



School of Graduate Studies

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

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

To : Members of Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

The next meeting of Graduate Council will be held on **Tuesday February 21st at 1:30 pm in Council Chambers (GH-111)**

Listed below are the agenda items for discussion.

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

A G E N D A

- I. Minutes of the meeting January 17th, 2017**
- 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. Academic Accommodations Policy (to be distributed)**
- VIII. Faculty of Humanities Graduate Curriculum and Policy Committee Report**
- IX. Faculty of Social Sciences Graduate Curriculum and Policy Committee Report**
- X. Comprehensive Examination Working Group Recommendations**
- XI. New Scholarships**



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Graduate Council
January 17th, 9:30 am
GH 111

Present: Dr. D. Welch, Ms. S. Baschiera, Ms. C. Bryce, Mr. P. Self, Dr. T. Porter, Dr. T. Adams, Dr. A. Deza, Dr. G. McClelland, Mr. R. Narro Perez, Mr. N. Quinn, Ms. V. Bertram, Dr. A. Fudge Schormans, Ms. S. Ganeshan, Ms. M. Badv, Dr. B. Doble, Dr. B. Ibhawoh, Dr. S. O'Brien, Dr. B. Gupta, Dr. N. Agarwal, Dr. L. Thabane, Dr. M. Thompson, Dr. C. Hayward, Ms. V. Lewis

Regrets: Dr. S. McCracken, Dr. A. Dean, Dr. A. Sills, D. E. Badone, Dr. A. Guarne

By invitation: Mr. S. Van Koughnett

A G E N D A

I. Minutes of the meeting December 6th, 2016

The minutes of the meeting of December 6th were approved on a motion by Dr. Gupta, seconded by Dr. Agarwal.

II. Business arising

There was no business arising.

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

Dr. Welch welcomed back Dr. Ibhawoh to his role as Associate Dean of Humanities. He noted that there was good news to report on the grad pay front again. The lump sum payments for research scholarships and scholarships have been released into student accounts a week earlier than the proposed deadline. TA pay continues to come out biweekly.

On the admissions front Dr. Welch noted that as a result of the SGS Review (where a bottleneck was noted in the Admissions area) there is one more long term person in admissions. The position has since been advertised and filled and as of January 23, Jessica Dorsch will be starting in Admissions and leaving her role in Grad Thesis. Thesis will be backfilled by someone who has worked in SGS before and the position itself is being redesigned to focus on Records. Another Admissions change this year is that every single faculty has a single point person in Admission and Records to discuss any issues.

Dr. Welch highlighted an article that had appeared in the Globe and Mail about the changes in the landscape of graduate program development that's occurring. He suggested this was old news for people at the university

level as the provincial government has been very clear that over the last few years that programs need to be new and not duplicating programs elsewhere. The Strategic Mandate Agreements (SMA) have carved out where universities could grow and which new program proposals would receive expedited approval. He noted that a new round of SMAs were being negotiated. The whole work of defining growth areas has yet to be defined by negotiation of the university with the ministry. For the time being McMaster is moving forward and treating things as they were. The business of how much room they have to grow with respect to funding is as yet undetermined. That is something that will be worked out with the university by the Provost and President in negotiation with the province. The Provost has been asked directly whether we should encourage program development and attempt to grow graduate numbers this year and he has said yes so the path is clear.

A council member asked about grad pay. He noted that the last pay for the calendar year was December 23rd and the first time students receive funding in 2017 is January 20th. He noted that this breaks with the payday on January 6th which other staff get and said he didn't realize that there was going to be a month without funding. He noted this was a change from other terms where there was no waiting period and asked why this was the case. Dr. Welch responded that he didn't know the immediate answer but that the paydays that were listed for people in their funding letter were correct, as far as he knew. He suggested it may be desirable to rework in the future but at least it was known ahead of time. He agreed to look into it.

Dr. Welch noted that one of the themes of Graduate Council this academic year was examining assumptions and long term practices at McMaster. Part of this work is examining the bedrock of what a Ph.D. is and what makes sense going forward and there are a number of initiatives related to this. He highlighted a meeting that the Faculty of Engineering had organized around reimagining the Ph.D.

IV. Report from the Graduate Associate Deans

Dr. Hayward reported on a number of new programs in development within the Faculty of Health Sciences, including Masters in Clinical Life Sciences and Clinical Behavioural Sciences. The Global Health Ph.D. proposal is being refined before making its way through the formal levels of approval. She also reported that there have been meetings with programs to discuss recruitment strategies and that research intensive programs are trying to connect students with supervisors while students are at the undergraduate level to ensure they make the right connection for graduate programs. She also noted that the Faculty had held a reception for the Michael DeGroot Scholarships for Excellence.

Dr. Thompson noted that, as Dr. Welch mentioned, the Faculty of Engineering is holding a retreat consistent with the theme at CAGS: reimagining the Ph.D. They're very enthusiastic about what they're seeing. Speakers are really diving into this topic and taking it on themselves to help develop something new. There are a number of different folks attending including a CTO to provide a business perspective, Susan Porter from UBC, who is a leader in Canada around asking what a Ph.D. should entail, as well as McMaster's own experts, Dr. Welch and

Dr. Puri. He hoped to be able to report back interesting results. Dr. Thompson also noted that he had been chairing a working group of Graduate Council looking at the comprehensive examination. They're planning on bring a report forward to the next meeting of graduate council. He provided a high-level synopsis: the group has ultimately decided that the comprehensive has value within the institution but the group doesn't think that the School of Graduate Studies needs to define what form it should take. The main recommendation is a proposal to reword the section of the graduate calendar related to the comprehensive exam. The hope is that this will open up dialogue for programs who want to adjust or change. The other main recommendation is that at some point soon SGS should hold a retreat or workshop and invite as many programs who wish to come to discuss best practices.

A council member commented that the group felt strongly that SGS doesn't need to proscribe how comprehensive knowledge is assessed. The group strongly emphasized the need for comprehensive knowledge but thought that how programs examine for this will be up to them.

Dr. Thompson said that the working group would be pulling together a full document and providing an example of section 4 of the Graduate Calendar. They're hoping they can initiate more discussion and see if there's a willingness to accept the changes.

The council member commented that looking at the future of the Ph.D. is an initiative that all faculties and programs should be doing to see what aspects of the Ph.D. are relevant.

Dr. Welch commented that changes to the comprehensive exam would have to go to the different faculties, Graduate Council and Senate.

Dr. Agwal noted that the MBA program is a two year program offered in three modes, full time students, co-op and part time. Last year the year 1 curriculum of the MBA program was overhauled and implemented this year. So far the change has been very successful and they've received a lot of positive feedback. However, the new curriculum cannot be taken on a part time basis as it is a cohort and team-based learning model. As part of transitional arrangements for part time students already enrolled they're maintaining the old year one curriculum. Work is underway to look at the possibility of developing alternate curriculum for year one part time students.

Dr. Porter reported that the School of Social Work is putting together a handbook for teaching assistants, clarifying their role as graduate students and teaching assistants.

Dr. Gupta reported that the Faculty of Science has been conducting a TA review process to see how they're being utilized. This review started about a year ago. A preliminary draft of the findings has been prepared. Ultimately the information will be passed along to department chairs, including recommendation about how TAs can be best utilized.

Dr. Welch noted that Dr. Maureen McDonald will be the new Dean of Science, starting on May 1st.

Dr. Ibhawoh commented on the launch of the new Ph.D. in Communication Studies, New Media and Cultural Studies developed within the Faculty of Humanities. He noted that it had gone through pretty quickly and noted that the expedited nature of this approval spoke to the importance of program alignment with the SMA. Dr. Welch confirmed that this is important. He said that all of the new programs that McMaster has put forward have been approved for expedited approval. He acknowledged that this was partially due to the fact that programs are generating really strong proposals and partially thanks to the work done by Stephanie and Christina. The proposals have been packaged in a way that is cognizant of how the Ministry is reviewing them and McMaster will continue to do that.

V. Report from the Associate Registrar and Graduate Secretary

There was no report.

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

Mr. Self reported that his team had held a new graduate student orientation in December for students who had arrived prior to the start of term. This was done in response to a suggestion that came out of the graduate student advisory group. They held a second orientation on January 11th which included folks from a number of areas including the GSA, SGS, Library, Accessibility and International Student Services.

He noted that they had been offering an ESL course for a number of years and had reworked it a little bit, particularly in light of the fact that there is always more demand than access. The course will now be offered an hour a night for one month as a pilot.

He noted that the SPICES application had just gone live and explained that SPICES provides an opportunity for grad students to create programming. It isn't meant to supporting things that are already in place.

He noted that they had used Facebook promotion for the Harvey Longboat award with the intent of reaching a broader audience.

He reported that the next thesis boot camp was running from February 22nd to 24th and would take place in the Learning Commons in the library.

He noted that another service SGS is offering is graduate writing consultants. Two individuals are offering 45 minute appointments, booked through OSCAR plus.

He reported that 3MT was coming up on Feb 23rd and that registration was already open. They had recently held an information session which 25 students attended. He noted that there seems to be a perception that

3MT is only for STEM disciplines. They're trying to get the message out that it's about ideas and talking about research and that it doesn't have to have a specific outcome from a lab setting.

He said that they were working on a new module for My Grad Skills around indigenous knowledge and research.

Dr. Welch noted that this foray into Facebook advertising, following on work already done in FHS, is something they hope to use more in the future. The current promotion is a test of how it will work and the Longboat award is a good test case. Mr. Self said that their plan was to run it for four weeks and then they would be trying it with a fellowship.

A council member commented on the perception that 3MT is only for students doing lab research. He wondered whether one of the strategies would be to hold the competition in phases: first there would be a winner in each Faculty and then from there they would all go onto the next phase. Mr. Self responded that a number of universities are going that way. They would like to do that here at McMaster but there needs to be a bit more buy in from the faculties. He suggested they would work on it.

VII. Update on Mental Health Initiatives

Dr. Welch noted that at the previous meeting there was a request for an update on graduate mental health initiatives and introduced Sean Van Koughnett.

Mr. Van Koughnett noted that mental health generally and specifically that of graduate students has been a matter of great concern and difficulty as they try to wade through the issues. He provided a background to the current situation, noting that Student Wellness provides number of services including medical and mental health services. The Centre has faced escalating demand on all fronts, including mental health services. He said that funding comes from a number of different areas: first, physicians charge through OHIP (but OHIP hasn't increased rates), second the university provides a subsidy (which was just increased so that the centre will break even), the third source of funding is ancillary fees. This third fee is central to graduate student issues. The Centre has added positions to the point where they didn't have money to fund them. There is a differential between what graduates and undergraduates were paying through their ancillary fees: undergraduates were paying three times the amount that graduate students were paying. Graduate students only paid \$30 a year and at \$10 per term, it's very difficult to provide services.

He noted that the MSU brought forward the issue of equity, particularly in light of the fact that undergraduate students use the services less. As a result of all of this they have been talking to the GSA to work through the issues. They got a proposal together that the GSA approved. After this approval they held a referendum based on the proposal to make funding equal. This proposal was voted down. This additional funding would have allowed Student Wellness to add a couple of mental health professionals.

After the first referendum they delayed any action and the level of service provided to graduate students remained unchanged. There was a desire from the GSA to hold the referendum again. So, they brought it back again in April 2016 along with a proposal to establish a fee for career services within SGS. Both fees were turned down very narrowly, by only five votes in the case of mental health services. After this second referendum the service offered did change and now graduate students can still access psychiatrists and physicians but not counsellors.

He reported that there is interest in bringing the proposal back again and they met with the GSA last week. There is some optimism that there are now more students informed and awake to the issues and that perhaps this time will be successful. He noted that it was difficult for everyone involved, particularly those impacted by having fewer counsellors available. After the second referendum graduate students already in counselling were transitioned out into the community.

He noted that they are exploring other avenues and that campus wellness centres at different institutions are also struggling with resources and that there is not a good funding model available at the moment. They have been advocating with the Ministry of Health and Long Term Care but it has been a challenge to get on the radar of this ministry, rather than MAESD.

He noted that the MSU has agreed that if there's a positive vote in March or April, counselling will start again in May.

A council member commented that he realized it's a tough issue and asked how other institutions funded these centres. Mr. Van Koughnett responded that it varied, some are similar to what McMaster does and some universities funded more. He noted that funding at the University of Waterloo is higher in this area but, consequently, lower in others. They did a survey and found that McMaster is in the ballpark in terms of what other universities are doing.

The council member asked how difficult it would be to have this embedded within the fee increase in a way that seems seamless to students. Mr. Van Koughnett responded that they wouldn't be able to tag it onto tuition because of ministry policies. He also said that they want to be as transparent as possible.

Another council member asked about the principle between trying to equalize pay between undergraduate students and graduate students, noting that graduate students bring it more resources like BIU, TA. She was not sure why it should be equal amount. Mr. Van Koughnett responded that it was a good question and that it was certainly a debate they could have. On the undergraduate side they're looking at what they're getting for what they're paying and the fact that graduate students used the services at 1.5 times the rate of undergraduate studies while paying less was hard to reconcile. He noted that they could have that philosophical debate but they've been focused more narrowly on the fee they're paying for.

The council member noted that there fewer graduate students. Mr. Van Koughnett responded that that has been used to justify the other side of the argument, noting that at the level graduate students contribute,

without the money that undergraduates contribute they'd be able to offer minimal service at best. He acknowledged that the contribution of graduate students to campus is important and wished that the model was different. The council member commented it was a brutal model, noting that graduate work is profoundly intellectual work and that there can be mental health issues related to this.

Mr. Van Koughnett said that there had been a discussion ongoing with his counterparts to consider what the educational institutions level of responsibility was in this respect. Services provided in this area means money is taken from another area. Boundaries is another real challenge as they have situations where someone is coming in every week or day for care. These folks can supplant those who have more minor issues but also need care.

A council member commented that it's a slippery slope to compare the place of graduate students to undergrads. He said this can generate conflict between graduate and undergraduate students and that this difference shouldn't be part of the rhetoric. Everyone concerned is a student, regardless of what kind of education they're going through.

Dr. Hayward noted that user fees don't exist in Canada and wondered if the issues discussed were a symptom of a bigger problem with respect to how fees are harmonized for central services. Mr. Van Koughnett responded that there's a ministry policy dating back to 1994 before which universities were arbitrarily charging fees without consulting students groups. Now there is a compulsory ancillary fee agreement which governs this. He noted that institutions can increase fees at the rate of inflation but if you want to go over inflation you have to go to a referendum. Wage increases and escalating demand for service have gone beyond inflation but increasing the fee in this case would not lead to more services, so it's hard to sell.

He noted that the fee was set low initially and that they can only increase in very small amounts but demand is increasing dramatically. They're trying to put in place a new model for these increases, without having to put it to a referendum when the increases are not exorbitant. This would at least allow them to maintain what they're doing. Increases above a certain percent would still have to go to referendum. They would like to do something like this with grad students and are working to try to change some of the systemic problems.

Dr. Hayward noted funding constraints that existing within the healthcare system generally as well as the importance of determining what level of care was appropriate in a wellness centre and expected that they would have a crisis management team to connect more serious cases with community services. Mr. Van Koughnett responded that they did have this and that waiting periods fluctuate. The response they'd received from the Ministry for Health and Long term Care was that there were demands elsewhere and that the Ministry was trying to wrestle with, in their minds, greater challenges. He said his team was trying to make a case for caring for the young population here to avoid cascade effects in other communities.

A council member had a couple of questions about the referendum itself and asked what kinds of conversations had happened around the ethics of allowing the provision of service to a minority of students to be determined by a majority vote.

Mr. Van Koughnett responded that he wasn't sure that they got into the ethics of it. He agreed that it was extremely difficult and noted that there was no other solution that was suggested.

The council member asked a follow up, noting that they're hoping that another referendum would be successful and the assumption is that previous referendums failed because graduate students were insufficiently informed, and wanting to know if the university would continue the current policy if they vote no again.

Mr. Van Koughnett responded, based on conversations that he had had with the GSA, that they thought that part of the issue was the fact that nothing was changed between the first two votes and that the CUPE negotiations may have also complicated matters. He said they would be in the same situation if the referendum fails again and reiterated that graduate students can still see psychiatrists and physicians, just not counsellors.

A council member asked if they are able to refer these students off campus. Mr. Van Koughnett responded that they do. When students come to the front desk, if they're in a crisis situation they'll see a physician. They've built strong connections to the community but there are waitlists everywhere. The council member asked for confirmation that he could still refer his students to student wellness. Mr. Van Koughnett responded that he could, but asked him to pass along the understanding around access to counsellors.

A council member asked if they had actually surveyed graduate students with mental health issues to see what they need to help inform steps going forward and noted that this group may have other suggestions that could be investigated. Mr. Van Koughnett responded that they hadn't done it but it was worth considering. Another council member commented that the GSA did a survey which laid out the options for students. They had a high response rate. He noted the survey also talked about peer to peer programming that the GSA is going to work on. The council member asked if that went to graduate students in general and suggested it be geared toward graduate students with mental health issues. Council members discussed the logistics of this and one council member noted that there was a substantial amount of self-identification in the general survey.

Dr. Welch recognized the importance of this issue and noted that because of the vote on career services, a position had to be terminated. These votes do have consequences. He said that the GSA and Mr. Van Koughnett were working as hard as they can for a positive outcome.

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

Dr. Hayward explained that the School of Rehabilitation Sciences offers professional programs in Occupational Therapy and Physical Therapy, as well as a doctoral program in Rehabilitation Science. The proposal is to create a pathway to coordinate the students' ability to do both degrees in a coordinated way. Both degrees have individual requirements. The proposal is not a new program but a different way to divide time between professional program and Ph.D. If a student is unsuccessful in one degree, they would still be able to do the other degree per university policies.

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

The motion was carried.

Dr. Hayward noted that there was also a change to course title and description and a new cross-listed course for information.

IX. Change to Scholarship Committee Membership

Dr. Deza moved and Dr. Porter seconded, 'that Graduate council approve the change to Scholarship Committee membership as noted in the document.'

The motion was carried.

X. New Scholarships

Dr. Hayward moved and Dr. Porter seconded, 'that Graduate Council approve the proposed new scholarships as described in the document.'

The motion was carried.

XI. School of Graduate Studies Review

Dr. Welch noted that as discussed at the previously meeting a copy of the review is in the meeting package. He said that SGS had already undertaken a number of actions based on this review and that some recommendations will require the attention of newly-appointed Dean of Graduate Studies.

XII. Other Business

Dr. Welch asked Vivian Lewis to provide an update. Ms. Lewis reported on a series of workshops being offered by the Sherman Centre for Digital Scholarship called Demystifying Digital. She noted that they offered sessions on a number of different topics including building data sets with social media, building web forums and GIS. She noted that what is being offered is very practical skills training.



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To : Graduate Council
From : Christina Bryce
Assistant Graduate Secretary

At its meeting on November 29th, 2016, the Faculty of Humanities Graduate Curriculum and Policy Committee approved the following graduate curriculum recommendations.

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

FOR APPROVAL OF GRADUATE COUNCIL:

- **French**
 - **Change to Program Requirements – Milestones**
 - **Change to Comprehensive Exam Procedure**
 - **Change to Course Requirements**
 - **Change to Program Requirements and Calendar Copy – Language Requirement**
- **History**
 - **Change to Calendar Copy**
- **FOR INFORMATION OF GRADUATE COUNCIL:**
 - **Communication and New Media**
 - **Change to Prerequisites**
 - **French**
 - **New Courses:**
 - 6DD3 La littérature à l'épreuve de l'animal
 - 6Y03 Topics in 20th Century French Literature
 - **History**
 - **New Course**
 - 774 Contemporary History
 - **Course Cancellations**
 - 713 Islam, Diaspora, and Identities in Central Asia, 1880 to the present
 - 731 Violence in the Early Modern World
 - 734 Latin Epigraphy
 - 735 Ancient Historiography
 - 739 Topics in Late Roman Republican and Early Imperial History
 - 751 European/Muslim Encounters in the Pre-Modern World

- 762 Research Topics in Atlantic History
- 769 History of Psychiatry

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

<p align="center">IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</p> <p>1. This form must be completed for ALL changes involving degree program requirements/procedures. All sections of this form must be completed.</p> <p>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).</p> <p>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.</p>			
DEPARTMENT		French	
NAME OF PROGRAM and PLAN		French	
DEGREE	PhD		
<p align="center">NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</p> <p>Is this change a result of an IQAP review? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>CREATION OF NEW MILESTONE <input checked="" type="checkbox"/></p>			
CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input type="checkbox"/>	EXPLAIN:	
OTHER CHANGES	<p>EXPLAIN: Learning Portfolio Milestones</p>		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

N/A

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

Milestone # 5

The document presented at Nov. 29th meeting :

Participation in four activities organized by each of the following programs or institutes [...]

NEW VERSION:

Participation in four activities organized by *any* of the following programs or institutes [...]

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?):

Department attempting to streamline

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

1-Sep-17

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):

MILESTONES

In addition to the Course Work, the Learning Portfolio milestone will be required with four parts to the milestone. Once successfully completed, it will appear on the student's transcript. A minimum of four milestones must be successfully completed before the end of the second year of the Ph.D. program. These milestones are considered formal components of the student's academic progress. They will normally be assessed at the time of the student's supervisory committee meeting at the end of the second year.

Admissible activities for the obtention of the "Milestones" requirement are as follows:

1. Participation in four professional workshops organized by the Department of French
2. Successful completion of course EDU 750/751 (Please note: This course can also be taken to replace the language requirement. Under no circumstances can EDU 750/751 count both as a Milestone and as a replacement for the language requirement.)
3. Participation in four activities of the Sherman Centre for Digital Scholarship (e.g. the workshop "Introduction to Digital Scholarship" from the series "Demystifying Digital Scholarship", talks from the series "Graduate Symposium", talks by an invited speaker).
4. Participation in four activities of the Indigenous Studies Program (e.g. public lectures, Indigenous Graduate Students Symposium, events organized by the Six Nations of the Grand River community).
5. Participation in four activities organized by any of the following programs or institutes: MacPherson Institute for Leadership, Innovation & Excellence in Teaching, Gender Studies and Feminist Research Program, Peace Studies, the Institute on Globalization & the Human Condition.

NB. For points 3-5: proof of participation will be presented to the student's supervisory committee through a one-page reflective statement.

6. Presentation of a paper at the annual French Department Students' Colloquium
7. Presentation of a paper at the annual French Department Conference Series
8. Peer-reviewed publication in French
9. Peer-reviewed published or exhibited creative works in French
10. Presentation of the candidate's research for the Hamilton Francophone community (for example in high schools or on a radio program)
11. Submission of a Course Description / Course Outline

12. Submission of a Teaching Philosophy

NB. For points 11-12: in consultation with MacPherson Institute.

13. Submission of a Research Statement

14. Submission of a Grant Application

NB. For points 13-14: these documents must be approved by the student's supervisory committee.

Ph.D. students are encouraged to present their Milestones to their supervisory committee using the E-Learning Portfolio.

Commented [1]:

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Elzbieta Grodek Email: grodeke@mcmaster.ca Extension: 24515 Date submitted: 23-Dec-16

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**

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DEPARTMENT		French	
NAME OF PROGRAM and PLAN		French	
DEGREE	PhD		
<p align="center">NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</p> <p>Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>CREATION OF NEW MILESTONE <input type="checkbox"/></p>			
CHANGE IN ADMISSION REQUIREMENTS	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input checked="" type="checkbox"/>	CHANGE IN COURSE REQUIREMENTS
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	<p>EXPLAIN: Comprehensive Field Examinations</p>	

OTHER CHANGES	<p>EXPLAIN:</p> <p>CURRENT VERSION:</p> <p>Ph.D. candidates in consultation with their supervisory committee will choose two areas of concentration: the first will be literary and theoretical in nature and the second interdisciplinary.</p> <p>NEW VERSION:</p> <p>Ph.D. candidates in consultation with their supervisory committee will choose two areas of concentration. The first will be literary in nature and it will require a deep knowledge of primary sources, critical analysis methods and critical questions relevant to the field and to the researched topic. The second area of concentration will be theoretical or interdisciplinary. Students will be asked to demonstrate knowledge of <u>either</u> (a) theoretical frameworks relevant to their research (postcolonialism, genre studies and queer theory, psychoanalytic criticism, narratology, semiotics, reader response criticism, etc.) <u>or</u> (b) interdisciplinary affiliations between literature and other fields relevant to their research (philosophy, medicine, film, arts, material culture, etc.). Candidates will submit an extensive bibliography for each area of concentration and will be assessed by way of a written examination.</p>
	<p>CURRENT VERSION:</p> <p>Candidates will be given one week to complete a 10- to 15-page paper for each area.</p> <p>NEW VERSION:</p> <p>Candidates will be given one week to complete a 10- to 15-page paper for each area. The written examination will be followed by an oral defence.</p>

Commented [1]:

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Ph.D. candidates in consultation with their supervisory committee will choose two areas of concentration: the first will be literary and theoretical in nature and the second interdisciplinary.

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

See below

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

Adding details regarding written examination and oral defence.

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

1-Sep-17

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):

Comprehensive Field Examinations

Ph.D. candidates in consultation with their supervisory committee will choose two areas of concentration. The first will be literary in nature and it will require a deep knowledge of primary sources, critical analysis methods and critical questions relevant to the field and to the researched topic. The second area of concentration will be theoretical or interdisciplinary. Students will be asked to demonstrate knowledge of either (a) theoretical frameworks relevant to their research (e.g. postcolonialism, genre studies and queer theory, psychoanalytic criticism, narratology, semiotics, reader response criticism) or (b) interdisciplinary affiliations between literature and other fields relevant to their research (e.g. philosophy, medicine, film, arts, material culture). Candidates will submit an extensive bibliography for each area of concentration and will be assessed by way of a written examination. Candidates will be given one week to complete a 10- to 15-page paper for each area. The written examination will be followed by an oral defence. Full-time students will write these examinations within the first twenty months of their program, that is, before the end of April of their second year of residency, assuming the student began residency in September of the first year. These exams are intended as opening stages of the doctoral dissertation. For each examination, candidates must prove their proficiency in the French language and their competence in their selected areas of specialization. They must display in-depth knowledge, not only of the primary texts, but also of the existing scholarship in their areas of concentration. Candidates must obtain a passing grade. In the event of a failing grade, candidates will have one opportunity to rewrite their examinations. This second and final attempt should occur within three months of the date of their first examination. In place of a comprehensive examination paper, students will have the choice to write an original article that will be submitted to a recognized, peer-reviewed journal in their field. The article will be a minimum length of 7000 words.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Elzbieta Grodek Email: grodeke@mcmaster.ca Extension: 24515 Date submitted: 23-Dec-16

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**

<u>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</u>			
1. This form must be completed for <u>ALL</u> changes involving degree program requirements/procedures. <u>All</u> sections of this form <u>must</u> be completed.			
2. An electronic version of this form (must be in MS WORD <u>not</u> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbyrce@mcmaster.ca).			
3. A representative from the department is <u>required to attend</u> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.			
DEPARTMENT	French		
NAME OF PROGRAM and PLAN	French		
DEGREE	PhD		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
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"/>			
CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>
		CHANGE IN COURSE REQUIREMENTS	X
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	EXPLAIN: Course Work	

OTHER CHANGES	<p>EXPLAIN:</p> <p>CURRENT VERSION:</p> <p>All PhD students must complete six half-courses (three units each) within the first year of the program. One of them, FRENCH 705 Introduction to Literary and Critical Theory is required.</p> <p>NEW VERSION: [after the sentence quoted above the following information should be added:]</p> <p>Doctoral students who took a course similar to FRENCH 705 in their M.A. program at another university, may submit a syllabus and a reading list of such a course with a request that it be counted as an equivalent. If the permission is granted, they will take instead, as the sixth mandatory seminar, one of the following:</p> <ul style="list-style-type: none"> • another course offered by the department • FRENCH 730 - Lectures Dirigées /Reading Course • a course offered by another department if relevant to student's research <p>Doctoral students who took FRENCH 705 when completing their M. A. degree in French at McMaster will also substitute it by one of the courses from the list above.</p>
<p>DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:</p> <p>All PhD students must complete six half-courses (three units each) within the first year of the program. One of them, FRENCH 705 Introduction to Literary and Critical Theory is required.</p>	

<p>PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (<i>Attach additional pages if space is not sufficient.</i>)</p> <p>see below</p>
<p>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?):</p> <p>Department wants it to be made clear that French 705 can be substituted in Ph.D. if students have already taken French 705 at McMaster, or a similar course at another university, during their M.A. program.</p>

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

1-Sep-17

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

All PhD students must complete six half-courses (three units each) within the first year of the program. One of them, FRENCH 705 Introduction to Literary and Critical Theory is required. Doctoral students who took a course similar to FRENCH 705 in their M.A. program at another university, may submit a syllabus and a reading list of such a course with a request that it be counted as an equivalent. If the permission is granted, they will take instead, as the sixth mandatory seminar, one of the following:

- another course offered by the department
- FRENCH 730 - Lectures Dirigées /Reading Course
- a course offered by another department if relevant to student's research

Doctoral students who took FRENCH 705 when completing their M. A. degree in French at McMaster will also substitute it by one of the courses from the list above.

The listing of all courses can be found in the following section of the SGS Calendar: Faculty of Humanities - French - French Courses. Not all of the listed courses are offered every year.

All Ph.D. students must pass the workshop on Instruments and Methods of Research in French Literary Studies (Pass/Fail).

Before December 30th of the first year of the program, all graduate students, including part time students, must also complete courses [SGS 101](#) Academic Research Integrity and Ethics and [SGS 201](#) Accessibility for Ontarians with Disabilities Act (AODA).

A graduate student may not obtain a graduate degree at McMaster without having passed these courses.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Elzbieta Grodek Email: grodeke@mcmaster.ca Extension: 24515 Date submitted: 23-Dec-16

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**

<u>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</u>			
<p>1. This form must be completed for <u>ALL</u> changes involving degree program requirements/procedures. <u>All</u> sections of this form <u>must</u> be completed.</p> <p>2. An electronic version of this form (must be in MS WORD <u>not</u> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbyrce@mcmaster.ca).</p> <p>3. A representative from the department is <u>required to attend</u> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
DEPARTMENT		French	
NAME OF PROGRAM and PLAN		French	
DEGREE	PhD		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
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"/>			
CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR		<input checked="" type="checkbox"/>	EXPLAIN: Language Requirement

**OTHER
CHANGES**

EXPLAIN:

CURRENT VERSION:

Candidates will successfully pass a proficiency examination in a language other than English or French.

NEW VERSION:

Candidates will successfully pass a proficiency examination in a language other than English or French, consisting of a translation into French or English of a one-page text.

CURRENT VERSION:

this language requirement may be substituted by:

- Successful completion of the course EDU 750/751 Principles and Practices of University Teaching offered by MIETL (McMaster Institute for Innovation & Excellence in Teaching and Learning). The description of the course may be found in the following section of the SGS Calendar: Faculty of Humanities - French - French Courses.

NEW VERSION:

this language requirement may be substituted by:

- Successful completion of a 6-unit undergraduate language course, intermediate or advance level, with a minimum grade of B+.
- Successful completion of the course EDU 750/751 Principles and Practices of University Teaching offered by MacPherson Institute for Leadership, Innovation & Excellence in Teaching. The description of the course may be found in the following section of the SGS Calendar: Faculty of Humanities - French - French Courses.

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Candidates will successfully pass a proficiency examination in a language other than English or French.

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

The first paragraph:

Presented at Nov. 29th meeting :

Candidates will successfully pass a proficiency examination in a language other than English or French, consisting into translation in French or English of a one-page text.

NEW VERSION:

Candidates will successfully pass a proficiency examination in a language other than English or French, *consisting of translation into* French or English of an *approximately* one-page text*.

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?):

Department is adding details to Calendar about Language Requirement substitutions.

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

1-Sep-17

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):

Language Requirement

Candidates will successfully pass a proficiency examination in a language other than English or French, consisting of translation into French or English of an approximately one-page text. The choice of language should be made by the candidate in consultation with her/his supervisory committee. With the approval of the Department of French Graduate Studies Committee and the candidate's supervisory committee, this language requirement may be substituted by:

- Successful completion of a 6-unit undergraduate language course, intermediate or advance level, with a minimum grade of B+
- Successful completion of the course EDU 750/751 Principles and Practices of University Teaching offered by MIETL (MacPherson Institute for Innovation & Excellence in Teaching and Learning). The description of the course may be found in the following section of the SGS Calendar: Faculty of Humanities - French - French Courses.
- Successful completion of a three-unit, doctoral-level course in another discipline relevant to the candidate's research topic.

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

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Elzbieta Grodek Email: grodeke@mcmaster.ca Extension: 24515 Date submitted: 23-Dec-16

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

<u>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</u>			
<p>1. This form must be completed for <u>ALL</u> changes involving degree program requirements/procedures. <u>All</u> sections of this form <u>must</u> be completed.</p> <p>2. An electronic version of this form (must be in MS WORD <u>not</u> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is <u>required to attend</u> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
DEPARTMENT	History		
NAME OF PROGRAM and PLAN	HISTPHD		
DEGREE	PhD		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
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"/>			
CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	EXPLAIN:	
OTHER CHANGES	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Major Specialization preparation begins in September and takes the form of a reading course that will run normally until the following June....

Finally, all PhD candidates will write a dissertation research proposal by the end of their first year in the PhD programme. Each candidate's proposal, of 10-15 pages in length, would be defended on Pass/Fail basis by the candidate's PhD committee no later than the second week of September.

Thesis

Following successful completion of their Comprehensive Exam, doctoral candidates will present the supervisory committee with their thesis proposal. This should be about 10 pages in length, and should indicate the scope and structure of the thesis, the theoretical and research perspectives involved, and the principal archival sources to be used (along with brief mention of major secondary sources). The thesis proposal must be approved by the supervisory committee by early October, so that the candidate has a completed proposal ready for the OGS application deadline (normally mid-October). Length of thesis: 300 pages (75,000 words), exclusive of footnotes and bibliography.

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

Major Specialization preparation begins in September and takes the form of a reading course that will run normally until the following May....

Finally, all PhD candidates will write a dissertation research proposal by the end of their first year in the PhD programme. Each candidate's proposal, of 10-15 pages in length, would be defended on a Pass/Fail basis by the candidate's PhD committee no later than the third week of September.

Thesis

A thesis should be a piece of substantial original research. It should be a maximum of 300 pages, exclusive of footnotes and bibliography.

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?):

Repetitive description. OGS information no longer applies.

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

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:	Email:	Extension:	Date submitted:

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

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

At its meeting on January 9th, 2017 the Faculty of Social Sciences Graduate Curriculum and Policy Committee approved the following recommendations.

Please note that these recommendations were submitted to the February 16th meeting of the Faculty of Social Sciences.

For Approval of Graduate Council:

- **Labour Studies**
 - **New Program Calendar Copy**

For Information of Graduate Council:

- **Labour Studies**
 - **New Courses**
 - 791 Contemporary Issues in Labour Studies
 - 793 Advanced Labour Studies Theory

PhD in Labour Studies

A. Admission

Admission to the Ph.D. program normally will require:

- A Master of Arts degree or equivalent in any relevant discipline from an accredited university with a minimum average of A-. Select candidates may be admitted with a B+ average from a Masters degree if they have a minimum of five years of work or volunteer experience in a labour or work-related community organization and are able to provide evidence that they have strong writing and critical thinking skills.
- A demonstrated interest in studying work, employment or worker organizations from a Labour Studies perspective.

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

B. Degree Requirements

Course Requirements

Normally, candidates for the Ph.D. will complete 12 units (4 half courses) of course work at the graduate level which include:

1. W&S 715 Methods or an equivalent methods course approved by the program: Students entering the PhD program who have already taken W&S 715 are exempt from this requirement and may take another elective.
2. LABST 7xx Advanced Labour Studies Theory
3. Two elective courses offered by the School of Labour Studies or by another department or academic unit

Supervisors and Supervisory Committees

Successful applicants will be assigned a temporary supervisor of studies upon admission. Not later than eight months following arrival, a supervisory committee for each Ph.D. student will be appointed by the Graduate Committee, on the recommendation of the student and their dissertation supervisor. This committee will consist of at least three members: a dissertation supervisor, normally a full-time faculty member in the School of Labour Studies, and two other members, at least one of whom is a faculty member from outside of the School of Labour Studies, whose scholarly interests include the area of the student's main interest.

Comprehensive Examination

After finishing their course work, normally at the 18 month point of the Program, students will write a comprehensive exam. The purpose of the exam is to ensure that the student has sufficient knowledge of the relevant scholarly literature in the field of Labour Studies and that they are able to synthesize and communicate this literature in a critically insightful way. The comprehensive exam will consist of a written examination and an oral examination.

Thesis Proposal

Following the completion of the comprehensive exam requirement, students will publically present their dissertation proposal outlining their research question, methodology and how their project will contribute to academic knowledge.

Thesis

Candidates for the Ph.D. degree are required to write a dissertation with a maximum length of 300 double spaced pages that demonstrates competence in original research following School of Graduate Studies guidelines. Students will be required to defend their dissertation in an oral examination.



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.

DEPARTMENT		School of Labour Studies		
COURSE TITLE		Contemporary Issues in Labour Studies		
COURSE NUMBER	791	COURSE CREDIT		
		6 Unit Course ()	3 Unit Course (x)	1.5 Unit Course ()
INSTRUCTOR(S)	unknown			
REQUISITE(S) <small>(Pre/Co/Anti or program enrollment requirement)</small>	Enrolled in PhD or MA with permission from Instructor			
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input type="checkbox"/> No				
NEW COURSE	<input checked="" type="checkbox"/>	DATE TO BE OFFERED (FOR NEW COURSES ONLY): Sept 2017	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? YES	
WILL THE COURSE BE <u>CROSS-LISTED (COMBINED SECTIONS)</u> WITH ANOTHER DEPARTMENT? NO IF YES, PLEASE NOTE WHICH DEPARTMENT:				
ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.				
*FOR ALL NEW CROSS-LISTINGS PLEASE NOTE WHICH DEPARTMENT OWNS THE COURSE:				
CHANGE IN COURSE TITLE		PROVIDE THE NEW COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		

COURSE CANCELLATION	<p>PROVIDE THE REASON FOR COURSE CANCELLATION:</p> <p>PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.</p>
OTHER CHANGES	EXPLAIN:
<p>BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (<i>maximum 6 lines</i>) to be included in the Graduate Calendar.</p> <p>This course will explore current topics and debates in Labour Studies, drawing on diverse disciplines including Sociology, Geography, Anthropology and Political Science. The course will integrate contemporary theories of work and employment with current issues and challenges facing unionized and non-unionized workers, marginalized social groups and social justice movements.</p>	
<p>CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.</p> <p>This course will complement the advanced labour theory course in the PhD program by providing an overview of contemporary topics and emergent issues in Labour Studies. These might include, but are not limited to: mobile work regimes, precarious work, changing forms of migrant workers, new forms of worker representation. No text will be used. Instead the course will rely on an assemblage of academic articles, book chapters and academic books.</p>	

<p>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)?)</p> <p>This course meets the IQAP requirements for graduate work in Labour Studies by training students to evaluate different ideas and perspectives, think critically and understand the limits of their own knowledge. Students will also be trained to communicate their position clearly and to work independently.</p>
<p>2. EXPECTED ENROLMENT:</p> <p>5-10</p>
<p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>The course will be delivered seminar style.</p>
<p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (<u>percentage breakdown, if possible</u>): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc. Please also note if a lab or tutorial will be included.) Students will be evaluated through a combination of presentation/class moderation, a final paper that examines a contemporary labour study issue or case.</p>

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

No overlap

**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: S. Mills Email: smills@mcmaster.ca Extension: 24810 Date submitted: Dec. 15, 2016

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

SGS /2015



SCHOOL OF GRADUATE STUDIES

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

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

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

DEPARTMENT		School of Labour Studies		
COURSE TITLE		Advanced Labour Studies Theory		
COURSE NUMBER	793	COURSE CREDIT		
		6 Unit Course ()	3 Unit Course (x)	1.5 Unit Course ()
INSTRUCTOR(S)		unknown		
REQUISITE(S) <small>(Pre/Co/Anti or program enrollment requirement)</small>		Enrollment in PhD or MA with permission from Instructor		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input type="checkbox"/> No				
NEW COURSE	x	DATE TO BE OFFERED (FOR NEW COURSES ONLY): Sept 2017	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? YES	
WILL THE COURSE BE CROSS-LISTED (COMBINED SECTIONS) WITH ANOTHER DEPARTMENT? NO IF YES, PLEASE NOTE WHICH DEPARTMENT:				
ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.				
*FOR ALL NEW CROSS-LISTINGS PLEASE NOTE WHICH DEPARTMENT OWNS THE COURSE:				
CHANGE IN COURSE TITLE		PROVIDE THE NEW COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		

COURSE CANCELLATION	PROVIDE THE REASON FOR COURSE CANCELLATION: PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.
OTHER CHANGES	EXPLAIN:
BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (<i>maximum 6 lines</i>) to be included in the Graduate Calendar. In this seminar, students will deepen their knowledge of select thinkers in classical and contemporary labour studies theory. Class time will be divided between the work of key theorists in the areas of labour process theory, the sociology of work and labour markets and that of theorists who challenge or extend these conceptualizations. The focus on contemporary labour studies theory will examine how labour studies theory is evolving in new directions. In particular, we will focus on how labour studies theory has been influenced by different social movements and sub-disciplines so as to integrate theoretical insights from feminist, anti-racist, geographical, anti-colonial and disability rights perspectives.	
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used. No text. The class will include canonical works (such as Labour and Monopoly Capital, The Making of the English Working Class, and the Wages of Whiteness) as well as newer works such as (Working Construction: Why White Working-Class Men Put Themselves—and the Labor Movement—in Harm's Way and Steel Closets: Voices of Gay, Lesbian and Transgender Steelworkers).	

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)?) The course will train students in their ability to critically evaluate disciplinary debates, understand the limits to their knowledge and gain an in-depth understanding of the theoretical foundations for Labour Studies.
2. EXPECTED ENROLMENT: 3-10
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars): The class will be delivered seminar style. The instructor will provide clarification and instruction when necessary; however PhD students will learn how to present their ideas clearly and moderate discussion.
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.) Method of evaluation will include a presentation/ moderation, a final course paper and seminar participation.

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

No overlap

**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: S. Mills Email: smills@mcmaster.ca Extension: 24810 Date submitted: Dec. 15, 2016

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

SGS /2015



Dr. Michael R. Thompson
Associate Dean, Graduate
4L7
Faculty of Engineering
Phone: (905) 525-9140 ext. 23213

1280 Main Street West
Hamilton, Ontario, L8S
Canada

E-mail: mthomps@mcmaster.ca

MEMORANDUM

To: Graduate Council

From: Dr. Michael Thompson
Associate Dean of Graduate Studies, Engineering

Date: January 23, 2017

Re: Proposal to Graduate Council to Change the Comprehensive Examination Policy in the Graduate Calendar

The attached proposal has been fully considered by the Comprehensive Re-Evaluation Sub-Committee of Graduate Council. The committee met twice this year, October 25, 2016 and November 30, 2016. The policy is being forwarded to Graduate Council for discussion and approval.

Committee members:

Bhagwati Gupta, Pamela Swett, Ellen Badone, Elzbieta Grodek, Lehana Thabane, Rodrigo Narro Perez, Naresh Agarwal, Michael Thompson. Bonny Ibhawoh (joined 2017)

INTRODUCTION

Recent attitudes in Graduate Schools across Canada have begun to shift; where doctoral programs were once considered well serving in their ‘apprenticeship’ of young academics preparing for their future careers in universities, we are now realizing that the majority are employed outside of the academy.¹ The Canadian Association of Graduate Studies (CAGS) has initiated a multi-year study into re-imagining the PhD, with committees looking at the comprehensive exam and dissertation as evaluation components of the degree that could ‘evolve’. Little research has examined the value of the current structure of our doctoral programs, and where it does exist, it has principally focused on the viva (final oral examination) rather than the comprehensive exam. An internal review of McMaster’s comprehensive examination procedures across the six faculties has revealed

¹ Jonker, L. (2016). Ontario’s PhD Graduates from 2009: Where are they now?
Toronto: Higher Education Quality Council of Ontario.

that there are nearly as many methods of conducting the comprehensive exam as there are programs, differing in approach and duration. The Dean of Graduate Studies initiated our own discussions on the doctoral program by striking a series of committees in the Fall of 2016. This report summarizes the major recommendations of the sub-committee tasked with examining whether the comprehensive exam is serving its purpose at this current time of evaluating the preparedness of our doctoral students to complete their degree requirements.

PROPOSAL

The committee met initially to review how different faculties valued and conducted comprehensive examinations. Considerable variability was noted, with perhaps the most organized and consistently applied across sub-disciplines being in Business, with Engineering and Science favouring a proposal model, Health Sciences favouring the proposal model but with more mentorship interwoven into the preparation of the exam, and both Humanities and Social Science having a great many different approaches to conducting the evaluation. Additionally, some programs consider the comprehensive exam as a replacement to courses, being a means all by itself to acquiring the required comprehensive knowledge of one's discipline, while most programs consider it as a go-no go decision point in the path of the degree.

Overall, the committee could reach no consensus on whether the comprehensive exam was necessary. And we learned that graduate students were concerned if it disappeared since in some cases, it was the only early feedback given by the faculty on their progress. The final conclusion drawn from the committee's discussions was that the comprehensive exam will naturally evolve over time in a program, and that evolution would occur more dynamically if there were no prescriptive rules restraining change. Programs should be encouraged to question their comprehensive policies and provided with ample guidance of best practices, but ultimately left to decide what method of evaluating comprehensive knowledge was best suited to their discipline and when is the best time to change.

Recommendations:

- The committee recommends to the Dean of Graduate Studies and Graduate Council that the School of Graduate Studies no longer be involved in the requirements of the comprehensive examination. Correspondingly, that Section 4 of the Graduate Calendar be changed to reflect the value of acquiring and evaluating the comprehensive knowledge of one's discipline but not prescribing that this can only be achieved by examination. A suggested revision to Section 4 is attached, having been edited by all committee members.
- The committee recommends to the Dean of Graduate Studies that soon after changing the Graduate Calendar that it initiates a workshop, bringing programs from across campus together for a day to share best practices as well as their experiences as their comprehensive examination procedures have evolved. The conclusion of the workshop should result in the generation of a guidance document, which should be posted on the Graduate Studies website, to assist programs seeking to evolve their comprehensive practices.

PROPOSAL/MOTION

THAT the graduate calendar no longer make reference to the comprehensive exam as a requirement of the doctoral degree and that the recommended changes to Section 4 be approved and introduced in the 2017-2018 academic year.

Appendix A. Recommended Changes to Section 4 of the Graduate Calendar

4.1 General

The regular doctoral programs at McMaster have been designed for students who can devote full time to their studies. Academically, full-time Ph.D. study is the best and most efficient way to undertake the degree. However, some departments at McMaster University will consider individual applicants holding a Master's degree whose circumstances preclude uninterrupted full-time graduate work to undertake Ph.D. studies. Because of the divergent nature of academic disciplines, part-time Ph.D. work is not feasible in some areas.

Accordingly, no Department or Program is obligated to offer part-time Ph.D. work. Consult the department listings for information as to whether a part-time program is available in any particular department, or correspond with the department directly.

4.2 Program Expectations and Requirements OutcomesRequirements

McMaster University does not have a minimum course requirement for the Ph.D. Instead, it is left to each graduate program to establish its own minimum requirement, subject to the approval of the appropriate Graduate Curriculum and Policy Committee, and Graduate Council. In accordance with OCGS requirements, no more than one-third of the program's minimum course requirements may be at the 600-level. In addition, more than 50% of the required courses must be taken within the listings of the program.

Students should consult that section of the Calendar applicable to the graduate program in which they are interested.

The supervisory committee may also require a student to take courses in addition to the minimum prescribed by the program's regulations. These additional courses must be relevant to the student's program. They may be taken in another program and may be at either the undergraduate or the graduate level. The student who is required to take undergraduate courses may register for a maximum of 12 units of such work.

Students will be required to meet any additional requirements of the program, including special seminars or colloquia. Such requirements are subject to approval by the appropriate Committee on Graduate Curriculum and Policy.

All PhD students at McMaster are expected to acquire, during the course of their studies, a comprehensive knowledge of the discipline or sub-discipline to which their research belongs. The School of Graduate Studies does not prescribe any particular way to assess/evaluate students for this breadth or depth of knowledge and the ability to integrate ideas. The School of Graduate Studies does not require programs to examine a candidate's acquired comprehensive knowledge of their discipline but rather, it is left to each graduate program to decide if such knowledge is best determined by a Comprehensive Examination or by some other format instead. All doctoral programs are expected to assess/evaluate and provide feedback to the Ph.D. candidates, as early as possible and as frequently as possible, on their/the

Commented [1]: My only worry with this section as it stands is that somehow it still reads like evaluation of comprehensive knowledge is required, while we agreed that acquisition of comprehensive knowledge is the desired goal, but we don't have to prescribe its evaluation as a requirement

Commented [2]: Our recommendation is remove the evaluation as a requirement. I suggest deleting this part. If everyone agrees, we can then modify the rest of the paragraph and the next paragraph appropriately to focus only on the importance of timely and frequent feedback

breadth or depth of their knowledge, critical thinking and independent research skills and their ability to integrate ideas into their plans for original research. This assessment/evaluation and feedback will normally begin between the 12th and 20th month after the student begins a doctoral-level work at McMaster University, with an upper limit of 24 months. The assessment/evaluation may consist of ~~constitute~~ an examination, but it may also be done by other approaches, as appropriate for the field such as a (portfolio, leading a series of research presentations and discussions, ~~use of external evaluations such as like~~ a co-op work term report, etc.); completion ~~delivery of seminars, etc.~~ The approach taken, composition of faculty members involved in the assessment/evaluation, and its administration are the responsibility of the program department in which the student is registered, not of the student's supervisory committee.

Commented [3]: Would "completion of seminars" belong to the Coursework requirement rather than to Comprehensive Examinations?

Departments may hold transfer, qualifying, or entrance exams at the start of a student's doctoral program, but those exams are distinct from the assessment/evaluation of comprehensive knowledge.

There is no University-wide foreign language requirement for Ph.D. students. Many departments, however, do have such a requirement (see departmental regulations).

All departmental assessment/evaluation rules and practices are subject to approval by the Faculty Committee on Graduate Curriculum and Policy, which may refer questions to Graduate Council.

4.3 Thesis

Please note that thesis defences may not be initiated until all other degree requirements, including any evaluation of comprehensive knowledge, have been completed.

A candidate must present a thesis which embodies the results of original research and mature scholarship. In the case of sandwich theses, mature scholarship specifically includes substantial and significant contributions to the composition of text in papers with multiple authors. The student must be authorised by a majority of the supervisory committee before producing the final version of the thesis for oral defense. Normally the thesis will be distributed to committee members and examiners in an electronic format (see [Section 2.8 - Theses](#)).

When a majority of the supervisory committee have approved the final version of the thesis, it may be submitted to the School of Graduate Studies for examination. The oral defense will not be arranged by the Thesis Coordinator until a majority of the supervisory committee has submitted a report approving the thesis for defense and an agreed date of defense has been received.

Selection of the Examining Committee

Selection of an external examiner is the responsibility of the Associate Vice-President & Dean of Graduate Studies. To aid in that selection, the supervisory committee is required to provide, through the Chair of the Department (or equivalent), the names and contact information for three potential examiners, at least one month prior to the submission of the thesis. The nominees must not have primary appointments at McMaster University, and they must be at arm's length* from all members of the supervisory committee and the student. To maintain this distance, all communication with a potential or selected external examiner that is related to the examination and defense of the student must originate only from the School of Graduate Studies. The

external examiner will provide a written report to the Associate Vice-President & Dean of Graduate Studies judging whether the written thesis is satisfactory for defense or not. The external examiner will provide this assessment regardless of their ability to be present at the defense.

The examining body will consist of the following members: the student's supervisor, at least two members of the supervisory committee and an external examiner. The examining committee must not exceed five voting members. If there are more than four members on the student's supervisory committee, the additional members are welcome to attend the defence and ask questions in the time allotted for audience members. If the external examiner cannot attend the oral defense, either in person or through tele- or video-conferencing, one additional representative of the faculty at large will be selected as an attending external examiner. In this case, the original (non-attending) external examiner will remain a member of the examining committee, but their contribution to evaluation of the candidate will be restricted to the written thesis. In unusual situations where the supervisor is not available to participate in the defense for an extended period, the program Chair may designate a different faculty member to serve on the examining committee in place of the supervisor.

The definition of 'arm's length' is as follows: The nominees should not have been a research supervisor or student of the supervisor or the student within the last 6 years; should not have collaborated with the supervisor or the student within the past 6 years, or have made plans to collaborate with these individuals in the immediate future. There also should be no other potential conflicts of interest (e.g., personal or financial). External examiners should not have been employed by or affiliated with the student's or supervisors' Department within the past 6 years, nor expect to become employed in the Department in the immediate future.

Scheduling and Conducting the Oral Examination (Oral Defense)

Dates scheduled for doctoral defences assume that the external reviewer will conclude that the written thesis is acceptable and ready for oral examination. When the external reviewer concludes otherwise, the defence date can no longer be held on the date as planned and the situation reviewed in accordance with the process around a negative external report as outlined below. Any travel and/or employment arrangements made by the candidate based on the original defence date are entirely at their own risk.

If the external examiner approves the thesis for oral examination, an oral defense will be convened by the Associate Vice-President & Dean of Graduate Studies, chaired by herself or her delegate and conducted by all members of the examining committee. Quorum for the examination will be the Chair of the examining committee and the supervisory committee plus one additional examiner. The oral defence will be open to members of the university community and the public who wish to attend as observers, unless the student requests a closed defence. The Ph.D. defence presents the culmination of a number of years of scholarly work which are publicly funded. It is important, therefore, that in all but exceptional circumstances the student presents the result of this effort to the public. The examination proper will be conducted only by the members of the examining committee. When they have completed their questions, the Chair may permit a few minutes of questioning by visitors. Normally the student will attempt to answer visitors' questions, but these are not to be considered part of the examination for the degree. Observers will withdraw prior to the committee's deliberations on the student's performance at the defense. Normally, examination of the candidate will not take more than two hours. In no case should it take more than three.

If the external examiner does not approve the thesis for an oral defense, the appropriate Associate Dean will convene a meeting with the student's supervisory committee to discuss the external examiner's report. The supervisory committee and student will make every effort to address the concerns of the examiner. A memo addressing the external examiner's concerns as outlined in the report is to be submitted to the School of Graduate Studies along with the revised thesis. SGS will then request that the external examiner re-evaluate the revised document to determine if it is suitable to go to defense. In rare cases, a new external examiner may be appointed by the Associate Vice-President and Dean of Graduate Studies.

After a discussion of the examination, the Chair will ask for a vote on the success or failure of the defense. If the examiners approve the defense, the Chair will ask the examiners to complete the Examination Report by initialling appropriately. The student will be invited back to the examination room for congratulations by the committee. In the event that minor revisions are required to the thesis, the Chair of the examination committee is responsible for ensuring that (1) the candidate is advised of the revisions, (2) the candidate receives and understands the 'Final Thesis Submission form' to be used by the Supervisor to confirm that the revisions have been made, and (3) the supervisor is also aware of the form. The Chair will complete and sign the Examination Report and return it to the School of Graduate Studies.

However, if there are two or more negative or abstaining votes, with at least one of these votes being from a member of the supervisory committee, the candidate will be deemed to have failed the defense, and a reconvened oral defense must be held at a later date. The candidate should be told as clearly as possible by the Chair and the examining committee what he/she must do to improve the defense. The reconvened defense is the candidate's final opportunity to complete the degree. Membership on the reconvened examining committee should be the same as that for the original defense, except that one or two substitutions are permitted in order to expedite scheduling of the reconvened defense. If the defense fails a second time, that decision is final, and is not open to appeal.

After a successful defense, the candidate must correct any errors detected by the readers to the satisfaction of the Supervisor and then submit an electronic copy to the School of Graduate Studies via MacSphere (see [Section 2.8.3 - Publication of Electronic Theses at McMaster University](#)). The fee for archiving the thesis is paid by the student. Students are normally expected to submit their final thesis within four weeks of a successful defence.

Tuition fees continue to be assessed until all degree requirements are met, including the successful submission of the final approved thesis to [MacSphere](#).

Please note: when a thesis is submitted and published to MacSphere students must be aware that their name will appear as author of the document. In exceptional circumstances a pen name may be used subject to written approval of the AVP and Dean of Graduate Studies.

4.4 Supervision

The general regulations in regard to supervision, described earlier ([Section 2.7](#)), apply to doctoral students.

Students will be expected to confer with the Chair of the Department/Program and others in choosing a supervisor for their entire doctoral program, including the proposed research. As soon as possible, and in any case not later than six months following their arrival, a supervisory committee will be appointed by the

department/program, on the recommendation of the students and their possible supervisors. The supervisory committee will consist of at least three members. Two, including the supervisor, must be from within the department/program. A third member, whose scholarly interests include the area of the student's main interest, may be from outside the department/program. One member may be appointed from outside the University with the permission of the Associate Vice-President & Dean of Graduate Studies. If the need arises, the membership of a supervisory committee will be subject to change by the same procedures involved in its appointment (see [Section 2.7 - Supervision](#)). Supervisory committee members, including supervisors, may not resign without the department's/program's approval. The duties of the Ph.D. supervisory committee will be as follows:

- to assist in planning and to approve the student's program of courses and research;
- to approve the thesis proposal;
- to decide, within departmental regulations, on the timing of the comprehensive knowledge evaluation and, where applicable, of the language and other examinations;
- to maintain knowledge of the student's research activities and progress;
- to give advice on research, usually through the student's supervisor;
- to provide the student with regular appraisals or progress or lack of it;
- to perform such other duties as may be required by the department;
- to report on the above matters annually, in writing, on the approved form to the department, which in turn will report to the Faculty Graduate Committee on Admissions and Study;
- to initiate appropriate action if the student's progress is unsatisfactory, including any recommendation that the student withdraw, for approval by the department and the Faculty Committee on Graduate Admissions and Study;
- to decide when the student is to write the thesis and give advice during this process;
- to act as internal examiners for the student's thesis;
- to act as members of the examination committee for the final oral defense when so appointed.

The supervisory duties of the department/program will be as follows: to provide all Ph.D. students in its doctoral program with copies of the complete departmental regulations of the program (such regulations are subject to approval by the Faculty Committee on Graduate Curriculum and Policy); to approve the membership and work of the supervisory committee; and, when necessary, to make changes in the membership; to report this membership to the Faculty Committee on Graduate Admissions and Study; at least once a year to review each student's course grades and research progress, as reported by the supervisory committee; to conduct comprehensive examinations; to conduct or arrange for language examinations when these are required; to attest to the Faculty Committee on Graduate Admissions and Study that all departmental and University requirements for the degree have been satisfied; to name any departmental representatives to the examination committee for the final oral defense of the thesis; to replace any members of the supervisory committee, including the supervisor when on leave of absence or, if necessary, when on research leave.

Part-time students must have their course grades and research progress reviewed at least once a year by the supervisory committee.

4.5 Program Duration

The minimum time in which to complete a Ph.D. program at McMaster is three calendar years beyond the bachelor's level or two calendar years beyond the master's level. However, the minimum time may be reduced by up to one year for

graduate work beyond the Master's level taken in a university or research institution approved by the Faculty Committee on Graduate Admissions and Study.

Completion of the Ph.D. degree is normally limited to six years from initial registration in a regular doctoral program at McMaster. The time for completion of the Ph.D. program for those admitted to a part-time program is normally limited to eight years from initial registration at McMaster as a Ph.D. student.

Each student's progress is reviewed annually by the department and on a more frequent basis by the supervisory committee. A student whose work is unsatisfactory may at any time be required to withdraw from the University.

In those cases in which a student does not manage to complete the degree requirements before the end of the time limit specified above, the University has no further obligation to provide supervision. Upon consultation with the department and on its recommendation, the student will be shown as having been "withdrawn in good standing due to time limit".

If a completed thesis is submitted, and is acceptable to the department, the student can be readmitted in order to defend the thesis. Students who have been withdrawn in good standing should be aware that they may be required to complete additional course work before being permitted to proceed to a defense of the thesis. In all cases, the department must first declare that the submitted thesis is ready for defense before the student will be readmitted. Students can only be readmitted to defend at the beginning of the academic term.

At the time of readmission to defend, the student will be required to pay a fee (equivalent to one term's tuition at the current part-time level 5 rate - see [section 5.1](#)) to compensate for the costs of the defense and subsequent processing of the thesis.

Graduate Awards to be approved at February 2017 Grad Council Meeting

NAME OF FUND: The David Feather Family MBA Scholarship

TERMS OF REFERENCE FOR FUND:

Established in 2016 by David Feather, BA '85 and MBA '89. To be awarded to a student entering an incoming full-time or co-op MBA program who, in the judgement of the MBA Awards Committee, demonstrates strong academic achievement and leadership, based on demonstrated community engagement and participation in extra-curricular activities. All applicants with a complete admission file by May 1st will be considered for this award.

NAME OF FUND: The Kanaroglou Memorial Graduate Scholarship

TERMS OF REFERENCE FOR FUND:

Established in 2016 to honour Dr. Pavlos S. Kanaroglou, Professor Emeritus, for his invaluable contributions to research and education in the study of Geography and Earth Sciences at McMaster University. To be awarded by the School of Graduate Studies on the recommendation of the School of Geography and Earth Sciences to a graduate student working in the McMaster Institute for Transportation and Logistics. The recipient will demonstrate high academic achievement, a proven interest in transportation and logistics, a good work ethic, and a potential for collaboration with others and participation in research activities that will be of benefit to the community at large.

Name of Fund: Michael Kamin Hart Memorial Fund

Established in 2011 by the Michael G. DeGroot Institute for Infectious Disease Research along with family, friends and donors in memory of Michael Kamin Hart, who was a student within the Institute. Aligned with Michael's academic trajectory, to be awarded to:

- (a) an undergraduate summer student in either their third or fourth year of study who plans to go on to graduate work at McMaster; and
- (b) an MSc student; and
- (c) a PhD student
- (d) a Staff award of excellence

The recipients must be associated with the Michael G. DeGroot Institute for Infectious Disease Research and have demonstrated academic excellence.

To be awarded on the recommendation of the Executive Committee of the Michael G. DeGroot Institute for Infectious Disease Research.

Labarge Mobility Scholarship

Established in 2017 by the Labarge Centre for Mobility in Aging, which is funded by a generous gift from Suzanne Labarge, the Labarge Mobility Scholarship is intended to stimulate interdisciplinary collaboration in aging research on the broad topic of mobility, which includes both physical and community aspects, such as execution of daily activities and participation in society. To be awarded by the School of Graduate Studies on the recommendation of the McMaster Institute for Research on Aging to a graduate student working in the field of aging on the topic of mobility.

The recipient will demonstrate high academic achievement, a proven interest in aging and mobility research, a strong work ethic, a desire to collaborate with diverse disciplines and to participate in research activities with potential benefits to older adults. The value of the award is \$15,000 (Master's) and \$18,000 (Ph.D.) for one year. In making the recommendation of these awards, MIRA requires confirmation that the supervisor and/or program will commit to matching the level of support for the recipient in the second year of enrollment in the graduate degree. There is one scholarship available for a Master's student, and one for a Ph.D. student.

Expectations and Deliverables:

- Participation in MIRA activities and events
- A report outlining project outcomes and next steps, due at the end of the year of the award

Applications consist of the following components:

- A cover letter
- Curriculum vitae
- Research proposal (maximum 2 pages, including goals, methods and dissemination plans)
- Letter of reference from graduate supervisor, including confirmation of supervision, should you be successful, as well as confirmation of financial support for research costs beyond the stipend awarded through this competition
- Letter of reference from faculty member who will serve as a co-supervisor (or collaborator) and mentor; must be from a different Faculty than the primary supervisor

Submission Details:

Please submit the package in two components, each saved with the nominee's last name in the filename:

1. All files (excluding the CV) combined into one PDF;
2. The CV (PDF format).

The package should be submitted by email to MIRainfo@mcmaster.ca by May 15, 2017.

Review process:

The McMaster Institute for Research on Aging Executive Committee will review and rank the submissions, and the Scientific Director of the Institute will make a selection based on the advice of this Committee.