary literature, and for posting on Avenue to Learn a brief written summary of the theory, a brief description of how this theory was applied (based on the articles), strengths and weaknesses of the theory, and 1-2 questions for discussion ( <b>Maximum 750 words</b> ). Students will be responsible for reading each other's postings and participating in discussions.  Each student will be required to prepare a 15-20 minute individual presentation regarding an alternate theory (one not covered in that student's prior postings and/or listed in the syllabus), its application(s), and strengths and weaknesses of the theory. The student will allow time for a question and answer period of 5 minutes from their peers and the course instructor.  In addition, each student will be required to keep a journal during the course to help him/her prepare an individualized plan for leading a healthier lifestyle based on an evaluation of the student's health goals and a plan based on the theories covered in the course. A final paper ( <b>Maximum 4 pages, excluding references</b> ) will be prepared and will include: an introduction to the assignment; a description of how that student defines health, and whether s/he defines him/herself to be healthy or not and why; a description of his/her health goals and how s/he prioritized one of these goals to focus on for the assignment and to try to implement in his/her life; a brief description of how two theories discussed in class helped the student develop a plan for making this lifestyle change; an action plan for implementing this lifestyle change; and an analysis of whether the student believes s/he will be able to implement this lifestyle change in the short- and long-term.  <b><u>Required texts</u></b> None		

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

This course will help students develop the following skills: practice self-directed learning, search literature for relevant articles, learn about theories of health behaviour and write concise descriptions of these theories, describe types of research designs which are used in applying theories of health behaviour, practice presentation skills, facilitate

discussions amongst their peers, provide effective verbal peer review, reflect on their own health and health behaviours, and develop plans for making healthy lifestyle changes.

The CE&B department lies within the Faculty of Health Sciences. This course focuses on health-related behaviours that cut across the entire foundation of the Faculty. Conducting literature searches, describing types of research designs, and applying concepts to public health and health policy topics all align with the work of the CE&B department.

This course can be taught on-line using appropriate technologies, including Avenue to Learn and WebEx or it can be taught face-to-face. The CE&B department is hoping to offer more courses online, so this course can fit the needs of the students, instructors and the vision for the department.

**2. EXPECTED ENROLMENT:**

10

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

Due to the nature of the course, the majority of the work is done in preparation for class discussions in a flip-classroom type setting. The course instructor will use a combination of lectures, discussions, student-led facilitations, online postings, and active participation (e.g., progressive muscle relaxation, developing health goals) to convey the materials taught through this course.

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

**Evaluation**

Online postings of theories of health behaviour as described above = 5 postings x 12 points = 60 points

Presentation = 15 points

Final paper = 15 points

Attendance and participation = 10 points

**TOTAL = 100 points**

There is rubric for scoring discussion participation.

**Student Disclosure, Confidentiality, Safety and Learning**

The goal of this course is for students to understand health behaviour theories, and then to apply those to some aspect of their own life experience, in order to improve understanding and also empathy for the people they may be working with in the future. The role of the course instructor will be to explain and clarify theoretical concepts, and to assist students in understanding techniques for their application, using their own life experience as case material. Students are expected to choose a lifestyle behaviour for which they wish to improve their own efficacy in some way. Their evaluation does not, however, hinge on their ability to apply this material to their life or to experience any sort of change or improvement. The goal of this course is not for them to improve their own health, but rather to understand how health behaviour concepts might be applied and the kinds of barriers that may arise.

There is the risk in this course for students to “cross the line” into delving into their own health issues and seeking help for those that is at an inappropriate level for the class environment. It will be made clear to students that this is not a treatment or therapy experience. They will understand that all of the issues they raise in the group will be kept confidential within the

group. They will also understand that if their learning goals are moving into the realm of personal treatment or therapy, they will be advised of this by the course instructor and will be provided with external resources that they may access for further assistance. There are several important points for distinguishing appropriate personal learning trajectories. Their learning goals will need to be strictly concerning building capacity in improved health behaviours, in general, in relation to lifestyle. Their disclosure and group discussion will remain within the realm of skill building and improving efficacy in these areas. Disclosure about medical or mental illness or interpersonal struggles will be discouraged. Goals related to making a diagnosis, or being treated for their own pathology, will be diverted from the class and they will be encouraged to seek professional assistance.

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

There are no similar courses in the CE&B Department. Rehab 716 has some complementary curriculum but the two courses complement each other and students could take both.

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

N/A

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

Name: Elizabeth Alvarez    Email: [alvare@mcmaster.ca](mailto:alvare@mcmaster.ca)    Extension:    Date submitted:

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

SGS /2013



**School of Graduate Studies**

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

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

To : Graduate Council

From : Christina Bryce  
Assistant Graduate Secretary

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At its meeting on October 21<sup>st</sup> the Faculty of Sciences Graduate Curriculum, Policy and Admissions Committee approved the following recommendations.

Please note that this recommendation were approved at the November 17<sup>th</sup> meeting of the Faculty of Science.

**For Approval of Graduate Council:**

- **Kinesiology**
  1. **Change to Course Requirements**
  2. **Change to Admission Requirements**
  3. **Change to Comprehensive Exam Procedure**

**For Information of Graduate Council:**

- **Biology**
  1. **New Course:**
    - 712 Communication and Scholarship Skills in Biology
- **Kinesiology**
  1. **Change to Course Description:**
    - 713 Directed Readings in Kinesiology Change to Admission Requirements



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

<b><u>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</u></b>			
<p>1. This form must be completed for <b><u>ALL</u></b> changes involving degree program requirements/procedures. <b><u>All</u></b> sections of this form <b><u>must</u></b> be completed.</p> <p>2. An electronic version of this form (must be in MS WORD <b><u>not</u></b> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is <b><u>required to attend</u></b> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
<b>DEPARTMENT</b>		Kinesiology	
<b>NAME OF PROGRAM and PLAN</b>		GSCPH	
<b>DEGREE</b>	KINESPHD		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
<b>CHANGE IN ADMISSION REQUIREMENTS</b>	<input type="checkbox"/>	<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>	<input type="checkbox"/>
			<b>CHANGE IN COURSE REQUIREMENTS</b> <input checked="" type="checkbox"/>
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>		<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> KIN 714 becomes elective; KIN 713 becomes required with part of the course involving the creation of a grant application.
<b>OTHER CHANGES</b>	<b>EXPLAIN:</b>		
<b>DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:</b>			
<p>KIN 714 is required directed reading course involving special populations. Not every subset of kinesiology deals with special populations.</p> <p>KIN 713 is elective directed reading course and can cover any number of kinesiology-related topics. We wish to make it the required course for the PhD stream. A grant proposal is part of the required course in its current iteration; we wish to have the grant proposal aspect moved to KIN 713 (still required).</p>			

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

KIN 713 is elective directed reading course and can cover any number of kinesiology-related topics. As it is relevant to all KIN PhDs, we wish to make it the required course for the PhD stream. A grant proposal is part of the required KIN 714 course in its current iteration; we wish to have that grant proposal aspect moved to KIN 713 (so that it is still required).

Not every subset of kinesiology deals with special populations so we wish to change KIN 714 to an elective instead of a required course.

**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?):**

Not every subset of kinesiology deals with special populations so we wish to change KIN 714 to an elective instead of a required course.

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

September 2017

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

None.

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

**Candidates for Doctoral Studies**

- Must have a Master's degree (thesis) in Kinesiology or a related field of study with, at least, the minimum course experience of our M.Sc. graduates (i.e., 4 courses)
  - at entry to the program, or
  - by the completion of their first 9 months of doctoral study
- are required to complete successfully, 2 additional half courses, one being ~~KINESIOL 714~~ KINESIOL 713
- in addition, other courses may be recommended by the candidate's advisor and/or supervisory committee

All graduate students are expected to maintain an attendance record of 75% each year for Kinesiology's Departmental Seminar Series while in the program.

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: J. Lyons      Email: lyonsjl@mcmaster.ca      Extension: 27899      Date submitted: April 21, 2016

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



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

<b><u>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</u></b>			
<p>1. This form must be completed for <b><u>ALL</u></b> changes involving degree program requirements/procedures. <b><u>All</u></b> sections of this form <b><u>must</u></b> be completed.</p> <p>2. An electronic version of this form (must be in MS WORD <b><u>not</u></b> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is <b><u>required to attend</u></b> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
<b>DEPARTMENT</b>	Kinesiology		
<b>NAME OF PROGRAM and PLAN</b>	GSC PH		
<b>DEGREE</b>	<b>KINESPHD</b>		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
<b>CHANGE IN ADMISSION REQUIREMENTS</b>	<input type="checkbox"/>	<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>	<input checked="" type="checkbox"/> <b>CHANGE IN COURSE REQUIREMENTS</b>
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Change to our Comprehensive examination Section	
<b>OTHER CHANGES</b>	<b>EXPLAIN:</b>		



**DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:**

Candidates for the Ph.D. degree are expected to complete their comprehensive examination within the first 24 months of the program and in accordance with general regulations outlined by the School of Graduate Studies. The examination will be on a topic that is independent of the student's thesis area, and once selected by the candidate and supervisor, must be approved by the supervisory committee. An examination committee will consist of three faculty members who have expertise in three sub-topics related to the main topic area. The comprehensive examination will consist of a written and oral component. The written component will consist of three questions, one from each examiner. The examination will cover material from a selected set of readings provided to the student 8 weeks in advance of the exam date. The written examination will be completed within a single working day in a closed-book format. The student will advance to the oral examination stage within one week of the written exam date, provided two of the written answers are deemed acceptable by the examination committee. If this time frame cannot be adhered to, petition must be made to the department's Associate Chair, Graduate program for special allowances. Following the oral examination, examiners will provide a single grade of fail (F), pass (P) or pass with distinction (P+) for the student's combined written and oral answers to each question. The student will be deemed to have passed the comprehensive Examination if he/she obtains a pass (P) on all three questions during the oral examination. A pass with distinction will require P+ grades on each of the three examination questions at both the written and oral examinations. Students who are unsuccessful at either the written or oral stages of the examination process will be given a second opportunity according to the Policy and Regulations set out by the School of Graduate Studies.

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

Ph.D. candidates cannot begin the comprehensive examination until the student has been in the program (full-time) for 2 semesters and has completed all required course work unless agreed upon by the department's Graduate Admissions and Review Committee.

Currently, our students undergo a two-stage comprehensive examination process (written exam and, one week later, oral defence of same). In order to progress to the oral defence, the student currently must pass two of the three written questions. This creates: a) complications with respect to the third (failed) question and b) the perception that, what was intended to be a single, unitary examination is a two distinct stage process. Our modifications will now require examiners to simply acknowledge receipt of the written answers and all students will progress to the oral defence stage one week later.

We are also removing the Pass with distinction (P+) from our graduate handbook regulations. Students who are unsuccessful in the entire examination process will be given a second opportunity as per the Policy and Regulations set out by the School of Graduate Studies.

**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 make this a single examination grade and not a double grade exam.

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

September 2017

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

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):**

Candidates for the Ph.D. degree are expected to complete their comprehensive examination within the first 24 months of the program and in accordance with general regulations outlined by the School of Graduate Studies. However, unless agreed upon by the department's Graduate Admissions and Review Committee, the comprehensive examination cannot begin until the student has been in the program (full-time) for 2 semesters and has completed all required course work. The examination will be on a topic that is independent of the student's thesis area and, once selected by the candidate and supervisor, must be approved by the supervisory committee. An examination committee will consist of three faculty members who have expertise in three sub-topics related to the main topic area. The comprehensive examination will consist of a written and oral component. The written component will consist of three questions, one from each examiner. The examination will cover material from a selected set of readings provided to the student 8 weeks in advance of the exam date. The written examination will be completed within a single working day in a closed-book format. The student will advance to the oral examination stage within one week of the written exam date. provided two of the written answers are deemed acceptable by the examination committee. If this time frame cannot be adhered to, petition must be made to the department's Associate Chair, Graduate program for special allowances. Following the oral examination, examiners will provide a single grade of fail (F), pass (P) for the student's combined written and oral answers to each question. The student will be deemed to have passed the comprehensive Examination if he/she obtains a pass (P) on all three questions during the oral examination. Students who are unsuccessful in at either the written or oral stages of the examination process will be given a second opportunity according to the Policy and Regulations set out by the School of Graduate Studies.

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: J. Lyons, Associate Chair, Email: [lyonsjl@mcmaster.ca](mailto:lyonsjl@mcmaster.ca) Extension: 27899 Date submitted: Oct. 3, 2016

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

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

<b><u>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</u></b>			
<p>1. This form must be completed for <b><u>ALL</u></b> changes involving degree program requirements/procedures. <b><u>All</u></b> sections of this form <b><u>must</u></b> be completed.</p> <p>2. An electronic version of this form (must be in MS WORD <b><u>not</u></b> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is <b><u>required to attend</u></b> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
<b>DEPARTMENT</b>	Kinesiology		
<b>NAME OF PROGRAM and PLAN</b>	GSC PH		
<b>DEGREE</b>	KINESPHD		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
<b>CHANGE IN ADMISSION REQUIREMENTS</b>	x	<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>	<b>CHANGE IN COURSE REQUIREMENTS</b>
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>	x	<b>EXPLAIN:</b> Incorrect information in the calendar	
<b>OTHER CHANGES</b>	<b>EXPLAIN:</b>		

**DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:**

Within our section of the School of Graduate Studies calendar it states that students may gain entry into our PhD program if they have obtained a master's degree at the time of entry into the PhD program or by the completion of the first 9 months of doctoral study.

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

Currently the Kinesiology PhD program admission requirements are incorrect. We want to add a statement referring to School of Graduate Studies Calendar admission requirements (section 2.1.2).

**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 ensure that our admission requirements are in line with the School of Graduate Studies regulations.

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

Immediately

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

None

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

### Candidates for Doctoral Studies

In addition to the School of Graduate Studies general regulations for admission into a PhD Program, candidates must have must have a Master's degree (thesis) in Kinesiology or a related field of study with, at least, the minimum course experience of our M.Sc. graduates (i.e., 4 courses). As PhD students, they are also required ~~Students~~

- ~~at entry to the program, or~~
- ~~by the completion of their first 9 months of doctoral study-~~
- ~~are required~~ to complete successfully, 2 additional half courses, one being [KINESIOL 713](#)
- Any ~~In addition,~~ other courses may be recommended by the candidate's advisor and/or supervisory committee

All graduate students are expected to maintain an attendance record of 75% each year for Kinesiology's Departmental Seminar Series while in the program.

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: J. Lyons                      Email: [lyonsjl@mcmaster.ca](mailto:lyonsjl@mcmaster.ca)                      Extension: 27899      Date submitted: October 3, 2016

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

SGS/2013



SCHOOL OF GRADUATE STUDIES

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

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

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

<b>DEPARTMENT</b>		Biology		
<b>COURSE TITLE</b>		Communication and Scholarship Skills in Biology		
<b>COURSE NUMBER</b>	712	<b>COURSE CREDIT</b>		
		6 Unit Course ( )	3 Unit Course ( X )	1.5 Unit Course ( )
<b>INSTRUCTOR(S)</b>		Jacobs & faculty on supervisory committees of enrolled students		
<b>REQUISITE(S)</b> (Pre/Co/Anti or program enrollment requirement)		Enrolment in a Biology graduate program		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input type="checkbox"/> No – YES- OCGS program review, 2012				
<b>NEW COURSE</b>		<b>DATE TO BE OFFERED (FOR NEW COURSES ONLY):</b> Fall 2017- course is 8 months long	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b>	
<b>WILL THE COURSE BE <u>CROSS-LISTED (COMBINED SECTIONS)</u> WITH ANOTHER DEPARTMENT? NO</b> If YES, PLEASE NOTE WHICH DEPARTMENT:				
ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). <b>NOTE:</b> CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.				
*FOR ALL NEW CROSS-LISTINGS PLEASE NOTE WHICH DEPARTMENT OWNS THE COURSE:				
<b>CHANGE IN COURSE TITLE</b>		PROVIDE THE <b>NEW</b> COURSE TITLE:		
<b>CHANGE IN COURSE DESCRIPTION</b>		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		

<b>COURSE CANCELLATION</b>		<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>  <b>PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.</b>
<b>OTHER CHANGES</b>		<b>EXPLAIN:</b>
<b>BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (<i>maximum 6 lines</i>) to be included in the Graduate Calendar.</b>  Students will develop first hand experience in applying best practises in scientific communication across the Biology disciplines. This experience will include critical analysis and opportunities to enhance skills in individual and group writing, visual and verbal communication, and peer review. Students will develop a working knowledge of the epistemic rules for funding, publication, critique and ethics in Biology.		
<b>CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.</b>  The course has no set topics, but will have set experiences, as outlined in the calendar copy. Specifically they may include: <ul style="list-style-type: none"> <li>• attending a subset of departmental seminars and providing a critical assessment of visual and verbal communication,</li> <li>• writing exercises based on seminars or lab relevant research, at the lay and specialised level. Writing may be individual or team efforts, and will experience internal peer review,</li> <li>•lectures and exercises on research ethics, intellectual property, grant writing, effective data presentation and visual communication.</li> </ul>		

<b>1. STATEMENT OF PURPOSE (How does the course fit into the department’s program and/or tie to existing Program Learning Outcomes from the program’s IQAP cyclical review (if applicable)?)</b>  In their last review of our department, the Ontario Council of Graduate Studies asked that “steps be taken to address a perceived lack of breath in the curriculum of PhD students. This may be in the form of a mandatory seminar series as described above, or other such means.” We believe a course incorporating seminar attendance, timed at the start of the graduate program is the best approach to this request, with the additional benefit of creating a cohort experience and working on developing skills relevant to program success and transferrable to other careers.  We are developing the graduate program IQAP during 2017, and this course is key to developing the learning outcomes for our graduate programs.
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**2. EXPECTED ENROLMENT:**

Initially, enrolment is voluntary- expect 5-10 students to enrol. If students and faculty report the course is successful, it will be considered as mandatory for all new MSc students.

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

The class runs for the full fall and winter semester, meeting most but not all weeks, with the cohort of incoming students to better develop cohort identity, and communication across labs and disciplines. Some sessions will be run as lecture/inquiry classes where students are actively engaged in class assignments (such as ethics case studies) that may also include student presentations. Much of the learning activity takes place asynchronously, as students attend seminars, develop written material for peer editing, and develop class presentations. The course coordinator and a member of the student's supervisory committee will assess written or visual submitted material.

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

Tentative:

- 20% Participation and engagement in peer activity
- 10% Critiques of seminars – visual and verbal
- 10% Writing for a lay audience
- 10% Ethics activity and written reflection
- 10% Visual communication assignment
- 20% Group writing assignment
- 20% Conference length (15 min.) presentation (Capstone)

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

Biochem 720 – Biochemistry Colloquium has a subset of the outcomes for this course.

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



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

Name: Roger Jacobs    Email: [jacobsr@mcmaster.ca](mailto:jacobsr@mcmaster.ca)    Extension: 27350    Date submitted: 2016-09

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



SCHOOL OF GRADUATE STUDIES

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

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

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

<b>DEPARTMENT</b>		KINESIOLOGY		
<b>COURSE TITLE</b>		Directed Readings in Kinesiology		
<b>COURSE NUMBER</b>	713	<b>COURSE CREDIT</b>		
		<b>6 Unit Course ( )</b>	<b>3 Unit Course ( x )</b>	<b>1.5 Unit Course ( )</b>
<b>INSTRUCTOR(S)</b>		Faculty		
<b>REQUISITE(S)</b>  (Pre/Co/Anti or program enrollment requirement)		Registration in the Kinesiology PhD Program		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>NEW COURSE</b>		<b>DATE TO BE OFFERED (FOR NEW COURSES ONLY):</b>	<b>WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?</b>	
<b>WILL THE COURSE BE <u>CROSS-LISTED (COMBINED SECTIONS)</u> WITH ANOTHER DEPARTMENT? IF YES, PLEASE NOTE WHICH DEPARTMENT:</b>  <b>ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.</b>  <b>*FOR ALL NEW CROSS-LISTINGS PLEASE NOTE WHICH DEPARTMENT OWNS THE COURSE:</b>				
<b>CHANGE IN COURSE TITLE</b>		PROVIDE THE <b>NEW</b> COURSE TITLE:		
<b>CHANGE IN COURSE DESCRIPTION</b>	X	<b>600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form</b>		

<b>COURSE CANCELLATION</b>		<b>PROVIDE THE REASON FOR COURSE CANCELLATION:</b>  <b>PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.</b>
<b>OTHER CHANGES</b>	X	<b>EXPLAIN: CHANGE FROM ELECTIVE COURSE TO REQUIRED; INCLUDE RESEARCH GRANT PROPOSAL AS PART OF THE EVALUATION OF THIS COURSE.</b>
<b>BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (<i>maximum 6 lines</i>) to be included in the Graduate Calendar.</b>  This course is for PhD candidates only and is designed as an advanced reading course in an area of kinesiology pertinent to the student's course of research. A course outline must be submitted to the Graduate Coordinator in the Department of Kinesiology at the start of term. Candidates will be required to prepare a research grant proposal as part of the evaluation in this course.		
<b>CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.</b>  We wish to change the designation of KIN 713 from elective to "REQUIRED" so that it applies to every PhD student in our program. Our current required course, KIN 714 Directed Readings – Special Populations is no longer relevant to our entire cohort; we are asking that 714 be designated "elective".  Reading lists is discussed and developed by the student and instructor in concert, and is tailored to provide the student with a tailored exploratory experience that will complement his/her path of research.  Given that this course will now apply to our entire PhD cohort, we wish to include the requirement that candidates prepare a research grant proposal as part of the evaluation in this course. We have requested this requirement be removed from KIN 714.		

<b>1. STATEMENT OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)</b>  Provides PhDs with a tailored exploratory readings experience that broadens current learning and develops analytical skills of review and information assimilation.
<b>2. EXPECTED ENROLMENT:</b>  Two per term, 3 terms per year
<b>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</b>  A course outline listing the expectations of both the student and the evaluation plan (marking scheme) must be submitted to the Grad Coordinator in the Department of Kinesiology at the beginning of the term. Students will be required to prepare a research grant proposal as part of the evaluation in this course. Depending on the expectations, the student may be required to prepare other material (agreed upon in the outline) to prove comprehensive knowledge of a reading topic.
<b>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc. Please also note if a lab or tutorial will be included.)</b>  Each outline will contain an evaluation plan (marking scheme) that is agreed upon by the student and the instructor. Weighting will vary from student to student, from instructor to instructor so that the course can be tailored for each student and his/her particular stream of research.

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

None of which we are aware.

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

Intended for KIN PhD students; students from other departments must receive permission from intended instructor and Associate Chair, Graduate Programs, Kinesiology. Instructors must be faculty members, associate members or adjunct members of Kinesiology.

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

Name: Dr. Jim Lyons      Email: lyonsjl@mcmaster.ca      Extension: 27899      Date submitted: October 3, 2016

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

SGS /2015

To : Graduate Council

From : Christina Bryce  
Assistant Graduate Secretary

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At its meeting on November 9th, 2016 the Faculty of Social Sciences Graduate Curriculum and Policy Committee approved the following recommendations.

Please note that these recommendations were approved at the November 24<sup>th</sup> meeting of the Faculty of Social Sciences.

**For Approval of Graduate Council:**

- **Health and Aging**
  - **Change in Course Requirements and Calendar Copy (M.A. and Ph.D.s)**
- **Labour Studies**
  - **Change to Course Requirements and Calendar Copy**
- **Political Science**
  - **Program Cancellation**
- **Social Work**
  - **Change to Course Requirements and Calendar Copy**
- **Sociology**
  - **Change to Course Requirements and Calendar Copy (M.A. and Ph.D.)**

**For Information of Graduate Council:**

- **Religious Studies**
  - **Change to Course Title: 786 Ritual and Symbolic Healing**
- **Globalization**
  - **Course Title and Description Change: 712 International Trade and Economic Development**
- **Health and Aging**
  - **Change to Course Descriptions**
    - 704 Special Topics in Aging
    - 705 Special Topics in Health
    - 706 Independent Study

- **Course Cancellation**
  - 707 Reading Course
- **Labour Studies**
  - **Change to Course Title:** 710 Class, Gender & Race: Theorizing Work, Home & Society
  - **Change to Course Description:** 715 Methods
- **Political Science**
  - **Change to Course Title**
    - 6006 Canadian Public Policy
    - 756 The Autonomy of Politics
  - **Course Descriptions**
    - 706 Comparative Politics of Health Policy
    - 749 Topics in Gender and Politics
    - 755 Lying in Politics
    - 771 Advanced Concepts of International Relations Theory
    - 783 Comparative Public Policy
    - 790 The Politics of Economy Policy in Market Economies
  - **Course Cancellations**
    - 778 Globalization
    - 786 Organizational Theory and the Public Sector
    - 787 Intergovernmental Relations and Public Policy-Making
    - 794 Public Policy and Administration Research Seminar
    - 798 Environmental Policies and Governance
  - **New Course**
    - 717 Political Violence and Revolution

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

<b><u>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</u></b>			
<p>1. This form must be completed for <b><u>ALL</u></b> changes involving degree program requirements/procedures. <b><u>All</u></b> sections of this form <b><u>must</u></b> be completed.</p> <p>2. An electronic version of this form (must be in MS WORD <b><u>not</u></b> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is <b><u>required to attend</u></b> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
<b>DEPARTMENT</b>		Health, Aging & Society	
<b>NAME OF PROGRAM and PLAN</b>		MA in Health & Aging	
<b>DEGREE</b>	MA		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
<b>CHANGE IN ADMISSION REQUIREMENTS</b>	<input type="checkbox"/>	<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>	<input type="checkbox"/>
		<b>CHANGE IN COURSE REQUIREMENTS</b>	<input checked="" type="checkbox"/>
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>		<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> "Degree Requirements" section of MA in Health & Aging
<b>OTHER CHANGES</b>	<b>EXPLAIN:</b>		

**DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:**

Per the 2016-17 Graduate Calendar:

Students will have two options for completing their M.A.

A. Course Work and Research Paper Option (one year)

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

- i. HLTH AGE 701 Social Science Perspectives on Health and Aging
- ii. ONE of: HLTH AGE 716 / Quantitative Research Methods in Studies of Health and Aging OR HLTH AGE 714 / Qualitative and Historical Methods in Studies of Health and Aging
- iii. Four elective courses offered by Health, Aging and Society or by another department or academic unit (provided that permission has been obtained from those departments or academic units). Only two of the four elective courses may be taken in a department or academic unit other than Health, Aging and Society.
- iv. A research paper (7500-8500 words, excluding references) supervised by a core or associate faculty member. The research paper will be read by the supervisor and another faculty member. (If the supervisor is an associate member, then the second reader must be a core faculty member selected by the supervisor in consultation with the student).

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B. Course Work and Thesis Option (two years)

Students will be required to complete four (4) half courses, including:

- i. HLTH AGE 701 Social Science Perspectives on Health and Aging
- ii. ONE of: HLTH AGE 716 Quantitative Research Methods in Studies of Health and Aging OR HLTH AGE 714 Qualitative and Historical Methods in Studies of Health and Aging
- iii. Two elective courses offered by Health, Aging and Society or by another department or academic unit (provided that permission has been obtained from those departments or academic units). Only one of the two elective courses may be taken in a department or academic unit other than Health, Aging & Society.
- iv. A thesis that involves original and independent research (20,000-25,000 words excluding references) supervised by a core faculty member or an associate member if approved by the graduate committee. The thesis will be orally examined by a committee including the supervisor and two other faculty selected by the thesis supervisor in consultation with the student.

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

The recommended change is to increase the number of required HLTH AGE courses and reduce the number of electives without changing the established total number of courses required to complete the degree. For the 1-year MA, students must complete 6 courses comprised of: 3 required HLTH AGE courses (HLTH AGE 701, ONE of HLTH AGE 714 or 716, and ONE of HLTH AGE 713: Critical Perspectives on Aging or 715: Critical Perspectives in Health Studies) plus 3 electives (2 HLTH AGE courses and, at most, 1 course from a department or academic unit other than Health, Aging & Society). For the 2-year MA, students must complete 4 courses comprised of: 3 required HLTH AGE courses (HLTH AGE 701, ONE of HLTH AGE 714 or 716, and ONE of HLTH AGE 713 or 715) plus 1 elective (HLTH AGE course or from a department or academic unit other than Health, Aging & Society).



**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?):**

Currently, neither of the theory courses HLTH AGE 713 and 715 are required in the MA program (only PhD students in the Department are required to enroll in one or the other). Consequently, these courses are vulnerable to low enrollment numbers, and we have observed that some MA students are not as knowledgeable in theory as they should be. Indeed, the recommended change to require our MA students to take one or the other of HLTH AGE 713 or 715 ensures better enrollments in both these courses, and provides students from diverse backgrounds with superior theoretical and conceptual training.

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

September 2017

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

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):**

**The highlighted items are the changes to the Calendar copy:**

Students will have two options for completing their M.A.

A. Course Work and Research Paper Option (one year)

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

i. HLTH AGE 701 Social Science Perspectives on Health and Aging

ii. ONE of: HLTH AGE 716 / Quantitative Research Methods in Studies of Health and Aging OR HLTH AGE 714 / Qualitative and Historical Methods in Studies of Health and Aging

iii. ONE of: HLTH AGE 713 / Critical Perspectives on Aging OR HLTH AGE 715 / Critical Perspectives in Health Studies

iv. Two elective courses offered by Health, Aging & Society (HLTH AGE 713, 714, 715, 716, or any other 700-level HLTH AGE course)

v. One elective course offered by Health, Aging and Society (HLTH AGE 713, 714, 715, 716, or any other 700-level HLTH AGE course) OR by another department or academic unit (provided that permission has been obtained from those departments or academic units).

vi. A research paper (7500-8500 words, excluding references) supervised by a core or associate faculty member. The research paper will be read by the supervisor and another faculty member. (If the supervisor is an associate member, then the second reader must be a core faculty member selected by the supervisor in consultation with the student).

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**B. Course Work and Thesis Option (two years)**

Students will be required to complete four (4) half courses, including:

- i. HLTH AGE 701 Social Science Perspectives on Health and Aging
- ii. ONE of: HLTH AGE 716 / Quantitative Research Methods in Studies of Health and Aging OR HLTH AGE 714 / Qualitative and Historical Methods in Studies of Health and Aging
- iii. ONE of: HLTH AGE 713 / Critical Perspectives on Aging OR HLTH AGE 715 / Critical Perspectives in Health Studies
- iv. One elective course offered by Health, Aging and Society (HLTH AGE 713, 714, 715, 716, or any other 700-level HLTH AGE course) OR by another department or academic unit (provided that permission has been obtained from those departments or academic units).
- v. A thesis that involves original and independent research (20,000-25,000 words excluding references) supervised by a core faculty member or an associate member if approved by the graduate committee. The thesis will be orally examined by a committee including the supervisor and two other faculty selected by the thesis supervisor in consultation with the student.

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Dr. Gavin Andrews    Email: andrews@mcmaster.ca    Extension: 26390    Date submitted: Oct 26/16

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

SGS/2013



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

<b><u>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</u></b>			
<p>1. This form must be completed for <b><u>ALL</u></b> changes involving degree program requirements/procedures. <b><u>All</u></b> sections of this form <b><u>must</u></b> be completed.</p> <p>2. An electronic version of this form (must be in MS WORD <b><u>not</u></b> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is <b><u>required to attend</u></b> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
<b>DEPARTMENT</b>		Health, Aging & Society	
<b>NAME OF PROGRAM and PLAN</b>		PhD in Health Studies	
<b>DEGREE</b>	PhD		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
<b>CHANGE IN ADMISSION REQUIREMENTS</b>	<input type="checkbox"/>	<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>	<input type="checkbox"/>
		<b>CHANGE IN COURSE REQUIREMENTS</b>	<input checked="" type="checkbox"/>
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>		<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> "Degree Requirements" section and "Additional Information" section of PhD in Health Studies
<b>OTHER CHANGES</b>	<b>EXPLAIN:</b>		

**DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:**

Per the 2016-17 Graduate Calendar:

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

- i. HLTH AGE 701 Social Science Perspectives on Health and Aging, HLTH AGE 716 Quantitative Research Methods in Studies of Health and Aging, and HLTH AGE 714 Qualitative and Historical Methods in Studies of Health and Aging
- ii. HLTH AGE 715 Critical Perspectives in Health Studies
- iii. Two elective courses offered by Health, Aging & Society or by another department or academic unit (provided that permission has been obtained from those departments or academic units).

**Additional Information**

1. Students entering the PhD program who have already taken any of the following courses: HLTH AGE 701, 714, 715, and 716, or their graduate level equivalent from another program/university, can apply for exemption through the Department of Health, Aging & Society. All students must complete a minimum of 6 half courses to fulfill the course requirements of the program. Students who have been granted exemption for any of the required courses stated above (or their graduate level equivalent) must take at least one course offered by Health, Aging & Society. Other courses may be taken in another department or academic unit (provided that permission has been obtained from those departments or academic units). Course selection should be discussed with the supervisor.
2. All doctoral students will be required to participate in a non-credit research and professional development seminar (one term in length). Participation in the seminar will normally take place at the beginning of the second year in the program.

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

Recommended Changes:

1. Reduce total number of courses required for degree completion: Students enrolled in the PhD Health Studies program must complete 5 courses comprised of: 3 required HLTH AGE courses (HLTH AGE 714, 715, and 716) plus 2 electives (HLTH AGE courses or courses from a department or academic unit other than Health, Aging & Society).
2. Students who have been granted exemption for ALL 3 required HLTH AGE courses (HLTH AGE 714, 715, and 716) must complete a minimum of 3 half courses to fulfill the course requirements of the program. One of the 3 courses must be a HLTH AGE course. The other 2 courses may be HLTH AGE courses or courses from a department or academic unit other than Health, Aging & Society. Students who have been granted exemption for LESS THAN 3 required HLTH AGE courses must complete a minimum of 5 half courses to fulfill the course requirements of the program. One of the replacement courses must be a HLTH AGE course. Other courses (HLTH AGE courses or courses from a department or academic unit other than Health, Aging & Society) may replace additional exempted courses. Course selection should be discussed with the supervisor.
3. Mandatory participation of all doctoral students in a non-credit research and professional development seminar will be over the course of 2 academic years and will normally take place in Year 1 and 2 of the program.

**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?):**

1. In reducing the total number of courses required to complete the degree (from 6 to 5 half courses), HLTH AGE 701 (which is the baseline Health & Aging theory course) will no longer be mandatory for PhD Health Studies students. We have observed that most PhD students are already theoretically well-grounded and at a specialized level of study where it would be more beneficial for them to complete only one mandatory theory course (HLTH AGE 715), which is specifically focused in their area of research (Health Studies). However, any PhD students who are theoretically weaker, and thus who would benefit from enrolling in both HLTH AGE 701 and 715, will be required to do so (as determined by the supervisory committee).

Reducing the total number of courses required for degree completion will also help ensure PhD completion times stay within the duration of 4 years. The reduced course load allows more time for students to begin focusing on their areas of research and preparing for their comprehensive exams.

2. Course exemption conditions have been changed to adjust accordingly to the proposed reduction in number of required courses for degree completion. The proposed course exemption conditions will also help ensure PhD completion times stay within the duration of 4 years, as well as allow more time for students to begin focussing on their areas of research and preparing for their comprehensive exams.

3. The proposed change for the mandatory non-credit research and professional development seminar to be completed over the course of 2 academic years (taking place in Year 1 and 2 of the PhD program) will allow for Year 1 and 2 PhD students to interact with each other in a seminar setting, which would be beneficial in terms of peer learning and sharing ideas between different cohorts. The recommended change also allows some flexibility for faculty involvement and commitment with regards to organizing and coordinating the seminar.

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

September 2017

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

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):**

**The highlighted items are the changes to the Calendar copy:**

Students will be required to complete five (5) half courses, which include:

i. HLTH AGE 714 Qualitative and Historical Methods in Studies of Health and Aging and HLTH AGE 716 Quantitative Research Methods in Studies of Health and Aging

ii. HLTH AGE 715 Critical Perspectives in Health Studies

iii. Two elective courses offered by Health, Aging & Society (HLTH AGE 701, 713, or any other 700-level HLTH AGE course) OR by another department or academic unit (provided that permission has been obtained from those departments or academic units).

**Additional Information**

1. Students entering the PhD program who have already taken any of the following courses: HLTH AGE 714, 715, and 716, or their graduate level equivalent from another program/university, can apply for exemption through the Department of Health, Aging & Society.
2. Students who have been granted exemption for ALL THREE required courses stated above (or their graduate level equivalent) must complete a minimum of 3 half courses to fulfill the course requirements of the program. One of the three courses must be a HLTH AGE course. The other two courses may be HLTH AGE courses or courses from a department or academic unit other than Health, Aging & Society (provided that permission has been obtained from those departments or academic units). Course selection should be discussed with the supervisor.
3. Students who have been granted exemption for LESS THAN 3 required HLTH AGE courses (or their graduate level equivalent) must complete a minimum of 5 half courses to fulfill the course requirements of the program. One of the exempted courses must be replaced with a HLTH AGE course. Additional exempted courses may be replaced with other HLTH AGE courses or courses from a department or academic unit other than Health, Aging & Society (provided that permission has been obtained from those departments or academic units). Course selection should be discussed with the supervisor.
4. All doctoral students will be required to participate in a non-credit research and professional development seminar over the course of two academic years. Participation in the seminar will normally take place in the first and second year of the program.

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Dr. Gavin Andrews    Email: andrews@mcmaster.ca    Extension: 26390    Date submitted: Oct 26/16

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

SGS/2013



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

<b><u>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</u></b>			
<p>1. This form must be completed for <b><u>ALL</u></b> changes involving degree program requirements/procedures. <b><u>All</u></b> sections of this form <b><u>must</u></b> be completed.</p> <p>2. An electronic version of this form (must be in MS WORD <b><u>not</u></b> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is <b><u>required to attend</u></b> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
<b>DEPARTMENT</b>		Health, Aging & Society	
<b>NAME OF PROGRAM and PLAN</b>		PhD in Social Gerontology	
<b>DEGREE</b>	PhD		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
<b>CHANGE IN ADMISSION REQUIREMENTS</b>	<input type="checkbox"/>	<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>	<input type="checkbox"/>
			<b>CHANGE IN COURSE REQUIREMENTS</b> <input checked="" type="checkbox"/>
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>		<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> "Degree Requirements" section and "Additional Information" section of PhD in Social Gerontology
<b>OTHER CHANGES</b>	<b>EXPLAIN:</b>		

**DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:**

Per the 2016-17 Graduate Calendar:

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

- i. HLTH AGE 701 Social Science Perspectives on Health and Aging, HLTH AGE 716 Quantitative Research Methods in Studies of Health and Aging, and HLTH AGE 714 Qualitative and Historical Methods in Studies of Health and Aging
- ii. HLTH AGE 713 Critical Perspectives on Aging
- iii. Two elective courses offered by Health, Aging & Society or by another department or academic unit (provided that permission has been obtained from those departments or academic units).

**Additional Information**

1. Students entering the PhD program who have already taken any of the following courses: HLTH AGE 701, 714, 713, and 716, or their graduate level equivalent from another program/university, can apply for exemption through the Department of Health, Aging & Society. All students must complete a minimum of 6 half courses to fulfill the course requirements of the program. Students who have been granted exemption for any of the required courses stated above (or their graduate level equivalent) must take at least one course offered by Health, Aging & Society. Other courses may be taken in another department or academic unit (provided that permission has been obtained from those departments or academic units). Course selection should be discussed with the supervisor.
2. All doctoral students will be required to participate in a non-credit research and professional development seminar (one term in length). Participation in the seminar will normally take place at the beginning of the second year in the program.

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

Recommended Changes:

1. Reduce total number of courses required for degree completion: Students enrolled in the PhD Social Gerontology program must complete 5 courses comprised of: 3 required HLTH AGE courses (HLTH AGE 714, 713, and 716) plus 2 electives (HLTH AGE courses or courses from a department or academic unit other than Health, Aging & Society).
2. Students who have been granted exemption for ALL 3 required HLTH AGE courses (HLTH AGE 714, 713, and 716) must complete a minimum of 3 half courses to fulfill the course requirements of the program. One of the 3 courses must be a HLTH AGE course. The other 2 courses may be HLTH AGE courses or courses from a department or academic unit other than Health, Aging & Society. Students who have been granted exemption for LESS THAN 3 required HLTH AGE courses must complete a minimum of 5 half courses to fulfill the course requirements of the program. One of the replacement courses must be a HLTH AGE course. Other courses (HLTH AGE courses or courses from a department or academic unit other than Health, Aging & Society) may replace additional exempted courses. Course selection should be discussed with the supervisor.
3. Mandatory participation of all doctoral students in a non-credit research and professional development seminar will be over the course of 2 academic years and will normally take place in Year 1 and 2 of the program.



**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?):**

1. In reducing the total number of courses required to complete the degree (from 6 to 5 half courses), HLTH AGE 701 (which is the baseline Health & Aging theory course) will no longer be mandatory for PhD Social Gerontology students. We have observed that most PhD students are already theoretically well-grounded and at a specialized level of study where it would be more beneficial for them to complete only one mandatory theory course (HLTH AGE 713), which is specifically focused in their area of research (Social Gerontology). However, any PhD students who are theoretically weaker, and thus who would benefit from enrolling in both HLTH AGE 701 and 713, will be required to do so (as determined by the supervisory committee).

Reducing the total number of courses required for degree completion will also help ensure PhD completion times stay within the duration of 4 years. The reduced course load allows more time for students to begin focusing on their areas of research and preparing for their comprehensive exams.

2. Course exemption conditions have been changed to adjust accordingly to the proposed reduction in number of required courses for degree completion. The proposed course exemption conditions will also help ensure PhD completion times stay within the duration of 4 years, as well as allow more time for students to begin focussing on their areas of research and preparing for their comprehensive exams.

3. The proposed change for the mandatory non-credit research and professional development seminar to be completed over the course of 2 academic years (taking place in Year 1 and 2 of the PhD program) will allow for Year 1 and 2 PhD students to interact with each other in a seminar setting, which would be beneficial in terms of peer learning and sharing ideas between different cohorts. The recommended change also allows some flexibility for faculty involvement and commitment with regards to organizing and coordinating the seminar.

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

September 2017

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

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):**

**The highlighted items are the changes to the Calendar copy:**

Students will be required to complete **five (5)** half courses, which include:

**i. HLTH AGE 714 Qualitative and Historical Methods in Studies of Health and Aging and HLTH AGE 716 Quantitative Research Methods in Studies of Health and Aging**

ii. HLTH AGE 713 Critical Perspectives on Aging

**iii. Two elective courses offered by Health, Aging & Society (HLTH AGE 701, 715, or any other 700-level HLTH AGE course) OR by another department or academic unit (provided that permission has been obtained from those departments or academic units).**

**Additional Information**

1. Students entering the PhD program who have already taken any of the following courses: HLTH AGE 714, 713, and 716, or their graduate level equivalent from another program/university, can apply for exemption through the Department of Health, Aging & Society.
2. Students who have been granted exemption for ALL THREE required courses stated above (or their graduate level equivalent) must complete a minimum of 3 half courses to fulfill the course requirements of the program. One of the three courses must be a HLTH AGE course. The other two courses may be HLTH AGE courses or courses from a department or academic unit other than Health, Aging & Society (provided that permission has been obtained from those departments or academic units). Course selection should be discussed with the supervisor.
3. Students who have been granted exemption for LESS THAN 3 required HLTH AGE courses (or their graduate level equivalent) must complete a minimum of 5 half courses to fulfill the course requirements of the program. One of the exempted courses must be replaced with a HLTH AGE course. Additional exempted courses may be replaced with other HLTH AGE courses or courses from a department or academic unit other than Health, Aging & Society (provided that permission has been obtained from those departments or academic units). Course selection should be discussed with the supervisor.
4. All doctoral students will be required to participate in a non-credit research and professional development seminar over the course of two academic years. Participation in the seminar will normally take place in the first and second year of the program.

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Dr. Gavin Andrews    Email: andrews@mcmaster.ca    Extension: 26390    Date submitted: Oct 26/16

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

SGS/2013



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

<b><u>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</u></b>			
<p>1. This form must be completed for <b><u>ALL</u></b> changes involving degree program requirements/procedures. <b><u>All</u></b> sections of this form <b><u>must</u></b> be completed.</p> <p>2. An electronic version of this form (must be in MS WORD <b><u>not</u></b> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is <b><u>required to attend</u></b> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
<b>DEPARTMENT</b>	School of Labour Studies		
<b>NAME OF PROGRAM and PLAN</b>	Work & Society MA		
<b>DEGREE</b>	MA & PhD (new, starting in 2017)		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
<b>CHANGE IN ADMISSION REQUIREMENTS</b>	<input type="checkbox"/>	<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>	<input type="checkbox"/>
		<b>CHANGE IN COURSE REQUIREMENTS</b>	X
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>	X	<b>EXPLAIN:</b> Related to last program review recommendations for greater attention to Methods requirement and impending PhD Program beginning in 2017.	
<b>OTHER CHANGES</b>	X	<b>EXPLAIN:</b> 1. Change from three to four mandatory core courses for both the Course work and Research Paper option and the Thesis option 2. Make the Methods course mandatory 3. Remove the 'Introduction to Methods' requirement from the calendar – this was the stipulation that all students needed to attend four seminars and comment on their methods	

- |  |  |  |
|--|--|--|
|  |  | 4. Add WORK SOC 715 Methods to the list of Core courses in the calendar (the course was missing from the calendar description of courses in the 'program description' section) |
|--|--|--|

**DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:**

**Course Work and Research Paper Option**

- i At least three half courses from the menu of Work and Society core courses.
- ii Three additional courses, at least two of which must be from among those offered by other departments. Students could end up taking these three additional courses all from one department, an option likely to be attractive to students anticipating further graduate work, or they could select courses from more than one department. Programs of study will be subject to the approval of the Graduate Studies Committee.

**Methods**

During their studies, students are required to attend at least four faculty seminars and to prepare a short report on the research methods employed. These seminars can include faculty seminars in Work and Society, faculty seminars in other departments, or presentations at conferences attended by the students.

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

**Course Work and Research Paper Option**

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

- i Four half courses from the menu of Work and Society core courses. WORK SOC \*715 Methods is required or an equivalent Methods course approved by the program.
- ii Two courses from among those offered by other departments. Programs of study will be subject to the approval of the Graduate Studies Committee.

**Course Work and Thesis Option**

- i. At least three half courses from the menu of Work and Society core courses. WORK SOC \*715 Methods is required or an equivalent Methods course approved by the program.
- ii. Two additional courses, at least one of which must be from among those offered by other departments. Students could take both courses from one department, an option likely to be attractive to students anticipating further graduate work, or they

could select courses from more than one department. Programs of study will be subject to the approval of the Graduate Studies Committee.

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

The last external program review, past students stated that they desired a greater feeling of community in the program and a greater attention to methods. Having a mandatory methods course will increase the employability of our graduate students by providing them with skills that are transferable to their future work experiences in policy, union research or academic environments.

Additionally, in recent years, the School of Labour Studies has offered five graduate courses to choose from so requiring four courses still allows students some choice. It is anticipated that increasing the number of core courses required will provide students with a greater depth of understanding of the discipline while also strengthening their sense of community with other students in the program. Students will continue to take two classes outside of Labour Studies and therefore be able to explore other offerings within the University. The sentence about taking two courses from the same discipline being an option for further graduate studies was removed to make the description more concise and because we now have a PhD program in Labour Studies so it is possible to continue studies without pursuing another discipline.

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

2017 Calendar

**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):**

**Course Work and Research Paper Option**

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

i Four half courses from the menu of Work and Society core courses. WORK SOC \*715 Methods is required or an equivalent Methods course approved by the program.

ii Two courses from among those offered by other departments.

**Course Work and Thesis Option**

Students will be required to complete five (5) half courses, including:

- i. Four half courses from the menu of Work and Society core courses. WORK SOC \*715 is required or an equivalent Methods course approved by the program.
- ii. One additional course from among those offered by other departments. Programs of study will be subject to the approval of the Graduate Studies Committee.

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: S. Mills

Email: smills@mcmaster.ca

Extension: 24810

Date submitted: Oct 2016

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

SGS/2013



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

<b><u>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</u></b>			
<p>1. This form must be completed for <b><u>ALL</u></b> changes involving degree program requirements/procedures. <b><u>All</u></b> sections of this form <b><u>must</u></b> be completed.</p> <p>2. An electronic version of this form (must be in MS WORD <b><u>not</u></b> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is <b><u>required to attend</u></b> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
<b>DEPARTMENT</b>	Political Science		
<b>NAME OF PROGRAM and PLAN</b>	MA in Political Science (GSSMA / POLSCCCSMA) Guelph–McMaster Collaborative Program		
<b>DEGREE</b>	MA in Political Science		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>			
Is this change a result of an IQAP review? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
<b>CHANGE IN ADMISSION REQUIREMENTS</b>	<input type="checkbox"/>	<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>	<input type="checkbox"/>
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>	<input type="checkbox"/>	<b>EXPLAIN:</b>	
<b>OTHER CHANGES</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Cancellation of Guelph-McMaster Collaborative Program	

**DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:**

C. Public Policy and Administration

The Public Policy and Administration Program is offered in collaboration with the Department of Political Science at the University of Guelph. Students concentrating in this area must satisfy the following requirements:

Six half courses (or equivalent) at the graduate level

The two half year courses beyond those required may be taken on either campus or, with the approval of the Graduate Advisor, up to six units (2 half courses) may be taken from an allied discipline at the McMaster campus; and

Written comprehensive examinations in the major field of Public Policy and Administration with a minor field of Canadian Politics, Comparative Politics, International Relations or Political Theory.

Required half courses

POLSCI 783 / Comparative Public Policy

POLSCI 784 / Quantitative Political and Policy Analysis

POLSCI 785 / Public Sector Management OR

POLSCI 786 / Organizational Theory and the Public Sector

POLSCI 794 / Public Policy and Administration Research Seminar OR

POLSCI 796 / Research Design and Methods

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

Delete all calendar references to the Public Policy and Administration Program (at part C, below). Delete POLSCI 794 / Public Policy and Administration Research Seminar

**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?):**

This program was created 25+ years ago, but has ceased to function due to retirement/non-replacement of core faculty members at McMaster and University of Guelph. Since Sept. 2014, neither of the collaborating departments has been able to offer the required course POLSCI 794: Public Policy & Administration Research Seminar (the course was historically co-taught or shared across the two universities). The Political Science department at the University of Guelph has not promoted the program and not accepted students since Sept. 2014. Both departments are now taking steps to close the program formally. Our department plans to introduce a number of substantive changes to our MA-Political Science program in time for admissions in Sept. 2018.

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

Effective as of September 1, 2017

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

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

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**


Name: Karen Bird

Email: [kbird@mcmaster.ca](mailto:kbird@mcmaster.ca)

Extension: 23701 Date submitted: October 26, 2016



# Political Science, M.A.

 [Print this Page](#)

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## M.A. Degree in Political Science

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### Admission

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Admission to the M.A. in Political Science degree program requires an average of B+ or better in Honours Political Science or, with the approval of the Department's Graduate Chair, in another discipline. The Department offers a regular M.A. in Political Science program in four areas: Canadian Politics, Comparative Politics, Political Theory and Public Policy. There is also a Collaborative M.A. Program with the University of Guelph in Public Policy and Administration. Students must indicate the area in which they wish to major in their application.

In the regular M.A. in Political Science program, studies in all areas may take the form of course work and comprehensive examinations, or course work and a thesis.

### A. Course Work with Comprehensive Examinations

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Six half courses (or equivalent) at the graduate level and written comprehensive examinations. Normally 3 half courses are taken during the Fall term and 3 half courses during the Winter term. The comprehensive examinations are written in the latter half of July. Students are responsible for one major (two subfields) and one minor (one subfield) area chosen from: Canadian Politics, Comparative Politics, International Relations, Political Theory, and Public Policy and Administration.

### B. Course Work with Thesis

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Five half courses (or equivalent) and a thesis, which must demonstrate independent research skills. Full-time students who wish to write a thesis must submit a thesis proposal for departmental approval by a date to be determined by the Department. If the thesis proposal is not approved, students may continue in the course/comprehensive option. The thesis option is normally a two-year program.

### C. Public Policy and Administration

---

~~The Public Policy and Administration Program is offered in collaboration with the Department of Political Science at the University of Guelph. Students concentrating in this area must satisfy the following requirements:~~

- ~~a. Six half courses (or equivalent) at the graduate level~~
- ~~b. The two half year courses beyond those required may be taken on either campus or, with the approval of the Graduate Advisor, up to six units (2 half courses) may be taken from an allied discipline at the McMaster campus; and~~
- ~~c. Written comprehensive examinations in the major field of Public Policy and Administration with a minor field of Canadian Politics, Comparative Politics, International Relations or Political Theory.~~

### Required half courses

- ~~● POL SCI 783 / Comparative Public Policy~~
- ~~● POL SCI 784 / Quantitative Political and Policy Analysis~~
- ~~● POL SCI 785 / Public Sector Management or~~
- ~~● POL SCI 786 / Organizational Theory and the Public Sector~~
- POL SCI 794 / Public Policy and Administration Research Seminar

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

<b>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</b>			
1. This form must be completed for <b>ALL</b> changes involving degree program requirements/procedures. <b>All</b> sections of this form <b>must</b> be completed. 2. An electronic version of this form (must be in MS WORD <b>not</b> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca). 3. A representative from the department is <b>required to attend</b> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.			
<b>DEPARTMENT</b>	School of Social Work		
<b>NAME OF PROGRAM and PLAN</b>	MSW Critical Analysis of Social Work (CSOCWRKMSW)		
<b>DEGREE</b>	<b>MSW</b>		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
<b>CHANGE IN ADMISSION REQUIREMENTS</b>	<input type="checkbox"/>	<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>	<input type="checkbox"/>
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> Change to MSW curriculum requirements.	
<b>OTHER CHANGES</b>	<b>EXPLAIN:</b>		

**DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:**

Existing curriculum - required half courses:

SOC WORK 737 / Critical Approaches to Social Work Research  
SOC WORK 738 / Research Methods for Social Work

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

Combine SW737 and SW738 into one full course (runs over all three terms).

**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?):**

N/A

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

September 1, 2017

**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*):**

**Social Work, M.S.W. Calendar – Recommended Changes (see pg. 4):**

**Critical Analysis of Social Work**

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

Students will engage analyzing social problems and policies, critique existing practices, challenge established knowledge, research alternative approaches and contribute to the development of innovative policies and practices.

This MSW stream prepares students for advanced practice grounded in the critical analysis of social work - analysis understood as the crucial foundation of change processes aimed at

fostering just practices and policies. Graduates exercise the critical conceptual abilities and research skills developed in the program in a wide range of agency and community settings, with an appreciation of the intersection of practice and policy at micro, meso and macro levels.

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

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

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

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

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

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

## **Admission**

For Students applying to the Critical Analysis of Social Work stream:  
Admission requirements:

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

For Students applying to the Critical Leadership in Social Services and Communities stream:  
Admission requirements:

- B.S.W. degree from an accredited social work program

- half course in introductory social research methods
- B+ standing in senior level social work courses
- experience working in social services or communities / community services

## Curriculum

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

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

### Required Courses

~~Four~~ Two half courses:

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

One full course (over all three terms):

- ~~[SOCWORK 739/ Critical Approaches to Social Work Knowledge and Research Methods](#)~~

### Two elective courses

At least one of:

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

### One additional elective

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

- [SOC WORK 705 / Directed Readings](#)

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- [SOC WORK 721 / Changing Communities: Tensions and Possibility for Citizenship and Social Justice](#)
- [SOC WORK 722 / Topics in Advanced Social Work](#)
- [SOC WORK 740 / Changing Social Service Organizations: Implications for Workers and Service Users](#)

#### **Additional Information**

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

#### **Thesis**

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

### **Curriculum**

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

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

#### **Required Courses**

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

**And one of:**

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

### **Practicum**

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

←Return to: [Faculty of Social Sciences](#)

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#### **CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Dr. Ann Fudge Schormans Email: [fschorm@mcmaster.ca](mailto:fschorm@mcmaster.ca) Extension: 23790 Date submitted: Oct 25/16

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

SGS/2013



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

<b><u>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</u></b>			
<p>1. This form must be completed for <b><u>ALL</u></b> changes involving degree program requirements/procedures. <b><u>All</u></b> sections of this form <b><u>must</u></b> be completed.</p> <p>2. An electronic version of this form (must be in MS WORD <b><u>not</u></b> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is <b><u>required to attend</u></b> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
<b>DEPARTMENT</b>	Sociology		
<b>NAME OF PROGRAM and PLAN</b>	Sociology (sociomas, socicpma, socicrma, socithma, socispma)		
<b>DEGREE</b>	M.A.		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
<b>CHANGE IN ADMISSION REQUIREMENTS</b>	<input type="checkbox"/>	<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>	<input type="checkbox"/>
		<b>CHANGE IN COURSE REQUIREMENTS</b>	<input checked="" type="checkbox"/>
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>	<input type="checkbox"/>	<b>EXPLAIN:</b>	
<b>OTHER CHANGES</b>	<input type="checkbox"/>	<b>EXPLAIN:</b>	



**DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:**

**Current Course Limit by Plan**

Plan	Total Classes	Supervised research	600 level courses	Outside department <sup>1</sup>
MA Coursework options	8	2	2	2
MA MRP	6	0	1	1
MR Thesis	4	1	1	1

<sup>1</sup> = outside can be either another department or another university

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

**Proposed Course Limit by Plan**

Plan	Total Classes	Supervised research	600 level courses	Outside department <sup>1</sup>
MA Coursework options	8	1 <sup>2</sup> (none outside department)	0 other than 6Z03	<u>1</u> <sup>2</sup> (no supervised research)
MA MRP	6	0	0 other than 6Z03	1
MR Thesis	4	0	0 other than 6Z03	0

<sup>1</sup> = outside can be either another department or another university

<sup>2</sup> = students can either take one supervised research course or one course outside the department. They may also petition to take either an additional supervised research course or another course outside the department.

**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?):**

While the Department agrees that we want to ensure students can obtain broad training in a number of fields, we also want to make sure that our students are taking substantive sociology courses along with the required ones. The revision to requirements means that students will need to make a formal request to take either more than one course outside the department or an additional supervised research course. This change will help make certain that graduate students are receiving strong training in the sociology.

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

September 1, 2017

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

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

## **Requirements**

Normally candidates for admission to the M.A. program are expected to have completed an Honours degree in Sociology or related social scientific discipline. A candidate for the M.A. degree in Sociology may follow either of three programs. Regardless of which M.A. program option is chosen, all students must pass one 700-level theory course, namely one of:

- SOCIOL 750 / Classical Sociological Theory
- SOCIOL 751 / Contemporary Sociological Theory

All M.A. students also must pass one 700-level methods course, namely one of:

- SOCIOL 740 / Statistical Methods for Social Research
- SOCIOL 742 / Qualitative Methods
- SOCIOL 743 / Historical Methods

### **A. Thesis Option**

A candidate must pass a minimum of four half courses and must complete and defend a satisfactory thesis based on research. ~~Students are limited to one supervised research course (SOCIOL 730, SOCIOL 731), one 600-level half course, and one half course in another department.~~ Other than SOCIOL 6Z03 no other 600 level courses are permitted. Students may petition the Department Graduate Committee on a case-by-case basis to take a supervised research course (SOCIOL 730, SOCIOL 731) or a half course in another department, provided it is not a supervised research course. In the first term, the candidate must enrol in three half courses and by the end of the term, present a thesis proposal to the Department. If the proposal is approved, the candidate may then prepare a thesis. If the proposal is not approved, the student must complete the course work option.

### **B. Course Work Option**

A candidate must pass a minimum of eight half courses. Of these, at least one half course must be a course in Sociological Theory and another half course in Sociological Methods. Other than SOCIOL 6Z03, no other 600 level courses are permitted. Students are limited to ~~two~~ one supervised research courses (SOCIOL 730, SOCIOL 731) or, two 600-level half courses, and two one half courses in another department, provided it is not a supervised research course. Students may petition the Department Graduate Committee on a case-by-case basis for greater flexibility. All courses will normally be completed by the end of the summer term.

### **C. Major Research Option**

A candidate must pass a minimum of six half courses and complete a satisfactory major research paper (MRP). Of the six half courses, at least one must be in a course in Sociological Theory and another in Sociological Methods. Students are limited to one 600-level half course. Other than SOCIOL 6Z03, no other 600-level courses are permitted. Students may take ~~and~~ one course in another department. No A-supervised research course (SOCIOL 730, SOCIOL 731, or in another department ) may ~~not~~ be used to complete the course requirements. Students may petition the Department Graduate Committee on a case-by-case basis for greater flexibility. In the first term, the candidate must enrol in three half courses and by the end of the term, present a proposal for the MRP to the Department. If the proposal is approved, the candidate may then prepare a MRP. If the proposal is not approved, the student must complete the course work option. Courses will normally be completed through September-April, while the MRP will be completed through the summer.

### **B. (1) Course Work Option - stream in Social Psychology**

A candidate must pass a minimum of eight half courses. Of these, at least one half course must be a course in Sociological Theory and another half course in Sociological Methods. In addition, students must complete two courses relating to social psychology (702, 704, 711 , 718, 755, 758). Other than SOCIOL 6Z03, no other 600-level courses are permitted. Students are limited to ~~two~~ one supervised research courses (SOCIOL 730, 731) or, two 600-level half courses, and ~~two~~ one half courses in another department. Students may petition the Department Graduate Committee on a case-by-case basis for greater flexibility. All courses will normally be completed by the end of the summer term.

#### **CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Melanie Heath      Email: mheath@mcmaster.ca      Extension: 23620      Date submitted: October 21, 2016

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



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

<b><u>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</u></b>			
<p>1. This form must be completed for <b><u>ALL</u></b> changes involving degree program requirements/procedures. <b><u>All</u></b> sections of this form <b><u>must</u></b> be completed.</p> <p>2. An electronic version of this form (must be in MS WORD <b><u>not</u></b> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is <b><u>required to attend</u></b> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
<b>DEPARTMENT</b>	Sociology		
<b>NAME OF PROGRAM and PLAN</b>	Sociology (sociphd)		
<b>DEGREE</b>	Ph.D.		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
<b>CHANGE IN ADMISSION REQUIREMENTS</b>	<input type="checkbox"/>	<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>	<input type="checkbox"/>
		<b>CHANGE IN COURSE REQUIREMENTS</b>	<input checked="" type="checkbox"/>
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>	<input type="checkbox"/>	<b>EXPLAIN:</b>	
<b>OTHER CHANGES</b>	<input type="checkbox"/>	<b>EXPLAIN:</b>	

**DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:**

**Current Course Limits**

Plan	Total Classes	Supervised research	600 level courses	Outside department <sup>1</sup>
PhD	7	1 <sup>2</sup>	0 other than 6Z03	2

1 = outside can be either another department or another university

2 = McMaster coursework graduates may petition for a second supervised research course

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

**Proposed Course Limit**

Plan	Total Classes	Supervised research	600 level courses	Outside department <sup>1</sup>
PhD	7	1 <sup>2</sup> (none outside department)	0 other than 6Z03	1 <sup>2</sup> (no supervised research)

1 = outside can be either another department or another university

2 = students can either take one supervised research course or one course outside the department. They may also petition to take either an additional supervised research course or another course outside the department.

**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?):**

While the Department agrees that we want to ensure students can obtain broad training in a number of fields, we also want to make sure that our students are taking substantive sociology courses along with the required ones. The revision to requirements means that students will need to make a formal request to take either more than one course outside the department or an additional supervised research course. This change will help make certain that graduate students are receiving strong training in the sociology.

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

September 1, 2017

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

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

## **Course Requirements**

The course requirements will normally be six half courses chosen in consultation with the student's supervisor, and the following courses. The courses below are professional development courses and cannot be counted towards the six half courses required for the degree.

- SOCIOL 724 / Doctoral Research and Professional Development Part 1 (during the first year of the program)
- SOCIOL 725 / Doctoral Research and Professional Development Part 2 (during the second year of the program)

## **Theory Course**

Ph.D. students who have not successfully completed a 700-level theory course at the M.A. level at McMaster with a grade of B+ or better within the last two years must take one 700-level theory course, namely, one of the following list and pass the course with a grade of B+ or better.

- SOCIOL 750 / Classical Sociological Theory
- SOCIOL 751 / Contemporary Sociological Theory

## **Quantitative Methods**

Ph.D. candidates will be required to demonstrate competence in quantitative methods by taking SOCIOL 740 Statistical Methods for Social Research and pass the course with a grade of B+ or better. Persons admitted to the Ph.D. program without the equivalent of Sociology 3H06/Research Techniques and Data Analysis or SOCIOL 6Z03 Introduction to Social Statistics, however, will be expected to complete 6Z03 before taking SOCIOL 740. Admission is governed by the general regulations.

## **Additional Course Requirement**

Ph.D. candidates will also be required to satisfy the Department of suitable competence in either qualitative methods or historical methods according to procedures delineated by the Department in the Graduate Handbook, normally by taking the classes below and achieving a grade of B+ or better in the course.

- SOCIOL 742 / Qualitative Methods
- SOCIOL 743 / Historical Methods

## **Additional Information**

Students who have completed equivalent course work at another university may request to be exempted from the methodology requirements.

In addition to the theory and methods requirements, all Ph.D. students must take at least three regularly scheduled 700-level half courses. Other than SOCIOL 6Z03, no 600-level courses are permitted. Students are limited to one supervised research course (SOCIOL 730, SOCIOL 731) ~~and or two one~~ half courses in another department. Students ~~who have completed a Sociology course-work Master's program at McMaster~~ may petition the Department Graduate Committee on a case-by-case basis for greater flexibility.

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name: Melanie Heath      Email: mheath@mcmaster.ca      Extension: 23620      Date submitted: October 21, 2016

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

SGS/2013

## FINAL ASSESSMENT REPORT

### Institutional Quality Assurance Program (IQAP) Review

#### Occupational Therapy M.Sc.

**Date of Review: May 31<sup>st</sup> and June 1<sup>st</sup> 2016**

*In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the Occupational Therapy M.Sc. program delivered by School of Rehabilitation Science. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.*

*The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.*

#### **Executive Summary of the Review**

The Occupational Therapy program submitted a self-study to the School of Graduate Studies March 2016. The self-study presented the program descriptions and learning outcomes, an analytical assessment of these two programs, and program data including the data collected from a student survey along with the standard data package prepared by the Office of Institutional Research and Analysis. Appended were the CVs for each full-time faculty member in the Department.

- **Strengths**

- Strong alignment of the program with Degree Level Expectations and the mission, vision and strategic priorities articulated by the University and the School of Graduate studies. The reviewers noted that the program's mapping makes explicit the link between program learning objectives and teaching and learning strategies as well as evaluation methods. In addition, the IQAP review team identified clear articulation of the program's contributions to the Strategic Mandate Agreement between the University and the Ontario Ministry of Training, Colleges and Universities.
- Employment of "sound educational theories and practices that align with institutional priorities". The reviewers note that the use of the Steps and Pillars model is brought to life across the curriculum, and is a reflective and evidence-based model, that is well understood by faculty, students and community stakeholders, and is consistently used in



curriculum development. In a later section of the report the reviewers commend the program “for the comprehensive content of the framework, the effectiveness of the symbols used to convey the integration of the components of the curriculum and for the detailed consultation process used to develop the model”.

- Strong alignment with national competency standards, with outcomes from a variety of sources (certification exam results, graduate follow up surveys, employer surveys and anecdotal reports from stakeholders during the review) supporting the strength of the program in producing graduates meeting entry-to-practice requirements.
- Access to adequate physical space and resources to meet program demands.

## **Areas for Enhancement or Improvement**

- **Areas for Enhancement**

The IQAP reviewers summarize three areas of program enhancement:

1. **Universal Design for Learning:** After describing the program’s initial work in adopting UDL principles, the reviewers describe this initiative as “very progressive”, and support continued work in this area.

Program Response: As noted in the IQAP report, the Occupational Therapy program held its program retreat in May 2016, with a focus on Universal Design for Learning (UDL), and developing and implementing plans to adopt UDL principles across various aspects of the Occupational therapy program will be a priority in the upcoming academic year, led by the Occupational Therapy Curriculum Committee (OTCC). In fact, a School of Rehabilitation Science (SRS) faculty member with expertise in this area, Dr. Wenonah Campbell, has received a two-year Educational Innovation Grant from the McMaster Faculty of Health Sciences to engage with the OTCC members in a participatory project to design and evaluate processes to implement UDL principles within the program. This will include professional development topics for OTCC members, articulation of learning goals for all evaluations of student performance, and initial explorations of strategies to offer more flexibility in assessments of student competence/knowledge. We look forward to collaborating with Dr. Campbell to ensure our efforts are not only evaluated, but shared more broadly at McMaster and beyond.

2. **Tutorial performance evaluation:** The reviewers note that the program has already been conducting evaluation associated with tutorial performance evaluation for students in the second year of the program.

Program Response: The Occupational Therapy Curriculum Committee has undertaken a review of the current initiative to modify how tutorial performance is evaluated in the second year of the program. A report was received by the committee at its July 2017 meeting; a decision was made to modify the criteria and process of tutorial evaluation in both first and second years of the program. The new process will ensure that evaluation of student tutorial evaluation is fair, constructive and

meaningful to students, tutors, and the program.

3. **Curriculum Framework Model:** while the Steps and Pillars Framework received high praise from the IQAP review team, they suggested continued review and revision, along with a multi-pronged communication strategy as revisions are undertaken.

Program Response: The program concurs that the Steps and Pillars Framework requires further review and minor modifications. The framework was initially developed to integrate the educational and professional conceptual frameworks that are drawn upon within the program, which is a requirement of accreditation. Once the accreditation site visit and report from the program's accreditation is completed in the fall 2016, feedback from the IQAP review, Accreditation, and stakeholder input (from students, faculty members and community partners) will be integrated by the Occupational Therapy Education Council to make further refinements to the model. Detailed plans will then be formulated to further communicate the Steps and Pillars Framework to stakeholders.

- **Areas for Improvement**

The IQAP review team identified five areas of improvement in their report:

1. **Resources to support students:** the review team noted that recent changes in counselling services for graduate students were raised by many stakeholders during their on-site visit as an issue of concern. Although they clearly understand the change was prompted by a decision tied to funding by graduate students themselves, they expressed concern about the risks associated with this removal of some service in relation to student and faculty well-being. In addition, they described writing supports for graduate students as an area that could benefit from attention.

Program Response: The program shares the IQAP reviewers' concerns in both of these areas, while recognizing that the review occurred very soon after the change in service for counselling was announced, before the program's or university's response was finalized. In addition, while it may be perceived to be beyond the direct scope of the IQAP review mandate, the reviewers' comments no doubt reflect the concerns expressed by students and faculty alike. Given the impact of these services on both the well-being and academic performance of students in the program, the issue warrants attention. Indeed, the university administration is aware of the issues and have indicated efforts are planned to ensure graduate students are provided adequate supports.

2. **Time and space management:** although the IQAP review team members identify good quantity and quality of space for program delivery, they noted areas for improvement to address

challenges and tensions associated with sharing space between programs (in particular between Mohawk and McMaster programs in the shared IAHS building).

Program response: As enrollments and program offerings have increased and will likely continue to increase for both Mohawk College and McMaster University programs, it will be important for the Joint Building Committee to continue to work constructively to address challenges associated with space and classroom bookings. The School of Rehabilitation Science will have representation on this Committee and a leadership role in addressing the issues.

- 3. Use of media to enhance teaching and learning:** The IQAP review team lauded faculty members' interest in adding additional media and technologies to enhance the educational programs, while acknowledging input that supports and infrastructure may need to be improved to optimize use of these media.

Program Response: A number of faculty members have embraced technologies such as clickers, flipped classrooms etc.. Challenges with infrastructure within the classroom environments do need to be addressed; in particular, use of video in the large classroom (especially in room 367) has been limited by the equipment in the classroom. In addition, supports to create on-line modules, videos for exams or assignments, use of computer labs for written examinations all warrant attention in the future. Support to faculty through training of support staff and infrastructure will both be important.

- 4. Admissions:** The IQAP review team was supportive of the planned initiative to conduct a review and evaluation of admissions policies and procedures. In addition, they suggested attention be paid to admissions for people of aboriginal/indigenous descent.

Program Response: The Occupational Therapy Education Council discussed ideas for an Admissions Working Group at its June 2016 meeting, with terms of reference for the working group drafted in July 2016. Although the initial terms of reference did not make specific reference to issues associated with admissions for people of aboriginal/ indigenous descent, this aspect will be added. It is anticipated that the working group will report back to the OTEC in July 2017, with recommendations emerging from the group's report to be considered and approved by OTEC for implementation starting in the 2018 admissions cycle.

- 5. Harmonization of IQAP and accreditation reviews:** The IQAP review team noted significant similarities between the two review processes, and identified significant efficiencies that could be achieved by combining these reviews.

Program Response: The program is strongly in support of this recommendation; in fact, in December 2014, discussions were held with the acting Dean, Graduate Studies to discuss the possibility of

harmonizing the two reviews. However, it was recommended that the program needed to prepare separate self-study reports, and separate site visits were subsequently organized. In June 2016, a meeting was held with a MIETL staff member to discuss strategies that may be implemented in future to harmonize the two reviews. The example of a combined IQAP/Accreditation review for the University of Ottawa Occupational Therapy program may represent one approach to such harmonization. Next steps in formulating a plan for this will include comparison of IQAP and accreditation review reports, and recommendations to the School of Graduate Studies and MIETL to support programs with professional accreditations to undertake harmonized IQAP and Accreditation reviews in future.

**Summary of the Reviewers’ Recommendations with the Department’s and Dean’s Responses**

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
1. Identify appropriate alternative counselling resources and communicate to students and faculty as soon as possible	Follow up with Centre for Student Wellness to identify alternative community resources; formulate strategy to communicate information to students.	OT Assistant Dean & director, Centre for Student Wellness	July, 2016
2. Find a solution to address student needs for support to improve their writing skills.	<ul style="list-style-type: none"> <li>• Ongoing communication with School of Graduate Studies regarding needs of students in professional and course-based graduate programs for writing support.</li> <li>• Consider assigning TA supports within the program for profession-specific student writing support.</li> </ul>	Assistant Dean, Occupational Therapy	Initiate for 2016-2017 academic year

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
3. Develop ways to optimize IPE opportunities with the PT and OTA/PTA assistant programs co-located in the IAHS building.	<ul style="list-style-type: none"> <li>• Review of current IPE opportunities re OTA/PTA</li> <li>• Consider development of new PBL opportunities that may include collaboration with Mohawk OTA/PTA program.</li> </ul>	OT Curriculum Committee	2016-2017 year and continuing
4. Develop strategies to improve access and utilization of various media to enhance teaching, learning, and the overall student experience.	<ol style="list-style-type: none"> <li>a) Continue exploration of technology supports</li> <li>b) Share learning re technologies amongst faculty</li> </ol>	<ol style="list-style-type: none"> <li>a) SRS Associate Dean and Director, Administration</li> <li>b) OTCC</li> </ol>	ongoing
5. Explore and address issues related to building space, with focus on class scheduling.	<ul style="list-style-type: none"> <li>• Establish a joint (McMaster-Mohawk) working group to lead a review of scheduling and academic planning in the IAHS</li> <li>• Create a Scheduling Operational Agreement</li> <li>• Review SRS room booking protocols to better align scheduling windows</li> <li>• Clarify the protocol and SRS access to book in other McMaster buildings (e.g. to accommodate large capacity classes)</li> </ul>	Sarah Bouma, Director of Administration	<p>August 2016</p> <p>March 2017</p> <p>August 2016</p> <p>August 2016</p>

<b>Recommendation</b>	<b>Proposed Follow-Up</b>	<b>Responsibility for Leading Follow-Up</b>	<b>Timeline for Addressing Recommendation</b>
6. Conduct planned review of admissions policies and procedures, with inclusion of attention to aboriginal/ indigenous students.	Terms of reference to be formulated and consideration regarding aboriginal / indigenous students will be incorporated	Admissions working group with advisory group to be struck by the Occupational Therapy Education Council.	Admissions working group report required by July 2017. Implementation of recommendations to be initiated in the 2017-2018 academic year.
7. Combine future IQAP and accreditation reviews of the occupational therapy program, adjusting timelines for IQAP reviews if necessary.	Review policy and processes associated with combining IQAP and accreditation. Set plan in writing for future combined IQAP/Accreditation reviews. Communicate with OT Accreditation Council (if required)	OT Assistant Dean, Associate Deans (SRS, Graduate Studies, Health Sciences) MIETL and School of Graduate studies.	By 2018-2019 academic year.

**Faculty Response:**

The Faculty agrees with the program's thoughtful response to the concerns raised, including those pertaining to IAHS space management and aspects of the program's admissions procedures. While the review did not identify any major weaknesses, it did highlight that the program faculty and students were concerned about recent changes to graduate student access to counseling services at the Student Wellness Centre. The Faculty agrees with the program's response to this concern, and recognizes that the matter lies beyond the scope of the IQAP review and program's control. We acknowledge that student wellness is important to graduate education. We also appreciate that the concerns about reduced counseling supports have been heard by the university administration and the graduate student leadership and that this matter needs follow up at many levels in the university.

**Quality Assurance Committee Recommendation**

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommends that the program should follow the regular course of action with a progress report and subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.

## FINAL ASSESSMENT REPORT

### Institutional Quality Assurance Program (IQAP) Review

#### Physiotherapy M.Sc.

**Date of Review: May 9<sup>th</sup> and 10<sup>th</sup> 2016**

*In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the **Physiotherapy M.Sc.** program delivered by the School of Rehabilitation Science. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.*

*The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.*

#### **Executive Summary of the Review**

The Physiotherapy program submitted a self-study to the School of Graduate Studies April 2016. The self-study presented the program descriptions and learning outcomes, an analytical assessment of these two programs, and program data including the data collected from a student survey along with the standard data package prepared by the Office of Institutional Research and Analysis. Appended were the CVs for each full-time faculty member in the Department.

- **Strengths**

- Unique focus on problem-based learning and small group instruction
- Clear alignment of the MSc Physiotherapy Program with the McMaster University academic plan, and the University's MSc Degree Level Expectations (often exceeding expectations)
- A curriculum that reflects the current state of discipline and that is in line with core physiotherapy competencies
- The variety of clinical learning experiences, including role emerging placements
- Active engagement of graduates and the local physiotherapy community
- 'Admirable' achievement of the distinctive challenges in coordination of instruction (related to a problem-based curriculum) by program administration
- The Clinical Education Team
- Curriculum renewal and revision
- High quality Program as evidenced by several quality indicators
- Well-funded faculty, with a strong research capacity and research expertise
- Impressive number of student projects presented at national and international conferences, and published in journals relevant to physiotherapy

- Expected benefits from the implementation of the new budget model, which when implemented, is expected to result in long-term financial sustainability of the program
- Well-respected Assistant Dean (Physiotherapy), Assistant Dean (Physiotherapy) leadership
- Broadly consultative, ongoing and extensive system of planned program evaluation
- Being co-located with Mohawk College in the Institute of Applied Health Sciences, in order to leverage technology

- **Areas for Enhancement or Improvement**

- **Workload and Faculty:** Very high teaching workload for the Assistant Dean and Faculty Members, (p1) (p3) (p11); Very high service workload for Assistant Dean and Faculty Members, (p1) (p4) (p12); There is a dearth of mid-career faculty within the MScPT program and several senior faculty who are nearing retirement, (p10); Students reported a perceived disconnect from faculty members (p4) (p7)
- **Extent of teaching by academic staff in non-continuing appointments:** A large component of teaching completed by contract academic staff in non-continuing appointments, (p1) (p3) (p4) (p5); Contract staff reported some concern about receiving academic assignments in July of each year, with no position security or continuity of responsibilities from year to year (p4)
- **Space:** Availability of space in IAHS (especially with the new SLP program starting), (p2); Coordination in space utilization at IAHS, double booked rooms for small group work or student studying. Lack of rooms large enough to fit all students at once ... students and sessional staff report little study space indicative of a program that is nearly 'bursting at the seams' (p6)
- **Technology:** inconsistent use of effective communication strategies including modern instructional technologies, (p2); IT support is typically strong, but can be inconsistent (p6); Additional space and IT support pressures may arise with the new SLP program, (p6); lack of web-based conferencing facilities within the IAHS ... again identified by faculty and contract staff as a need, (p11); purchase of video-conferencing software that would allow more flexibility ... software would facilitate learning in the Clinical Skills laboratories, (p12)
- **Student Mental Health:** Concerns around an impending lack of availability of mental health counseling for graduate students, (p2) (p13); Stress and anxiety of students (p6)
- **Admissions:** Little formal evaluation of the psychometric properties of the MMI and it is unknown whether candidate scores on the interview predict future performance in the program. It is also unknown how well the interview screens out unsuitable candidates (p2); Re-evaluating consideration of international students, (p3)
- **Curriculum:** Concerns raised that problem-based approach combined with a high number of teaching staff with different approaches led to unstandardized learning experiences that did not prepare them for standardized examinations, (p3) (p5); Approximately half of the research projects are supervised by sessional instructors. This was not identified as a problem within the self-study report or during on-site interviews. Increasing the involvement of tenure and tenure stream faculty in supervision of the research projects may, however, be a way to enhance student learning and the quality of the student experience (p8) (p9)
- **Communication and Decision-making:** Dissatisfaction among faculty who reported not being consulted on the cancellation of the NSS decision (p5); There appears to be limited input sought from faculty on School/Faculty-level decisions that directly or indirectly affect the MScPT program and a lack of communication regarding the rationale for such decisions (p10); decisions around program finances (there appears to be a lack of understanding about what resources are available and how resources are allocated), (p10); it seemed clear faculty would welcome a higher level of involvement, and a higher level of transparency about decision making, (p10)



- **Support Staff:** University appears to have no formal annual evaluation process for support staff (p6); this change in staffing operations does not yet appear to be fully understood by tenure-stream or sessional faculty who reported not knowing who to approach when various needs arise, (p10); Full-time and sessional faculty reported that they did not have clear direction around the duties assigned to each staff member, and which member to contact depending on specific situations when they arise (p6) (p11)

**Summary of the Reviewers’ Recommendations with the Department’s and Dean’s Responses**

No.	Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
1	Address high teaching and workloads	Experienced .8 FTE CLA hired to fulfill teaching roles  New tenure track position hired	Dr. Patty Solomon Associate Dean SRS	July 1, 2016  July 1, 2016
2	Implement strategies to address large proportion of program teaching being conducted by academic staff in non-continuing appointments	Experienced .8 FTE CLA hired to fulfill teaching roles  New tenure track position hired  Plan developed for retirement replacements based on financial review of School	Dr. Patty Solomon Associate Dean SRS	July 1, 2016  July 1, 2016  Fall 2016
3	Address IAHS space issues	Establish a joint (McMaster-Mohawk) working group to lead a review of scheduling and academic planning in the IAHS  Create a Scheduling Operational Agreement	Sarah Bouma Director of Administration	August 2016  March 2017

No.	Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
		<p>Revise the training plan for the new IAHS scheduling officer to include an orientation to the SRS</p> <p>Review SRS room booking protocols to better align scheduling windows</p> <p>Clarify the protocol and SRS access to book in other McMaster buildings (e.g. to accommodate large capacity classes)</p> <p>Increase scheduling efficiency through supporting the IAHS course-review audit and reviewing outcomes in conjunction with space utilization data</p> <p>Hosted consultation sessions with faculty and staff about SLP space planning (January 2016)</p> <p>Review space requirements for SLP (with new SLP leadership) and increase communication of ideas/plans with SRS faculty and staff</p>		<p>July 2016</p> <p>August 2016</p> <p>August 2016</p> <p>Summer/Fall 2016</p> <p>Summer</p>
4	Address communication strategies including lack of modern instructional technologies, IT support, high-definition video cameras and video-conferencing	<p>Meeting with McMaster IT groups (UTS/CSU) and Mohawk IT as part of the McMaster IT services review project</p> <p>Development of a new IT Service Level Agreement between Mohawk-McMaster</p> <p>Explore options to create better access to web conferencing services/software within SRS</p> <p>Explore options to make video conferencing available to SRS</p>	Sarah Bouma Director of Administration	<p>Summer 2016</p> <p>Winter 2016</p> <p>Summer/Fall 2016</p> <p>Summer/Fall 2016</p>

No.	Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
		staff and faculty for meeting and/or teaching needs		
5	Implement strategies to address lack of availability of mental health counseling for graduate students, student stress and anxiety	<p>Several strategies have already been implemented since the GSA vote:</p> <p>The SRS has been in contact with Student Wellness Director to clarify services that will be available for students in our Program. No student will be turned away from Student Wellness, should s/he require an immediate appointment. Students will still be able to access Student Wellness and will be referred to other services for ongoing counselling.</p> <p>Student Wellness will collate a list of services that will be included in the PT Program Handbook, that the Program will distribute to Faculty and Staff (including Faculty Advisors), and that the Program can use when student issues warrant.</p> <p>The PT Program Co-ordinator attended the Mental Health First Aid Course (June 2016), and a list of Hamilton resources received at this course will be distributed.</p> <p>The PT Program Student Council now has a new position/role: Mental Health Alliance PT Representative. The Assistant Dean (Physiotherapy) will meet with the representative within the next month to further investigate issues from the students' perspective (stress, anxiety due to the program) and</p>	Vanina Dal Bello-Haas Assistant Dean, Physiotherapy	<p>Ongoing</p> <p>Summer 2016</p> <p>Summer 2016</p> <p>July 2016</p>

No.	Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
		<p>to discuss strategies that can be implemented.</p> <p>The outcome of the GSA vote has been brought to the PT Program Student Council's attention. The Council was informed that other SRS student groups intended to write a letter to the GSA and the Council was asked to consider a similar action.</p>		
6	Examine admissions processes, including MMI and international students	<p>With the transition to new PT curriculum September 2017, the admissions process will be thoroughly reviewed and evaluated.</p> <p>Recognizing the need for examination of admissions, the SRS admissions committee will be on hiatus for the 2016-2017 academic year. This hiatus will provide an opportunity for the PT Program (and Occupational Therapy Program) to determine specific Program needs as they relate to admissions and to determine admission criteria that align with the PT Program's mission, graduate outcomes, new curriculum et cetera. The new admissions process may or may not include MMI.</p>	Vanina Dal Bello-Haas Assistant Dean, Physiotherapy	Ongoing over academic year 2016 – 2017
7	Examine unstandardized learning experiences	The Program has been addressing the needs to standardize processes related to teaching and learning for the past four years e.g., developing role documents (Unit Chair, Course Co-ordinators, et cetera); incorporating co-teaching models (tenure-track, tenured faculty with sessional or more experienced with less	Vanina Dal Bello-Haas Assistant Dean, Physiotherapy	Ongoing over academic year 2016 – 2017.

No.	Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
		<p>experienced sessional) when resources and availability allow; providing policies and procedures to sessional faculty; implementing an annual sessional orientation session.</p> <p>The Program has also developed a new role, Clinical Lab Oversight Coordinator – this individual has been standardizing processes related to the Clinical Lab courses (which many sessionals teach within) and the OSCE processes. As well, the Program hired an individual to work with the Sessional charged with Unit 1 and Unit 2 Clinical Lab courses to develop objectives for individual clinical lab sessions and to develop a clinical lab handbook. It will take some time to see the full benefits of these strategies.</p> <p>Within the new curriculum, strategies will be implemented to underscore student expectations related to Problem-based tutorials e.g., only tenured or tenure-stream faculty will be tutors in the first PBT course to set the stage for expectations. Training of tutors and other related to the new curriculum will be necessary and will be used as an opportunity to address expectations and consistency.</p> <p>The Assistant Dean (Physiotherapy) will meet with to the Department Education Coordinator to develop a</p>		<p>July 2016</p>

No.	Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
		<p>strategy to more fully understand student concerns.</p> <p>The Department Education Coordinator will be tasked with reviewing current PBT tutor training and developing a plan to enhance training for consistency.</p>		July 2016
8	Examine perception of faculty disconnect from students	<p>The PT Program had MIIETL conduct several focus groups across different cohorts of students, as part of accreditation and IQAP self-studies. This perception was not raised in any of these focus groups. As well, this concern has not been raised by students on course and faculty evaluations, or on graduate surveys. The Program is unclear of the source of this perception, as the data/evidence does not seem to triangulate with the student's comments to the IQAP review team.</p> <p>The Assistant Dean (Physiotherapy) will develop a plan to delve into and more fully understand students' perceptions.</p> <p>The PT Program will monitor sources of data/evidence for this theme.</p>	Vanina Dal Bello-Haas Assistant Dean, Physiotherapy	Ongoing over academic year 2016 – 2017.  August 2016
9	Address communication issues related to decisions, and decision-making	<p>Revamping of SRS Council meeting format</p> <p>Leadership retreat</p>	Dr. Patty Solomon Associate Dean SRS	Ongoing  Fall, 2016
10	Clarify formal annual review process of staff	McMaster's current practices (Collective Bargaining Agreement) does not enable an annual review process for unionized administrative staff.	Sarah Bouma Director of Administration	N/A

No.	Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
		McMaster HR is exploring this as an option for future implementation.		
11	Clarify staff members' roles and responsibilities	Review the roles/responsibilities summary shared with faculty (July 2015) and revise the summary to better reflect current admin staff responsibilities. Disseminate to faculty and staff.	Sarah Bouma Director of Administration	July 2016
12	Examine involvement of tenured and tenure-track faculty involvement in REBP	<p>The IQAP team noted the "Impressive number of student projects presented at national and international conferences, and published in journals relevant to physiotherapy" as a strength. The detriment to students re: not having involvement of tenured and tenure-track faculty involvement in REBP is not evident at the present time.</p> <p>As part of curriculum renewal, the REBP course and the REBP project will be reviewed and revised.</p> <p>Involvement of tenured and tenure-track faculty involvement in REBP will be discussed at future PT Program Curriculum Committee meeting (s).</p>	Vanina Dal Bello-Haas Assistant Dean, Physiotherapy	<p>Ongoing over academic year 2016 – 2017.</p> <p>December 2016</p>

**Faculty Response:**

The review highlighted the demands that the curriculum and learning methodology place on the faculty members. Given the importance of this approach to the program's reputation, the Faculty fully agrees with the strategic decision made by the School of Rehabilitation Science to hire additional faculty. The response of the program regarding IAHS space concerns, communication strategies, mental health services, admissions, and support staff was very thoughtful, as was the program's explanation for the large number of academic staff in non-continuing appointments. The Faculty agrees with the detailed

response to the external review and thank the program and School for their thoroughness in addressing the concerns that relate to the mandate of the IQAP review.

Going forward, the goal is to ensure that the MSc Physiotherapy Program continues to thrive as a leading program that trains the next generation of clinical practitioners for physiotherapy practice. The Faculty appreciates the opportunity to respond to the review and to reiterate their continued support of this valued program.

#### **McMaster Quality Assurance Committee Recommendation**

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommends that the program should follow the regular course of action with a progress report. The progress report should contain an update on the admissions criteria. A subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.



## FINAL ASSESSMENT REPORT

### Institutional Quality Assurance Program (IQAP) Review

#### Sociology

**Date of Review: March 3<sup>rd</sup> and 4<sup>th</sup> 2016**

*In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the graduate and undergraduate programs delivered by Sociology. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.*

*The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.*

#### **Executive Summary of the Review**

The Sociology program submitted a self-study to the School of Graduate Studies in February 2016. The self-study presented the program descriptions and learning outcomes, an analytical assessment of these two programs, and program data including the data collected from a student survey along with the standard data package prepared by the Office of Institutional Research and Analysis. Appended were the CVs for each full-time faculty member in the Department.

- **Strengths**

The review team identified a number of strengths of the department. They were particularly impressed with the overall high quality of the department's graduate and undergraduate programs, the department's alignment with McMaster's commitment to community engagement, internationalization, and enhancing the student experience. The reviewers highlighted the vibrant research culture within the department among faculty and its graduate students. The review team also noted progress made in promoting diversity, enhancing collegiality and promoting a positive climate, conducive to working and learning.

- **Areas for Enhancement or Improvement**

The review team noted the challenges the department faces with high student enrolments and relatively modest faculty complement. The reviewers make a number of specific recommendations

regarding how the department should restructure its undergraduate program. The department has already flagged many of the same issues, and is in the process of drafting revisions to its program along the lines suggested by the reviewers. We expect to have a revised curriculum ready for department and broader faculty approval by September, 2017.

With the Graduate Committee, providing leadership, the Department is always seeking to improve the quality of the MA and PhD programs in sociology and to make the Sociology Department a supportive environment for graduate student development. The IQAP self-study and external review has recommended reducing the graduate student-faculty ratio and paying attention to the distribution of the supervisory load. The processes to address these concerns are already underway.

Faculty renewal and retention are central challenges. Securing replacements for retiring and departing faculty is essential to maintaining program quality. To this end, the department must continue to nurture a collegial and supportive environment, mentor its junior faculty, and make important contributions to Faculty of Social Science and University initiatives.

**Summary of the Reviewers’ Recommendations with the Department’s and Dean’s Responses**

<b>Recommendation</b>	<b>Proposed Follow-Up</b>	<b>Responsibility for Leading Follow-Up</b>	<b>Timeline for Addressing Recommendation</b>
<i>Undergraduate</i>			
<b>Convert 6 unit courses to 3 unit courses in undergraduate program</b>	The department has discussed, and agrees that it should convert its level I, II, and III 3 6 unit courses to three unit courses	Undergraduate Committee and department faculty	Sociology 1A06 and Sociology 3H06, faculty approval for September, 2016. For level II courses, September, 2017.
<b>Offer more level II and III courses, and reduce offerings at level IV</b>	Proposal is under consideration as part of ongoing broader undergraduate program review	Undergraduate Committee and department faculty	September, 2017
<b>Offer more sections of required courses</b>	Proposal is under consideration as part of ongoing broader undergraduate program review	Undergraduate Committee and department faculty	September, 2017
<b>Fall orientation for undergraduate students</b>	Agreed	Department Chair	September, 2017
<b>Establish two streams</b>	Proposal is under	Undergraduate	September, 2017

<b>within honours program</b>	consideration as part of ongoing broader undergraduate program review	Committee and department faculty	
<b>Careers workshop and additional steps to provide undergraduates with information concerning careers, skills, links with institutions offering vocational programs (e.g., Mohawk College)</b>	Agreed	Undergraduate Committee, Department Chair and Sociology Students' Society	March, 2017
<b>Bringing community into the classroom</b>	Agreed	Individual faculty	Ongoing
<b>Look into student complaints that social science counseling is not always informed and helpful to their concerns</b>	This issue only surfaced during site visit. Undergraduate Chair and Department Chair will follow-up with FSS counseling office to and with students to better understand issues	Undergraduate Committee, Department Chair and Sociology Students' Society	September, 2016 (initial information gathering)
<b>Diversity in the classroom. Greater diversity (gender, race, ethnicity and other dimensions) among students and instructors can give rise to challenges over power and pedagogy. Supports must be put in place for all instructors, (especially junior faculty members) should these situations occur in the classroom.</b>	Agreed. Because it is unlikely that this concern is not specific to sociology, the Department will bring this concern to the Dean of FSS and with chairs and directors in the Faculty. Within sociology, the Department will take steps to learn if and how these challenges are surfacing, and resources available (e., MIETL) in meeting these challenges. Plan for next steps will emerge from this assessment.	Undergraduate Committee, Department Chair and department faculty	September, 2016 (initial information gathering)
<i>Graduate</i>			
<b>Monitor distribution of graduate supervision among faculty</b>	Agreed	Graduate Chair, Department Chair	Ongoing
<b>Reduce graduate student-faculty ratio</b>	Underway - smaller PhD cohorts, larger MA cohorts	Graduate Committee	September, 2018
<b>Standardize expectations for dissertation proposal.</b>	This already exists in policy but is not enforced.	Graduate Chair, Department Chair	Immediately

	Graduate Chair and Department Chair will impress importance on supervisors.		
<b>Consider reducing comps from two to one</b>	Graduate Committee will review and consider recommendation to faculty	Graduate Committee and department faculty	September, 2017
<i>Departmental Faculty and Governance</i>			
<b>Organize departmental retreats on a regular basis</b>	Agreed	Department Chair and department faculty	September 2016 and thereafter
<b>Continue ongoing efforts to clarify the roles of teaching professors in the department</b>	Agreed	Department Chair and department faculty	September 2016 and thereafter
<b>Consider a nominations committee, allowing department members to vote on committee membership</b>	Agreed	Department Chair and department faculty	September 2016
<b>Mentorship of junior faculty</b>	In 2015, to enhance mentorship, the Department shifted to mentoring committees in place of individual mentors. We will monitor success and challenges of this recent change and continue to assess mentorship more generally.	Department Chair and department faculty	Immediately
<b>Build on positive trajectory in regards to collegiality and climate</b>	Agreed	Department Chair and department faculty	Immediately
<b>Continued attentiveness to diversity initiatives</b>	Agreed	Department Chair and department faculty	Immediately

**Faculty Response:**

**Undergraduate Program**

1. *Consider creating two streams within the honours program.* This recommendation is consistent both with recent curriculum revisions in other departments in the Faculty, and with changes proposed within Sociology, which has already begun the process of creating a streamed honours program.

2. *Reduce the number of 4th-year courses and re-allocate resources to 2<sup>nd</sup> and 3<sup>rd</sup>-year courses.* Offerings at the 4<sup>th</sup>-year are excessive—few courses even reach the cap of 25 students—and this past year the department began reducing the number of such courses. Combined with the creation of a streamed honours program that includes some larger 4<sup>th</sup>-year courses for the more applied stream, it should be possible to re-allocate resources to the 2<sup>nd</sup> and 3<sup>rd</sup> years to reduce class sizes at those levels and increase choice and scheduling flexibility. These changes will also support the specific recommendation to split 3H06 (Research Techniques and Data Analysis) into day and evening sections.
3. *Reduce reliance on 6-unit courses.* At the encouragement of the Faculty, the department has already acted to reduce the number of 6-unit courses it offers.
4. *Reduce a sense of alienation by early-year students.* Multiple factors contribute to the feelings of alienation from the program for some early-year students, including large class sizes and a disproportionate number of sessional instructors in years one and two. The large first-year classes will not go away without substantially more resources to the Faculty. It is possible, however, to increase the number of full-time faculty teaching in those courses, and to create other activities outside the classroom to connect the students more meaningfully with the program.
5. *Increase professional development opportunities.* This theme reflects broader feedback that the Faculty has received from students. It is useful to divide our response into two types of activities, both identified by the reviewers. The first is the help the students understand the valuable skills and abilities they obtain through their social science training—in this case, through their training in sociology. The second is to provide opportunities for them to discuss career/professional issues and develop additional specific skills that will be valuable when entering the labour market. The Dean and Associate Dean's offices fully supports the need to do both, and has been investigating ways to do them better. We will be working with Sociology and other departments to implement in the near future both Faculty-wide strategies and program-specific strategies.
6. *Develop new ways to link the classroom and the community.* This is a large challenge, and I am grateful for the suggestions of the review committee. Social Science is a highly community-engaged faculty. Much of this engagement is focused around research and related activities, although it is increasingly being integrated into the undergraduate experience (within and outside the formal Experiential Education program). But as the reviewer notes, this can be very resource intensive and difficult to integrate into the curriculum. Again, this challenge extends beyond Sociology. The suggestion to bring the community into the classroom (e.g., through guest speakers) is a good one. As a Faculty, however, we need to experiment with and develop a fuller array of strategies that can be used by programs and individual instructors to integrate community engagement more thoroughly into our undergraduate programs.
7. *Improved academic counselling regarding the sociology program.* We were not aware of any problems with the counselling provided to sociology students, and are not sure how widespread the problem may be, but will investigate any such issues. Currently each program has a designated advisor. In some cases, for whatever reason, the students/advisor pairing doesn't work as well as it should. We are experimenting with a model in which students from a given program could seek advice from more than one advisor, therefore giving another option to a student in case they have difficulty with a particular advisor.

## Graduate Program

8. *Maintain reasonable supervisory loads on faculty.* This touches on two areas: the total number of graduate students in the program and the distribution of supervisory responsibilities among faculty. As the reviewer notes, the department is passing through a period of unusually high PhD enrolments due to large intake cohorts a few years ago. This is a temporary problem that will work its way through the system, but it has created challenges at this time. The emphasis in the university on expanding graduate enrolment creates a tension with the desire of some in the department to reduce graduate enrolment. The department's plan to increase master's enrolment while holding steady on doctoral enrolment makes sense. This maintains graduate enrolment while changing the mix. It is easier to manage natural fluctuations in masters enrolment than it is for doctoral enrolment. Further, this provides a larger pool from which to draw PhD students, which should enable the program to increase average student quality in the doctoral program. It is perhaps more difficult to address the problem of imbalance across faculty in supervisory responsibilities. The specific sub-fields that are "hot" change over time. Further, when choosing supervisory committee members students naturally gravitate to subset faculty who teach in the core courses of the graduate program. Still, there are explicit strategies the department can implement to give greater exposure to faculty who might be less visible to first- and second-year students, such as events in which faculty talk about their research and the types of opportunities available to graduate students working with them. The department is exploring such strategies.
9. *Add professional development sessions.* Again, this is a theme that extends beyond Sociology, especially as increasing numbers of graduate students pursue careers outside of academia. Given this, the School of Graduate Studies has created a number of new opportunities for graduate students to develop better their professional skills and abilities. These are open to all graduate students at McMaster. While it makes sense for the SGS to do this, given the general need for such opportunities, it is also important for the department to complement these general sessions with discipline-specific opportunities available to sociology graduate students --- the specific challenges they face differ in some important way from even those faced by, for example, economics students within the Faculty. Again, the department is committed to providing such opportunities to its graduate students.
10. *Reconsider course and comprehensive exam requirements.* This is a perennial issue within graduate programs. The good completion times among students in Sociology's doctoral program indicates that the current requirements are not causing undue delays. Still, it is a situation that deserves examination, which the department is committed to doing.
11. *Increase opportunities for graduate students to teach in their upper years.* In the past, the collective agreement between the university and sessional instructors sometimes made it difficult to assign a senior PhD student to teach a course. The most recent collective agreement, however, includes an explicit mechanism to enable this by allowing a certain number of courses each year to be assigned to graduate students without going through the normal posting process. Each department in the Faculty receives an allocation of such slots each year, which should increase teaching opportunities for graduate students.

## Governance

12. As noted by the reviewers, governance and collegiality have increased notably in recent years within the department. This is due to explicit efforts by the previous Acting Chair, Roy Cain, the current Chair, Greg Hooks, and a commitment by all departmental faculty to create a better work environment. This remains an area of focus for the department, and me as Dean, to ensure that it can build on the success to date. In addition to the specific recommendations of the reviewers, the department continues to examine aspects of its governance and operations to identify ways to improve its functioning.

#### **Other Issues**

13. *Pay attention to diversity.* I list the issue of diversity here because it cuts across both educational programs and governance. The reviewers identify two important, and quite distinct diversity-related challenges. One relates to the fact that diversity among the faculty complement is not changing nearly as rapidly as is diversity in the student body. This can create misunderstanding and tensions in the classroom. The second relates to the challenges faced by faculty members who are visible minorities (and predominately junior) in their roles both as teachers and as faculty members sometimes breaking new ground within the university. We have begun discussing these issues at the regular meetings of the Chairs and Directors, with a goal to develop strategies to address them in ways that reflect the sensitive nature of the issues involved and that provide support to both faculty and students as needed.

#### **Quality Assurance Recommendation**

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommends that the program should follow the regular course of action with a progress report and subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.

**FINAL ASSESSMENT REPORT**  
**Institutional Quality Assurance Program (IQAP) Review**  
**Political Science**  
**Undergraduate and Graduate Programs**

**Date of Review:** March 22 – March 23, 2016

*In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate and graduate programs delivered by the **Department of Political Science**. This report identifies the significant strengths of the programs, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.*

*The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.*

**Executive Summary of the Cyclical Program Review of the  
Undergraduate and Graduate Political Science Programs**

In accordance with the Institutional Quality Assurance Process (IQAP), the Department of Political Science submitted a self-study in January 2016 to the Associate Vice-President, Faculty to initiate the cyclical program review of its undergraduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

Two arm's length external reviewers, one from Ontario and one from Quebec and one internal reviewer were endorsed by the Dean, Faculty of Social Sciences, and selected by the Associate Vice-President, Faculty and Associate Vice President and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on March 22 – March 23, 2016. The visit included interviews with the Provost and Vice-President (Academic); Associate Vice-President, Faculty, Associate Vice-President and Dean of Graduate Studies, Chair of the department and meetings with groups of current undergraduate students, full-time faculty and support staff.

The Chair of the department and the Dean of the Faculty of Social Sciences submitted responses to the Reviewers' Report (October 2016). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.



The Final Assessment Report was prepared by the Quality Assurance Committee to be submitted to Undergraduate Council, and Senate (December 2016).

In their report (September 2016), the Review Team found that the “undergraduate and graduate programs perform very well across key indicators and are well governed” and that the “department has leveraged its faculty resources and research strengths to offer a high quality undergraduate program that covers all the major subfields of political science, and a graduate program that builds on its particular research strengths.” The report highlights that the department “has developed a reputation for particular strengths in historical and critical approaches in its graduate programs, while still offering courses and training across a wide range of approaches and methodologies in the field at all levels”.

### **Strengths**

The reviewers noted many strengths within the programs. Along all teaching criteria, alignment of degree level expectations and learning outcomes, and consistency with McMaster’s Mission and Academic Plan, the department performs extremely well. Undergraduate teaching is especially strong. The teaching program has benefited, in particular, from the appointment of two teaching-track faculty, both of whom have won teaching awards. Their skill sets have contributed to growing strengths in innovative teaching and experiential learning. At the graduate level, the department has established a culture of close supervisory and mentor relationships among faculty and students that has contributed to excellent times to completion for the PhD program and very good success on the job market. There are also a large number of opportunities for students to present their work in progress, engage in department and university workshops and conferences, and to collaborate with faculty on research projects.

### **Areas for Improvement**

#### Undergraduate Program

- Decline in total undergraduate enrolment numbers in the five-year period ending 2013-14
- Experience of students in the three-year general BA in Political Science program can be made as positive as that for students in the four-year Honours program
- Website enhancements to profile steps taken for experiential learning and skills development

#### Graduate Program

- Faculty complement as a result of recent retirements and faculty departures
- Inconsistencies in requirements across MA programs in relation to the major research paper for MA International Relations and comprehensive for MA Political Science
- Graduate students need to be prepared for multiple career tracks with enhanced professional development opportunities and workshops within the department
- Professional skills and collaborative research opportunities should be integrated with community partners



2a. Raise caps on course enrolments	U/G Committee will review the existing caps and enrolment numbers as part of an overall and relatively comprehensive reconsideration of the offering and scheduling of courses listed in the course calendar, with an exception of increasing the enrolment numbers as well as the number of courses offered at the 2 <sup>nd</sup> year level. Consistent with this approach is the introduction of a new 2 <sup>nd</sup> year course (PolSci – Force and Fear) that will be offered for the first time in Winter 2017.	Undergraduate Committee	Overall review of U/G course offerings will occur in fall of 2016
2b. Increase number of tutorials that teaching assistants lead from 2 – 3 per week, if permitted under the collective agreement; if not, reducing the number of weeks in which tutorials are held.	The U/G committee will consider this recommendation as part of its overall consideration of the U/G program and will make an explicit recommendation to the department concerning this issue. Consultation will also have to be undertaken with the University and CUPE to determine if such changes can be made within the context of the existing collective agreement.	Undergraduate Committee	Fall 2016
2c. Reduce number of 4 <sup>th</sup> year courses taught in a given year in order to increase 2 <sup>nd</sup> year course offerings.	The U/G Committee will consider this recommendation as part of its overall consideration of the course offerings and scheduling. Existing 2 <sup>nd</sup> year course offerings are consistently offered on an annual basis. Two new 2 <sup>nd</sup> year courses were created this past year (Pol Sci 2C03 Force and Fear and Pol Sci 2U03 Public Policy and Public Administration). One of these courses will be offered in Winter 2017 and the other in the 2017-18 year.	Undergraduate Committee	Fall 2016
<b>Dean's Response:</b> The dean noted that these recommendations make good sense as part of a strategy to increase enrolment in political science courses. The dean also noted that the department has already indicated that it will consider these changes this coming year as part of its review of its undergraduate curriculum and the associate dean and the dean will support the department in the process.			
Split the remaining full-year courses	The department has already reduced its full year course offerings over the last 6 years. The 3 <sup>rd</sup> year Public Law class will be split in 2016 to permit greater flexibility in its offering in conjunction with	Undergraduate Committee	Fall 2016

	the specialization degree. The U/G Committee will consider splitting remaining courses.		
<b>Dean's Response:</b> The dean highlighted that this recommendation is consistent with the broader practice in the Faculty to reduce the number of full-year courses.			
Add more minors, including interdisciplinary minors	<p>The department has recently created a new minor in Justice, Law and Order. The U/G Committee will monitor the impact of this new minor over the next 3 years to determine its success in increasing student enrolment.</p> <p>In 2015, the department proposed a minor in Public Leadership. It was determined at the time that department lacked sufficient faculty resources to introduce and support 2 new minors at the same time. The U/G Committee will likely review and bring the issue of a minor in Public Leadership back to the department in the 2017-18 academic year.</p> <p>The department will continue to consider all requests to have its courses included in interdisciplinary minors</p>	Undergraduate Committee	Ongoing over next 3 years
<b>Dean's Response:</b> The dean acknowledged that this recommendation is consistent with broader curriculum approaches that the Faculty is undertaking to create sub-BA designations with which students more readily identify within the disciplinary degree itself and that help position them for careers in which they are interested.			
Administer an exit-survey to 3 year BA program students to diagnose sources of dissatisfaction with their undergraduate experience	2015-16 marks a trial year of administering an electronic exit survey (previously on paper). Issuing the survey electronically has permitted the department to more accurately target both 3 <sup>rd</sup> and 4 <sup>th</sup> year graduating students. The U/G Committee will ensure that the exit survey is more fully implemented for all graduating students in the future with specific questions for 3 <sup>rd</sup> year graduating students in order to assess their undergraduate experience.	Undergraduate Committee	Work will commence in 2016-17 academic year
<b>Dean's Response:</b> The dean noted that the number of BA students is quite small as the Faculty encourages eligible students to enter the Honours BA program. As a result, BA enrolments should fall in the coming years. The dean also noted that it is important to identify the source of dissatisfaction of BA students with their experience.			

<p>Experiential Learning and Skills Development – Add an internship in Political Science for course credit</p>	<p>The department has already pursued experiential learning and skills development through the creation of 2 courses – Public Service Leadership and Practice of Politics. The department’s website will be enhanced to more clearly identify the experiential learning and skills development opportunities that these courses provide as well as detailing potential career options for students with political science degrees.</p> <p>The U/G Committee will consider the creation of an internship and/or work experience based course as part of its curriculum review in the fall of 2016.</p>	<p>Undergraduate Committee</p>	<p>Fall 2016</p>
<p><b>Dean’s Response:</b> The dean noted that further opportunities for internships and other experiential learning can be pursued through the Faculty’s Experiential Education (EE) program. The EE program is working with departments, including political science, to enhance their offerings to respond to this student interest (and broader calls within the province for experiential learning).</p>			
<p>Make more use of new teaching technologies</p>	<p>U/G Committee and/or Chair will invite experts from the MacPherson Institute and Centre for Continuing Education (CCE) to make a presentation at a department meeting as well as provide overall assistance to faculty members interested in incorporating new technology into classroom experiences.</p> <p>The department will form a sub-committee to explore and report on opportunities for blended/online course offerings.</p>	<p>Chair/U/G Committee</p>	<p>Initiate in Fall 2016</p>
<p><b>Dean’s Response:</b> The Faculty will continue to support the department’s use of such technologies when it will improve learning outcomes and the student experience.</p>			
<p>Promote study abroad opportunities</p>	<p>Information will be posted on the department’s website over the course of summer 2016</p> <p>An Internationalization Officer has been appointed to explore exchange and study abroad opportunities and report to the department on an ongoing basis</p>	<p>Chair/Internationalization Officer</p>	<p>Ongoing</p>
<p><b>Dean’s Response:</b> The dean advised that the university has just announced a new model for global engagement, including strategies to both increase the global content of the curriculum at McMaster and to increase opportunities for student exchange. The department has appointed an</p>			

Internationalization Officer to lead the department's efforts in exploring such opportunities within the university's broader model.

### Graduate Programs

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Unwind the Guelph-McMaster Public Policy and Administration Program and plan on the future of a similar degree within the department and/or university	A departmental sub-committee was established at the end of May 2016 to lead the task and it will be meeting over the course of summer 2016 to clarify the department's options. Recommendations of the sub-committee will be forwarded to the graduate committee for further consideration and subsequent referral to the department as a whole. It is expected that the department will make a decision on the direction of the CMA-PPA program by the end of 2016 or early 2017.	Chair/Sub-Committee/Graduate Committee	Early 2017
<b>Dean's Response:</b> The current collaborative arrangement with the University of Guelph for this program is not sustainable into the future. The Faculty, working with the department and other units with policy focus at McMaster, will consider which option can best advance the offerings in the area of public policy.			
Engage with other relevant units on the future of public policy at McMaster to inform about and leverage departmental strengths and experience in these areas	The department will explore possibilities of developing a program with the proposed public policy institute, either as part of a revised and interdisciplinary CMA-PPA or as a complement to a stand-alone program.	Chair/Sub-Committee	Consultations will take place over the summer and fall of 2016
<b>Dean's Response:</b> A working group was established in the Faculty of Social Sciences to examine the options of building the McMaster's research and education profile for public policy. The group is expected to make recommendations shortly. Any initiatives that follow from the recommendations of this working group will involve a number of departments and programs, and Political Science will be central to any of these efforts, working with other units.			

Make the Major Research Paper a requirement across all MA programs and eliminate comprehensive exams	This recommendation was discussed at a department retreat in early May 2016. There was no agreement among faculty members, so the issue will be reviewed in future on an ongoing basis by the Graduate Committee	Graduate Committee	Ongoing
If comprehensive exams are retained, provide a grade that appears on students' transcripts	The Chair will consult with the Registrar's Office in 2016 to determine the feasibility of transcript inclusions of comprehensive grades. Once it has been ascertained that such transcript notations are possible, the Graduate Committee will provide recommendations concerning the nature of grades and methods for their inclusion in transcripts by assigning a course code to the department for its consideration by the end of 2016	Chair/Graduate Committee	By the end of 2016
Make quantitative methods a requirement for PhD students in both streams	Consultation between the Graduate Committee and the International Relations area group as well as the department as a whole to explore will commence to explore the recommendation that the quantitative methods course be made a requirement for International Relations PhD students	Chair/Graduate Committee	Commence 2016 and a recommendation expected to be made to the department for its decision by April 2017.
Provide small amount of funds to graduate students to assist instructors in adapting courses to new technologies and pedagogical methods	The Chair and the Graduate Committee will consult with faculty in the department and with the MacPherson Institute to determine the need and interest of current instructors at both the graduate and U/G levels and identify any potential sources of funds.	Chair/Graduate Committee	Consultations throughout 2016 with any funding arrangements to be accessed or put in place for start of 2017-18 academic year
Explore fundraising for fieldwork fellowships or endowments or other means to create more	The department will make information more readily and easily available to students on School of Graduate Studies field research funding. It will encourage faculty to provide support to their students from existing research grants. The Graduate Committee	Chair/Graduate Committee	2016-17

regular access to field work funds	will also explore further external funding opportunities offered through organizations such as MITACS		
<b>Dean's Response:</b> The dean suggested that the department may find it valuable to discuss this issue with departments that regularly send students into the field to understand better the financial arrangements associated with such field work.			
Provide additional TA training	The department will continue its training session for new TAs at the beginning of every academic year. The Graduate Committee, in consultation with the School of Graduate Studies, will consider adding another workshop	Chair/Graduate Committee	Consultations will take place in fall of 2016
Enhance professional development opportunities at the graduate level	The department will consider incorporating additional professional development opportunities through a more formalized seminar/presentation series.	Graduate Committee in collaboration with the Research Progress Committee	Begin fall 2016 and continue on an ongoing basis
Explore opportunities for experiential education such as research with community-based partners	The department will discuss the possibility of including the community engagement course as one of its permitted electives for graduate students in the MA and PhD programs and consider establishing a position of Outreach Officer	Chair	Fall 2016
<b>Dean's Response:</b> The dean acknowledged that the School of Graduate Studies has created a number of new opportunities for graduate students to better develop their professional skills and abilities. The dean noted that is also important for the department to complement these general sessions with discipline specific opportunities available to political science graduate students.			

### Quality Assurance Committee Recommendation

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommends that the program should follow the regular course of action with a progress report and subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.