



School of Graduate Studies

1280 Main Street West
Hamilton, Ontario, Canada
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Phone 905.525.9140
Ext. 23679
<http://graduate.mcmaster.ca>

To : Members of Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

The next meeting of Graduate Council will be held on **Tuesday January 16th at 9:30 am in Council Chambers (GH-111)**

Listed below are the agenda items for discussion.

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

A G E N D A

- I. Minutes of the meeting of December 5th, 2017**
- II. Business arising**
- III. Report from the Vice-Provost and Dean of Graduate Studies**
- IV. Report from the Graduate Associate Deans**
- V. Report from the Associate Registrar and Graduate Secretary**
- VI. Faculty of Business Graduate Curriculum and Policy Committee Report**
- VII. Faculty of Social Science Graduate Curriculum and Policy Committee Report**
- VIII. Petitions Working Group Report**
- IX. IQAP Final Assessment Reports**



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Graduate Council
December 5th 9:30 am
GH 111

Present: Dr. D. Welch, Ms. C. Bryce, Ms. S. Baschiera, Dr. K. Hassanein, Dr. S. Corner, Dr. S. Pope, Dr. L. Kapiriri, Dr. W. Farmer, Dr. B. Doble, Ms. M. Badv, Mr. R. Narro Perez, Ms. S. Ramsammy, Ms. L. Yousefi, Dr. A. Sills, Mr. K. White, Mr. T. Baldeh, Ms. J. Dawdy, Dr. E. Badone, Ms. A. Devitt, Dr. P. Mhaskar, Dr. E. Grodek, Dr. S. Raha

Regrets: Dr. M. Verma, Dr. A. Kitai, Dr. L. Thabane, Dr. S. O'Brien, Dr. S. Feng, Dr. I. Marwah

I. Minutes of the meeting of November 14th, 2017

The minutes of the meeting of November 14th, 2017 were approved on a motion by Dr. Gupta, seconded by Dr. Hassanein with a minor correction.

II. Business arising

There was no business arising.

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

Dr. Welch reported that the province has approached the executive heads of universities to put together pilot programs for determining metrics for SMA 3. The new agreement will start less than three years from now and needs to be negotiated between now and then. The province has agreed to state what its proposed metrics would look like and has asked for input from universities on theirs. The province has asked for universities from Ontario to participate on 11 or 12 topics. Dr. Welch noted he had selected his top three. These have not yet been selected because the Deans and Provost's Council have to make a decision on which three of the metrics will be graduate related.

He also reported that there was a webinar for international students taking place. The initiative was brought on by the international student advisory group and the SGS student life team. They invited all international students arriving in January to discuss their arrival on campus, what to do when they get here and how to get things going. He noted this was a positive development in making the arrival at the beginning of an academic term an easier and smoother process.

Dr. Welch noted there would be some updates on the working groups in January. He also reported that there had been good communication and cooperation between graduate deans in Ontario regarding thesis defence and about how things work at different institutions.

IV. Report from the Graduate Associate Deans

Dr. Hassanein had nothing to report on behalf of the School of Business but noted that the first meeting of the thesis working group had been very productive. Across the group there was a consensus on the need to change the entire process. The proposal that it is being discussed is a decentralized process which would involve coordinating it outside of SGS. The supervisor would approach the external, in conjunction with supervisory committee and graduate advisor. He noted that there was a couple of issues that need to be explored including the regulations in terms of revealing externals name and sharing the report ahead of the exam. They group will be looking at the practices across Ontario and are planning to involve a senior graduate student in the discussions as well. A council member commented that their suggestion would be the committee to err on the side of transparency in terms of the review.

Dr. Thompson reported that Engineering had held its first TA training session. They had built up a five hour training session for all incoming graduate students and are getting very positive responses back. It was devised by a group of graduate students who had been delivering it in Mechanical and has now been brought into the Faculty as a whole.

Dr. Hayward noted that the handbook working group did a lot of work last year and will be meeting briefly to discuss getting handbooks fully approved. She reported that the Faculty of Health Sciences had assembled a team of individuals to discuss remediation, both formal and informal. She noted that there was nothing currently in the graduate calendar in this respect, except for a few specific programs.

Drs. Corner, Gillett and Gupta had no report.

V. Report from the Associate Registrar and Graduate Secretary

There was no report.

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

There was no report.

VII. New Program Proposal: M.Sc. in Psychotherapy

Dr. Pawluk introduced the new program. She explained that they are proposing an M.Sc. in Psychotherapy, to be run through the department of Psychiatry. It will be a course-based degree and will include significant applied clinical training. Students will gain theoretical knowledge and competency in the delivery of

psychotherapy. She noted that it will provide a route to accreditation and that there is no overlap at McMaster. She also said that market research shows that they're a big draw.

Dr. Hayward said that there's a real need for this program. The current CBS graduate diploma program trainees have noted that they need Masters training. She also noted that mental health places huge demands on the health care system and that the program would help meet needs in Ontario and Canada.

Dr. Hayward moved and Dr. Hassanein seconded, 'that Graduate Council approve the proposed program as described in the document.'

The motion was carried.

VIII. New Program Proposal: M.Eng and G.Dip in Systems and Technology

Dr. Thompson noted that there was a minor issue with wording and that 'postgraduate' needed to be changed to 'graduate' where the diplomas was being discussed. Dr. Mahalec introduced the proposed new program. He explained that it would be an M.Eng program with three streams. The proposed program aims to fill a gap in the marketplace. He noted that there are a number of available jobs in automation and automotive industries. The program will be structured as a course-based Masters or 7 courses plus a project.

Dr. Thompson clarified that the Faculty has an existing manufacturing program that was devised between different departments within the Faculty of engineering and that it has not weathered well with time. It is extremely restrictive and they can't actually modify it. They believe that the new program will be the preferred program to offer. The way it's been devised now will offer scalability and the ability to address emerging areas.

Dr. Mahalec asked if a reference to MEME in the introduction paragraph should be removed. Dr. Thompson advised to keep it in.

Dr. Hayward asked if students who take this program be eligible for entry into an engineering Ph.D. program. Drs. Mahalec and Thompson confirmed that they would. Dr. Hayward thought they might want to include a brief sentence in the proposal to highlight this. Dr. Mahalec responded that he thought this was up to the program taking in the Ph.D. student. Dr. Hayward responded that a sentence about encouraging them to take the project option might be a worthwhile addition. Dr. Thompson noted that it is already the practice of the Faculty to take other course-based students from around the world into other programs. Dr. Hayward asked if one of the option would put them in better standing for an application to the Ph.D. program. Dr. Thompson said it wouldn't make a difference and didn't want to highlight a particular option.

Dr. Hayward highlighted table 2.2.3a and noted that a number of courses listed as to be taught by university staff, which seemed odd. Dr. Thompson responded that it wasn't necessarily and said they would bring in sessionals to cover certain areas as needed. Dr. Hayward asked if they wouldn't still be instructors rather than staff. She thought the word staff could raise confusion. Dr. Welch agreed that 'staff' was ambiguous and suggested using 'sessional instructor' might be better.

Dr. Thompson agreed and said it could definitely be changed to sessional instructor. A council member asked if saying 'sessional instructors' would it limit the Ph.D. students who could teach. Dr. Welch thought that TBD would provide the most flexibility.

Dr. Gupta asked about the diploma, wondering what it would say. Dr. Thompson highlighted the changes that are coming to parchments, spearheaded by the Registrar's Office, and noted that this would affect what was on the diploma. Dr. Mahalec said the diplomas would be in the three areas.

Dr. Hassanein noted that on page 20 there was a designation status for folks teaching in the program and that this should be changed to TBD as well for consistency.

Dr. Thompson put forth a friendly amendment to switch staff to TBD where appropriate.

Dr. Thompson moved and Dr. Hassanein seconded: 'that Graduate Council approve the proposed program and diplomas as described in the document with the changes noted.'

The motion was carried.

IX. New Program Proposal: Ph.D. in Statistics

Dr. McNicholas presented the proposal and explained that for many years any students interested in a statistics Ph.D. at McMaster have had to through the Ph.D. in Math. This arrangement was unsuitable for a number of reasons, particularly as it related to the comprehensive examination. It also meant they couldn't advertise that they offered statistics at the Ph.D. level. The proposed program would allow them to advertise and tailor a program to fit what statistics students need. It will be structured as a traditional Ph.D. program.

Dr. Welch asked Dr. McNicholas to describe the mix of the effect the new Ph.D. will have on the current Ph.D. and to describe its attractiveness to applicants. He noted that there could be a perception that they're taking students from another degree. Dr. McNicholas acknowledged that Ph.D. students who had gone into math, will now go into statistics. He also noted that they will get higher quality students in statistics and they will also have a purely math program in the existing Ph.D.

Dr. Hayward commented that she was a little bit confused about students taking masters level courses while in Ph.D. She wondered if this was a requirement for entry. Dr. McNichols responded that students have three channels for entry: getting a Masters then a Ph.D., direct entry (these students may take two of the 600 level courses), and the third option is transfer to Ph.D. The Ph.D. requirement is only two 700 level courses.

Dr. Welch noted that at present an undergraduate student can't enroll in 600 level courses. Dr. McNicholas clarified the direct entry requirements, noting that two of the four courses that students take once they were in the program in this case can be 600 level courses.

Dr. Gupta moved and Dr. Thompson seconded: 'that Graduate Council approve the proposed program as described in the document.'

The motion was carried.

X. Faculty of Engineering Graduate Curriculum and Policy Committee Report

Dr. Thompson noted that the four main programs in SEPT proposed making minor modifications to course requirements and calendar copy, including change of names, scope of project and offerings. The point that he wanted to highlight is that they've been allowed to use two undergraduate courses as an advanced credit but they've been very specific previously about what courses students could utilize for the option. As these students come from various departments the School is now asking for a broadening of the available options to allow any 600 level course to be used for advanced credit. He also noted the program proposed the removal of the part-time option for two of their programs, M.E.E.I and M.T.E.I., while also extending the length of the two programs. They had changed it to 16 months previously but that proved untenable so they're now proposing changing it back.

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

The motion was carried.

XI. Faculty of Science Graduate Curriculum and Policy Committee Report

Dr. Gupta explained that the first change was new program calendar copy and new courses related to the approval and launch of the Master of Financial Math. Coupled to this change was the cancellation of the MPhimac option courses and calendar information. He noted the other changes for approval were from Psychology who made changes to their calendar copy, particularly around the RCT stream, to make things clearer. Other changes proposed were to course titles, prerequisites and a new course.

Dr. Welch provided context for the MPhimac/MFM change, noting that no new students had been in the MPhimac option in some time. Dr. Gupta confirmed and noted that MFM would be launching in September 2018.

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

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

Dr. Hayward explained that there was nothing to approve, only one course change for Biochemistry.

XIII. Scholarships Committee of Graduate Council Update

Dr. Thabane moved and Dr. Grodek seconded, 'that Graduate Council approve the proposed addition to the committee as set forth in the document.'

The motion was carried.

XIV. Final Assessment Reports

A council member noticed that the Chair of the department discussed a heavy workload for faculty for the French review and said he was cognizant of the particular challenges associated with language teaching. He said that the Dean's response was that it shouldn't focus on that and that they should find innovative solutions. The council member suggested that this seemed like that didn't solve the problem. Dr. Welch responded that he thought that was a fair reading of what was in the report and noted that it was not terribly uncommon for the Chair to have a different perspective than the Dean about what the path forward would be. If the report is accepted there is an 18 month progress report and at this time programs can be asked to comment on specific items. He also noted that at the end of the cycle there's another full review. If things have gotten worse that's something that can be noted by the new review team. He noted that the Dean of the Faculty was saying that they saw this as sufficiently stable currently, that it's not a high priority.

A council member thanked the other member for his comments and for understanding the challenges of teaching language.

SUMMARY NOTES
Remediation Work Group
Tuesday, December 5, 2017
12:30-1:30 pm
MDCL 2235

Attendees: Tom Doyle, Cathy Humphreys, Elizabeth Pawluk, Michael Ladouceur, Fran Scott, Shami Dhillon

Regrets: Kelly Dore, Stephanie Baschiera, Lori Letts, Cynthia Lokker, Nancy Carter

Several FHS programs have formal remediation courses, which the group agreed are helpful when a student fails an academic course that should be retaken earlier than when the course is normally scheduled and/or a course that involves clinical, fieldwork or workplace (internship) placements. There are no general sections in graduate calendar that pertain to informal and formal remediation. The advantage of a remediation course is that it allows specific goals and objectives to be set to ensure that the learner has an opportunity to address the deficiencies that led a course failure. Informal remediation is offered by some programs to learners that have passed a course but have shown weaknesses that could put them at risk of successfully meeting the program objectives.

At the present time, the Occupational Therapy, Physiotherapy and Speech and Language Pathology Programs have formal remediation courses. There was interest in their procedures for remediation among other programs that have required placements to help support best practices. There was consensus that it would be best practice for programs with placements to have a policy in place that describes how the programs handles difficulties on placement, including the termination of a learner's placement by the host site (which may or may not be due to deficiencies of the particular student) or the failure of a learner to complete the placement for other reasons. The group saw no need for a generic remediation course.

The group also discussed course drop dates and the lack of a formal policy about requests from students to drop a required course in their program, which could impact on the continuity of their registration.

The group reviewed information about remediation from some other universities, which was not specific to graduate programs. The group felt that the most helpful resources were the documents provided by McMaster programs that offer a remediation course.

Cathy Hayward indicated that she would follow up with some proposed edits to Graduate calendar related to whether students should be allowed to drop a required course without submitting a Petition for Special Consideration.



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To : Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

At its meeting on November 9th the Faculty of Business Graduate Curriculum and Policy Committee approved the following recommendations.

Please note that these recommendations were approved by the Faculty of Business at its meeting on November 30th.

For Approval of Graduate Council:

- a. **M.B.A.**
 - i. **Change to Admission Requirements – Accelerated Option**

- b. **EMBA**
 - i. **Change to Admission Requirements**

For Information of Graduate Council:

- a. **M.B.A.**
 - ii. **Course Cancellation:** D701 A.T. Kearney Student Lab

- b. **EMBA**
 - iii. **Change to Course Title and Description:** T722 Strategic Marketing Analytics



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

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:			
<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	DeGroote School of Business		
NAME OF PROGRAM and PLAN	Business Administration Accelerated, M.B.A.		
DEGREE	Master of Business Administration (MBA)		
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	x	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	CHANGE IN COURSE REQUIREMENTS
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	x	EXPLAIN: Change in calendar copy, changing the references to program length to the number of expected courses students are taking.	
OTHER CHANGES	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

If you have already completed a recognized undergraduate business degree within the last 10 years, or are a graduate of McMaster University's Engineering and Management program, you may be eligible for advanced standing in year one and be admitted directly into year two. You can earn your MBA degree in as little as 8 months of full-time study, or 20 months of part-time study. It is intended for those with at least one year of managerial, professional, or technical work experience.

Graduates of McMaster's Engineering and Management program can also take advantage of this option.

Length: 8 months full-time or approximately 20 months part-time

Number of courses: Normally 10 second year courses

Program specific requirements:

- You already have an undergraduate degree in business, or are a graduate of McMaster's Engineering and Management program.
- You graduated within the last 10 years from a recognized Canadian or American university.
- You received at least a B grade (B- for McMaster graduates) in all business and introductory economics courses that are equivalent to courses in our first-year curriculum.
- Minimum of one year of full-time continuous managerial, professional, or technical work experience. Undergraduate co-op or internship placements (adding up to 12 months of work or more) from a North American institution will also be considered if they are noted on your official transcripts or are confirmed in a letter from your school.

When you apply to the accelerated option we assess your academic transcripts against the ten courses which make up the first year of the MBA program. Candidates with at least seven equivalent courses with B grades will be considered on a case-by-case basis for this option. If there are any additional courses which you will still be required to complete we will let you know in your offer letter.

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

We recommend the academic admission requirements be changed to a B grade or higher in the final two years of a recognized undergraduate business program.

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

When assessing admission files, we currently use a complex system of mapping specific UG courses to the former 600 level MBA courses, which are no longer offered. We also have been using differential grade requirements, depending on where the UG was taken. As a result, few applicants meet the current admission requirements.

The intent of the Accelerated Program was to offer students with an undergraduate degree in business an opportunity to complete a more streamlined MBA program, focussing on senior level courses. The current admission criteria no longer supports that intent, as it is mapped to outdated curriculum.

This more streamlined admission process will offer more consistency when reviewing admission files as it is predicated on the understanding that all undergraduate business programs, though different, will include introductory courses in business fundamentals that reflect our current level 1 curriculum, thus preparing students to enter and be successful in level 2 of our MBA program.

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

September 2018, for admissions effective January 2019 and onwards

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):

(If you have already completed a recognized undergraduate business degree within the last 10 years, or are a graduate of McMaster University's Engineering and Management program, ~~you may be eligible for advanced standing in year one and be admitted directly into year two. You can earn your MBA degree in as little as 8 months of full-time study, or 20 months of part-time study.~~ The Accelerated Program ~~It~~ is intended for those with at least one year of managerial, professional, or technical work experience.

~~Graduates of McMaster's Engineering and Management program can also take advantage of this option.~~

Length: 10 courses

Number of courses: ~~Normally~~ 10 ~~second year~~ 700 level courses, including P700 and P720

Program specific admission requirements:

- ~~You already have a~~ An undergraduate degree in business, or are a graduate of McMaster's Engineering and Management program.
- You graduated within the last 10 years from a recognized Canadian or American university.
- You received at least a B grade (~~B~~ for McMaster graduates) ~~in all business and introductory economics courses that are equivalent to courses in our first year curriculum in the final 2 years of your undergraduate degree.~~
- Minimum of one year of full-time continuous managerial, professional, or technical work experience. Undergraduate co-op or internship placements (adding up to 12 months of work or more) from a North American institution will also be considered if they are noted on your official transcripts or are confirmed in a letter from your school.

~~When you apply to the accelerated option we assess your academic transcripts against the ten courses which make up the first year of the MBA program. Candidates with at least seven equivalent courses with B grades will be considered on a case-by-case basis for this option. If there are any additional courses which you will still be required to complete we will let you know in your offer letter. ———~~

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dr. Willi Wiesner Email: wiesner@mcmaster.ca Extension: 23985

Date submitted: October 31, 2017

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

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

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

DEPARTMENT	Business		
NAME OF PROGRAM and PLAN	Executive MBA in Digital Transformation		
DEGREE	Masters of Business Administration		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
CHANGE IN ADMISSION REQUIREMENTS	X	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	CHANGE IN COURSE REQUIREMENTS
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	EXPLAIN:		
OTHER CHANGES	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Standard admission requirements for the EMBA program are:

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

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

Standard admission requirements for the EMBA program are:

- 4-year bachelor's degree in any discipline
- B average (73-77%) in the two most recent years of university study
- Considerable work experience, including a significant amount in a managerial capacity (typically 7+ years)
- Demonstration of English proficiency (written and oral)
- Exceptions: Non-degree applicants will be considered if they have a minimum of 10-years managerial experience. If candidates fall short on work experience or degree requirements, they will be assessed on a case-by-case basis and may be required to write a GMAT at the discretion of the Academic Director.

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

To further distinguish the EMBA program from the existing MBA program and proposed new Part-Time MBA program, stress is placed on significant managerial experience. The Academic Director conducts personal interviews with all viable candidates and thus is best able to make judgements on candidates that require exceptions. The current process calls for the Associate Dean of Graduate Studies and Research to make these decisions, which heavily relies on the recommendation of the Academic Director and could delay the process due to availability. A recommended GMAT score is included to provide further clarity for EMBA applicants that are required to write this standardized test.

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

2018/19 EMBA cohort, who will start the program July 2018.

<p>ARE THERE ANY OTHER DETAILS OF THE RECOMMENDED CHANGE THAT THE CURRICULUM AND POLICY COMMITTEE SHOULD BE AWARE OF? IF YES, EXPLAIN.</p>
<p>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):</p> <p>Standard admission requirements for the EMBA program are:</p> <ul style="list-style-type: none"> • 4-year bachelor's degree in any discipline • B average (73-77%) in the two most recent years of university study • Considerable work experience, including a significant amount in a managerial capacity (typically 7+ years) • Demonstration of English proficiency (written and oral) • Exceptions: Non-degree applicants will be considered if they have a minimum of 107-years managerial experience. If candidates fall short on work experience or degree requirements, they will be assessed on a case-by-case basis and may be required to write a GMAT at the discretion of the Academic Director.
<p>CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Milena Head Email: headm Extension: 24435 Date submitted: Nov 2017</p>

Formatted: Tab stops: Not at 1.5" + 1.63"

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

SGS/2013



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To : Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

At its meeting on November 7th the Faculty of Social Sciences Graduate Curriculum and Policy Committee approved the following recommendations.

Please note that these recommendations were approved at the November 15th meeting of the Faculty of Social Sciences.

For Approval of Graduate Council:

- a. **Labour Studies**
 - i. **Program Name Change**

- b. **Social Work**
 - i. **Addition of Part-Time Options**
 - ii. **New Program Calendar Copy**
 - 1. Graduate Diploma in Community-Engaged Research and Evaluation

- c. **Global Health**
 - i. **Change to Calendar Copy – Program Length***

For Information of Graduate Council:

- d. **Globalization**
 - i. **New Course:** 732 Global Health and Environment Policy

- e. **Health and Aging**
 - i. **Change to Course Title and Description:** 715 Critical Perspectives in Health Studies

- f. **Labour Studies**
 - i. **Course Cancellation**
 - 1. 720 Labour Markets, the State and Inequality
 - ii. **Course Title, Description and Subject Area Changes**
 - 1. 730 Work and Democracy in the Global Society
 - 2. 760 Social Justice, Work and Society
 - 3. 770 Search for New Labour Movement
 - iii. **Course Title and Subject Area Change**
 - 1. 715 Introduction to Methods
 - 2. 740 Selected Topics in Work and Society
 - iv. **Course Subject Area Changes**
 - 1. 700 Work, Workers and their Workplaces
 - 2. 750 Independent Study

3. 780 Bodies at Work: Politics, Science, Law & Occupational Health

g. Social Work

i. Change to Prerequisites

1. 742 Organizational and Social Change: Theories, Practices and Possibilities for Leadership
2. 743 Critical Approaches to Evidence and Evaluation in Social Services & Communities

ii. New Course: 744 Research Experience and Seminar

*also approved by the Faculty of Business and Faculty of Health Sciences

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

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

DEPARTMENT		School of Labour Studies	
NAME OF PROGRAM and PLAN		Work and Society	
DEGREE	M.A.		
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: Currently, the MA is listed as Work & Society and we need it to align with our BA and new PhD names which are all Labour Studies.	
OTHER CHANGES	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

The M.A. offers students a truly interdisciplinary program of study in the area of Work and Society combining interdisciplinary courses in L offered by core faculty and related courses offered by other departments and schools at McMaster. Program of study outside of the core courses will be approved by a Graduate Studies Committee. The interdisciplinary nature of the program will be further enhanced by welcoming students enrolled in graduate programs offered by other departments into the core Work and Society courses. The M.A. Program in Work and Society offers a full-time program that is usually completed in one year (part-time is available - see below - as is an option to continue for up to three additional terms for the completion of a thesis) leading to the degree Master of Arts in Work & Society.

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

***basically replacing 'Work & Society' with 'Labour Studies'**

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

To align the name of the MA with the BA and PhD program names (i.e., Labour Studies)

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

2018-2019

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):

The M.A. offers students a truly interdisciplinary program of study in the area of Work and Society combining interdisciplinary courses in Work and Society offered by core faculty and related courses offered by other departments and schools at McMaster. Program of study outside of the core courses will be approved by a Graduate Studies Committee. The interdisciplinary nature of the program will be further enhanced by welcoming students enrolled in graduate programs offered by other departments into the core Work and Society courses. The M.A. Program in Work and Society offers a full-time program that is usually completed in one year (part-time is available - see below - as is an option to

Commented [S1]: Change to Labour Studies

Commented [S2]: Change to Labour Studies

Commented [S3]: Change to Labour Studies

Commented [S4]: Change to Labour Studies

continue for up to three additional terms for the completion of a thesis) leading to the degree Master of Arts in Work & Society.

Commented [S5]: Change to Labour Studies

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Suzanne Mills Email: smills@mcmaster.ca Extension: 24810 Date submitted: Oct2017

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

SGS/2013



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

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

DEPARTMENT		School of Social Work			
NAME OF PROGRAM and PLAN		Adding Calendar copy for NEW DIPLOMA PROGRAM: <i>Community-Engaged Research and Evaluation</i> (approved at Senate June 3, 2015).			
DEGREE	Diploma Program				
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					
<i>The change is not the result of IQAP review but was substantially informed by comments offered by IQAP reviewers.</i>					
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: Add to the Calendar a new Graduate Diploma in Community-Engaged Research and Evaluation		
OTHER CHANGES	<input checked="" type="checkbox"/>	EXPLAIN: Add Part-time option to MSW in Critical Leadership in Social Services and Communities Add Part-time option to Graduate Diploma in Critical Leadership in Social Services and Communities Stipulate that SW741 must be a pre-requisite for SW742			

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Current Main Calendar Copy:

The School of Social Work M.S.W. program has two streams and offers two M.S.W. degrees. A commitment to critical analysis in the service of social justice underpins this program. The M.S.W. program is accredited by the Canadian Association for Social Work Education as a graduate program in social work. The two M.S.W. streams are:

- M.S.W. in Critical Analysis of Social Work
- M.S.W. in Critical Leadership in Social Services and Communities

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

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

Enquiries: 905 525-9140 Ext. 24596

Fax: 905 577-4667

E-mail: socwork@mcmaster.ca

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

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Current MSW Calendar Copy:

Critical Analysis of Social Work

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

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

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

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

Critical Leadership in Social Services and Communities

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

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

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

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

Admission

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

Admission requirements:

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

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

Admission requirements:

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

Curriculum

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

Required courses that provide the content and methodological skills necessary for policy and practice analysis;

Elective courses that enable students to deepen their knowledge of practice and policy in the inner workings of social agencies and in social change efforts at the community level;

Thesis designed to integrate analytical and evaluative skills and to contribute to the critical analysis of policy and practice.

Required Courses

Two half courses:

- SOC WORK 700 / Social Work Practice: Critical Frameworks
- SOC WORK 701 / Social Policy: Critical Frameworks

One full course (over all three terms):

- SOC WORK 739 / Critical Approaches to Social Work Knowledge & Research Methods

Two elective courses:

At least one of:

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

One additional elective:

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

- SOC WORK 705 / Directed Readings
- SOC WORK 721 / Changing Communities: Tensions and Possibility for Citizenship and Social Justice
- SOC WORK 722 / Topics in Advanced Social Work
- SOC WORK 740 / Changing Social Service Organizations: Implications for Workers and Service Users

Additional Information

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

Thesis

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

Curriculum

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

Required courses that provide foundational knowledge of the critical analysis of social work practice, and the critical analysis of policy; and required courses that provide analyses and conceptual frameworks about changing conditions in social services and communities, and about leadership

A practicum of 450 hours that involves a practical experience of leadership. An MSW-prepared social worker will provide field instruction and mentorship.

Required Courses:

SOC WORK 700 / Social Work Practice: Critical Frameworks

SOC WORK 701 / Social Policy: Critical Frameworks

SOC WORK 741 / Changing Social Services, Changing Communities: Focus on Leadership

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

SOC WORK 743 / Critical Approaches to Evidence and Evaluation in Social Services & Communities

SOC WORK 750 / Leadership Seminar

SOC WORK 751 / Leadership Practicum

And one of:

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

SOC WORK 721 / Changing Communities: Tensions and Possibility for Citizenship and Social Justice

Practicum:

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

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Current Graduate Diploma in Critical Leadership in Social Services and Communities Calendar copy:

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

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

Admission

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

- A completed M.S.W. or M.A. degree with an average of at least an A- on whole degree. In exceptional circumstances, applicants with a B.S.W. or B.A. and an A- average on senior level undergraduate courses may apply if they have extensive leadership experience;
- Community or social service leadership experience.

Curriculum

Students take one of two courses that consider specific contexts of social work practice: institutional contexts (SOC WORK 740) or community contexts (SOC WORK 721). They take two courses focused explicitly on aspects of leadership: a theory and praxis course, and a course focused on leadership specifically in the contexts of contemporary social services and communities. Their final course considers critical approaches to evidence and evaluation, a key feature of contemporary leadership.

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

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

One Elective Course:

One of:

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

Additional Comments

Students entering the Critical Leadership in Social Services and Communities diploma program who have already successfully completed SOC WORK 721 in their previous master's degree, must take either SOC WORK 740 or an elective (in the School of Social Work or in another department) approved by the School's Chair of Graduate Studies.

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Current Courses Calendar Copy:

- [SOC WORK 6G03 / Selected Topics](#)
- [SOC WORK 700 / Social Work Practice: Critical Frameworks](#)
- [SOC WORK 701 / Social Policy: Critical Frameworks](#)
- [SOC WORK 705 / Directed Readings](#)
- [SOC WORK 721 / Changing Communities: Tensions and Possibility for Citizenship and Social Justice](#)
- [SOC WORK 722 / Topics in Advanced Social Work](#)
- [SOC WORK 740 / Changing Social Service Organizations: Implications for Workers and Service Users](#)
- [SOC WORK 741 / Changing Social Services, Changing Communities: Focus on Leadership](#)
- [SOC WORK 742 / Organizational and Social Change: Theories, Practices and Possibilities for Leadership](#)
- [SOC WORK 743 / Critical Approaches to Evidence and Evaluation in Social Services & Communities](#)
- [SOC WORK 750 / Leadership Seminar](#)
- [SOC WORK 751 / Leadership Practicum](#)
- [SOC WORK 770 / Social Work and Social Justice: Theoretical Tensions](#)
- [SOC WORK 771 / Research for Social Change](#)
- [SOC WORK 772 / Qualitative Methods for Social Work](#)
- [SOC WORK 773 / Doctoral Research Seminar](#)
- [SOC WORK 739 / Critical Approaches to Social Work Knowledge & Research Methods](#)

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

Recommended Change to Main Calendar Copy:

The School of Social Work M.S.W. program has two streams and offers two M.S.W. degrees. A commitment to critical analysis in the service of social justice underpins this program. The M.S.W. program is accredited by the Canadian Association for Social Work Education as a graduate program in social work. The two M.S.W. streams are:

- M.S.W. in Critical Analysis of Social Work
- M.S.W. in Critical Leadership in Social Services and Communities

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

The School of Social Work offers two Graduate Diplomas:

- [Graduate Diploma in Critical Leadership in Social Services and Communities](#)
- [Graduate Diploma in Community-Engaged Research and Evaluation](#)

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

Enquiries: 905 525-9140 Ext. 24596

Fax: 905 577-4667

E-mail: socwork@mcmaster.ca

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

Recommended Change to MSW Calendar Copy:

Critical Analysis of Social Work

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

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

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

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

Critical Leadership in Social Services and Communities

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

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

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

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

Admission

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

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

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

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

Curriculum

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

Required courses that provide the content and methodological skills necessary for policy and practice analysis;

Elective courses that enable students to deepen their knowledge of practice and policy in the inner workings of social agencies and in social change efforts at the community level;

Thesis designed to integrate analytical and evaluative skills and to contribute to the critical analysis of policy and practice.

Required Courses**Two half courses:**

SOC WORK 700 / Social Work Practice: Critical Frameworks
SOC WORK 701 / Social Policy: Critical Frameworks

One full course (over all three terms):

SOC WORK 739 / Critical Approaches to Social Work Knowledge & Research Methods

Two elective courses:

At least one of:

SOC WORK 721 / Changing Communities: Tensions and Possibility for Citizenship and Social Justice
SOC WORK 740 / Changing Social Service Organizations: Implications for Workers and Service Users

One additional elective:

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

SOC WORK 705 / Directed Readings

SOC WORK 721 / Changing Communities: Tensions and Possibility for Citizenship and Social Justice

SOC WORK 722 / Topics in Advanced Social Work

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

Additional Information

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

Thesis

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

Curriculum

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

Required courses that provide foundational knowledge of the critical analysis of social work practice, and the critical analysis of policy; and required courses that provide analyses and conceptual frameworks about changing conditions in social services and communities, and about leadership

A practicum of 450 hours that involves a practical experience of leadership. An MSW-prepared social worker will provide field instruction and mentorship.

Required Courses:

SOC WORK 700 / Social Work Practice: Critical Frameworks

SOC WORK 701 / Social Policy: Critical Frameworks

SOC WORK 741 / Changing Social Services, Changing Communities: Focus on Leadership

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

SOC WORK 743 / Critical Approaches to Evidence and Evaluation in Social Services & Communities

SOC WORK 750 / Leadership Seminar

SOC WORK 751 / Leadership Practicum

And one of:

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

SOC WORK 721 / Changing Communities: Tensions and Possibility for Citizenship and Social Justice

Practicum:

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

Recommended Change to Graduate Diploma in Critical Leadership in Social Services and Communities Calendar copy:

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

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

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

Admission

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

A completed M.S.W. or M.A. degree with an average of at least an A- on whole degree. In exceptional circumstances, applicants with a B.S.W. or B.A. and an A- average on senior level undergraduate courses may apply if they have extensive leadership experience;

Community or social service leadership experience.

Curriculum

Students take one of two courses that consider specific contexts of social work practice: institutional contexts (SOC WORK 740) or community contexts (SOC WORK 721). They take two courses focused explicitly on aspects of leadership: a theory and praxis course, and a course focused on leadership specifically in the contexts of contemporary social services and communities. Their final course considers critical approaches to evidence and evaluation, a key feature of contemporary leadership.

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

Three Required Courses:

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

One Elective Course:

One of:

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

Additional Comments

Students entering the Critical Leadership in Social Services and Communities diploma program who have already successfully completed SOC WORK 721 in their previous master's degree, must take either SOC WORK 740 or an elective (in the School of Social Work or in another department) approved by the School's Chair of Graduate Studies.

Recommended Calendar Copy: NEW Graduate Diploma in Community-Engaged Research and Evaluation

[The Graduate Diploma in Community-Engaged Research and Evaluation aims to foster critical and ethical practice in community-engaged research and evaluation. Students who complete the program will understand the historical, theoretical and ethical bases of community-based research \(CBR\) and be able to apply and communicate CBR principles; understand and be able to apply critical conceptual frameworks to evaluation practices in social services and communities, and identify justice-oriented alternatives or improvements; demonstrate a capacity to undertake a community-engaged research or evaluation project that reflects concepts and ethical frameworks highlighted in the program.](#)

[Candidates are enrolled on a part-time basis, and will normally complete the program in sixteen months of study, beginning in January.](#)

Admission

[To be eligible for admission to the **Community-Engaged Research and Evaluation** diploma program, **applicants must have:**](#)

- [A completed B.S.W. or B.A. degree with a B+ average on senior level courses;](#)
- [Experience working in social services or communities / community services.](#)

[Applications should be made to the School of Social Work prior to April 15th for admission the following January.](#)

Curriculum

Two half courses:

- [SOC SCI *701 / Critical Approaches to Community-Based Research](#)
- [SOC WORK *743/ Critical Approaches to Evidence and Evaluation in Social Services and Communities](#)

One full course (over two terms):

- [SOC WORK *744/ Research Experience and Seminar](#)

Recommended Change to Courses Calendar Copy:

- [SOC WORK 6G03 / Selected Topics](#)
- [SOC WORK 700 / Social Work Practice: Critical Frameworks](#)
- [SOC WORK 701 / Social Policy: Critical Frameworks](#)
- [SOC WORK 705 / Directed Readings](#)
- [SOC WORK 721 / Changing Communities: Tensions and Possibility for Citizenship and Social Justice](#)
- [SOC WORK 722 / Topics in Advanced Social Work](#)
- [SOC WORK 740 / Changing Social Service Organizations: Implications for Workers and Service Users](#)
- [SOC WORK 741 / Changing Social Services, Changing Communities: Focus on Leadership](#)
- [SOC WORK 742 / Organizational and Social Change: Theories, Practices and Possibilities for Leadership](#)
- [SOC WORK 743 / Critical Approaches to Evidence and Evaluation in Social Services & Communities](#)
- [SOC WORK 744 / Research Experience and Seminar](#)
- [SOC WORK 750 / Leadership Seminar](#)
- [SOC WORK 751 / Leadership Practicum](#)
- [SOC WORK 770 / Social Work and Social Justice: Theoretical Tensions](#)
- [SOC WORK 771 / Research for Social Change](#)
- [SOC WORK 772 / Qualitative Methods for Social Work](#)
- [SOC WORK 773 / Doctoral Research Seminar](#)
- [SOC WORK 739 / Critical Approaches to Social Work Knowledge & Research Methods](#)

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

The School of Social Work's graduate programs are designed in part to respond to contemporary trends in the social service sector. Last year we initiated a new MSW stream, and a Graduate Diploma, focused on *Critical Leadership in Social Services and Communities*, to respond to the fact that the current generation of social service leaders is nearing retirement, and because opportunities for management education are often ill-suited to the kinds of responsive, justice-oriented leadership that many social workers and community workers hope to offer.

Research and evaluation are also topics of growing salience in the social service and community work sectors. Emphasis is placed on 'evidence-based' practice, and formal evaluation of program and policy initiatives is increasingly required, and often tied to funding. Yet in many settings in which social services are provided 'evidence' is too narrowly defined to adequately capture and document processes of individual, family, group and community change.

The Graduate Diploma in Community-Engaged Research and Evaluation is intended to build capacity among local practitioners in social science research frameworks and methods, and participatory community engagement processes. The knowledge and skills developed through the program will enable students to craft locally relevant research questions; strengthen programs, policies and community initiatives; and build and sustain process of community and agency learning. The opportunity (and encouragement) to provide graduate education on these themes was identified during our 2014 IQAP review. This new Graduate Diploma was approved at Senate on June 3, 2015.

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

September 2018

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

No.

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

See above.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Chris Sinding Email: sinding@mcmaster.ca Extension: 22740 Date submitted: October 19, 2017

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 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		School of Nursing	
NAME OF PROGRAM and PLAN		Interdisciplinary MSc (GINMS) Global Health Masters' (GHLTHMAS; GHLTH CRP; GHLTH THS)	
DEGREE	MSc Global Health		
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	CHANGE IN COURSE REQUIREMENTS
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	EXPLAIN:	
OTHER CHANGES	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

- 1) Thesis Stream:

Students taking the thesis option will spend the remainder of the summer and can take the fall term to complete their research and theses, which may involve the collection and analysis of field data or developing major conceptual works based on the literature.

- 2) Field Practicum requirements

The field placements can be anywhere from four weeks to two months depending on the student's learning objectives.

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

- 1) Emphasizing that thesis students should expect to spend 16-20 months completing a thesis, rather than the 12-16 months
- 2) Adjusting the length of time for the Field Practicum from 4-8 weeks to 8 weeks to 3 months.

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

- 1) Since the program's initial development, it has been noted that the calendar wording regarding thesis expectations do not match the current reality for thesis students. Many thesis students do not complete the thesis within 16 months, as the calendar currently suggests. Updating this wording will more accurately reflect current expectations for thesis students.
- 2) Similarly, student practicums are typically 8 weeks or longer, although the program requirement is currently 4-8 weeks. This change will better reflect the current reality while still aligning with the program's learning objectives.

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

September 2018.

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):

- 1) Students taking the thesis stream will spend the remainder of term three, and should expect to spend terms four and five to complete their research and theses, which may involve the collection and analysis of field data or developing major conceptual works based on the literature.
- 2) The Global Health practicums can be anywhere from eight weeks to three months depending on the student's learning objectives.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Christy Gombay Email: gombayc@mcmaster.ca Extension: 22281 Date submitted:
9/21/2017

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

SGS/2013



Dr. Michael R. Thompson
**Associate Dean, Graduate
Faculty of Engineering**
Phone: (905) 525-9140 ext. 23213
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1280 Main Street West
Hamilton, Ontario, L8S 4L7
Canada

MEMO

To: Graduate Council

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

Date: Friday December 15, 2017

Re: Update on the Petition Review Ad hoc Committee

The attached document is a report to Graduate Council on progress made reviewing and updating the policies and procedures of the School related to the Petition for Special Consideration.

INTRODUCTION

The uses of Petitions for Special Considerations have become much broader than the intent of the form. A petition is meant for issues arising where the student acknowledges that the rules and regulations of the University have been applied fairly, but is requesting that an exception to the regulations be made because of special circumstances. As such, a decision on a petition cannot be appealed under the *Student Appeal Procedures*. Because of the ramifications of decisions made, the use of petitions should be carefully assessed as appropriate. A newly created Ad hoc sub-committee of Graduate Council is responsible for recommending changes to the uses of petitions.

The current list of uses for the Petition for Special Consideration is:

- Leave of absence
- Late drop/add
- Time to completion extension past the first extension
- Transfer credit of courses
- Change supervisor
- Extension on annual supervisory meeting
- Extension on time to complete comprehensive examination
- Transfer between programs (not Masters → PhD transfer within a program)
- Auditing a course
- Changing a course from required to extra credit, or vice versa.

- Taking courses outside of one's program as a required course
- Extensions for visiting scholars
- Extension of course requirements (e.g. an INC until a certain date)
- Requesting that a decision be reconsidered based on compelling medical, personal or family reasons
- Permission for time away from campus
- Readmission, excluding for defence
- Adjustment in the timing of their re-entry into programs or to defend a thesis

Several of these requests already have appropriate forms but are not being used by the programs. For example, permission for time away from campus is supposed to be handled through the 'Full Time Off Campus Request Form'.

PROGRESS

The committee met for its first time on December 6, 2017. The current members of the committee include:

- Stephanie Baschiera
- Michelle Bennett
- Sean Corner
- Bhagwati Gupta
- Cathy Hayward
- Michael Thompson, Chair

One task for the group is to define proper use of petitions. The broader task is seen as reviewing and rationalize the processing of other sorts of request, both those currently coming in (improperly) as petitions, and others.

- Program level
- SGS level (Admin)
- Associate Deans

The revised list of uses for the Petition for Special Consideration is:

- Leave of Absence
- Change in supervisor
- Extension on annual supervisory meeting (by supervisor or student)
- Extension on time to complete comprehensive examination (or parts therein)
- Requesting that a decision be reconsidered based on compelling medical, personal or family reasons
- Readmission
- Adjustment in the timing of their re-entry into programs or to defend a thesis

The list is not yet finalized but it has been markedly refined.

FUTURE GOALS

The leave of absence will require further debate on several aspects such as the time limits currently imposed for eligibility and on how to integrate recent changes in the

university's Accommodations policy. Regarding the latter point, the committee feels the form for the petition needs to be more informative, suggesting more clearly when SAS should be involved and what medical/personal communications are acceptable to be included upon submission.

Those uses removed from the list will also require further debate. It is the feeling of the committee that the uses which already had existing forms, should be reviewed for why their forms are not being used. And those uses removed under the petition that have no current form, should have forms created. Finally, the committee seeks to recommend which forms should be authorized at different levels of the university in order to more efficiently address the needs of our students.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Chemical Biology – M.Sc., Ph.D.

Date of Review: April 23rd and 24th

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

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Chemical Biology program submitted a self-study in March 2014 to the Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its graduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Deans, Faculty of Science and Health Sciences, and selected by the Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on April 23rd and 24th 2014. The visit included interviews with the Provost and Vice-President (Academic); Associate Vice-President, Faculty, Associate Vice-President and Dean of Graduate Studies, Associate Dean, Grad Studies and Research, Director of the program and meetings with groups of current students, full-time faculty and support staff.

The Director of the program and the Dean of the Faculty of Health Sciences and Science submitted responses to the Reviewers' Report (July 2014). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

- **Strengths**
 - Generally a strong interdisciplinary program and that graduate enrollment and support should be expanded
 - Students were enthusiastic about the program, its structure and its requirements

- **Areas for Enhancement or Improvement**
 - Additional backup support for the single key administrative assistant is highly desirable, and essential if the program is to be expanded.
 - about two thirds of the 31 faculty formally listed as members of the CB program do not supervise a graduate student in this program at present, and many have not ever supervised a CB graduate student.
 - Website renewal project could be accelerated
 - Clarity on funding arrangements and MOU
 - Faculty alignment with specialization areas

Summary of the Reviewers' Recommendations with the Department's and Dean's Responses

Recommendations

1. Additional backup support for the single key administrative assistant is highly desirable, and essential if the program is to be expanded.

The program noted that the administrator will be transitioning into a full-time Chemical Biology administrative assistant and also noted that as the program grows they would need to revisit the staffing issues.

Responsibility for Leading Follow Up: Department/Department Chair

2. About two thirds of the 31 faculty formally listed as members of the CB program do not supervise a graduate student in this program at present, and many have not ever supervised a CB graduate student. The reviews noted this might be the result of a lack of successful recruitment of more qualified students to the program and that a secondary issue may be the differential in cost for a supervisor in the Department of Chemistry & Chemical Biology due to reduced TA load.

The program responded that as part of the IQAP exercise all faculty were asked if they wanted to continue participating in the program. Some declined and some new faculty were identified and asked to join the program.

They noted that increased recruitment of qualified students to the program is desirable and that they thought the launch of their new website would help in recruitment efforts. They also discussed the development of a Chemical Biology recruitment committee with a mandate to identify and implement new recruiting strategies.

With respect to the differential cost for graduate students in the Chemical Biology and Chemistry graduate programs, the CB Steering Committee felt that the increased time graduate students spend in the lab as a result of the extra cost was well worth the expense. Research intensity is a hallmark of the CB program and the CB Steering Committee strongly recommends continuing with this approach.

Responsibility for Leading Follow Up: Department/Department Chair

2. Accelerate the website renewal

The program planned to have their new and improved website up and running by September 2014.

Responsibility for Leading Follow Up: Department/Department Chair

3. Additional documentation and transparency about funding mechanisms (and levels) for this CB program provided by the Deans to the Chairs of the participating departments and the development of an MOU between involved faculties.

The program responded that in speaking with Drs. Baker, Milliken, Hayward and Sekular, the MOU is clearly a priority and will be available soon.

Responsibility for Leading Follow Up: Department/Department Chair

4. The re-organization of specialization areas (Imaging, Interfaces and Infections) allows for focused growth, but the program must be careful not to disenfranchise active faculty that may not fit cleanly into the 3 I's.

The program responded that the 3I areas will be used largely a means of differentiating CB from other graduate programs and, hopefully, increase the recruitment of qualified students. The program will continue to advertise and promote the research programs of all our participating faculty.

Responsibility for Leading Follow Up: Department/Department Chair

Deans' Response

Overall, the review was quite informative and it indicates that the Chemical Biology program is of high quality. Students are productive in research, and faculty are productive both in research and in securing funds to support cutting edge research infrastructure. The two CREATE grants are a strong sign of commitment to graduate training in the program, and there are signs that the program has room to grow in the near future.

One area of concern that stems from the interdisciplinary nature of the program, and that must be addressed in anticipation of program growth, is the establishment of a memorandum of understanding (MOU) among the participating Faculties that clarifies financial and reporting responsibilities related to the program. The Deans were committed to having a workable MOU in place for the Chemical Biology in the near future. With the MOU in place, they trusted that other minor concerns raised by the review

team, such as the financial details of the staff position currently funded in part by the Biointerfaces CREATE grant, will gain clarity.

In closing, the Deans noted that clearly, this was an excellent program that is poised to grow, and noted that they are committed to putting in place the MOU that will facilitate that growth and sustain excellence. They suggested that the Chemical Biology program be scheduled for its next review at the usual interval, given that this review was so favorable.

Quality Assurance Committee Recommendation

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommends that the program should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Physics: B.Sc., M.Sc. and Ph.D.

Date of Review: March 6th and 7th

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

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Physics program submitted a self-study in January 2017 to the Vice-Provost and Dean of Graduate Studies and Associate Vice-President, Faculty to initiate the cyclical program review of its graduate and undergraduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Science, and selected by the Vice-Provost, Faculty and Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on March 30 - 31, 2017. The visit included interviews with the Provost and Vice-President (Academic); ice-Provost, Faculty and Vice-Provost and Dean of Graduate Studies, Associate Dean, Grad Studies and Research, the Chair of the Department of Physics and meetings with groups of current undergraduate students, full-time faculty and support staff.

The Chair of the Department and the Dean of the Faculty of Science submitted responses to the Reviewers' Report. Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

- **Strengths**
 - high-quality, sustainable, research- intensive, student-centred programs at all levels
 - attention given to the large-enrolment service courses and other educational opportunities for students outside Physics & Astronomy.

- **Areas for Enhancement or Improvement**

- new undergraduate Medical & Biological Physics program as a potential opportunity for growth
- Coordination with the Associate Dean's office and the faculty of science around level I enrolment targets and student advising is suggested.
- skills training at both the graduate and undergraduate levels, and suggest a mechanism to enhance communication with the department at the graduate level.
- concern that the lack of faculty renewal is beginning to put limits on the graduate programs, particularly in areas of experimental and theoretical physics.

Summary of the Reviewers' Recommendations with the Department's and Dean's Responses

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Continue to vigorously pursue bringing research into the Department undergraduate programs	Maintain current practices. In light of the intended increase of international students in the Faculty of Science, search for creative ways to fund summer research positions for non-NSERC eligible undergraduates.	All faculty	Ongoing
Coordinate with Associate Dean's office and the faculty of Science to provide support and advising for recruiting into level 1 and department programs.	Create level I advising information sheet. Work with advising team to communicate roles of all level I physics courses. Increase admission target into Chemical & Physical Sciences I while maintaining appropriate admission average.	Chair, Associate Chair (Undergraduate)	2017/18
Give departmental recruitment and outreach a high priority.	Explore possibilities to re-implement the activities of the former Outreach Coordinator, perhaps through reorganized duties of departmental staff. Seek external funding for outreach activities (e.g. PromoScience, fundraising).	Chair	Begin immediately.

Explore mechanisms to provide additional opportunities for students to strengthen aspects of data analysis, statistical analysis, and computational skills within the undergraduate programs.	Identify courses where skills could be included with minor modifications to curriculum (e.g. Inquiry, lab courses) and work with instructors to make those changes. Coordinate with Laboratory Review Group (see below) Identify non-course resources (e.g. online) that are appropriate for physics students and create repository.	Associate Chair (Undergraduate)	Begin implementation in 2018/19
Review scaffolding of learning outcomes of all undergraduate laboratory courses. Review the overall workload of 3H03, "Intermediate Laboratory", possibly change unit load to 6.	Undertake review of lab components of 1C03, 1CC3, 2B03, 2BB3, 2H04, and 3H03 by laboratory staff and faculty teaching those courses. Start review after 2B03 and 2BB3 have been taught in their revamped configuration.	Laboratory Review Group Established by Chair	Implement recommended changes in 2019/20.
Explore the possibility of increasing options for "general interest" courses for non-program students, through new courses and relaxed prerequisites on existing courses.	Solicit ideas from department; assess teaching capacity within department; consult with Dean/Associate Dean's offices concerning resources.	Chair, Associate Chair (Undergraduate)	Begin immediately, with numeracy course Physics 2NM3 on Dean's Permission in Winter 2018.

Dean's Response:

Graduate programs:

The Dean was pleased to receive a positive assessment of the graduate and undergraduate programs in the Department of Physics & Astronomy. The report highlights many strengths of both programs and the value and commitment placed in training students. The recommendations in the report have been reviewed by the Department and are included in a response letter along with plans to address them in an appropriate timeframe. They note that two specific items related to graduate programs have been appropriately addressed by the Department. The graduate courses are being reviewed in order to consider ways to offer a set number of courses each year some of which may involve collaboration with other programs both at McMaster and outside. The issue of communication gap between students and department is being addressed. A new Graduate Student Council is being established this fall, which will offer effective channel to address concerns that student might have.

Undergraduate Programs:

Recommendations: *“Coordinate with the Associate Dean’s office and the Faculty of Science to provide support and advising for recruiting into the level 1 and department programs.” “Give departmental recruitment and outreach a high priority”.*

While they understand the foundation for these requests and are looking for sustainable ways for Departments in the Faculty of Science to support their current students and generate interest in future students, they are concerned that these comments paint an inaccurate picture of the current level of activity and coordination in the areas of advising, outreach and recruitment. For many years, the Department of Physics and Astronomy had a member of staff who was responsible for outreach and promotion. During the Academic review initiated by Dean Baker, data was presented to show that over a substantial time period during which the department had an outreach person, enrollment numbers had actually declined into both the Level 1 gateway and the Level 2 entry programs. Level 1 outreach is carried out centrally by the University and the Faculty of Science and its Departments have little control over centralized high school outreach. However, at all recruitment events, the office of the Associate Dean of Science gives equal priority to all its Level 1 Science programs. A number of steps were taken at the level of the office of the Associate Dean and formed part of the 5-year academic plan resulting from Dean Baker’s review. Firstly, the Level 1 physics course offerings were completely reviewed and redesigned. Secondly, the Level 2 offerings were promoted through the new Science 1A03 course (Investigating Science: Experience and Opportunities). Thirdly, the minimum entry grade requirements for all Level 2 programs was lowered to a GPA of 5. Lastly, all programs including the Gateways were promoted on the McMaster Academic Planner (MAP). Since then the numbers are no longer in decline, in fact this year the Level 1 gateway program has exceeded its target of 100 for the first time. The Level 2 program numbers for the new Medical and Biological Physics program are high (much higher than previous numbers for the honours Medical Physics and Biophysics combined). Also, enrollment into the honours Physics program is higher this year than they have been for many years. All this improvement without a dedicated outreach person. The Faculty of Science is dedicated to funding centralized recruitment that is targeted to the needs and interests of different groups of students, however their current priority is to support this through the Office of the Associate Dean and through existing recruitment events and tools. The Dean was happy to work with Departments to look at alternative models of funding less centralized outreach activities in the future.

Recommendation: *“Monitor student preparation from 1A03/1AA3 for department programs including cross over paths”.* This is a very important task. Although it would appear from many points of view that the level 1 physics offerings are a success, some research into the effectiveness is essential. They are happy to encourage the Department of Physics as a whole and the instructors of these courses in particular to partner with the McPherson Institute to build an effective and evidence based evaluation platform to monitor and assess the effectiveness of the redesigned courses.

<p>Monitor student preparation from 1A03/1AA3 for department programs, including crossover paths (1A/1CC or 1C/1AA)</p>	<p>Data collection, both historical and going forward, to track program students with any 1A/1AA background. Interviews with those students, and level 2 instructors, as warranted.</p> <p>Provide report, with suggestions, to department curriculum committee.</p>	<p>Instructional Assistant</p>	<p>2019/20</p>
<p>Create a sustainable suite of graduate courses.</p>	<p>Discuss teaching credit for small graduate courses with Faculty of Science.</p> <p>Continue to seek out partnerships with other units on campus (e.g. CSE) and external institutions (e.g. PI)</p>	<p>Associate Chair (Graduate), Chair</p>	<p>Ongoing</p>
<p>Create elected Graduate Student Council</p>	<p>Work with current graduate Liaison Committee to identify gaps in communication.</p> <p>Elect first Graduate Student Council members during graduate orientation session in September 2017.</p>	<p>Associate Chair (Graduate)</p>	<p>2017/18</p>
<p>Bolster experimental physics and theoretical physics research groups, to maintain strengths in those graduate research areas.</p>	<p>Submit proposals to Faculty Academic Appointments Committee in these areas.</p> <p>Pursue CERC appointments through already authorized university submission.</p>	<p>Chair</p>	<p>Fall 2017</p>

Quality Assurance Committee Recommendation

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommends that the program should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.