



School of Graduate Studies

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

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

To : Members of Graduate Council
From : Christina Bryce
Assistant Graduate Secretary

The next meeting of Graduate Council will be held on **Tuesday February 20th 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 January 16th, 2018**
- 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. Report from the Assistant Dean, Graduate Student Life and Research Training**
- VII. Academic Audit of the Joint McMaster University/McMaster Divinity College degrees (Master of Divinity and Master of Theological Studies)**
- VIII. Faculty of Engineering Graduate Curriculum and Policy Committee Report**
- IX. Faculty of Health Sciences Graduate Policy and Curriculum Committee Report**
- X. Faculty of Humanities Graduate Curriculum and Policy Committee Report**
- XI. New Scholarship**
- XII. IQAP Final Assessment Report**

Present: Dr. D. Welch, Ms. C. Bryce, Ms. S. Baschiera, Dr. S. Corner, Dr. M. Thompson Ms. A. Devitt, Dr. C. Hayward, Ms. J. Dowdy, Dr. S. Feng, Ms. S. Ramsammy, Dr. I. Marwah, Dr. S. Raha, Ms. S. Ebrahimi, Dr. A. Sills, Dr. B. Doble, Dr. E. Grodek, Dr. S. Pope, Dr. P. Mhaskar, Dr. B. Gupta, Dr. J. Gillett, Dr. M. Parlar

Regrets: Dr. M. Verma, Dr. A. Kitaj, Dr. S. O'Brien, Dr. E. Badone, Dr. K. Hassanein

A G E N D A

I. Minutes of the meeting of December 5th, 2017

The minutes of the meeting of December 5th, 2017 were approved on a motion by Dr. Hayward, seconded by Dr. Thompson with corrections to the attendance.

II. Business arising

There was no business arising.

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

Dr. Welch noted that a long-serving SGS staff member, Julie Birch, would be retiring and that there was going to be a celebration held in her honour on January 19th at 9:00 am in University Hall. He said that she was one of the important people within the office who help make things work and that a lot of the changes within Mosaic that resulted in improved processes were partly a result of her understanding of the system or her ability to change things.

He also reported that the second Strategic Mandate Agreement (SMA) is now signed and that the institution is trying to figure out exactly how the government intends to implement certain things it's agreed to. It is now a public document on the provost's website. He encouraged members to browse it and said that it does give context to the work Graduate Council is doing.

He reported that after the SMA 2 the ministry produced a memorandum on internationalization strategy. It resulted in a new set of conditions for allowing some international students to be converted to domestic fees. He noted that over the years there had been a number of changes in this respect. It went from a situation where no international students could pay domestic fees, to fifteen students being allowed to do so. This year

the Ministry released a significantly changed and broadened policy that allowed more such conversions and committed to doing them for three years in a row. It was a move welcomed by all institutions. The change allows universities to plan to use the spaces and includes the possibility of using the money for recruitment. He has communicated with the Deans about a proposal to use part of that allocation for recruitment in programs where they have traditionally not been able to afford or support international students and was also meeting with the Provost about it. He hoped to be able to share the exact situation at the next Graduate Council. He noted that it was a progressive initiative that would assist the institution in making changes and improving diversity in areas that haven't been able to bring in international Ph.D. students in the past. He also reported that SGS is holding the active graduate recruiting seminars again. As in previous years people will be invited to share their experiences of what they tried and what has worked. He said that anyone interested should sign up and that he hoped the sessions would continue to be well attended.

IV. Report from the Graduate Associate Deans

Dr. Corner reported that he had a very productive meeting with graduate chairs within his Faculty in December. The meeting included a Q&A with SGS scholarships officers and they talked about several items including the course Education 750 (how programs do and do not include it), Ph.D. Defences, handbooks and a discussion of experiential learning and how it might be useful and developed.

Dr. Hayward noted that attached to the Graduate Council materials distributed for the meeting was a report from the FHS remediation work group. They decided to undertake it because rehabilitation programs have a formal remediation course and they wanted to discuss what policies exist at McMaster. She noted they had reported their work back to the rest of the Faculty and ID programs. The group noted that a formal remediation course is helpful when a student needs to re-take a course earlier than scheduled or when it involves an internship, work placement etc. She noted there was nothing in the graduate calendar administrative sections about formal or informal remediation. A remediation course allows specific goals and objectives to be worked on that lead to the course failure. She said that in the programs that offered the remediation course the majority (but not all) of students end up successfully meeting program requirements. The group didn't think a generic remediation course for the university was worthwhile but programs, particularly with placements, thought it was a good idea.

Dr. Hayward also noted that there is no policy about students requesting to drop a required course in the Graduate Calendar and there was some concern that student might end up prolonging their academic program. Dr. Welch said that the policy is a student can drop a course until the drop date. Dr. Hayward responded that dropping an elective is different than dropping a course that's mandatory for the program. Dr. Welch said that if it's proscribed by a student's supervisory committee it's also a required course. If they drop it after the drop

date, a student gets an F. Dr. Hayward noted that there's nothing in the calendar saying a student can't drop a required course. Dr. Welch said this could be clarified as part of the calendar changes in this cycle.

Dr. Welch said that remediation is one of the areas in which programs can define how things happen as long as they do them in a reasonable way and the changes are approved through GCPC. He noted that there's a blanket situation that if a student fails a graduate course their program will be asked if a student should be allowed to continue, and if they do continue what they must re-do and in what manner it will be replaced. Remediation is a way to deal with these issues.

Dr. Thompson reported that Engineering had, over last few years, been trying to manage increasing enrollment in their undergraduate programs. They have implemented training program for TAs and are now in their second round now of this training in the winter term. They give it to all incoming students at the time when they're about to start doing their TAs. He said that the training has received excellent feedback and they really feel that the workshop, case studies, and mock marking is extremely well received. He said that the Faculty was happy to share if there was interest.

He also reported that Engineering had taken the money they got back from international students converted to domestic students and funnelled it back to department to initiate series of mini 3MT competitions. The Dean is enthusiastic about the competition and has challenged each department to hold their own. They feel that the skill of the pitch is extremely valuable to students.

Dr. Gupta reported that at the November meeting of Graduate Council he had updated that the Faculty of Science was starting to work on social media. They didn't think it was up to standard and have since made more progress in that respect. They are working on website overhaul for all programs and have launched Twitter and Facebook pages for graduate studies in science. In combination with this they have started working on more strategic planning to reach out to domestic students. There will be an open house in March to provide information to prospective applicants. They also held an alumni networking event last year which was very successful. They are getting their input on how to make things more competitive and are holding another event on February 23rd. He noted that handbooks are in the process of being revised and that there will be a curriculum meeting in March where they will be reviewed and approved.

Dr. Gillett reported that a lot of discussions within his Faculty have been organized around recruitment and that many programs have really struggled bringing international students in. He noted that the international conversion Doug mentioned has created a lot of buzz. Programs have been discussing how to recruit and bring in a new group of students. They have also been discussing how they can better support those students. The Faculty has been in discussion about how to support newer programs and their needs versus more established programs. He noted that the Faculty had also been discussing professional development and has been working to find strategies for supporting students who want to go into academia but also coming up with effective ways

of supporting students seeking other pathways. They have been exploring to what extent this is the faculty's responsibility to guide students in this respect.

V. Report from the Associate Registrar and Graduate Secretary

There was no report.

VI. Faculty of Business Graduate Curriculum and Policy Committee Report

Dr. Corner presented the items, noting that there were two up for approval. The MBA program proposed a change in admission requirements for their accelerated option. The change consisted of a simplification and modification to the requirements with an aim to make a path available for a larger number of students to be eligible for the option. He noted that the second change proposed was to the admission requirements for EMBA. The changes involved clarifying the amount of work experience required and generally underlining the standards needed for entry of the program. The amount of work experience required was increased to further distinguish from existing program and the proposed part-time program. He noted there was an emphasis on managerial experience. Dr. Corner noted that there was a sentence fragment in the calendar copy with respect to the first change that would need to be corrected.

Dr. Welch noted that the new part-time program mentioned is just proposed as this juncture.

Dr. Hayward moved and Dr. Mhaskar moved, 'that Graduate Council approve the proposed changes from the Faculty of Business as described in the documents, with the correction noted.'

The motion was carried.

VII. Faculty of Social Science Graduate Curriculum and Policy Committee Report

Dr. Gillett explained that there were three items for approval. The first proposed change was to the name of the Master's in Work and Society to Labour studies. The change proposed was a matter of creating consistency in their graduate and undergraduate programs and to provide clarity for students coming into the program. The second change proposed was from Social Work and included new program calendar copy for their diploma and the inclusion of part-time options for the leadership diploma and stream. He noted that a few years ago Social Work introduced two new graduate diplomas intended to give opportunity to folks in community who didn't have time to do another degree. They also found that some people who were interested may not have been able to take it in a full time way and so proposed introducing part-time options. The final item was from Global Health and had already been approved by the two other Faculties. The change was to their calendar copy around program length for students involved in field work as well as those taking the thesis option.

Dr. Mhaskar moved and Dr. Gupta seconded, 'that Graduate Council approve the proposed changes from the Faculty of Social Sciences as described in the documents.'

The motion was carried.

VIII. Petitions Working Group Report

Dr. Thompson noted that at the request of Graduate Council they had divided up into several groups, including one tasked with reviewing petitions at McMaster. He was pleased to report that the petitions committee had met and had a productive discussion. One of the recommendations arising from the meeting was to streamline the use of petitions. Currently, petitions for special consideration are used in SGS for multitude of issues. These petitions are used to ask for permission to give allowance to not have to follow a particular policy in special circumstances. The petition has, over time, evolved into a generic document that fills in the gap where there isn't a specific form or policy in place to help a student when they're experiencing some difficulties. The working group worked to assess all the different uses that they were aware of and break them down into whether they felt new forms would be a better way of dealing with that issue. A list was developed with all this information. He noted that the working group needed to work on it a bit more and wanted to carry their mandate a bit further to consider what the other forms would look like. The plan is to come back in March or April and request that their recommendations be considered.

Dr. Welch provided some additional context. He noted that as Dr. Thompson mentioned these are situations where the student agrees that the university has done it's work properly but they're asking for an exception. The flip side is the appeal procedure. He noted that this is one of the reasons why Michelle Bennett was involved as she deals with appeals. He also said that it is the case that most students will submit a petition at some point in their graduate career and that it's important to handle the changes needed efficiently so no one spends unnecessary time on the situation. There is also work being done in SGS to see which of forms and processes can be made electronic. There has been a pilot with actual live students for the Ph.D. supervisory committee form that has gone very well. The hope is that the bulk of supervisory committee reports this summer will no longer be in the old paper form but can move between various entities that need to sign off and acknowledge them electronically.

IX. IQAP Final Assessment Report

Ms. Baschiera said that the reports included in the package were for Physics and Chemical Biology and that both had been approved for normal review cycle.

Dr. Welch noted that the IQAP process is something that is typically done for every program on an eight-year cycle and some programs are about to go through the cycle a second time. He said that McMaster would be audited by Quality Council. That organizations goes to a few universities every year to look and see that process

defined in each university is being followed. The auditors will pick a handful of programs to check to see if the institution has been dealing with their work as described in their policy.

Ms. Baschiera said that Graduate Council will probably be called on to meet with the auditors in some form. They're anticipating a mix of graduate and undergraduate cyclical reviews, new programs and major modifications. Graduate Council, Undergraduate Council and all committees where the documents are considered will be invited to meet auditors.

Dr. Hayward asked if they would be selecting programs before they arrive. Ms. Baschiera responded that they would be. In partnership with Macpherson SGS has selected a program to do a mock audit on it where all the documentation is pulled together so gaps can be identified ahead of time. The audit involves two days on site with a desk audit beforehand. She noted that it wouldn't be about the quality of the program but about the process.

Dr. Welch said that there is some benefit of coming late in the cycle, noting that McMaster had had some people from within the institution who've acted as auditors who have shared their knowledge about what to expect and that they have also met with institutions who have been audited.

TO: Graduate Council

FROM: Dr. Doug Welch, Vice-Provost and Dean of Graduate Studies

DATE: February 12, 2018

RE: **Governance Oversight of Master of Divinity (MDiv) and Master of Theological Studies (MTS) Programs**

McMaster University and the McMaster Divinity College (MDC) jointly administer the Master of Divinity (MDiv) and Master of Theological Studies (MTS) degree programs under an affiliation agreement signed in 2003. Prior to this, Undergraduate Council had provided governance oversight for the MDiv and MTS degree programs. When Senate approved the affiliation agreement in 2003, it transferred governance responsibility for these programs to Graduate Council and provided seats for the MDC Principal and a member of the teaching staff on Graduate Council.

The 2003 affiliation agreement is now defunct. Following an external academic audit of the MDiv and MTS programs in 2017, it has become apparent that it would not be appropriate to support these as joint graduate degree programs because they are not suitable for a graduate-level Institutional Quality Assurance Process (IQAP) review. It is now proposed that Undergraduate Council resume governance oversight responsibilities for the MDiv and MTS degree programs. Such a change would make the Registrar's Office the point of contact for registration in these programs, rather than the School of Graduate Studies.

Returning these degree programs to Undergraduate Council's purview involves amending the *By-Laws of the Senate of McMaster University* to change the terms of reference and memberships of Graduate Council and Undergraduate Council. Accordingly, if Senate agrees with the above proposal, it must refer the matter to the Senate Committee on By-Laws for further consideration. Note that amending the By-Laws requires two regularly scheduled meetings of Senate as notice of motion must be provided at the meeting preceding the one where amendments are to be voted upon.

Motion:

That Graduate Council recommend to Senate that it refer the matter of governance oversight for the Master of Divinity (MDiv) and Master of Theological Studies (MTS) degree programs to the Senate Committee on By-Laws to consider and propose amending the *By-Laws of the McMaster University Senate* to facilitate the transfer of governance oversight responsibilities for these programs from Graduate Council to Undergraduate Council.

MEMORANDUM

To: Professor Doug Welch, Dean,
School of Graduate Studies, McMaster University

From: Alan L. Hayes, Director, Toronto School of Theology, University of
Toronto
Jeremiah Hurley, Dean of Social Sciences, McMaster University
Joan E. Norris, professor of Psychology, Wilfrid Laurier University,
and former Dean of the Faculty of Graduate & Postdoctoral Studies,
Wilfrid Laurier University

Date: December 11, 2017

Re: Academic audit, M.Div. and M.T.S. programs,
McMaster Divinity College

The Purpose of this Memorandum

In 2003 McMaster University and McMaster Divinity College (MDC) reached an affiliation agreement which provided (in paragraph III.C) that the Chair of the University's Graduate Council would arrange a periodic academic audit of MDC's programs for which the degrees are granted by McMaster University. The scope of such audits is, "from the application and admission process through to the process for ensuring that degree requirements are met" with a view to ensuring that "appropriate standards are being maintained".

No such audit, however, seems to have happened until now.

In the fall of 2017, as the recently appointed Dean of Graduate Studies at McMaster University, you commissioned the three of us to come together as a team to undertake an academic audit of the two MDC degree programs that fall within the terms of the affiliation agreement, the Master of Divinity (M.Div.) and the Master of Theological Studies (M.T.S.).

The purpose of the Memorandum is to report on our findings.

The Purpose and Process of the Academic Audit

We visited MDC on November 29 and 30, 2017. We were greeted by their administration and faculty members with warm hospitality and received every courtesy, for which we are very grateful. We had helpful and candid discussions with the President, Dean, Registrar and Director of Admissions and Marketing and two members of her staff, and every member of the core faculty. We received a large portfolio of faculty CV's, course syllabi, redacted student

transcripts, policy statements and information, agreements, accreditation reports and reviews, and other relevant documents.

As noted, our audit covered only the M.Div. and M.T.S. programs at MDC, since these are the only MDC degrees currently conferred by McMaster University. These programs appear to be understood as graduate programs at McMaster, since they come within the purview of the Graduate Council of the University and use the “master’s” nomenclature.

This is not a formal review for quality assurance purposes under McMaster University’s Institutional Quality Assessment Process. Many of the themes that would be part of such a review were not part of our agenda, and we did not assess whether the programs conform to the degree level expectations approved by the Post-Secondary Education Quality Assessment Board for graduate masters programs (www.peqab.ca/Publications/oqf.pdf) and the Ontario Universities Council on Quality Assurance (<http://oucqa.ca/framework/appendix-1>). Nor were we asked to assess the value or viability of MDC’s programs.

The main purpose given to us, instead, was to conduct an audit of certain policies, practices, and quality indicators. We were to determine to what extent these programs show consistency with the academic standards of the School of Graduate Studies (SGS) at McMaster University, with particular reference to the graduate standards in the Humanities and Social Sciences, which represent the most relevant comparators to the two MDC programs.

Our main finding is that these programs operate at a second-entry undergraduate (SEUG) level, not at a graduate normal. This situation is by no means unusual in Ontario. On the contrary, almost every other theological school in the province understands these programs to operate at a SEUG level.¹ They were initially understood in this way at McMaster. Minutes from the Undergraduate Council meeting of May 18, 1983, at which the proposed introduction of the M.T.S. degrees was approved, note that, “while the programme will lead to a Master of Theological Studies degree it is in effect a second undergraduate degree.” Consistent with this, until 2003 MDC reported

¹See, for example,

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun232004.pdf>, page 18 (University of Toronto); https://cudo.carleton.ca/system/files/agreements_affiliations_federation/3188/affiliationagreement.pdf, p. 5 (Western University); <http://www.huronuc.on.ca/Assets/website/Document/FoT/Degree%20Comparison%20Chart.pdf> (Huron College); <http://www.stpetersseminary.ca/Programs/Masters-of-Divinity/30> (St. Peters Seminary); https://ustpaul.ca/study-programs_new.php (St. Paul’s and University of Ottawa)

to McMaster on these two programs through the Undergraduate Council. In 2003, however, they were moved from the purview of the Undergraduate Council to the Graduate Council for reasons that we do not know.

We note that these programs are fully accredited by the Association of Theological Schools in the United States and Canada (ATS). The relevant ATS materials from MDC's last renewal of accreditation in 2008 evidence that these programs compare favourably with their counterparts at other ATS schools in the United States and Canada. We do not contest that evaluation in any way.

A brief historical context

When McMaster University was provincialized in 1957, MDC received an independent legislative charter. MDC then carried on the work of the pre-existing Faculty of Theology in McMaster University, notably the teaching of the Bachelor of Divinity degree program. MDC contracted with the University for financial and registrarial services, use of the library, and other services. Although from that point MDC functioned as an affiliate of the University, which approved MDC's graduation requirements, conferred its degrees, and passed on its operating grants from the provincial government, the terms of affiliation do not seem to have been formally documented before 2003.

In the early 1970s, the ATS revised its accrediting standards so that the Bachelor of Divinity would be called a Master of Divinity. This development parallels similar upgrades to degree nomenclature in other professional programs, such as the earlier change in medicine from the M.B. to the M.D., and the roughly concurrent change in law from LL.B. to J.D. McMaster changed the Bachelor of Divinity to the M.Div. in 1971 to conform to new ATS standards. It made no pretence that this program had suddenly begun to operate at a graduate level. It remained under the purview of the Undergraduate Council of McMaster University.

As noted above, MDC added the M.T.S. with the approval of the Undergraduate Council of McMaster University in 1983. Both the minutes of the relevant Undergraduate Council meeting and Appendix "D" to the minutes of McMaster University Senate of June 8, 1983, makes clear, this was seen as a first post-baccalaureate degree program; it was not identified as a graduate program.

The Ontario Council of Graduate Studies (OCGS), which before 2011 approved and reviewed graduate programs in Ontario, also understood the M.Div. and M.T.S. in Ontario as second-entry programs. A Report by the Working Group on Graduate Degrees in Theology, approved by the OCGS Council on March 4, 2005, affirmed a number of issues that bear on this. First, it

distinguished OCGS-approved research-oriented graduate programs from vocational/professional programs. The former, for instance, are funded at the graduate level while the latter are funded at a reduced level; students in the former are eligible for OGS funding; student in the latter are not. Second-entry professional programs were by default to be considered to fall into the latter category unless they had been appraised as graduate by the OCGS. The report noted explicitly that, "It is not the degree designation that makes a given program a graduate program, for OCGS or ministry purposes. Rather it is whether the program in question meets graduate degree level quality standards (e.g. regarding faculty research and scholarly qualifications, admissions requirements, and level and content of the curriculum and student research)." This Report cautioned that as a condition of membership in the Council of Ontario Universities, every university was committed not to offer a graduate program until it was appraised and approved by OCGS.

Today, as noted above, most publicly funded theological schools in Ontario understand the M.Div. and M.T.S. to be SEUG programs. This includes the theological colleges associated with the University of Toronto (Emmanuel, Knox, Regis, St. Augustine's, St. Michael's, Trinity, Wycliffe), the University of Ottawa (St. Paul's), and Western (Huron, St. Peter's). By exception, the M.Div. at Wilfrid Laurier University (via Waterloo Lutheran Seminary) and the M.T.S. at the University of Waterloo (via Conrad Grebel University College) are graduate degrees in Ontario. They meet the graduate requirements of their University and were appraised and approved by the OCGS.

It is therefore puzzling why in 2003 the general oversight of the M.Div. and M.T.S. programs at MDC were moved to the Graduate Council. We do not know, and the documentation is incomplete, but it may simply been the result of an administrative misunderstanding made without a full understanding of the context for the degrees. In fact, the change met some initial resistance from members of the Graduate Council (because the program courses had been approved only by the Undergraduate Council), and the then Dean of the School of Graduate Studies acknowledged that it would be appropriate for courses within these programs to be scrutinized by the Graduate Curriculum and Policy Committee. Whether this happened as expected, we do not know. Subsequently, some MDC's proposals for curricular changes in the M.T.S. and M.Div. programs came to the Graduate Council, as happened, for example, in April 2007. To our knowledge, however, more minor changes are not routinely presented to the Graduate Council as is the case for programs delivered by McMaster itself.

We gather that these two programs have never been appraised by OCGS. For purposes of government funding, they have remained at the lower level corresponding to undergraduate funding, as the Associate Vice-President for

Institutional Research and Analysis at McMaster University has verified.² Indeed, according to MDC's self-study for the purposes of ATS accreditation in 2008, MDC did not allow the OCGS to evaluate its programs, partly because "OCGS does not allow non-academic criteria for hiring of faculty or admission of students (e.g., hiring or admitting in terms of an evangelical Christian stance)."

To be clear, there is no question of deception here. So far as we can tell, MDC does not advertise its M.Div. and M.T.S. as graduate programs, and the University has never claimed graduate funding for them. There seems to be simply an administrative misunderstanding, dating to 2003. When these programs undergo a cyclical review under the Institutional Quality Assurance Process, we believe that they should be seen as SEUG programs.

Results of the academic audit

Our team was asked to audit the M.Div. and M.T.S. programs at MDC under the following seven headings.

Objectives of the programs: *consistency of the program with the University's mission, academic plans, and the strategic direction of the School of Graduate Studies.*

These programs fall comfortably within McMaster's Strategic Mandate Agreement with the Ministry, by which McMaster recognizes areas of strength in studies in culture and society. The SMA's discussion of graduate programs does not, however, say anything specifically about programs in divinity.

We do note an inconsistency between these programs and the vision articulated by the President Patrick Deane's "Forward with Integrity (FWI)" open letter to the McMaster community. Specifically, the FWI update of October 2015 (*Forward with Integrity: The Next Phase*), include as a priority "Building an Inclusive Community, Promoting Equity and Fairness, Celebrating our Rich Diversity." In this respect, we were informed that only Christian applicants are admitted to these two programs. We were told that this faith criterion was applied because the admissions committee at MDC understands the MDC Act of 1957, which describes the purpose of the college as training people to be Christian religious workers, as requiring that MDC limit admission to Christians. This admission requirement is not consistent with the vision of an inclusive community articulated by FWI. Indeed, we also understand that applicants must affirm MDC's "statement of faith," which not even all Christians could comfortably do.

²Further, enrolment reports for McMaster list them as undergraduate programs.

As an institution whose legislative statute identifies its purpose as religious, MDC is permitted under human rights legislation to impose religious tests. We do not know what implications MDC's religious restrictions may have for receiving government funding and for affiliation with the University.

Admissions requirements: *appropriateness of admission requirements to program learning outcomes and School of Graduate Studies standards*

The M.T.S. and M.Div. at McMaster require applicants to have a bachelor's degree with a cumulative average of B-. This standard is consistent with a SEUG program, but not with a graduate program. The SGS at McMaster requires, as a condition of admission, that students have an honours (four-year) B.A. with a B+ average. At most Ontario universities, there are procedures to consider admission of applicants to graduate programs who do not meet the minimum requirement of an honours degree. Prior learning and work history are often considered for admission to professional programs. It was mentioned that relevant experience was considered for admission to the M.Div. and M.T.S., but there appear to be no documented policies to guide this practice.

MDC recognizes Bible college degrees for purposes of admission. This practice is not common for university graduate schools in Canada.

The admissions committee comprises the non-faculty admissions director and the Dean. There appears to be limited faculty input into admissions decisions. Faculty are consulted (individually) only when judged necessary by the admissions committee. This is not the practice for the academically oriented graduate programs at McMaster University, although it is more accepted for professional programs and, for instance, has some affinity with the admissions process for the M.B.A. program at McMaster.

Curriculum and program delivery

- a. *Curriculum reflects the current state of the discipline or area of study*
- b. *Appropriateness of the program's structure, curriculum and length to McMaster's Master-level graduate degree level expectations and the standards of the School of Graduate Studies*

Our team was favourably impressed with many of MDC's curricular practices. The structure, standards, and expectations of its M.T.S. and M.Div. programs evidently meet ATS requirements. Core courses, elective courses, and language courses were generally well conceived and reflected the current state of the discipline or area of study. Students take a focused course in writing and research. In the M.Div. program, they are required to learn at least one research language. They write a self-critical review of their progress and learning each year. Field placements seem to be well administered; learning contracts are put in place, supervisors are trained, student progress is monitored, and the

integration of knowledge and practice is part of the design. As they come to graduation, students participate in a capstone retreat which has an integrative and summative function. All of these are commendable elements of curriculum design.

However, our team viewed the curriculum as operating at an SEUG level, in line with provincial norms in Ontario, not a graduate level. Program outcome descriptions were not matched to provincial degree-level expectations at the graduate level. Students may enter the program without previous academic experience in the area of study, which is unusual for graduate programs. We were told that the first year of the 3-year M.Div. program might be considered the equivalent of an undergraduate major, with the second and third years representing a two-year professional master's. But this reasoning is less persuasive for the M.T.S., which is only a two-year program. Students are free to take both programs on a part-time basis, which is a common practice for undergraduate studies at many universities, but in Ontario part-time graduate programs require special approval in addition to approvals for their full-time counterparts, and they would likely be encouraged to publish a curricular map of the part-time program. We were told that students were free to take a semester or two away from studies without scrutiny, and to take the spring and/or summer terms off for work or vacation. Full-time graduate students in Ontario are expected to be enrolled twelve months a year, unless on an approved leave. Many students accordingly have much longer times-to-completion than would be common for university graduate master's programs. The data provided regarding time-to-completion did not distinguish full-time and part-time students, which has two consequences: we do not know what proportion of the students are considered part-time, and the time-to-completion data cannot be meaningfully interpreted as it includes both part-time and full-time students.

We were told that, with the rarest of exceptions, University students cannot take courses at MDC, and MDC students cannot take courses at the University. By contrast, interdisciplinarity is not uncommon in Canadian graduate education.

Assessment of learning: *appropriateness and effectiveness of the methods used for the evaluation of student achievement of the defined learning outcomes and graduate degree level expectations*

The grading scale that MDC uses for M.Div. and M.T.S. courses defines a "C" mark as a pass, which is common practice for such SEUG programs. The SGS at McMaster University defines any mark below B- as a failure. MDC allows students to fail two courses with no automatic consequence, which would also not be uncommon in such SEUG programs. In the SGS at McMaster University, however, a student who fails even one course needs to give a rationale for continuing in the program.

Quality indicators

- a. Quality of applicants and admitted students measured against appropriate comparators at McMaster University (Faculty of Humanities, Faculty of Social Sciences)*
- b. Student completion rates and time to completion*
- c. Quality of the educational experience, teaching and graduate supervision*
- d. Implications of any data (where available), concerning post-graduation employability*

We did not have data on numbers of applications, acceptances, and yields. We also did not have data on student completion rates and, as noted, the data on time-to-completion appears to mix part-time and full-time students. Data provided on redacted student transcripts for those admitted in recent years indicate that a non-trivial proportion of students admitted had a grade average below the B+ cut-off specified by McMaster's SGS. We did not speak to any students, and so cannot comment on the quality of the educational experience provided (though as we note below, faculty appear committed to their roles as teachers and supervisors). We did not have data on post-graduation placements, though what we were told anecdotally was very positive.

Faculty and research

- a. Training and Quality of faculty of the program*
- b. Scope, quality and relevance of faculty research activities*
- c. Appropriateness of the level of activity relative to national and international and McMaster University comparators*
- d. Appropriateness of research activities for graduate students in the school*

We were favourably impressed with the general quality of the faculty. Faculty members gave evidence of being up-to-date in their discipline, of participating in scholarly guilds and academic conferences, and of being committed to a consistent trajectory of research and writing. Some members of faculty have won significant research grants. While we did not sit in on classes or interview students, our impression was that the quality of teaching is high, and that the faculty give careful attention to pedagogical method and curricular outcomes. Several faculty members are involved in various ways with McMaster University, such as research ethics review, a field education committee, the University Senate, and the pastoring of university students.

We did not interpret our mandate as including an examination of quality assurance controls in faculty recruitment and searches, or appointments to associate or full graduate faculty memberships. We were told that MDC makes

no decision for tenure as such, although there is a process of faculty 'regularization' which may or may not be analogous to tenure.³

The MDC faculty did not assume the kind of collegial and conciliar oversight over educational matters that one expects in Canadian graduate education, where faculty members play a significant role in policy-making, curricular decisions, faculty searches, tenure, and promotions student admissions, and shaping the research culture of the academic unit. In talking to faculty members we often heard that decisions in these areas were made entirely by, or under the strong influence of, the school staff and administrators. In fact, many core faculty members were unsure of some of the significant policies, practices, and plans of the school and of the university.

We were concerned that more of the faculty's research articles appear in MDC-published journals or are published by the MDC press than one would expect. Graduate faculty at research-intensive universities generally publish more diversely, engaging in the competitive marketplace of ideas, and seeking out the most high-profile and widely influential presses and journals.

A number of faculty members, particularly recent hires, are graduates of MDC. Typically graduate departments seek faculty members from a diversity of institutions. Some of these individuals are in positions analogous to contractually limited appointments at the university, for which hiring one's graduates is more common. But this raises the question of having such instructors as core members of the programs, which is unusual for academically oriented graduate programs.

International comparators: *assessment of the program(s) under review relative to the best in Canada/North America and internationally, including areas of strength and opportunities*

MDC compares its M.Div. and M.T.S. programs to SEUG programs elsewhere. Its choice of Canadian comparators, for the purposes of this audit, were Knox and Wycliffe Colleges, which teach the M.Div. and M.T.S. at a SEUG level, not Wilfrid Laurier or the University of Waterloo, which teach them at a graduate level. Internationally, MDC chose Yale and Princeton. At Yale, the M.Div. and M.T.S. are degrees of the divinity school, distinct from Yale's

³ Faculty are subject to a process of "regularization" after three years of service as a full-time faculty member, a process that was described as analogous to tenure review. However, it was noted that the input of faculty colleagues into such decisions was less than would be the norm within the university. Consideration for promotion for those who have achieved regularization also appears more *ad hoc* than processes within the university (e.g., it does appear to be linked to specific time-lines for eligibility).

graduate degrees in theology which come under the oversight of Yale's Graduate School of Arts.

Conclusion

Our audit indicates that MDC operates its M.Div. and M.T.S. programs at a second-entry undergraduate level, not at a graduate level. In this respect it follows the practice of most other theological schools in Ontario. Neither MDC nor McMaster University seems to have claimed publicly, or to the provincial government, that these are graduate programs. The decision in 2003 to bring them under the purview of the Graduate Council of the University therefore seems anomalous.



School of Graduate Studies 1280 Main Street West Phone 905.525.9140
Hamilton, Ontario, Canada Ext. 23679
L8S 4L8 <http://graduate.mcmaster.ca>

To : Graduate Council
From : Christina Bryce
Assistant Graduate Secretary

At its meeting on December 7th and January 17th the Faculty of Engineering Graduate Curriculum and Policy Committee approved the following graduate curriculum recommendations.

Please note that these recommendations were approved at the January 30th meeting of the Faculty of Engineering Meeting.

FOR APPROVAL OF GRADUATE COUNCIL:

- **School of Engineering Practice and Technology**
 - **Change to Course Requirements and Calendar Copy (MEngD, MTEI, MEEI, MEME, MEPP)**
- **Chemical Engineering**
 - **Change to Course Requirements and Calendar Copy**
- **Engineering Physics**
 - **Cancellation of Nuclear Tech Diploma**

FOR INFORMATION OF GRADUATE COUNCIL:

- **School of Engineering Practice and Technology**
 - **Change to Prerequisites**
 - 6E03 Entrepreneurial Opportunity Identification
 - 6PM3 The Management of Technical Projects
 - 700 M.Eng. Project in Engineering Design
 - 735 Additive Manufacturing
 - 758 Software Prototyping Tools and Methods
 - 760 Design Thinking
 - 771 W Booth School of Engineering Practice and Technology Practitioner's Forum
 - 790 Proof-of-Concept Studio
- **Civil Engineering**
 - **New Course**
 - 752 Environmental Systems Engineering
 - **Course Cancellations**

- 774 Environmental Hydraulics
- 775 Computational Hydraulics
- **Electrical and Computer Engineering**
 - **New Courses**
 - 713 Multimodal Video Tracking and Fusion
 - 716 Switched Reluctance Machines
 - 720 Power Converter Systems
 - **Change in Title and Course Description**
 - 6FJ4 Introduction to Microwave Engineering
 - **Change in Course Description**
 - 728 Multimedia Communications
- **Engineering Physics**
 - **Course Cancellation**
 - 6G03 Optical Instrumentation
- **Mechanical Engineering**
 - **New Course**
 - 762 Computational Modeling of Circulatory System
- **Biomedical Engineering***
 - **New Cross-Listed Courses**
 - 712 Matrix Computation in Signal Processing
 - 762 Computational Modeling of Circulatory System
- **Materials Science and Engineering**
 - **New Cross-Listed Course**
 - 734 X-Ray Theory
 - **Change to Prerequisite**
 - 730 XRD2 and XRD# Diffraction Methods for Materials

*also approved by the Faculty of Health Sciences

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

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

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

DEPARTMENT	W. Booth School of Engineering Practice and Technology		
NAME OF PROGRAM and PLAN	Engineering Design, M. Eng. Design		
DEGREE	Engineering Design, M. Eng. Design		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>
CHANGE IN COURSE REQUIREMENTS	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	EXPLAIN: Update the calendar to reflect the changes to the program	
OTHER CHANGES	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

1. Candidates will be required to complete satisfactorily the equivalent of at least three full courses.
2. CAS 6CD3 is listed as a recommended elective course under process and production systems
3. CAS 6EB3/ Database Management system design is listed as a recommended elective course under process and production systems
4. SEP 772 is currently a requirement for part time students

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

1. Candidates will be required to complete 8 half courses, plus full-time students must successfully complete SEP 771, Part I & II and SEP 772.
2. Change Comp Sci 6F03 as an elective
3. Remove this course as an recommended elective
4. This was not accurately reflected in the graduate calendar

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. Students have difficulty understanding this language and we have also introduced SEP 700, Part 1 & 2, therefore the total number of units to complete the program is 24.
2. This is the new course code under CAS department
3. No longer offered in CAS department
4. To reflect the graduate calendar accurately and to avoid any misunderstandings

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

September 1, 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):

Innovative new designs and the ability to improve performance of existing systems have become a basis for a competitive advantage in the marketplace. Performance, environmental sustainability, safety, usability, desirability, viability and efficiency are integral parts of the requirements in the design of industrial products, healthcare products, large-scale systems, or software solutions. Within this complex set of constraints, successful engineers and engineering managers must be able to lead transformation of an idea to a complete design by

working in interdisciplinary teams. The Master of Engineering Design program provides its participants with technical expertise and leadership capabilities required to invent novel solutions and to lead technically-oriented organizations. Strong emphasis on solving engineering problems from industrial practice is accomplished via industrially motivated and supported projects.

The M.Eng. Design program emphasizes development of competencies in:

Leadership, collaboration, and management skills to lead diverse teams.

Design thinking and innovations methodologies.

* Engineering disciplines leading to breakthrough design and operation of systems in:

* Sustainable community infrastructure (renewable energy systems, environmental systems, sustainable products and systems design, local economy)

* Process industries (refining, chemicals, specialty chemicals, pharmaceuticals, power, oil and gas production, and similar)

* Manufacturing of industrial and consumer products

* Health, wellness and aging device and software solutions

Admission

In addition to the general requirements for entry into a graduate program in Engineering, students must hold a four-year engineering undergraduate degree or equivalent, with at least a B- average (equivalent to a McMaster 7.0 GPA out of 12) in the final year in all courses in the discipline, or relating to the discipline, in which the applicant proposes to do graduate work. Students with a degree in Science, Technology and Mathematics will also be considered.

Strong letters of recommendation are also required. Each applicant will also be interviewed as part of the admission process. Professional work experience will be highly desirable.

Candidates may be enrolled on a full- or part-time basis. Full-time students will complete the degree in twelve consecutive months of study. Students are admitted for September or January. Part-time students will normally be expected to complete the program in two years and one term (28 months).

Prospective applicants who did not attain the required standing in their undergraduate degree, but who have at least four (4) years of relevant work experience, should discuss their situation with the Program Lead. If the experience is deemed sufficient, the Program Lead may then recommend an interview. Evidence of ability to do graduate work will still be required. (See Sections [2.1.1 Admission Requirements for Master's Degree](#) and [2.1.5 Admission of Students with Related Work Experience or Course Work beyond the Bachelor's Degree](#) in the Graduate Calendar.)

McMaster students may receive advanced standing for up to two courses (note that a maximum of two 600-level courses can count towards a SEPT graduate program) with the approval of the Associate Dean of Graduate Studies.

Curriculum

Candidates will be required to complete ~~satisfactorily the equivalent of at least three full~~ **half** courses, plus full-time students must successfully complete [SEP 771, Part I and II](#) and SEP 772. [Part time students are also required to complete SEP 772.](#)

The curriculum has five main components:

- 1. Leadership and Management Capabilities** courses that will enable M.Eng. Design graduates to deal with complex situations in the work environment, to lead teams, and to manage projects.
- 2. Interdisciplinary engineering courses** in product design, project management, and risk management.
- 3. Core technical courses** that provide expert knowledge in targeted technical areas.
- 4. Elective courses** that allow students to acquire broader expertise in the technical areas which are at the centre of their studies.

5. An industrially oriented project that solves complex problems requiring synthesis of knowledge from several disciplines and presenting the students with an opportunity to develop the solution in an industrial environment.

Process and Production Systems

Master of Engineering Design program in the field of Process and Production Systems provides advanced competencies for engineers and supervisors typically working in:

- Process Design
- Advanced Process Control
- Plant Operations
- Process Industry Oriented R&D
- Control Systems and Software

The following course requirements need to be fulfilled by the candidate:

Required Courses

Candidates are required to take the following:

SEP 700 / M.Eng. Project in Engineering Design, Part I

SEP 700 / M.Eng. Project in Engineering Design, Part II

- [SEP 760 / Design Thinking](#)
- [SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum](#), Part I (Full-students only)
- SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum, Part II (full-time students only)
- [SEP 772 / Innovation Studio](#)
- [SEP 773 / Leadership for Innovation](#) or SEP 6EL3 / Leading Innovation

Electives

Candidates are required to select four half courses which should be selected from graduate courses offered by departments within the Faculty of Engineering. Candidates are required to have their elective course selection approved by the Associate Director for Graduate Studies in SEPT

Recommended courses for candidates focusing on *Process Design, Process Control, or Plant Operations* include:

- [SEP 751 / Process Design and Control for Operability](#)
- [SEP 752 / Systems Modeling and Optimization](#)
- [SEP 6C03 / Statistics for Engineers](#)
- [SEP 754 / Process Design and Integration for Minimal Environmental Impact](#)
- [CHEM ENG 752 / Optimization of Chemical Processes](#)
- [CHEM ENG 765 / SEP 767 Multivariate Statistical Methods for Big Data Analysis and Process Improvement](#)

Recommended courses for students with a background or interest in *Control Systems Engineering* are:

- ~~CASComp Sci *6CDF03 / Distributed Computer Systems~~
- ~~CAS*6EB3 / Database Management System Design~~
- [CAS 704 / Embedded, Real-Time Software Systems](#)
- [CAS 703 / Software Design](#)
- [CHEM ENG 6E03 / Digital Computer Process Control](#)
- [ECE 771 / Algorithms for Parameter and State Estimation](#)
- [ECE 772 / Neural Networks and Learning Machines](#)
- Mech Eng 761 / Industrial Components, Networks, and Interoperability

Formatted: Font: inherit, No underline, Font color: Black, Border: : (No border)

Product Design

Innovation and creative system, solutions, or product design are emphasized through problem solving via interdisciplinary teams in a design studio environment, while learning about the use of materials in product design and design for manufacturing are led by the faculty who are also members of McMaster's advanced centres (including Centre for Automotive Materials, Manufacturing Research Institute, Institute for Polymer Production Technology and the Centre for Advanced Polymer Processing and Design). The interdisciplinary nature of the program enables its participants to work on a variety of designs, such as industrial machinery, consumer products, automotive, etc.

The following course requirements need to be fulfilled by the candidates:

Mandatory Courses

Candidates are required to take the following:

*SEP 700 / M.Eng. Project in Engineering Design, Part I

- SEP 700 / M.Eng. Project in Engineering Design, Part II
- [SEP 760 / Design Thinking](#)
- [SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum, Part I](#) (full-time students only)
- SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum, Part II (full-time students only)
- [SEP 772 / Innovation Studio](#)
- [SEP 773 / Leadership for Innovation](#) or SEP 6EL3 / Leading Innovation

Electives

Candidates are required to take four half courses which should be selected from graduate courses offered by departments within the Faculty of Engineering. Candidates are required to have their elective course selection approved by Associate Director of Graduate Studies in SEPT

Strongly recommended

SEP 757 / Hardware Prototyping Tools and Methods

Or

- SEP 758 / Prototyping tools (mobile applications)

Sustainable Community Infrastructure

Candidates in this field of study cover various aspects of the design of sustainable communities, including:

- Public realm spaces (parks, sidewalks, recreation facilities)
- Storm water management
- Housing and energy efficient buildings
- Development of local business
- Sustainable transportation systems
- Sustainable energy generation

The following course requirements need to be fulfilled by the candidates:

Mandatory Courses

Candidates are required to take:

Formatted: Normal

Formatted: Normal (Web), Space Before: 7.5 pt, After: 7.5 pt, No bullets or numbering

* SEP 700 / M.Eng. Project in Engineering Design, Part I

* SEP 700 / M.Eng. Project in Engineering Design, Part II

- [SEP 760 / Design Thinking](#)
- [SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum, Part I](#) (full-time students only)
- SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum, Part II (full-time students only)
- [SEP 772 / Innovation Studio](#)
- [SEP 773 / Leadership for Innovation](#) or SEP 6EL3 / Leading Innovation

Electives

Candidates are required to take four elective courses, which should be selected from graduate courses offered by departments within the Faculty of Engineering. Suggested courses in sustainable energy systems and manufacturing are:

- Strongly Recommended:
- [SEP 6X03 / LIVABLE CITIES, THE BUILT AND NATURAL ENVIRONMENT](#)
 - Or
- [SEP 748 / Development of Sustainable Communities](#)

Other Electives:

- [SEP 6103 / Sustainable Manufacturing Processes](#)
- [SEP 705 / Green Engineering, Sustainability and Public Policy](#)
- [SEP 746 / Design of Sustainable Community Infrastructure](#)
- [SEP 747 / Energy Efficient Buildings](#)
- [SEP 757 / Hardware Prototyping Tools and Methods](#)
- SEP 758 / Prototyping tools (mobile applications)

Candidates are required to have their elective course selection approved by the Associate Director of Graduate Studies in SEPT

Courses

SEP 7xx / Rendering Techniques

SEP 7xx / Workflow Management for Animated Prototypes

[SEP 6AS3 / Advanced System Components and Integration](#)

[SEP 6AT3 / Conceptual Design of Electric and Hybrid Electric Vehicles](#)

[SEP 6BC3 / Building Science](#)

[SEP 6BI3 / Bioinformatics](#)

[SEP 6BL3 / Biomaterials and Biocompatibility](#)

[SEP 6BM3 / Biopharmaceuticals](#)

[SEP 6BS3 / Biotechnology Regulations](#)

[SEP 6C03 / Statistics for Engineers](#)

[SEP 6CS3 / Computer Security](#)

[SEP 6DA3 / Data Analytics and Big Data](#)

[SEP 6DM3 / Data Mining](#)

[SEP 6DV3 / Vehicle Dynamics](#)

[SEP 6EL3 / Leading Innovation](#)

Formatted: Border: : (No border)

Formatted: Indent: Left: 0.5", No bullets or numbering

Formatted: Indent: Left: 0.5", No bullets or numbering

Formatted: Indent: Left: 0.5", No bullets or numbering

Formatted: Indent: Left: 0.5", No bullets or numbering

[SEP 6ES3 / Real-Time Systems](#)
[SEP 6IC3 / Industrial Networks and Controllers](#)
[SEP 6I03 / Sustainable Manufacturing Processes](#)
[SEP 6MS3 / Modelling and Simulation](#)
[SEP 6PD3 / Power System Analysis and Control](#)
[SEP 6PM3 / The Management of Technical Projects](#)
[SEP 6PQ3 / Power Quality](#)
[SEP 6SS3 / System Specification and Design](#)
[SEP 6TB3 / Advanced biotechnology](#)
[SEP 700 / M.Eng. Project in Engineering Design, Part I](#)
[SEP 700 / M.Eng. Project in Engineering Design, Part II](#)
[SEP 730 / Reliability and Risk Management](#)
[SEP 732 / Sustainable Energy - Technology and Options Selection](#)
[SEP 733 / Project Management](#)
[SEP 746 / Design of Sustainable Community Infrastructure](#)
[SEP 747 / Energy Efficient Buildings](#)
[SEP 748 / Development of Sustainable Communities](#)
[SEP 750 / Model Predictive Control Design and Implementation](#)
[SEP 751 / Process Design and Control for Operability](#)
[SEP 752 / Systems Modeling and Optimization](#)
[SEP 754 / Process Design and Integration for Minimal Environmental Impact](#)
[SEP 757 / Hardware Prototyping Tools and Methods](#)
[SEP 758 / Software Prototyping Tools and Methods](#)
[SEP 760 / Design Thinking](#)
[SEP 761 / Human-Centred Design](#)
[SEP 763 / Special Topics in Engineering Design](#)
[SEP 767 / Multivariate Statistical Methods for Big Data Analysis and Process Improvement](#)
[SEP 770 / Total Sustainability Management](#)
[SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum, Part I](#)
[SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum, Part II](#)
[SEP 772 / Innovation Studio](#)
[SEP 773 / Leadership for Innovation](#)
[SEP 774 / Nanobiotechnology](#)
[SEP 780 / Advanced Robotics and Automation](#)
[SEP 781 / Contaminated Site Management](#)
[SEP 782 / Modern Power System Design](#)
[SEP 783 / Electromagnetics Sensors and Actuators](#)
[SEP 768 / Special Topics in Additive Manufacturing](#)
[SEP 769 / Systems Engineering & Cyber Physical Systems](#)

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Vladimir Mahalec Email: mahalec@mcmaster.ca Extension: 26386 Date submitted: Jan 2, 2018

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:

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	W. Booth School of Engineering Practice and Technology		
NAME OF PROGRAM and PLAN	Master of Engineering, Entrepreneurship and Innovation		
DEGREE	Master of Engineering, Entrepreneurship and Innovation		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>
			CHANGE IN COURSE REQUIREMENTS <input checked="" type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	EXPLAIN: Update the Graduate Calendar to reflect the changes described in this form.	
OTHER CHANGES	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

1. Students will normally be required to complete two graduate level (700 level) engineering courses in fulfillment of the requirements for Advanced Engineering Studies

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

1. At the time, 2 600 level courses were mandatory courses for their degree requirements, therefore, advanced engineering courses had to be at the 700 level. However, the degree requirements have changed and students are only required to enroll in 1 600 level mandatory course.

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

1. Students can either select 1 600 level or 1 700 level course as an advanced engineering studies

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

September 1, 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):

Admission

Applications for admission will be made directly through the W Booth School of Engineering Practice and Technology. In addition to the general requirements for entry into a graduate program in Engineering, candidates applying to the Master of Engineering Entrepreneurship and Innovation program must hold an Honours Bachelor's degree in engineering or closely related discipline (i.e. science, technology, math), with at least a B-average (equivalent to a McMaster 7.0 GPA out of 12) in the final year in all courses.

Strong letters of recommendation are also required. The delivery of the program relies heavily on the synergy created between members of student teams, and successful operation of the program requires that each cohort have an appropriate blend of skills and experience. Therefore, each applicant will be interviewed. A strong performance in the interview is a critical requirement for admission.

The program will accept full-time students. The full program is expected to take 20 months full-time study. Candidates are admitted for September only. No part-time option is available.

Prospective applicants who did not attain the required standing in their undergraduate degree, but who have at least four (4) years of relevant work experience, should discuss their situation with the appropriate Program Lead. If the experience is deemed sufficient, the Program Lead may then recommend an interview. Evidence of ability to do graduate work will still be required. (See Sections [2.1.1 Admission Requirements for Master's Degree](#) and [2.1.5 Admission of Students with Related Work Experience or Course Work Beyond the Bachelor's Degree](#) in the Graduate Calendar.)

A candidate is required to complete successfully two one-term advanced engineering courses and the six compulsory Engineering Entrepreneurship and Innovation module courses. Additionally, full-time students must successfully complete [SEP 771, Part I and II and SEP 772](#). A faculty advisor will assist the student in selecting relevant engineering courses. Students will normally be required to complete two graduate level (700-level) engineering courses, ~~in fulfillment of the requirements for Advanced Engineering Studies. Advanced engineering studies are an integral component of the program and are offered by various departments in the Faculty of Engineering and beyond.~~The objective is to acquire leading-edge engineering skills and apply them to the enterprise project.

McMaster students may receive advanced standing for only one additional course with the approval of the Associate Dean of Graduate Studies (note that a maximum of two 600-level courses, including mandatory 600 level courses can count towards a SEPT graduate program).

Innovation and Entrepreneurial Skills Development

Six compulsory enterprise modules will focus on providing the Master's degree candidate basic skills to select an idea with good potential, manage the innovation process, then create and manage the business outcome. The skills will broadly cover all the business life cycle from start, growth and sustainability. The modules will develop an understanding of both the innovation and the entrepreneurial processes through lectures, workshops and hands-on work as well as embed sustainability into their enterprise project as a source of competitive advantage. .

Each module is considered the equivalent of a half-course as defined by the School of Graduate Studies, but will contain elements of lecture, group work, presentation and other activities as defined in the course outline. The module courses will be delivered in an intensive format. The module courses are:

- [SEP 6E03 / Entrepreneurial Opportunity Identification](#)
- [SEP 773 / Leadership for Innovation](#)
- [SEP 753 / Enterprise Opportunity Development](#)
- [SEP 755 / Business Launch and Development](#)
- [SEP 770 / Total Sustainability Management](#),
SEP 790 / Proof-of-Concept Studio
- All full-time candidates are required to successfully complete:
 - [SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum, Part I](#)
 - [SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum, Part II](#)
 - [SEP 772 / Innovation Studio](#)

Engineering Enterprise Project

The Engineering Enterprise Project will run throughout the entire study period and will result in both a business and a viable Proof-of-Concept defined as the combination of (i) a technical plan for an engineering prototype product (ideally with an actual prototype device or software produced) plus (ii) an identified customer base and a plan outlining the way to commercialization. The project will bring together the two complementary streams of activities, one technical and the other commercial-, to bring an idea to the proof of concept phase. The Entrepreneurial course stream, which will run coincidentally with the advanced engineering studies, will guide the technological work performed in the research laboratory so that the concept becomes, by the end of the

Formatted: Border: : (No border)

Formatted: Normal, No bullets or numbering

Formatted: Font: inherit, No underline, Font color: Black, Border: : (No border)

degree, the nucleus of a business proposition. The Engineering Enterprise Project will have three phases, which will end with project gate assessments to determine the project's readiness to proceed to the next phase:

Phase 1 - Project Preparation

Market research to arrive at a proposed product or service with clear value proposition; define the market for the intended product or service revealing competitive threat, opportunities, and margins and volumes projections; draw up development plans for the product or service indicating the required resources and estimated investment cost; seek the resources within the university and without; build a team of support that might include a partner.

Phase 2 - Technical Research and the Development of the Engineering Prototype

Develop an engineering research plan, identifying key issues and opportunities (with the assistance of academic technical and business supervisors); conduct technical research and development; implement the engineering research plan within the research group in the host-engineering department; build a development network within the engineering research community; ready the technology for transfer to market; conduct initial market engagement to get customer feedback and reactions.

Phase 3 - Technology Transfer to Market:

Apply for IP protection if applicable; develop a path-to-market strategy; develop a business case; seek out financing -and explore business arrangements; plan for business start-up. Each phase has two equally important components, one technical and the other business:

The Phase 3 evaluation will be a defense of your project in an oral examination to your board (technical mentor, enterprise advisor, business advisor and your business mentor). Candidates are required to complete and pass through each phase in order to graduate.

Leadership Skill Development and the Enterprise Project

The ability to effectively work in a team environment is an important learning outcome of team-based project work on the Enterprise project. The MEEI and MTEI programs use a confidential service to provide each individual with personalized performance feedback from their peers on a periodic basis. Approaches to improving ones own performance include mentoring and guidance by their Enterprise Advisor.

Courses

[SEP 6E03 / Entrepreneurial Opportunity Identification](#)

[SEP 6EL3 / Leading Innovation](#)

[SEP 719 / Special Topics in Engineering/ Technology Entrepreneurship and Innovation](#)

[SEP 725 / Practical Project Management for Today's Business Environment](#)

[SEP 748 / Development of Sustainable Communities](#)

[SEP 753 / Enterprise Opportunity Development](#)

[SEP 755 / Business Launch and Development](#)

[SEP 770 / Total Sustainability Management](#)

[SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum.](#)

Part I

[SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum.](#)

Part II

[SEP 772 / Innovation Studio](#)

[SEP 773 / Leadership for Innovation](#)

[SEP 790 / Proof-of-Concept Studio](#)

Formatted: Border: : (No border)

Formatted: Space After: 0 pt

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Vladimir Mahalec Email: mahalec@mcmaster.ca Extension: 26386 Date submitted: Jan 2, 2018

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:

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	W. Booth School of Engineering Practice and Technology		
NAME OF PROGRAM and PLAN	Master of Technology, Entrepreneurship and Innovation		
DEGREE	Master of Technology, Entrepreneurship and Innovation		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input 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"/>
			<input checked="" type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	EXPLAIN: Update the Graduate Calendar to reflect the changes described in this form.	
OTHER CHANGES	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

1. Students will normally be required to complete two graduate level (700 level) engineering courses in fulfillment of the requirements for Advanced Engineering Studies

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

1. At the time, 2 600 level courses were mandatory courses for their degree requirements, therefore, advanced engineering courses had to be at the 700 level. However, the degree requirements have changed and students are only required to enroll in 1 600 level mandatory course.

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

1. Students can either select 1 600 level or 1 700 level course as an advanced engineering studies

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

September 1, 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):

Admission

While students in the Technology Entrepreneurship and Innovation program are not expected to have any engineering or scientific background, they are expected to embrace creativity and innovation. Some basic familiarity with technology is expected, but the required technological depth will depend on the project itself and will be evaluated on a case-by-case basis. Considerable emphasis will be placed on team-based experiential learning in which all members of the team will learn from each other as they complete the project.

Applications for admission will be made directly through the W Booth School of Engineering Practice and Technology. In addition to the general requirements for entry into a graduate program in Engineering, candidates applying to the Master of Technology Entrepreneurship and Innovation program must hold an Honours Bachelor's degree from any discipline, with at least a B- average (equivalent to a McMaster 7.0 GPA out of 12) students in the final year in all courses in the discipline, or relating to the discipline, in which the applicant proposes to do graduate work.

Strong letters of recommendation are also required. The delivery of the program relies heavily on the synergy created between members of student teams, and successful operation of the program requires that each cohort have an appropriate blend of skills and experience. Therefore each applicant will be interviewed. A strong performance in the interview is a critical requirement for admission.

The program will accept fulltime students. The full program is expected to take 20 months full-time study. Candidates are admitted for September only. No part-time option is available.

Prospective applicants who did not attain the required standing in their undergraduate degree, but who have at least four (4) years of relevant work experience, should discuss their situation with the Program Lead. If the experience is deemed sufficient, the Program Lead may then recommend an interview. Evidence of ability to do graduate work will still be required (see sections [2.1.1 Admission Requirements for Master's Degree](#) and [2.1.5 Admission of Students with Related Work Experience or Course Work Beyond the Bachelor's Degree](#) in the Graduate Calendar.)

A candidate is required to complete successfully two one-term advanced graduate courses and the -six compulsory Entrepreneurship and Innovation module courses. Additionally, full-time students must successfully complete [SEP 771, Part I and II and SEP 772](#). A faculty advisor will assist the student in selecting relevant graduate courses. Students will normally be required to complete two graduate level (700-level) graduate courses, ~~in fulfillment of the requirements for Advanced Studies. Advanced studies are an integral component of the program and are offered by various departments in the Faculty of Engineering and beyond.~~ The objective is to acquire leading-edge skills and apply them to the enterprise project.

McMaster students may receive advanced standing for only one additional course (note that a maximum of two 600-level courses can count towards a SEPT graduate program including mandatory 600 level courses) with the approval of the Associate Dean of Graduate Studies.

Innovation and Entrepreneurial Skills Development

Six compulsory enterprise modules will focus on providing the Master's degree candidate with basic skills to select an idea with good potential, manage the innovation process, then create and manage the business outcome. The skills will broadly cover all the business cycle from start, growth and sustainability. The modules will develop an understanding of both the innovation and the entrepreneurial processes through lectures, workshops and hands-on work as well as embed sustainability into their enterprise project as a source of competitive advantage

Each module is considered the equivalent of a half-course as defined by the School of Graduate Studies, but will contain elements of lecture, group work, presentation and other activities as defined in the course outline. The module courses will be delivered in an intensive format. The module courses are:

- [SEP 6E03 / Entrepreneurial Opportunity Identification \)](#)
- [SEP 773 / Leadership for Innovation](#)
- [SEP 753 / Enterprise Opportunity Development](#)
- [SEP 755 / Business Launch and Development](#)
- [SEP 770 / Total Sustainability Management](#)
- SEP 790 / Proof-of-Concept Studio

All full-time candidates are required to successfully complete:

- [SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum, Part I](#)
- [SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum, Part II](#)
- [SEP 772 / Innovation Studio](#)

Enterprise Project

The Enterprise Project will run throughout the entire study period and will result in both a business and a viable Proof-of-Concept defined as the combination of (i) a technical plan for an engineering prototype product (ideally with an actual prototype device or software produced) plus (ii) an identified customer base and a plan outlining the way to commercialization. The project will bring together complementary streams of activities, one technical and the other commercial to bring an idea to the proof of concept phase. The Entrepreneurial course stream, which will run coincidentally with the advanced engineering studies will guide the technological work performed in the research laboratory so that the concept becomes, by the end of the degree, the nucleus of a business proposition. The Enterprise Project will have three phases, which will end with project gate assessments to determine the project's readiness to proceed to the next phase:

Phase 1 - Project Preparation

Market research to arrive at a proposed product or service with clear value proposition; define the market for the intended product or service revealing competitive threat, opportunities, and margins and volumes projections; draw up development plans for the product or service indicating the required resources and estimated investment cost; seek the resources within the university and without; build a team of support that might include a partner.

Phase 2 - Technical Research and the Development of the Prototype

Develop a research plan, identifying key issues and opportunities (with the assistance of academic technical and business supervisors); conduct technical research and development; implement the engineering research plan within the research group in the host-engineering department; build a development network within the engineering research community; ready the technology for transfer to market; conduct initial market engagement to get customer feedback and reactions.

Phase 3 - Technology Transfer to Market

Apply for IP protection if applicable; develop a path-to-market strategy; develop a business case; seek out financing- and explore business arrangements; plan for business start-up. Each phase has two equally important components, one technical and the other business:

Phase I

Concept initiation proposal; Technology development plan presentation and documentation

Phase II

Technical Proof-of-concept; Draft financial plan presentation and documentation

Phase III

Business Strategy and Go-to-market plan or a Venture feasibility presentation and documentation

The Phase III evaluation will be a defence of your project in an oral examination to your board (technical mentor, enterprise advisor, business advisor and your business mentor). Candidates are required to complete and pass through each phase in order to graduate.

Leadership Skill Development and the Enterprise Project

- The ability to effectively work in a team environment is an important learning outcome of team-based project work on the Enterprise project. The MTEI program uses a confidential service to provide each individual with personalized performance feedback from their peers on a periodic basis. Approaches to improving one's own performance include mentoring and guidance by their Enterprise Advisor.
- [SEP 6E03 / Entrepreneurial Opportunity Identification](#)
- [SEP 6EL3 / Leading Innovation](#)

Formatted: Font: English (Canada)

- [SEP 719 / Special Topics in Engineering/ Technology Entrepreneurship and Innovation](#)
- [SEP 725 / Practical Project Management for Today's Business Environment](#)
- [SEP 753 / Enterprise Opportunity Development](#)
- [SEP 755 / Business Launch and Development](#)
- [SEP 770 / Total Sustainability Management](#)
- [SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum, Part I](#)
- [SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum, Part II](#)
- [SEP 772 / Innovation Studio](#)
- [SEP 773 / Leadership for Innovation](#)
- SEP 790 / Proof-of-Concept Studio

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Vladimir Mahalec Email: mahalec@mcmaster.ca Extension: 26386 Date submitted: Jan. 2, 2018

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:

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	W. Booth School of Engineering Practice and Technology		
NAME OF PROGRAM and PLAN	Master of Engineering, Manufacturing Engineering		
DEGREE	Master of Engineering, Manufacturing Engineering		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>
			CHANGE IN COURSE REQUIREMENTS <input checked="" type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	EXPLAIN: Update the Graduate Calendar to reflect the changes described in this form.	
OTHER CHANGES	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

1. SEP 771, W Booth School of Engineering Practice and Technology Practitioner's Forum is a zero credit two term course.
2. McMaster undergraduate students can choose 600 level courses only from the approved list

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

1. Divide SEP 771, W Booth School of Engineering Practice and Technology Practitioner's Forum in two parts: SEP 771 "W Booth School of Engineering Practice and Technology Practitioner's Forum, Part 1" and SEP 771 "W Booth School of Engineering Practice and Technology Practitioner's Forum, Part 2".
2. McMaster undergraduate students can take any 600 level courses in Engineering intended for credit in their M.Eng. studies with approval of the Associate Dean of graduate studies.

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

1. Dividing the course SEP 771 "W Booth School of Engineering Practice and Technology Practitioner's Forum" in two parts allows us to deliver the course during the Winter Term and the Fall term and not have issue with Mosaic.
2. To reduce course load.

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

September 1, 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):

Program Description

The Master of Engineering in Manufacturing Engineering is a one and a half-year program aimed at highly motivated students seeking advanced training in the broad area of Manufacturing. Application for admission to

the program may be made through the ~~Water-G~~ Booth School of Engineering Practice and Technology. The program accepts full-time and part-time students.

In addition to the general requirements for entry into a graduate program in Engineering, students must hold an Honours Bachelor's degree in Engineering with at least a B average (equivalent to a McMaster 8.0/12 GPA) in the penultimate and final years.

Delivery of the program includes a strong emphasis on project-based experience within the Manufacturing Industry, which is obtained through an industry-based project during the coursework portion of the program. Requirements for these are outlined below. Due to the strong practical orientation of the project components of the program, successful completion requires that students have strong interpersonal and communication skills. To this end, each applicant will be interviewed. A strong performance in the interview is a critical requirement for admission.

Students completing the Program on a course-only basis will be required to complete 8 courses from the approved list of courses. Course selection must be done in consultation with the program lead.

Students completing the Program through course and project work will be required to complete six courses from the approved list of courses, plus successful completion of the project. Course and Project selection must be done in consultation with the program lead.

~~McMaster S~~students may receive advanced standing for up to two ~~of the following~~ courses (note that a maximum of two 600-level courses can count towards a SEPT graduate program) ~~with the approval of the Associate Dean of Graduate Studies.~~

~~Only a student enrolled in their final year of a Bachelors of Engineering or Technology at McMaster University immediately entering a SEPT graduate program can be eligible for advanced credit. There can be no banking, no retroactive accommodations and no offer for students outside of Engineering to participate in advanced credit options.~~

~~SEP 6AS3 / Advanced System Components and Integration~~

~~SEP 6AT3 / Conceptual Design of Electric and Hybrid Electric Vehicles~~

~~SEP 6DM3 / Data Mining~~

~~SEP 6PD3 / Power System Analysis and Control~~

~~MANUF 6RM3 / Robot Mechanics and Mechatronics~~

~~SEP 6BI3 / Bioinformatics~~

~~SEP 6DA3 / Data Analytics and Big Data~~

~~SEP 6ES3 / Real-Time Systems~~

~~SEP 6SS3 / System Specification and Design~~

Project

Students must complete a suitable industry-based project. Projects will normally be performed individually or by groups of two to three students which could be multi-disciplinary in composition. Projects should address a specific problem found in a manufacturing facility related to trouble-shooting, re-design or optimization. The problem should not be focused on the design of new processes or products as that lies beyond the purview of this program. It is expected that the majority of the projects will be developed from work undertaken during co-op or graduate employment experience and students should look for opportunities to develop projects with their employers. Students are also encouraged to develop their own ideas and find industrial sponsors. Identification of this project is the responsibility of the student and must be provided to the program lead at the time of applying to the program. Projects are ideally undertaken at local companies but may be conducted at locations inside Canada or abroad with the Program Lead's approval and provided that none of the work on the project was done prior to admission into the program. Project groups or individuals will have an industry-based supervisor (stakeholder) with whom the student team can discuss progress, arrange trials etc. Students will also have an academic supervisor who will normally have some expertise in the subject area. It is expected that the teams will meet with their supervisors on a regular basis to discuss their progress.

Projects will have three "tollgate" stages. Student groups must submit a project proposal by the end of September to their academic and industrial supervisors for approval of scope, deliverables and timeline. The interim project

report, outlining progress-to-date, is due at the end of the fall semester for approval by the academic and industrial supervisors. The final written project report is normally due at the end of the winter semester. However, if the supervisors agree that the project group has not made sufficient progress by this point, they are free to request further work to meet the standards of the program. The project team will orally defend their final project report to an examination board comprised of their industrial supervisor, academic supervisor and program Director (Chair) or designate.

Students are required to successfully complete a compulsory full year project course and six graduate half courses (or equivalent), of which at least four must be 700 level and up to two 600 level courses approved by the program ~~director~~lead. Two of these 600 level courses can be taken in the final undergraduate year at McMaster for graduate credit ~~provided they are listed as option courses with the approval of the Associate Dean of Graduate Studies.~~

Students who opt to complete the program on a course basis must complete eight courses in consultation with the program lead.

Half courses are marked with an asterisk (*) and quarter courses are marked with a pound sign (#). Students should note that not all option courses are offered every year.

~~All full-time candidates are required to successfully complete SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum~~

Courses

Compulsory Courses:

~~MANUF 701 / Project~~ (Please note that this course is only required for students in the project option of the program.)

~~SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum, Part I &~~

~~II~~ (Full-time students only)

Additional Information for SEP 771

This is a seminar series presented by guest speakers, invited by the School, of relevance to all Centres. All full-time students are required to take this course in both fall and winter terms. Course grades are either 'pass' or 'fail'. In order to pass the course the student must attend a minimum of 80% of the seminars.

Optional Courses

Students will select any combination from the list below totaling six half courses ~~for the project based or eight half courses for the course based option~~, of which a maximum of two half courses can be taken at the 600 level. Two of these 600 level courses can be taken in the final undergraduate year for graduate credit. Other manufacturing-related courses may be substituted with permission of the ~~Director~~Program lead. Note that not all courses are offered every year.

Chemical Engineering

[CHEM ENG 6B03 / Polymer Reaction Engineering](#)

[CHEM ENG 6C03 / Statistics for Engineers](#)

[CHEM ENG 6E03 / Digital Computer Process Control](#)

[CHEM ENG 6X03 / Polymer Processing](#)

[CHEM ENG 6Z03 / Interfacial Engineering](#)

[CHEM ENG 742 / Membrane Based Bioseparations](#)

[CHEM ENG 752 / Optimization of Chemical Processes](#)

[CHEM ENG 753 / Systems Modeling and Optimization](#)

[CHEM ENG 761 / Multivariable, Stochastic and Adaptive Control of Chemical Processes](#)

[CHEM ENG 764 / Process Control Design](#)

Formatted: Border: : (No border)

Formatted: Default Paragraph Font, Font: +Body (Calibri), 11 pt, Font color: Black, Border: : (No border)

Formatted: Default Paragraph Font, Font: +Body (Calibri), 11 pt, Font color: Black, Border: : (No border)

[CHEM ENG 765 / Multivariate Statistical Methods for Big Data Analysis and Process Improvement](#)

[CHEM ENG 770 / Selected Topics in Polymer Science and Engineering](#)

[CHEM ENG 772 / Polymer Rheology](#)

[CHEM ENG 773 / Advanced Concepts of Polymer Extrusion](#)

[CHEM ENG 774 / Advances in Polymeric Materials](#)

[CHEM ENG 782 / Biopharmaceuticals](#)

[CHEM ENG 791 / Nanotechnology in Chemical Engineering](#)

Materials Science and Engineering

[MATLS 6C03 / Modern Iron and Steelmaking](#)

[MATLS 6D03 / Corrosion](#)

[MATLS 6H03 / Thin Film Science and Engineering](#)

[MATLS 6I03 / Sustainable Manufacturing Processes](#)

[MATLS 6P03 / Properties of Polymeric Materials](#)

[MATLS 6T03 / Properties and Processing of Composites](#)

[ENGINEER 6T04 / Materials Selection in Design and Manufacturing](#)

[MATLS 754 / Fracture Mechanics](#)

[MATLS 755 / Deformation of Crystalline Solids](#)

[MATLS 760 / Electronic Materials](#)

[MATLS 771 / Principles of Heterogeneous Kinetics](#)

[MATLS 780 / Metallic and Non-metallic Coatings](#)

Mechanical Engineering

[MECH ENG 6B03 / Topics in Product Development](#)

[MECH ENG 6K03 / Robotics](#)

[MECH ENG 6L03 / Industrial Design](#)

[MECH ENG 6Q03 / Mechanical Vibrations](#)

[MECH ENG 6T03 / Finite Element Applications](#)

[MECH ENG 6Z03 / CAD/CAM/CAE](#)

[MECH ENG 702 / Advanced Dynamics of Machines](#)

[MECH ENG 705 / Advanced Finite Element Analysis](#)

[MECH ENG 710 / Machine Tool Analysis](#)

[MECH ENG 714 / Solidification Processing](#)

[MECH ENG 724 / Solid and Surface Modeling Techniques](#)

[MECH ENG 728 / Manufacturing Processes I](#)

[MECH ENG 729 / Manufacturing Systems](#)

[MECH ENG 734 / Theory of Plasticity](#)

[MECH ENG 738 / Manufacturing Processes II](#)

[MECH ENG 743 / Advanced Mechatronics](#)

[MECH ENG 751 / Advanced Mechanical Engineering Control Systems](#)

[MECH ENG 752 / Advanced MEMS Fabrication and Microfluidics](#)

A Maximum of two courses can be selected from the following list:

Electrical Engineering

[ECE 710 / Engineering Optimization](#)

[ECE 732 / Non-linear Control Systems](#)

[ECE 736 / 3D Image Processing and Computer Vision](#)

[ECE 744 / System-on-a-Chip \(SOC\) Design and Test: Part I - Methods](#)

[ECE 772 / Neural Networks and Learning Machines](#)

[ECE 778 / Introduction to Nanotechnology](#)

Software Engineering

[SFWR ENG 6HC3 / The Human Computer Interface](#)

Computer Science

[COMP SCI 6F03 / Distributed Computer Systems](#)

[COMP SCI 6TE3 / Continuous Optimization](#)

Computing and Software

[CAS 767 / Information Privacy and Security](#)

[CAS 771 / Introduction to Big Data Systems and Applications](#)

School of Engineering Practice and Technology

[SEP 6AS3 / Advanced System Components and Integration](#)

[SEP 6AT3 / Conceptual Design of Electric and Hybrid Electric Vehicles](#)

[SEP 6DM3 / Data Mining](#)

[SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum , Part I](#)

[SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum , Part II](#)

[SEP 735 / ADDITIVE MANUFACTURING](#)

[SEP 748 / Development of Sustainable Communities](#)

[SEP 751 / Process Design and Control for Operability](#)

[SEP 752 / Systems Modeling and Optimization](#)

[SEP 754 / Process Design and Integration for Minimal Environmental Impact](#)

[SEP 780 / Advanced Robotics and Automation](#)

Manufacturing Engineering

[MANUF 6RM3 / Robot Mechanics and Mechatronics](#)

[MANUF 710 / SYSTEM ANALYSIS SIMULATION](#)

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Vladimir Mahalec Email: mahalec@mcmaster.ca Extension: 26386 Date submitted: Oct. 31, 2017

Formatted: Border: : (No border)

Formatted: Border: : (No border)

Formatted: Indent: Left: -0.25"

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:

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	W. Booth School of Engineering Practice and Technology		
NAME OF PROGRAM and PLAN	Master of Engineering and Public Policy		
DEGREE	Master of Engineering and Public Policy		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>
			CHANGE IN COURSE REQUIREMENTS <input checked="" type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	EXPLAIN: Update the Graduate Calendar to reflect the changes described in this form.	
OTHER CHANGES	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

1. MEPP students must attend and participate at an intensive workshop/seminar week on engineering and public policy.

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

1. Remove MEPP students must attend and participate at an intensive workshop/seminar week on engineering and public policy.

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. Topics can be integrated into our courses

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

September 1, 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*):

In today's complex world engineers and scientists are called upon to design technical systems that provide goods and services to society in a safe, efficient and environmentally sound manner. In this context, engineers and scientists can serve as key advisors to and take the lead as decision makers in both the public and private sectors. Therefore, engineers and scientists need more than extensive technical skills; They also need an enhanced understanding of public policy and the role of engineering and science in sustainable technological, social, ecological and economic systems.

A professional Master's degree in Engineering and Public Policy (MEPP) is offered within the WBooth School of Engineering Practice and Technology. Engineers and applied scientists from a wide cross-section of organizations who want professional graduate training will find our program goes well beyond a conventional technical Master's to develop candidates as leaders in the public policy area.

Admission

-Students- should hold a 4-year engineering, science, technology or mathematics undergraduate degree, with at least a B- average (equivalent to a McMaster 7.0 GPA out of 12) in the final year in all courses in the discipline, or relating to the discipline, in which the applicant proposes to do graduate work. Each applicant will also be interviewed as part of the admission process and discuss their qualifications if the candidate has expertise outside of the STEM disciplines. Professional work experience is desirable but not essential.

However, prospective applicants who did not attain the required standing in their undergraduate degree, should discuss their situation with the Associate Director of Graduate Studies in SEPT. If the applicant's experience is deemed sufficient, the Associate Director of Graduate Studies in SEPT will recommend an interview. Evidence of ability to do graduate work will be required. (See Sections [2.1.1 Admission Requirements](#) for Master's Degree and [2.1.3 Admission of Students with Related Work Experience or Course Work Beyond the Bachelor's Degree](#) in the Graduate Calendar.)

The W Booth School of Engineering Practice and Technology has the following program objectives for the Master's degree in Engineering and Public Policy (MEPP):

- to provide a high quality educational experience to graduate engineers and scientists in the areas of engineering, science and public policy;
- to foster applied research in the areas of engineering, science and public policy through the successful completion and dissemination of a research paper;
- to produce graduates who will provide inspired leadership in the engineering, science and public policy areas within the public, private and NGO sectors.

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 or January. Part-time students will normally be expected to complete the program in 28 months.

McMaster students may receive advanced standing for up to two courses (note that a maximum of two 600-level courses can count towards a SEPT graduate program) with the approval of the Associate Dean of Graduate Studies.

Curriculum

The curriculum has four main components:

- Core courses that provide the content and methodological skills necessary for understanding and analyzing societal issues for which engineering and science can contribute to public policy solutions;
- Focus elective courses that allow students to deepen their knowledge of a range of engineering, science and social science applications;
- The completion of a substantive research paper on a problem at the interface of engineering, science and public policy;

~~Attendance and participation at an intensive workshop/seminar week on engineering and public policy.~~

Research Project - Inquiry/Thesis in Engineering and Public Policy

Students select a research topic at the interface of engineering, science and public policy which is of interest to them and carries out inquiry-driven research; completes a formal research paper and prepares to publish their results for broad dissemination.

Candidates for the MEPP degree will follow a program consisting of the following:

Required Courses

Four half-courses:

[SEP 701 / Theory and Practice of Policy Analysis: Frameworks and Models](#)
[SEP 702 / Systems Engineering and Public Policy](#)
[SEP 709 / Emerging Issues, Technology and Public Policy](#)
[SEP 773 / Leadership for Innovation](#) or SEP 6EL3 / Leading Innovation

In addition students are required to take:

[SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum Part I](#) (Full-time students only)
SEP 771 / W Booth School of Engineering Practice and Technology Practitioner's Forum Part II (full-time students only)

[SEP 772 / Innovation Studio \(Full-time and part time students\)](#)

Formatted: Font: inherit, No underline, Font color: Black, Border: : (No border)

Focus Elective Courses

Three half-courses are required for electives. Students may select from the following options:

[SEP 6I03 / Sustainable Manufacturing Processes](#)
[SEP 6X03 / LIVABLE CITIES, THE BUILT AND NATURAL ENVIRONMENT](#)
[SEP 705 / Green Engineering, Sustainability and Public Policy](#)
[SEP 706 / Energy and Public Policy](#)
[SEP 707 / Communication Technology and Public Policy](#)
[SEP 708 / Special Topics in Engineering and Public Policy](#)
[SEP 710 / International Governance and Environmental Sustainability](#)
[POL SCI 784 / Quantitative Political and Policy Analysis](#)
[POL SCI 785 / Public Sector Management](#)
[POL SCI 790 / The Politics of Economic Policy in Market Economies](#)

Additional Courses

Up to two graduate engineering half courses from departments within the Faculty of Engineering

Other courses in other departments and Faculties with approval of the [Associate Director of the School Graduate Studies in SEPT](#).

Formatted: Indent: Left: -0.25"

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Vladimir Mahalec Email: mahalec@mcmaster.ca Extension: 26386 Date submitted: Jan. 2, 2018

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbyce@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:			
<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		Chemical Engineering	
NAME OF PROGRAM and PLAN		Chemical Engineering	
DEGREE	M.A.Sc. and Ph.D.		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>
		CHANGE IN COURSE REQUIREMENTS	<input checked="" type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	EXPLAIN: Requested to change the wording around course requirements	
OTHER CHANGES	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

The current wording in the calendar regarding course requirements is the follows:

For a M.A.Sc. degree: "A candidate is required to complete successfully at least three one-term courses, at least two of which should be at the 700-level." Note that all courses must be technical electives.

For a Ph.D. degree: "The minimum course program for this degree is at least six half courses, at least four of which should be at the 700-level, beyond the baccalaureate degree or three half courses, at least two of which should be at the 700-level, beyond the M.A.Sc. degree.". Again, all of these courses must be technical electives.

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

We are proposing two changes to the current course requirements, aiming to both give students more flexibility on their course selections and streamline course requirements for students entering the Ph.D. program either directly from their undergraduate degree or via a transfer.

- 1) We are proposing giving students the option (upon Associate Chair (Graduate) approval) of taking one of the three required courses at the M.A.Sc. level as well as one of the required courses at the Ph.D. level as a non-technical elective. The calendar copy would be changed to reflect this as per the following:

"A candidate is required to complete at least three one-term courses, at least two of which should be at the 700-level. One non-technical course at the 600- or 700-level may be selected (upon written approval from the Associate Chair (Graduate)) among the three required one-term courses."

No other changes are proposed to the M.A.Sc. degree requirements.

- 2) For students entering the Ph.D. program either directly from a Bachelor's degree or via transfer from a M.A.Sc. program (without completing the M.A.Sc.), we propose to reduce the required number of additional courses beyond the M.A.Sc. requirements from the current three half courses to one half course, which must be a technical elective at the 700 level. We would also like to give Ph.D. students the flexibility to take one non-technical course over the period of their degree program, again pending Associate Chair (Graduate) approval. The calendar copy would be changed to the following:

"Students entering the Ph.D. program in Chemical Engineering with a M.A.Sc. or equivalent degree are required to complete at least three one-term courses, at least two of which should be at the 700-level. One non-technical course at the 600- or 700-level may be selected (upon written approval from the Associate Chair (Graduate)) among the three required one-term courses."

Students entering the Ph.D. program in Chemical Engineering directly with a Bachelor's degree or via a transfer from the M.A.Sc. program in Chemical Engineering must fulfil the M.A.Sc. course requirements plus complete one additional, one-term technical course at the 700 level."

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?):

We are making these two changes with two objectives: to allow students flexibility with their course selections to better meet their personal career goals and to reduce barriers to student entry into the Ph.D. program either from the Bachelor's level or through a transfer from an M.A.Sc. program.

- 1) ***Introducing a non-technical elective option:*** The diversity of research in our department (from nearly fundamental chemistry to essentially computer programming) often suggests that courses from other Faculties would best serve many students' learning objectives. Science and health sciences courses are most typically in this category and would be counted as technical electives under the existing system; however, several other courses have been identified (e.g. a sociology statistics course, optimization-related business courses, and game theory or project management courses in SEP) by some supervisors to be highly beneficial to certain students. Making the third required course optionally a non-technical course would remove the existing barriers to choosing such courses while ensuring they count toward degree requirements. It should be noted that a significant cohort of our graduate students (~20%) still take such courses as extra credits based on their personal interests and/or the value those courses bring to their understanding of their thesis projects; particularly when such courses are mandated by a supervisory committee, this creates a situation of inequity among the course expectations of different students as well as an additional course burden that the proposed change would avoid. Furthermore, the department believes that there is significant value to a student with, for example, career aspirations of teaching to take electives such as Education 750, as such a course would much better equip the students for their future career than would a less directly related technical elective. Training programs such as NSERC's CREATE program also increasingly demand non-technical courses as part of the training program, which the flexibility introduced by this change would help to facilitate. The requirement for supervisory approval prior to enrolling in such courses will ensure that students do not take courses deemed to be of no relevance whatsoever to their thesis or career objectives, and the planned implementation of a department-level screening tool to track graduate student course selections would enable us to easily track such courses. Note that other departments at McMaster currently have similar options, including Materials Science and Engineering (1/3 courses upon supervisor approval, exactly as we are proposing) and Engineering Physics (1/2 or 3 courses depending on path upon Associate Chair (Graduate) approval). We believe giving approval decisions to the supervisor is the best system to ensure the relevance of the non-technical course to each individual student.
- 2) ***Reducing course loads for direct entry from Bachelor's and M.A.Sc. transfer Ph.D. students:*** Consistent with the current goals of the Faculty, we want to increase enrolment in our Ph.D. programs relative to our M.A.Sc. program. In order to make such degree programs more attractive to students, reducing the time to completion by reducing the course requirements (one of the more time-consuming graduation requirements) is one obvious way to accomplish this. The need to take six courses beyond a Bachelor's degree currently is particularly challenging for McMaster undergraduate students entering our Ph.D. program, as they have already taken the relevant 600-level courses and often struggle to find enough relevant courses (a point the optional non-technical elective also helps to address). The request to mandate one additional 700-level course for direct entry or transfer students beyond the requirements for the students already entering with an M.A.Sc. degree still provides for quality control among this student cohort. Again, these proposed changes are consistent with (while not going quite as far as) other departments at McMaster. Materials Science and Engineering requires three half-credit courses (2 technical, one optionally non-technical) plus their seminar course for students receiving a Ph.D. no matter how they enter the program; we are proposing still mandating one additional 700-level technical course for direct entry or transfer Ph.D. students that would be beyond the current requirements in MSE. Engineering Physics also requires only two courses total (one optionally a non-technical elective) for students transferring from the M.A.Sc. program (under our proposal, 4 total courses would be required). We also propose this change in light of competitor universities in Ontario. For example, Queen's Chemical Engineering currently does not require any additional courses beyond the Master's requirements (four one-term technical courses) for direct entry or transfer students into the Ph.D. program, and we expect other universities are likely to follow suit over the next several years.

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.

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):

M.A.Sc. program

Current: "A candidate is required to complete successfully at least three one-term courses, at least two of which should be at the 700-level."

Revised (**added text bolded**): "A candidate is required to successfully complete at least three one-term courses, at least two of which should be at the 700-level. **One non-technical course at the 600- or 700-level may be selected (upon written approval from the Supervisor) among the three required one-term courses.**"

Ph.D. program

Current: "The minimum course program for this degree is at least six half courses, at least four of which should be at the 700-level, beyond the baccalaureate degree or three half courses, at least two of which should be at the 700-level, beyond the M.A.Sc. degree."

Revised: "**Students entering the Ph.D. program in Chemical Engineering with a M.A.Sc. or equivalent degree are required to complete at least three one-term courses, at least two of which should be at the 700-level. One non-technical course at the 600- or 700-level may be selected (upon written approval from the Supervisor) among the three required one-term courses.**"

Students entering the Ph.D. program in Chemical Engineering directly with a Bachelor's degree or via a transfer from the M.A.Sc. program in Chemical Engineering must fulfil the M.A.Sc. course requirements plus complete one additional one-term technical course at the 700 level."

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Todd Hoare Email: hoaretr@mcmaster.ca Extension: 24701 Date submitted: 11/18/2017

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

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

<u>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</u>			
<p>1. This form must be completed for <u>ALL</u> changes involving degree program requirements/procedures. <u>All</u> sections of this form <u>must</u> be completed.</p> <p>2. An electronic version of this form (must be in MS WORD <u>not</u> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is <u>required to attend</u> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
DEPARTMENT		Engineering Physics	
NAME OF PROGRAM and PLAN		Nuclear Technology Graduate Diploma	
DEGREE	Diploma		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input 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 type="checkbox"/>	EXPLAIN:	
OTHER CHANGES	<input checked="" type="checkbox"/>	EXPLAIN: Cancel this program. Currently UNENE offers a Diploma with the cooperation of McMaster University.	

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

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

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

Since UNENE is offering a similar Diploma broadly and effectively now, the program needs to be removed from the Engineering Physics Graduate offerings.

UNENE does fund McMaster University for administering their training and education programs.

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

Remove calendar description from Graduate Calendar

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):

Remove calendar description from Graduate Calendar

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: A. Kitai

Email: kitaia@mcmaster.ca

Extension: 24973

Date submitted: Nov 28/17

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

To : Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

At its meetings on December 14th and January 11th the Faculty of Health Sciences Graduate Policy and Curriculum Committee approved the following recommendations.

Please note that these recommendations were approved by the Executive Committee of the Faculty of Health Sciences.

For Approval of Graduate Council:

- **Physiotherapy**
 1. **Change to Course Requirements and Curriculum Reorganization**

- **Public Health**
 1. **Change to Admission Requirements, Course Requirements and Calendar Copy**

For Information of Graduate Council:

- **Child Life and Pediatric Psychosocial Care**
 1. **New Course**
 - 720 Theory and Practice Remediation

- **Physiotherapy**
 1. **New Courses**
 - 741 Critical Thinking and Integration: PBT I
 - 742 Critical Thinking and Integration: PBT II
 - 743 Critical Thinking and Integration: PBT III
 - 744 Critical Thinking and Integration: PBT IV
 - 745 Critical Thinking and Integration: PBT V
 - 751 Clinical Reasoning in Practice: Clinical Laboratory (CL) I
 - 752 Clinical Reasoning in Practice: Clinical Laboratory (CL) II
 - 753 Clinical Reasoning in Practice: Clinical Laboratory (CL) III
 - 754 Clinical Reasoning in Practice: Clinical Laboratory (CL) IV
 - 755 Clinical Reasoning in Practice: Clinical Laboratory (CL) V

- 761 Society, Health, Innovation: Foundational Knowledge for the Physiotherapy Practitioner (PTPRAC) I
- 762 Society, Health, Innovation: Foundational Knowledge for the Physiotherapy Practitioner (PTPRAC) II
- 763 Society, Health, Innovation: Foundational Knowledge for the Physiotherapy Practitioner (PTPRAC) III
- 764 Society, Health, Innovation: Foundational Knowledge for the Physiotherapy Practitioner (PTPRAC) IV
- 765 Society, Health, Innovation: Foundational Knowledge for the Physiotherapy Practitioner (PTPRAC) V
- 771 Research and Evidence-Based Practice (REBP) I
- 772 Research and Evidence-Based Practice (REBP) II
- 773 Research and Evidence-Based Practice (REBP) III
- 774 Research and Evidence-Based Practice (REBP) IV
- 781 Clinical Practice (CP) I
- 782 Clinical Practice (CP) II
- 783 Clinical Practice (CP) III
- 784 Clinical Practice (CB) IV

- **Public Health**

1. **Change to Prerequisite**

- 704 Population and Public Health Research Methods

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

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:			
1. This form must be completed for ALL changes involving degree program requirements/procedures. All sections of this form must be completed.			
2. An electronic version of this form (must be in MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).			
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.			
DEPARTMENT	School of Rehabilitation		
NAME OF PROGRAM and PLAN	Master of Science (Physiotherapy)		
DEGREE	M.Sc. (PT)		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input 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: Section in Graduate Calendar needs to change as we are re-organizing our current curriculum to reflect a 24-month Master's program to align with Ministry requirements; our current program's curriculum is delivered in 25-months.	
OTHER CHANGES	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Program Requirements

Students will complete university-based course work, Clinical Education courses (clinical placements), and a research project. All students will be required to complete the equivalent of 23 half-courses over 6 terms of full-time study, across two extended study years (25 months). All courses are required, with the exception of PHYSIOTH 798 or PHYSIOTH 799, which are offered to students eligible for remediation.

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

Change is to *Program Requirements* section of the Graduate Calendar.

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?):

Section in Graduate Calendar needs to change as we are re-organizing our current curriculum to reflect a 24-month Master's program to align with Ministry requirements; our current program's curriculum is delivered in 25-months. Curriculum content remains the same and continues to align with accreditation and professional requirements after its re-organization and re-distribution across 24 months.

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

September 1, 2018

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

The PT Program has undertaken extensive internal and external environmental scans and consultation regarding the re-organization and re-distribution of the program curriculum.

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):

Program Requirements

Students will complete university-based course work, Clinical Education courses (clinical placements), an elective course and a research project. All students will be required to complete the equivalent of 23 required half-courses and one Program approved elective half-course over five (5) Units, 6 terms of full-time study, across two extended study years (24 months). All courses are required, with the exception of PHYSIOTH 798 or PHYSIOTH 799, which are offered to students eligible for remediation.

Formatted: Strikethrough

Formatted: Strikethrough

Formatted: Strikethrough

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Vanina Dal Bello-Haas Email: vdabel@mcmaster.ca Extension: 27822

Date submitted: January 5, 2018

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

SGS/2013

Master of Science (Physiotherapy)
GPCC Submission – Re-organization of MSc (PT) Curriculum

- Submission reflects a 24-month Master's program, to align with Ministry requirements; our current program's curriculum is delivered in 25-months.
- The reorganized program curriculum begins with Orientation (last week of August) and ends in August instead of the end of September.
- Curriculum content remains the same and continues to align with accreditation and professional requirements after its re-organization and re-distribution across 24 months.
- The inclusion of elective course(s), as approved by the Program, allows for student choice as the current curriculum does not allow for electives.
- The revised curriculum has university-based courses across five longer Units (10 weeks, 12 weeks, 13 weeks, 14 weeks), versus 4 short (8 weeks) Units and 2 longer Units (13 weeks, 11 weeks) to decompress learning periods for students, enhance content integration, decrease student stress.
- The revised curriculum has one early, shorter Clinical Education course (5 weeks) and three longer Clinical Education courses (7 weeks, 8 weeks) and 4 days of clinical exposure/shadowing in Unit 1 versus five 6-week Clinical Education courses and 3 days of clinical exposure/shadowing Unit 1 to provide students with more opportunity to integrate clinical knowledge and skills and demonstrate meeting of academic expectations of a professional, graduate program.
- Total number of clinical placement hours: $1012.5 + 30 \text{ hours} = 1042.5$; minimum number of clinical placement hours per accreditation = 1025 hours
- Clinical Education courses do not overlap in Year 1 and 2 to address clinical community concerns and resources.
- All courses have new names and course numbers: all 700-level courses (current program has numerous courses with 600-level numbering); middle number reflects particular course e.g., 4 = PBT, 5 = CL, 6 = PTPrac, 7 = REBP, 8 = CE; last number reflects particular Unit
- Evaluative components remain the same to ensure students meet academic requirements of a professional and graduate program: tutorial process (content, group process, evidence-based practice, professionalism); midterm and final written examinations; Objective Structured Clinical Examinations (OSCE); written assignments; presentations; research and evidence based practice project; reflective portfolios
 - Attendance requirements are now explicit e.g., students must attend 80% of classes to pass Program courses
- There has been redistribution of the same evaluation components across courses, with fewer evaluations within a specific course, to decrease student stress.
- Students in current program who require leave of absence (and will be returning into the new curriculum) will be dealt with on a case-by-case basis to determine what courses need to be completed, what content/material can be completed via a customized, independent study course; this will take into account the course content that they have already completed in the current curriculum and into which Unit of the new curriculum that the student will return to after their leave.



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		Health Research Methods, Evidence and Impact			
NAME OF PROGRAM and PLAN		Master of Public Health			
DEGREE	Master of Public Health				
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)					
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="radio"/>					
CREATION OF NEW MILESTONE <input type="checkbox"/>					
CHANGE IN ADMISSION REQUIREMENTS		CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE		CHANGE IN COURSE REQUIREMENTS	X
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR			X	EXPLAIN: See below	
OTHER CHANGES	EXPLAIN:				

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Currently:

The Graduate Calendar currently states that MPH thesis students require 2 electives and practicum students require 4 electives

The Graduate Calendar also currently states that applicants who are health professionals, may include one reference letter from an employer

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

MPH thesis students are required to complete seven (7) core MPH courses. In the MPH proposal which was approved, **thesis students are not required to take electives**. Thesis students may choose to take electives **at their own discretion** and many do.

MPH practicum students are required to take 5 electives or 3 electives plus one part time practicum. This change from the original proposal was made to allow students to take an additional 3 unit elective instead of the original 3 unit capstone report course (which has been folded into the Seminar 2 fall term course). The total number of courses required at 12 -4 per term for three terms) (7 core plus 5 elective) is consistent with the approved proposal.

The program handbook from the previous 2 years of the MPH program has consistently reflected 5 electives and not 4 for practicum students. All students who completed the program and convocated in May 2017, completed this requirement.

Health professionals who want to apply to the program and have been **in practice for five or more years** can include **one reference letter from an employer who has an academic appointment and who can speak to the applicant's academic ability.**

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

To ensure the Graduate Calendar is consistent with the approved proposal and Program Handbook

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

Effective at the beginning of the next academic year.

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

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

Admission

Applications are encouraged from public health and health care professionals, physicians in post graduate residency programs, and undergraduates from health related programs.

Applicants need to meet the admission requirements for entry into Graduate Studies at McMaster University, including completion (or expected completion) of a 4 year undergraduate program in Sciences (or equivalent, including Medicine). Applicants must also have completed a statistics or mathematics undergraduate course with B+ standing.

Applicants are required to submit their CV, a personal letter of interest in the program (750 words) and ensure that two letters of reference are submitted to the program (one must be an academic reference; health professional applicants in practice for five or more years can include one from an employer who has an academic appointment and who can speak to the applicant's academic ability.

Curriculum

All MPH students complete seven mandatory courses, which are scheduled as follows:

First Year Fall Term:

- Foundations of Population and Public Health Practice,
- Population and Public Health Epidemiology,
- Biostatistics,
- Master of Public Health Seminar Series Year One

First Year Winter Term:

- Public Health Research Methods
- Population and Public Health Policy
- Electives (2) required for practicum only, optional for thesis

First Year Summer Term:

- Practicum or Thesis

Second Year Fall Term

- Public Health Seminar and capstone report
- Electives (3 for practicum students or 1 plus a part-time practicum)
- Thesis

Thesis

Thesis students are not required to complete two electives to support their thesis work, however they can take electives at their own discretion to complement their thesis studies. Practicum students are required to complete four electives and a capstone paper on the practicum project.

Practicum

Practicum students are required to complete five (5) electives or three (3) electives plus one (1) part-time practicum (17.5 hours per week for 16 weeks) in addition to the one (1) full-time (35 hours per week for 16 weeks) practicum they complete.

MPH students are required to achieve at least B- standing in all mandatory and elective courses and pass the practicum or thesis to complete the MPH degree.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Fran Scott Email: fscott@mcmaster.ca Extension: 22180 Date submitted: Nov 27 2017

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

SGS/2013



School of Graduate Studies 1280 Main Street West Phone 905.525.9140
Hamilton, Ontario, Canada Ext. 23679
L8S 4L8 <http://graduate.mcmaster.ca>

To : Graduate Council
From : Christina Bryce
Assistant Graduate Secretary

At its meeting on November 10th and December 11th the Faculty of Humanities Graduate Curriculum and Policy Committee approved the following graduate curriculum recommendations.

Please note that these recommendations were approved at the January 30th meeting of the Faculty of Humanities Meeting.

FOR APPROVAL OF GRADUATE COUNCIL:

- a. **Classics**
 - i. **Change to Course Requirements – M.A. and Ph.D.**
- b. **Communication and New Media**
 - i. **Change to Calendar Copy (M.A. and Ph.D.)**
- c. **English and Cultural Studies**
 - i. **Change to Course Requirements and Calendar Copy**
 - ii. **Change to Comprehensive Examination**
- d. **French**
 - i. **Changes to Course Requirements and Calendar Copy (M.A. and Ph.D.)**
- e. **Gender Studies and Feminist Research**
 - i. **Change to Calendar Copy – available programs**

FOR INFORMATION OF GRADUATE COUNCIL:

- a. **Classics**
 - ii. **New Courses**
 - 753 The City of Rome
 - 758 Sallust, Cicero and Catiline
 - 765 Ancient Numismatics
 - iii. **Course Cancellations**
 - 726 Topics in the Iconography of Greek and Roman Art
 - 737 Topics in Hellenistic Art and Archaeology
 - 741 Greek Inscriptions as a reflection of Social Life
 - 772 Greek and Roman Mosaics
 - 774 Greek and Roman Domestic Architecture

- f. **Communication and New Media**
 - i. **New Course**
 - 718 Critical Approaches to Communication Policy & Law

- g. **Communication Management**
 - i. **New Course**
 - 744 Data Science and Analytics for Communication Management

- h. **English and Cultural Studies**
 - i. **New Courses**
 - 702 Doctoral Research Seminar
 - 773 “Revolt and Remember”: Resilience in the Postcolonial Environmental Humanities
 - 781 Public Mourning in Canada: What Makes a Life Grievable?
 - ii. **Course Title Change**
 - 736 Rhetoric and Subject in Early Modern Devotional Poetry
 - iii. **Course Cancellations**
 - 710 Old English
 - 718 Women and the Book in the Middle Ages

- i. **French**
 - i. **New Courses**
 - 6CC3 Theoretical Reflections on Interdisciplinarity
 - 6U03 Topics in Literature and Culture of Quebec and Francophone Canada
 - ii. **Change to Grading Basis**
 - 705 Introduction to Literary and Critical Theory

- j. **History**
 - i. **New Courses**
 - 776 History of Sexualities in the Western World, 1750 to the present
 - 775 The Canadian Left in the Twentieth Century
 - ii. **Course Cancellations**
 - 714 The United States and Globalization since the Late Nineteenth Century
 - 745 Research In Nature, Knowledge & Machines
 - 746 Science, Technology & Nature

- k. **Philosophy**
 - i. **Change to Course Titles**
 - 750 Selected Topics in Ancient Philosophy
 - 751 Selected Topics in Medieval Philosophy
 - 752 Selected Topics in Modern British Philosophy (1600-1900)
 - 753 Selected Topics in Early Modern European Philosophy(1600-1800)
 - 754 Selected Topics in Kant
 - 755 Selected Topics in 19th Century European Philosophy
 - 756 Selected Topics in Recent European Philosophy

- 757 Selected Topics in 20th Century British Philosophy
- 758 Selected Topics in American Philosophy
- 759 Selected Topics in Applied Ethics
- 760 Selected Topics in Logic & Argumentation
- 761 Selected Topics in Philosophy of Language
- 762 Selected Topics in Metaphysics
- 763 Selected Topics in Epistemology
- 764 Selected Topics in Social & Political Philosophy
- 765 Selected Topics in Ethical Theory
- 766 Selected Topics in Philosophy of Religion
- 767 Selected Topics in Aesthetics
- 769 Selected Topics in Philosophy of Law
- 770 Selected Topics in Philosophy of Education
- 771 Selected Topics in the Philosophy of Science

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

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

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Requirements for the Ph.D. degree are:

1. Four appropriate graduate half courses. These are the minimum requirements; candidates may be requested by their supervisor to take additional courses;
2. One comprehensive examination in each of Greek and Latin translation;
3. A language examination to demonstrate reading knowledge of two of the following languages: German, French, Italian; exemption from these tests may be granted to candidates who have completed equivalent tests at this or other universities;
4. Two comprehensive examinations, covering special areas of Greek and Latin literature or Ancient History or Classical Art and Archaeology; these are to be assigned by the supervisory committee in preparation for the thesis;
5. A thesis proposal approved by the Department with an oral defense;
6. Any other requirement established by the Department on admission;
7. A satisfactory thesis on an approved topic;
8. An oral examination to defend the thesis.

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

Requirements are increased from four to six half courses.

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

The requirement of four courses was established when students were expected to prepare for comprehensive exams across their first two semesters of the Ph.D. The schedule of comprehensive exams has been modified so that preparation now begins after the winter semester. Students are therefore in a position to take a full load of graduate seminars.

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.

Comprehensive language exams are given across the summer following the first academic year of the Ph.D.

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

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

Requirements for the Ph.D. degree are:

1. ~~Four~~ **Six** appropriate graduate half courses. These are the minimum requirements; candidates may be requested by their supervisor to take additional courses;
2. One comprehensive examination in each of Greek and Latin translation;
3. A language examination to demonstrate reading knowledge of two of the following languages: German, French, Italian; exemption from these tests may be granted to candidates who have completed equivalent tests at this or other universities;
4. Two comprehensive examinations, covering special areas of Greek and Latin literature or Ancient History or Classical Art and Archaeology; these are to be assigned by the supervisory committee in preparation for the thesis;
5. A thesis proposal approved by the Department with an oral defense;
6. Any other requirement established by the Department on admission;
7. A satisfactory thesis on an approved topic;
8. An oral examination to defend the thesis.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Spencer Pope Email: spope@mcmaster.ca Extension:23378 Date submitted: 27 October 2017

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

SGS/2013



SCHOOL OF GRADUATE STUDIES

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

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

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

DEPARTMENT	Classics
NAME OF PROGRAM and PLAN	Classics
DEGREE	M.A.

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

CREATION OF NEW MILESTONE

CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>	CHANGE IN COURSE REQUIREMENTS	<input checked="" type="checkbox"/>
---	--------------------------	--	--------------------------	--------------------------------------	-------------------------------------

CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input type="checkbox"/>	EXPLAIN:
--	--------------------------	-----------------

OTHER CHANGES	<input type="checkbox"/>	EXPLAIN:
----------------------	--------------------------	-----------------

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

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

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

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

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

An oral examination to defend the thesis.

<p>PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (<i>Attach additional pages if space is not sufficient.</i>)</p> <p>Change, “A grade of at least B is required in all courses,” to, “A grade of at least B- is required in all courses.”</p>
<p>RATIONALE FOR THE RECOMMENDED CHANGE (How does the requirement fit into the department’s program and/or tie to existing Program Learning Outcomes from the program’s IQAP cyclical review?):</p> <p>The new requirement (marks of at least B- instead of at least B) is in line with passing marks for SGS and with other streams in Classics.</p>
<p>PROVIDE IMPLEMENTATION DATE: (<i>Implementation date should be at the beginning of the academic year</i>)</p> <p>September 2018</p>
<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>Requirements for the M.A. degree with thesis are:</p> <p>Ten half courses (one-term courses) offered by the Department, of which no more than four may be at the undergraduate level, and of which at least four, two in each year, must be graduate or undergraduate Latin or Greek (permission of the Graduate Advisor is required to take a course at undergraduate level). Students must pass at least one language class at the graduate level in each ancient language. Six courses are completed in the first year of study and four additional courses are taken in year two. Courses will be selected in consultation with the Graduate Advisor. A grade of at least B B- is required in all courses. Upon entry into the program all students will take diagnostic exams in Ancient Greek and Latin to determine appropriate language level placement.</p> <p>A comprehension test in French or German or Italian; exemption from this test may be granted to candidates who have completed an equivalent test at this or other universities.</p> <p>A satisfactory thesis of approximately 80 pages on an approved topic.</p> <p>An oral examination to defend the thesis.</p>
<p>CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Spencer Pope Email: spope@mcmaster.ca Extension: 23378 Date submitted: 27 Oct 2017.</p>

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

SGS/2013



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

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	CSMM		
NAME OF PROGRAM and PLAN	Communication and New Media		
DEGREE	MA		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	EXPLAIN: Our department recently voted to change the submission dates for drafts of the MRP. These dates are currently noted in the calendar under Program Timetable.	
OTHER CHANGES	EXPLAIN: N/A		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

At present students are asked to submit a first complete draft of the MRP to their supervisor by July 1, with a final draft due to the second reader by August 15. We are proposing to change the first date to June 15 and the second date to July 31.

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

With regards to the Major Research Project, we are proposing to change the first draft submission date from July 1 to June 15, and the final submission date from August 15 to July 31.

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

While the current dates work for stronger students, some students struggle to produce an acceptable draft by the current submission dates. Some seem to feel that having an initial submission date in July means they can take part of the summer off and then start work close to July 1. We have noticed this issue for several years and have long considered moving the dates up to send a signal to students that they must continue working seriously throughout the summer. An early submission date would also give supervisors more time to work with students whose first drafts are weak. At present, the final submission date of August 15 does not give supervisors and second readers much time to address projects that are problematic.

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

This change would come into effect for 2018-2019, so we would note this in all published material provided to students at the beginning of that academic year.

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):

Program Timetable

Students will normally take three courses in Term I and three courses in Term II, in addition to the pro seminar, which runs through terms I and II. Preparation for the major research project will normally begin in Term II.

Between May and July, students are expected to meet regularly with their faculty supervisor and make steady progress on their research and writing. A first complete draft of the project is due to the supervisor no later than ~~15 July~~June, a final draft is due to the second reader by ~~15-31 August~~July, and the approved version of the project must be submitted to the department no later than 31 August.

Courses

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: ~~_____~~Faiza Hirji Email: ~~_____~~hirjif@mcmaster.ca Extension: ~~_____~~21480 Date submitted:
~~_____~~November 27, 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:

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		CSMM	
NAME OF PROGRAM and PLAN		Communication, New Media and Cultural Studies	
DEGREE	PhD		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	EXPLAIN: The previous co-directors of this program had gone through the calendar copy and made minor changes to clarify program requirements and to ensure wording was aligned with our graduate handbook. These changes were made on Dean's Approval and are now being submitted for approval.	
OTHER CHANGES	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Most requirements remain unchanged. There is a clarification that oral examination of comprehensive exams will take place within 10 business days (previously it simply said 10 days). There is also a clarification that a thesis proposal needing further development—as determined by the Graduate Committee—should be revised and re-submitted within 3 months of the original submission date. In the existing text this requirement is not mentioned.

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

The main changes are:

There is a clarification that oral examination of comprehensive exams will take place within 10 business days (previously it simply said 10 days). There is also a clarification that a thesis proposal needing further development—as determined by the Graduate Committee—should be revised and re-submitted within 3 months of the original submission date, which is June 30. In the existing text this requirement is not mentioned.

The remaining changes are mainly to punctuation as seen below, where we have provided the revised text with tracked changes.

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 changes are intended to make submission and revision processes as clear as possible for students and to ensure consistency within our published materials.

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

These changes would take effect in September 2018.

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):

**McMaster School of Graduate Studies Calendar,
University 2017-2018**

Communication, New Media and Cultural Studies, Ph.D.

The Ph.D. Degree Program normally entails four years of study. The admission requirement is a completed M.A., M.Sc., M.F.A., or Master of Communication Management (M.C.M.) degree in a relevant field (e.g. Communication Studies, Cultural Studies, New Media). We also welcome applications from students with a Master's degree in a related field (e.g. Music, Digital Humanities, Visual Culture, Visual and Fine Arts, Sociology, Anthropology, Women's and Gender Studies, English, Philosophy, Interdisciplinary Studies, etc.) who have focussed on research germane to the program, and can demonstrate, in their letters of application, how their graduate work to date has prepared them for a Ph.D. in Communication, New Media, and Cultural Studies. While students must have expertise in at least one of New Media, Communication, or Cultural Studies, the committee will look particularly favourably on students who have demonstrated fluency in two or more program areas. A successful applicant from an MA program with a coursework component will have grades of at least A- in two-thirds of their courses. Students whose training has not included graded coursework are encouraged to submit a dossier of work completed during their Master's program.

Requirements

Coursework

Students of the program must complete 18 units (eg. 6 three-unit courses) of approved coursework by the end of the second year, including: 4 elective courses, for a total of 12 units, to be completed in year 1; and two 3-unit doctoral seminars, taken in year 1 and year 2. At the discretion of the program's Advisory CNMCS Graduate Committee, those students lacking relevant experience in a minimum of two of the program's three disciplines will be required to take complete, in place of electives, 1- or 2 theory and/or methodology courses offered by ECS (CULTR ST 732) or CSMM (CMST&MM 700, 707 and/or 712), as part of the 4 courses to be completed in year 1. With the permission of the CNMCS Ph.D. Advisory Graduate Committee, students may take fulfill 3 elective units of electives from graduate courses offered by programs other than CNMCS.

COMPREHENSIVE EXAMINATION

Students in the program will be required to take the Comprehensive Examination in the area of their intended thesis research. This will involve writing two papers, a Field Survey and a Topic Paper, and defending both in an oral examination.

The Field Survey should show broad expertise in the wider field(s) of knowledge the candidate's research will engage, i.e. one or more of the fields of from within Communication Studies, Cultural Studies, and/or New Media/Media Arts. The Topic Paper describes how the candidate's thesis intervenes in the chosen field(s) and the particular contribution it will make. Both papers are to be researched and written concurrently by the candidate, and are to be between 25 and 30 double-spaced pages in length, and are due early in the second term of the second year of study. The Oral

Formatted: Normal, Level 2, Space Before: 12 pt, After: 4 pt, Line spacing: single

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Times New Roman, 12 pt

Formatted: Font: EB Garamond, 14 pt, Not Bold, Font color: Custom Color(RGB(25,57,137)), Small caps

Formatted: Normal, Level 2, Space Before: 12 pt, After: 4 pt

Formatted: Font: Times New Roman, 18 pt, Bold

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Normal, Justified, Indent: Left: 0", Right: 0", Space Before: 5 pt, After: 5 pt, Line spacing: single, Pattern: Clear (Custom Color(RGB(244,244,244)))

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Examination of both papers will follow within **10 business** days of submission. The candidate's mark in the Comprehensive Examination will be calculated on the average of the grades for the Field Survey, the Topic Paper, and the Oral Examination.

QUALIFYING DOSSIER

Over the course of their graduate study, students in the program will develop a qualifying dossier in consultation with their supervisory committee. Possible components of the qualifying dossier, of which the student will complete at least six, include:

1. a grant application;
2. presentation of a conference paper or artist talk;
3. a revision and submission of an article or artistic piece for peer-reviewed publication or juried exhibition;
4. a research ethics proposal;
5. a syllabus and a teaching philosophy statement;
6. an op-ed or other knowledge translation project (e.g., a blog, performance, artwork, website, new media project, etc.);
7. Education 750 (offered by **MHEFL** McMaster's Macpherson Institute for Leadership, Innovation and Excellence in Teaching);
8. participation in four professionalization workshops (academic or non-academic), offered by ECS, CSMM, or the Faculty of Humanities;
9. a published book review/exhibition review in a scholarly journal;
10. a community-engagement project;
11. a guest lecture;
12. participation in conference organizing.

Work completed as part of course requirements may be included in the dossier at the discretion of the supervisory committee.

THESIS

The candidate will complete a thesis in one of the following forms:

1. A *traditional thesis*, which will normally be between 200 and 250 pages (not including bibliography);
2. A *research-creation or project-based thesis*, which will consist of a body of work and written commentary on that work of between 100 and 150 pages; such a thesis may involve arts-based research, or it may involve the creation of such things as tool kits, social interventions, learning platforms, databases, new media archives, documentary films, or podcasts;
3. A *sandwich thesis*, which, in accordance with McMaster's Thesis Preparation Guide, must consist of a minimum of three scholarly works on a unified theme, either previously published or exhibited, submitted for peer-review, or prepared for publication/exhibition but not yet submitted (in CNMCS, these works may include journal articles submitted for peer review, or art/media/performance pieces submitted for peer-adjudication review); these works must be accompanied by substantial introductory and concluding chapters, addressing the methodologies, theories and approaches that unify and inform the research. If the sandwich thesis is used for a series of research creation projects, the student will present an explanatory narrative that connects the projects and argues for their significance. The typical length of a sandwich thesis will be about 200 pages, plus bibliography.

Formatted

Formatted: Font: EB Garamond, 14 pt, Not Bold, Font color: Custom Color(RGB(25,57,137)), Small caps

Formatted: Font: Times New Roman, 18 pt, Bold

Formatted: Normal, Level 2, Indent: Left: 0", Space Before: 12 pt, After: 4 pt

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Normal, Justified, Right: 0", Space Before: 5 pt, After: 5 pt, Line spacing: single, Pattern: Clear (Custom Color(RGB(244,244,244)))

Formatted: Font: Times New Roman, 12 pt

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10 pt, Font color: Black

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Normal, Justified, Right: 0", Space Before: 5 pt, After: 5 pt, Line spacing: single, Pattern: Clear (Custom Color(RGB(244,244,244)))

Formatted: Font: Times New Roman, 12 pt

Formatted: Font: EB Garamond, 14 pt, Not Bold, Font color: Custom Color(RGB(25,57,137)), Small caps

Formatted: Normal, Level 2, Space Before: 12 pt, After: 4 pt

Formatted: Font: Times New Roman, 18 pt, Bold

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Normal, Justified, Space Before: 5 pt, After: 5 pt, Pattern: Clear (Custom Color(RGB(244,244,244)))

Formatted: Font: Times New Roman, 12 pt

Formatted

Formatted

Formatted

~~By January 15 of year 1 of the program, students will submit a short proposal (1000 words plus bibliography) for the thesis, identifying the area of their intended thesis research, for the approval of the Admissions and ReviewCNMCS Graduate Committee. The proposal should be signed by a proposedthe supervisor and first reader. Should the committee feel a proposal needs further development, the student will be asked to revise and resubmit it within three months. With the guidance of their supervisory committee and their peers in the year 2 doctoral seminar, students will develop a long proposal (10-15 pages plus bibliography), to be submitted for approval by June 30 of year 2. Should the committee feel a proposal needs further development, the student will be asked to revise and resubmit it within three months.~~

~~Years 3 and 4 of the degree will be dedicated to the completion of the thesis, which must be defended in an oral examination.~~

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Faiza Hirji Email: hirjif@mcmaster.ca Extension: 21480 Date submitted:
November 27, 2017

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Font: Arial, 10.5 pt, Font color: Black

Formatted: Normal, Justified, Right: 0", Space Before: 5 pt, After: 5 pt, Pattern: Clear (Custom)

Formatted: Font: Times New Roman, 12 pt

Formatted: Font: 11 pt

Formatted: Normal, Left

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:

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

DEPARTMENT	English & Cultural Studies		
NAME OF PROGRAM and PLAN	English PhD		
DEGREE	Doctor of Philosophy in English		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>
CHANGE IN COURSE REQUIREMENTS	<input checked="" type="checkbox"/>		
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	EXPLAIN: Additional information to the PhD degree description	
OTHER CHANGES	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

The Ph.D. Degree Program normally entails four years of study. The admission requirement is an M.A. with marks of at least A- in two thirds of their Masters level courses. In recent years, successful candidates typically achieved an average of A (at least 85%) in their upper-level undergraduate and M.A. coursework.

Program Requirements

Coursework

In the first year of the program, Ph.D. candidates will successfully complete six one-term graduate courses or their equivalent. Up to two one-term courses may be taken outside the department, subject to the permission of offering departments.

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

The Ph.D. Degree Program normally entails four years of study. The admission requirement is an M.A. with marks of at least A- in two thirds of their Masters level courses. In recent years, successful candidates typically achieved an average of A (at least 85%) in their upper-level undergraduate and M.A. coursework. **The Graduate Studies Committee will give consideration to matching candidates' proposed projects with the research expertise of available faculty members.**

Program Requirements

Coursework

Ph.D. candidates will successfully complete six one-term (3-unit) graduate courses, or their equivalent, including the 3-unit Doctoral Seminar. With the exception of the Doctoral Seminar, which extends into year two, these courses will be completed in the first year of the program. Up to two one-term courses may be taken outside the department, subject to the permission of offering departments.

Formatted: Highlight

Formatted: Not Highlight

Formatted: Highlight

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?):

Emphasis on applicants' proposed research reflects current practice in admissions, based on commitment to fostering a good fit between faculty expertise and students' research.

The change to coursework description reflects the new Doctoral Seminar as a 3-unit course included within the existing number of required units rather than in addition to them (see Doctoral Seminar description).

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

September 1, 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): Please see attachment
CONTACT INFORMATION FOR THE RECOMMENDED CHANGE: Name: Dr. Peter Walmsley Email: walmsley@mcmaster.ca Extension: 23728 Date submitted: 201/10/27

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

SGS/2013



Formatted: Bottom: 0.79"

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

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

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

DEPARTMENT English & Cultural Studies

NAME OF PROGRAM and PLAN English PhD

DEGREE Doctor of Philosophy in English

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

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

CREATION OF NEW MILESTONE

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

CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR EXPLAIN: Additional information/changes to the PhD comprehensive examination description

OTHER CHANGES EXPLAIN:

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE: Comprehensive Examination The University regulations require that Ph.D. candidates take a Comprehensive Examination; in the English Department, this examination takes place in the second year of study. Eleven areas of study have been defined by the Department of English and Cultural Studies:

<p>PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (<i>Attach additional pages if space is not sufficient.</i>)</p> <p>Comprehensive Examination The University regulations require that Ph.D. candidates take a Comprehensive Examination; in the Department of English and Cultural Studies Department, this examination takes place in the second year of study. Candidates should take into consideration that most postings for academic jobs in English ask for wide expertise in one of the following areas: Eleven areas of study have been defined by the Department of English and Cultural Studies:</p> <p><i>(11 areas of study remain the same; please see attached for the rest of the changes; please see attachment)</i></p> <p>Candidates are required in their reading list to substantially cover one of these broad areas, or another generally recognizable area, subject to the approval of the student's supervisory committee and the Graduate Studies Committee. A Ph.D. candidate in English is required to take the Comprehensive Examination in the area, chosen from the above list, of her or his intended dissertation research. The exam consists of This will involve writing two papers, a Field Survey and a Topic Paper, and defending which will be defended both in an oral examination. The Field Survey should show broad expertise in the wider field of knowledge the candidate's research will engage. The Topic Paper describes how the candidate's dissertation intervenes in that field and the particular contribution it will make.</p> <p>A reading list for the Comprehensive Examination, approved by all members of the supervisory committee, must be submitted, to the Graduate Studies Committee by February 28th in the first year of the program. Both papers are to be researched and written concurrently by the candidate, are to be between 25 and 30 double-spaced pages in length, and are due no later than February 28th of the second year of study (i.e. at the beginning of the 5th term). The Oral Examination of both papers will follow within 10 days of submission. The candidate's mark in the Comprehensive Examination will be calculated based on the average of the grades for the Field Survey, the Topic Paper, and the Oral Examination. Please check the English and Cultural Studies Requirement Booklet for additional details and exact due dates, which may vary slightly from year to year.</p>
<p>RATIONALE FOR THE RECOMMENDED CHANGE (How does the requirement fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review?):</p> <p><u>Changes in the description of areas of study, allowing for the possibility of student-generated lists outside traditional areas, subject to committee approval, reflects shifts in the discipline (proliferation of subfields, projects addressing two or more subfields). This changes formalizes departmental practice over the last few years, in which, depending on the focus of students' dissertation research, they have been allowed to develop reading lists outside the specified list (e.g. Science Fiction, Children's Literature).</u></p>
<p>PROVIDE IMPLEMENTATION DATE: (<i>Implementation date should be at the beginning of the academic year</i>)</p> <p>September 1, 2018</p>
<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><u>N/A</u></p>

Formatted Table

Formatted: Font: Bold

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):

[Please see attached](#)

Formatted: Font: Not Bold

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dr. Peter Walmsley Email: walmsley@mcmaster.ca Extension: 23728 Date submitted: 201/10/27

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:

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

DEPARTMENT	English & Cultural Studies		
NAME OF PROGRAM and PLAN	English PhD		
DEGREE	Doctor of Philosophy in English		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input 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: Changes to the Research Methods & Bibliography Requirements	
OTHER CHANGES	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Research Methods & Bibliography Requirements

In addition, each Ph.D. candidate is required to participate in a set of workshops in May of their second year. The aim of this course is to provide students with the opportunity to discuss a range of contemporary research models and methodologies in literary and cultural studies. Students must attend all of the workshops in order to receive a passing grade.

PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (*Attach additional pages if space is not sufficient.*) ~~Research Methods & Bibliography Requirements~~

~~In addition, each Ph.D. candidate is required to participate in a set of workshops in May of their second year. The aim of this course is to provide students with the opportunity to discuss a range of contemporary research models and methodologies in literary and cultural studies. Students must attend all of the workshops in order to receive a passing grade.~~

Doctoral Seminar

All doctoral candidates must complete a seminar focused on practical elements of research and other aspects of professionalization for PhD students in literary and cultural studies, including strategies for formulating research problems, and gathering, analyzing and synthesizing primary and secondary materials, building academic community, and disseminating research through conferences and publication in a variety of media. The course consists of three one-week seminars (10 hrs per week), conducted in May of Year One, and October and April of Year Two. Participation in this 3-credit course is graded on a pass/fail basis.

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

This course, which replaces the one week Research Methods and Bibliography workshop, reflects the increasing emphasis in graduate student training on elements of professionalization (e.g. grant application, research methods, dissemination of research). Completion of this 3-credit course will ensure that students have gained experience in a variety of research and communication activities that will help to prepare them for both academic and non-academic job markets. The course resembles similar courses in English/Cultural Studies programs across the country.

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

September 1, 2018

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):

Please see attachment

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dr. Peter Walmsley Email: walmsley@mcmaster.ca Extension: 23728 Date submitted: 2017/10/27

Commented [SO1]: this section should include deletion of the existing requirement (i.e. the research methods course above)

Commented [h2]: Section to be deleted and replaced with the Doctoral Seminar

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

SGS/2013



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

<u>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</u>			
<p>1. This form must be completed for <u>ALL</u> changes involving degree program requirements/procedures. <u>All</u> sections of this form <u>must</u> be completed.</p> <p>2. An electronic version of this form (must be in MS WORD <u>not</u> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is <u>required to attend</u> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
DEPARTMENT	English & Cultural Studies		
NAME OF PROGRAM and PLAN	English PhD		
DEGREE	Doctor of Philosophy in English		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input 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 type="checkbox"/>	EXPLAIN: Changes to Scholarly Thesis	
<input type="checkbox"/>	<input type="checkbox"/>	EXPLAIN:	
DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:			
<p>Scholarly Thesis During the third and fourth year of the program, the candidate will write a scholarly thesis normally of between 200 and 250 pages (not including bibliography), and will defend it at an Oral Examination.</p>			

<p>PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (<i>Attach additional pages if space is not sufficient.</i>)</p> <p>Thesis During the third and fourth year of the program, the candidate will write a thesis normally of between 200 and 250 pages (not including bibliography), and will defend it at an Oral Examination.</p>
<p>RATIONALE FOR THE RECOMMENDED CHANGE (How does the requirement fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review?):</p> <p>The word "scholarly" was deleted because it seems both redundant, and overly restrictive.</p>
<p>PROVIDE IMPLEMENTATION DATE: (<i>Implementation date should be at the beginning of the academic year</i>)</p> <p>September 1, 2018</p>
<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>N/A</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>Please see attachment</p>
<p>CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Dr. Peter Walmsley Email: walmsley@mcmaster.ca Extension: 23728 Date submitted: 2017/10/27</p>

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

SGS/2013



SCHOOL OF GRADUATE STUDIES

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

<p>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</p> <p>1. This form must be completed for ALL changes involving degree program requirements/procedures. All sections of this form must be completed.</p> <p>2. An electronic version of this form (must be in MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
DEPARTMENT	French		
NAME OF PROGRAM and PLAN	French		
DEGREE	Ph.D.		
<p>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</p> <p>Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>CREATION OF NEW MILESTONE <input type="checkbox"/></p>			
CHANGE IN ADMISSION REQUIREMENTS		CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	CHANGE IN COURSE REQUIREMENTS
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	x	<p>EXPLAIN: Specifying that the Thesis Proposal should be 25 pages in length, <u>excluding</u> the bibliography. Replacing Thesis "Project" with Thesis "Prposal"</p>	
OTHER CHANGES	<p>EXPLAIN:</p>		
<p>DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE: The requirement does not change but the Department would like to make the wording unambiguous.</p> <p>CURRENT VERSION: The requirement is called 'Thesis Project'. Students will prepare a 25-page thesis project in consultation with their thesis supervisor.</p>			

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

Replace 'Thesis Project' by 'Thesis Proposal'.

The recommended change specifies that the bibliography for the Thesis Proposal should be submitted in excess of the 25-page project.

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 Department wishes to make the length of the thesis proposal and the wording of this paragraph clear.

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

1-Sep-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):

Thesis ~~Project~~ Proposal

Students will prepare a 25-page (excluding the bibliography) thesis ~~project~~ proposal in consultation with their thesis supervisor. This ~~project~~ proposal will then be presented and examined by the candidate's supervisory committee. An oral defence of the ~~project~~ proposal, conducted by the supervisory committee, must be successfully completed before the candidate can proceed with research and preparation of the thesis manuscript. This requirement should be completed within the first 24 months of the candidate's program.

Timeline

A 25-page (excluding the bibliography) thesis ~~project~~ proposal to be completed and defended orally within the first 24 months

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Elzbieta Grodek Email: grodeke@mcmaster.ca Extension: 24515 Date submitted: Nov. 27, 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 <u>ALL</u> changes involving degree program requirements/procedures. <u>All</u> sections of this form <u>must</u> be completed.</p> <p>2. An electronic version of this form (must be in MS WORD <u>not</u> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is <u>required to attend</u> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
DEPARTMENT	French		
NAME OF PROGRAM and PLAN	French		
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 COURSE REQUIREMENTS	<input checked="" type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input type="checkbox"/>	EXPLAIN:	
OTHER CHANGES	<input type="checkbox"/>	EXPLAIN:	

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

M.A. with Project

Students are required to “write in French, under the supervision of a member of the Department of French, a Major Research Paper (MRP) normally amounting to 35 double-spaced typewritten pages”.

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

The Department recommends lengthening the Major Research Paper to 35 – 45 pages.

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 proposed change reflects the actual practice of the majority of students and goes in hand with the recent recommendations of the M.A. in French IQAP Reviewing Committee.

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

1-Sep-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):

The candidate is required to: write in French, under the supervision of a member of the Department of French, a Major Research Paper (MRP) normally amounting to 35-45 double-spaced typewritten pages (excluding bibliography).

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Elzbieta Grodek Email: grodeke@mcmaster.ca Extension: 24515 Date submitted: Nov. 27, 2017

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

SGS/2013



SCHOOL OF GRADUATE STUDIES

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

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

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

DEPARTMENT	French
NAME OF PROGRAM and PLAN	French

DEGREE	Ph.D.
---------------	-------

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

CREATION OF NEW MILESTONE

CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>	CHANGE IN COURSE REQUIREMENTS	<input type="checkbox"/>
---	--------------------------	--	--------------------------	--------------------------------------	--------------------------

CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	EXPLAIN: The current date for the selection of a thesis supervisor and of the supervisory committee, as outlined in the third section (<i>Program Requirements</i>) and the last section (<i>Timeline</i>) of the Ph.D. in French program description, does not correspond to the latest SGS recommendations.
--	-------------------------------------	---

OTHER CHANGES	EXPLAIN:
----------------------	-----------------

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

The deadline for choosing a supervisory committee is set at the end of first year.

<p>PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (<i>Attach additional pages if space is not sufficient.</i>)</p> <p>In accordance with the <i>General Regulations of the Graduate School</i>, Section 2.7. "Supervision", the Department recommends that PhD students choose their supervisor and their supervisory committee within the first five months of study.</p>
<p>RATIONALE FOR THE RECOMMENDED CHANGE (How does the requirement fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review?):</p> <p>To be in accordance with the <i>General Regulations of the Graduate School</i>.</p>
<p>PROVIDE IMPLEMENTATION DATE: (<i>Implementation date should be at the beginning of the academic year</i>)</p> <p>1-Sep-2018</p>
<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>No</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>1. Ph.D. in French Program description, Section 3 (<i>Program Requirements</i>):</p> <p>[...] By the end of their courses and/or first year<u>Within the first five month</u> of residency, students will select a thesis supervisor who will in turn recommend, for the student's approval, at least two other colleagues - to a maximum of four - as members of the supervisory committee.</p> <p>2. Ph.D. in French Program description, Last Section (<i>Timeline</i>):</p> <p>First Year</p> <ul style="list-style-type: none"> • Selection of thesis supervisor <u>and supervisory committee (as soon as possible and within the first 5 months of study, before the end of January at the latest)</u> (end of first year)
<p>CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Elzbieta Grodek Email: grodeke@mcmaster.ca Extension: 24515 Date submitted: Nov. 27, 2017</p>

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

SGS/2013



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

<u>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:</u>			
<p>1. This form must be completed for <u>ALL</u> changes involving degree program requirements/procedures. <u>All</u> sections of this form <u>must</u> be completed.</p> <p>2. An electronic version of this form (must be in MS WORD <u>not</u> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is <u>required to attend</u> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
DEPARTMENT	French		
NAME OF PROGRAM and PLAN	French		
DEGREE	Ph.D.		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input 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: Comprehensive Field Examination Section	
OTHER CHANGES	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

According to the current version of this section in the SGS Calendar, students are required to submit a 10- to 15- page paper for each comprehensive examination :

Comprehensive Field Examinations

Candidates will be given one week to complete a 10- to 15-page paper for each area.

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

The Department recommends extending the length of each comprehensive examination paper to 15 – 20 pages excluding bibliography.

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

The proposed change reflects actual practice.

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

1-Sep-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):

Candidates will be given one week to complete a ~~10- to 15- page~~ 15- to 20- page paper, excluding bibliography for each area.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Elzbieta Grodek Email: grodeke@mcmaster.ca Extension: 24515 Date submitted: Nov. 27, 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:			
<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		Gender Studies and Feminist Research	
NAME OF PROGRAM and PLAN		Gender Studies and Feminist Research Graduate Diploma	
DEGREE	PhD Graduate Diploma		
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: Doctoral students applying to the GSFR PhD Diploma Program must be registered in the PhD Program of one of the participating departments. The calendar lists the participating departments.	
OTHER CHANGES	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

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

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

The Graduate Diploma option is available to incoming and in-course Ph.D. students in McMaster's Departments of English and Cultural Studies, History, Philosophy, Religious Studies, Social Work, Sociology, *French and Communication, New Media and Cultural 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?):

The change expands access to the PhD Diploma to students in the additional participating departments, *French and Communication, New Media and Cultural Studies.*

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

September 1, 2017.

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

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

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

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Elisabeth Gedge Email: gedge@mcmaster.ca Extension: 23459 Date submitted:
September 7, 2017

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

SGS/2013

Graduate Award to be approved at February 2018 Grad Council Meeting

NAME OF FUND: The Doris Noftall Award in Food Allergy Research

TERMS OF REFERENCE FOR FUND:

To be awarded to a graduate student in the Faculty of Health Sciences who has demonstrated an interest in the area of food allergy research. To be awarded annually by the School of Graduate Studies on the recommendation of Dr. Manel Jordana and Dr. Susan Waserman, until such time that they retire or their faculty appointments end. Once both Dr. Jordana and Dr. Waserman's faculty appointments end, responsibility for recommendations will transfer to the lead faculty in the area of food allergy research within the McMaster Immunology Research Centre.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Anthropology

Date of Review: March 23 and 24' 2017

*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 **Department of Anthropology**. 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 Cyclical Program Review of the Undergraduate and Graduate Anthropology Programs

In accordance with the Institutional Quality Assurance Process (IQAP), the Department of Anthropology submitted a self-study to the School of Graduate Studies in January 2017. The self-study presented the program descriptions and learning outcomes, an analytical assessment of these two programs, and program data including the data collected from a student survey along with the standard data package prepared by the Office of Institutional Research and Analysis. Appended were the CVs for each full-time faculty member in the Department.

One external reviewer from Ontario, one external reviewer from Alberta and one internal reviewer were endorsed by the Dean, Faculty of Social Sciences and selected by the Associate Vice-President and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on March 23 and 24, 2017. The visit included interviews with the Provost and Vice-President (Academic); Associate Vice-President, Faculty, Associate Vice-President and Dean of Graduate Studies, Dean and Associate Dean of the Faculty of Social Sciences, Chair of the department and meetings with groups of current undergraduate students, full-time faculty and support staff.

- **Strengths**

In their report (April 2017), the Review Team highlighted the following strengths of the program:

- The strengths of the Department are made evident in the report. First, the Department works at a very high rate of research productivity, as evidenced by its research output, including talks and publications. The Department also enjoys a very high success rate in CFI and Tri-Council funding.
- The Department enjoys a high success in graduate student funding, largely by Canada’s Tri-Council, but also international funding sources, including the highly prestigious Wenner-Gren and Fulbright grants.
- Although the Department consists of three subfields (archaeology, cultural anthropology, biological anthropology) that both intellectually and methodologically can hold different points of orientation, the Department enjoys a high level of collegial interconnectedness and coherence that is not self-evident in a Anthropology department of such diversity and size.

- **Areas for Enhancement or Improvement**

The Review Team noted the following areas for improvement in the program:

- The report has identified four major areas for improvement: 1) the health field, 2) course offerings on the undergraduate level, 3) course offerings on the graduate level, and 4) the relationship between the Department and the Indigenous Studies Program.
- The Department agrees with report’s recommendation for the hiring of three positions (cultural anthropology, health, and Indigenous Studies), but realizes that – most likely – these resources will not be immediately diverted from the faculty to the department level. Given this scenario, it has agreed in Department meetings and in its Strategic Research Plan to advocate first and foremost for a Cultural Anthropology position. It also would like to maintain some autonomy in relation to the way in which positions will be defined, and would like to follow – as closely as possible – the trajectory as outlined in its Strategic Plan.

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
----------------	--------------------	--------------------------------------	--

<p>At a number of places, the report states that the department needs to determine “whether to build or eliminate the health field in both the undergraduate and graduate programs.”</p>	<p>The department’s executive committee and the department as a whole will meet to follow-up on the recommendation to build or eliminate the health field in the graduate program. As stated above, there is currently no health field in the undergraduate program.</p>	<p>The Department Chair, in conjunction with the department’s executive committee, graduate committee, and faculty members will carry the responsibility for leading the follow-up.</p>	<p>Unfortunately, in the 2017/18 academic year five faculty members will be on administrative or research leave: 3 on a six-month-leave, and 2 on a 12-month leave. Given that –as the report correctly states – decisions related to the health field are potentially contentious, the Department as a whole will start to follow up on this issues in the 2018/19 academic year. This may seem late, but since the outcome of this process will affect the entire department for years to come, it seems wise to wait until then.</p>
<p>The report advises the department to revise undergraduate course listings, especially in terms of the number of courses being offered.</p>	<p>The department will follow up on this suggestion to tighten its undergraduate program in regard to its course offerings.</p>	<p>The Undergraduate Chair, in consultation with the undergraduate committee and faculty members will lead this process.</p>	<p>This process will be initiated in the 2017/18 academic year. Given various administrative timelines, it can be completed in 2018/19.</p>
<p>The report advises the department to examine its course offerings on the graduate level, specifically with a view to the internal competition that seems to exist between the three subfields mentioned in the report: cultural anthropology, archaeology, biological anthropology.</p>	<p>The department will follow up on this suggestion. However, it is important to note that the current chair and graduate chair began this process in 2016-17 by raising pertinent issues with faculty members. The department will continue to streamline graduate courses and work on creating more</p>	<p>The Graduate Chair, in consultation with the graduate committee and faculty members will lead this process.</p>	<p>This process will be initiated in the 2017/18 academic year. Given various administrative timelines, it can be completed in 2018/19.</p>

	courses that cross-cut subfields.		
The Department takes the report's recommendation to build a "fruitful relationship" with the Indigenous Studies Program seriously.	In consultation with ISP and the FSS Dean, the Department would like to think about possibilities to initiate and sustain such a "fruitful relationship." It is pleased to recognize that the report states that "Dr. Martin-Hill's position [...] provides a wonderful bridging opportunity," and would like to reiterate its willingness to work with ISP and the Dean on this issue.	The Department Chair will carry the responsibility on following up on this suggestion.	This process can be initiated in the 2017/18 academic year.

Faculty Response:

The reviewers' overall assessment is that the Department of Anthropology offers excellent education to its undergraduate and graduate students. The department has implemented a number of important innovations in recent years and the undergraduate program in particular offers a more integrated curriculum across the sub-disciplines than do most anthropology programs in Canada. The reviewers, as directed, also identify a number of areas where the program and department could make changes to improve the programs. None of the recommendations, to the Dean's knowledge, required changes in organization, policy or governance to implement. Some require resources. Most require deliberation among departmental members and between the department and the Faculty to assess the best way to respond to the recommendations in the context of current resources and desired directions for the undergraduate and graduate programs. The Dean's response below focuses on the key recommendations offered by the reviewers, focusing first on those recommendations that raises issues of resources.

Human Resources

The reviewers make recommendations in three areas that pertain to faculty resources and one that pertains to staff resources.

Faculty

- That, should the department want to retain the health field, the Faculty consider funding a hire to contribute to it
- That the department re-think its relationship to the Indigenous Studies Program (ISP), and Dawn Martin-Hill's commitments in particular.
- That the department retain the hiring of a socio-cultural faculty member as a priority.

The Dean recognized that recent retirements and departures have weakened the health field within the department and that the department has identified the hiring a socio-cultural anthropologist as a need and priority. The ability to address these needs depends on resources available to the Faculty, and Anthropology's needs relative to other departments, schools and programs within the Faculty. It may also be possible to help address both of these priorities with a single hire of a socio-cultural anthropologies working in the area of health. While the Dean recognized these needs, the uncertainty created by the new provincial funding model for universities, and its impact on McMaster and the Faculty of Social Sciences in particular, precluded him from making any commitments regarding faculty hires.

The issue of Anthropology's relationship to the ISP, and opportunities for anthropology students to pursue interests in Indigenous history, culture and knowledge systems, extend beyond Dawn Martin-Hill's appointment. The ISP is keen to work with other programs to increase the numbers of students studying Indigenous history, culture and knowledge systems at both the undergraduate and graduate levels. This presents many opportunities to expand the options for anthropology students to pursue Indigenous-related interests. In addition, the ISP and School of Social Work are jointly developing a new graduate course on Indigenous knowledge systems open to all graduate students within the Faculty of Social Sciences. It is being offered on Dean's permission in 2017-18, and will be offered into the future if there is sufficient interest. So opportunities are expanding, and the Faculty welcomes Anthropology's participation in discussion regarding how best to expand such opportunities further at the undergraduate and graduate levels.

Staff

- Make the Archaeology Instructional Assistant a 12-month contract rather than a 10- month contract

The 10-month contract reflects the structure and timing of course offerings within the program. A shift to a 12-month contract would only make sense under a revised curriculum, with commensurate resources to fund the additional two months over the summer.

Physical Resources

The report observes that overall the current teaching labs are serving the program well, but makes a set of recommendations to restructure, reorganize and/or develop further aspects of these labs.

- Of particular importance is the Human Skeletal Biology and Bioarchaeology lab, which is a bottleneck in the undergraduate program. The Faculty will work with the department this coming year to assess what physical or scheduling changes can be made to address these concerns.
- The reviewers recommend enhanced space for the biological anthropology lab and identifies needs associated with ANTH 2D03 and ANTH 3R03. In the review of space requirements within the Faculty this past year, these needs were not identified as a priority by the department, but as part of the Faculty's continuing review of space allocation, this coming year the Dean will work with the department to consider these recommendations.
- The Dean shared the reviewer's assessment that the Sustainably Archaeology Lab provides an underdeveloped opportunity for training undergraduate and graduate students, and will work with the department, and the Lab Director, Aubrey Cannon in particular, to explore ways to facilitate its use in student training.

Financial Resources

- The report recommends that the university "enhance and/or regularize" the financial support of graduate student fieldwork. The Faculty is prepared to work with the department and the School of Graduate Studies to assess options that can address the financial needs of graduate students conducting fieldwork.

Educational Programs

The report recommends a number of actions to enhance the undergraduate and graduate programs and which that have no direct resource implications. The Faculty will work the department and its respective undergraduate and graduate committees to support changes as appropriate. Here the Dean offered comment on two issues identified by the reviewers.

- Student Advising. The report indicates that inconsistency in academic advising occurs between the department, the Faculty advising and the website. We will work with the department before the start of the Fall term to improve coordination between the department and the Faculty advisors; website issues will be addressed as part of the Faculty refresh of its website. In the longer term, the Faculty will be using strategic funding from the Provost to create an on-line academic "journey planner" that should help students understand program options and requirements.
- Teaching Opportunities for Graduate Students. Anthropology, like all departments, is allocated PhD teaching Fellow positions to enable graduate students to gain teaching experience. Further, the allocation of TA resources to the department has increased slightly in recent years. Resources to support teaching opportunities therefore are likely not the problem; it may be a matter of course designs and how TA funding is

used within the programs.

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. The committee will request an update on the strategic plan concerning the Health Studies field to be included the progress report.