School of Graduate Studies

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To : Members of Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

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The next meeting of Graduate Council will be held on **Tuesday April 18th 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 March 21st, 2017**

II. **Business arising**

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

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

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

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

VII. **Academic Accommodation Policy**

VIII. **Senate Policy on Diplomas and Certificates**

IX. **University Aid and Awards Policy**

X. **Academic Program Review (IQAP) Policy**

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

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

XIII. **Graduate Program Handbook Checklist**

XIV. **Faculty of Health Sciences Spring 2017 Graduands (to be distributed)**

XV. **New Scholarship**

XVI. **Change to Scholarship Committee Membership**

Graduate Council
March 21st 1:30 pm
GH 111

Present: Dr. D. Welch, Ms. S. Baschiera, Ms. C. Bryce, Dr. T. Porter, Dr. C. Hayward, Dr. B. Gupta, Dr. A. Sills, Dr. E. Badone, Ms. R. Estok, Dr. D. Pelinovsky, Mr. R. Narro Perez, Ms. H. Yousefi, Dr. L. Thabane, Dr. S. O'Brien, Ms. N. Shen, Dr. T. Adams, Dr. B. Doble, Dr. I. Marwah, Dr. M. Thompson, Dr. B. Ibhawoh, Dr. A. Kitai, Dr. E. Grodek

Regrets: Dr. S. McCracken, Dr. A. Deza, Dr. A. Guarne, Dr. A. Fudge Schormans, Mr. P. Self, Dr. N. Agarwal

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A G E N D A

I. Minutes of the meeting February 21st, 2017

The minutes of the meeting of February 21st were approved on a motion by Dr. Hayward, seconded by Dr. Adams.

Dr. Welch said there had been a good question about why only SGS names appear in the minutes. This is a practice that almost all McMaster Councils follow. In decision making bodies there has been evidence that when names are put in the comments it can complicate matters. The best practice judged is to name the folks answering on behalf of institution only.

II. Business arising

There was no business arising.

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

Dr. Welch reported on a few items. He noted that Council members might recall back in November the Academic Accommodation policy was on the agenda. He said they could expect it to be on the agenda for next month and that it had undergone significant revision.

Dr. Welch noted that there was a research integrity and mentoring workshop for new faculty. It is something that they're trying to do every year. They pass along resources they have for mentoring including various handouts from academic integrity and supervisor student relationship documents. There will be a chairs and directors version of the same talk coming up.

Dr. Welch also reported that the applications and admissions for graduate studies is going much better this year in terms of turnaround and completeness of paperwork coming to SGS. This is partly in response to a third admissions person and partly due to efforts to improve Mosaic and efforts to improve the process side to ensure efficiency. At the end of last week up they were up to date with the offers received to that point.

He noted that a search committee had been formed and met twice to find a new associate dean of humanities to replace Dr. Ibhawoh who is ending his term at the end of June. The process isn't yet to the point of interviewing candidates but that will happen in the next few weeks.

Dr. Welch reported that the university is in the middle of negotiating the second SMA with province. The SMA is a three year arrangement between the province and university about what both parties will do in terms of recruitment and support of students and how much the province will be contributing in operating grants. SMA 1 was very different in that one of the main aspects of that agreement was graduate growth. The university is putting together the first draft of SMA 2 for the province. Dr. Welch said he has been working with Institutional Research and Analysis to establish graduate support numbers and projections to go forward. By this time next month they will have a much firmer idea of what it will look like. The goal right now is to ensure existing planned programs are supported at the level intended, including those starting next year. Programs starting near the end of the SMA would have support built into them for domestic students.

He also noted that there was a working group looking at the concept of an interdisciplinary PhD across McMaster. The basic idea is to create a more natural ability to mix the standard stand-alone Ph.D. with interactions with other programs through a 3 to 1 year mix of experiences. He said that more details and consultations would follow and that McMaster has a strength here, so many strong programs already.

He noted that the comprehensive examination working group haven't quite got the new wording yet but that it wouldn't hold anything up in terms of implementing in the future. He expected it to come back to an upcoming meeting.

IV.   Report from the Graduate Associate Deans

Dr. Hayward reported that they are getting close to finalizing the document for program handbooks and hope to bring back to Graduate Council next month or the one after. The intent is to make sure they're all formally approved within two years of starting this. She also noted that FHS has been looking at overtime students they shared the data for the current year with their programs. She said questions had been raised about whether SGS will take over these notifications and that programs have found it interesting comparing their overtime

data. The worst performers have 13% to 15% overtime. Overall there were only 39 over time and 6 out of time students, out of their share of graduate students which is 25% of the graduate student population. She noted the Faculty is happy with application numbers for programs this year. The biggest challenges to enrollment are research programs with CIHR funding. They are working on recruitment videos for different programs and have been having discussions with feeder undergraduate programs about how best to promote. FHS had also been working on how they recognize graduate student achievement. They have asked whether summa cum laude or cum laude designation could be used to highlight excellence. In general they are working on promoting a culture of recognizing graduate student achievement at the university. They would like to find out if these designations are possible otherwise programs plan to create recognition awards for their own students. Programs felt strongly about the need to recognize graduate level achievement.

Dr. Welch responded that he thought this was possible. He noted that one of the areas where there are few awards general is purely research and suggested it was possible to improve there as well.

Dr. Porter noted that recruitment is going well in the Faculty of Social Sciences.

Dr. Gupta reported that the Faculty of Science had held the graduate student-led alumni event on February 24th. He noted that it had been very successful with 10 alumni and 50-55 graduate students in attendance. There were a lot of good interactions and they are hopeful they can continue this going forward. He also reported that the Faculty had reviewed their TA policy, including how they're assigned to courses and had some recommendations that have been drafted into a policy and distributed to science departments. Dr. Welch noted that was an employment consideration rather than academic. Dr. Gupta confirmed.

Dr. Ibhawoh reported that things were going smoothly with admissions within the Faculty of Humanities. One of the issues that's come is support for international students. Programs are finding it difficult to compete with other universities in terms of tuition waivers or supports. There have been discussions in a number of areas and all agree international students are important. The trouble south of the border has the potential to increase the number of international students. As a Faculty they've decided to release a visa bursary. It won't cover everything but allows programs to plan and leverage funding. He suggested a holistic approach to this at McMaster would be helpful to attract the best students going forward.

Dr. Thompson had no report.

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

Ms. Baschiera explained that coming next month there will be two joint graduate/undergraduate policies. The first is an awards policy intended to harmonize the approach on both the graduate and undergraduate side. She noted that specifics and detail will still be governed by the graduate calendar. The second policy is a joint certificate and diplomas policy. Diplomas are still governed wholly by the IQAP. In the past, the certificates

piece has been a gray area. She noted the revised policies would ensure a good approach across all the graduate programs.

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

There was no report.

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

Dr. Hayward presented the items and noted that they were going forward to the Health Sciences Faculty Executive the next day. The Occupational Therapy admission requirements used to be lower than the university standard. In practice, the only folks getting in were above their requirement so they have proposed a change to raise the minimum average to B+. The other change was from Biomedical Discovery and Commercialization and they proposed adding a milestone related to internship planning and are accordingly proposing a change to program requirements for the addition of this milestone. The for-information items were course changes and new courses.

Dr. Hayward moved and Dr. Thompson seconded, 'that Graduate Council approve the proposed changes as described in the documents, subject to FHS Executive Council approval.'

The motion was carried.

VIII.   Faculty of Engineering Graduate Curriculum and Policy Committee Report

Dr. Thompson explained that the Faculty of Engineering is requesting approval for a co-op and work experience option. He noted that for those engaged in the upcoming SMA there is a demand to demonstrate integrated learning and that any student experience in work placement is beneficial to them in terms of career. The option involves two courses, one which helps prepare students for a placement and another which keeps them enrolled full-time. It is built this way to ensure international students (50% of students in the faculty) can gain valuable work experience.

He noted that Materials Science and Engineering was asking for a change to reduce the number of courses for Ph.D. completion. This change is largely reflective of the opinion of the Faculty to move more of the learning experience into comprehensive. Students will still able to take more courses if needed but the program would rather see students working on research and the comprehensive. The School of Engineering Practice and Technology (SEPT) brought forward two changes, one to program length (which is being increased after previously being decreased). There was a belief that they could compress it but that has not turned out to be the case. So, the proposal now is to turn it back to what it was historically. For the Master of Engineering Design SEPT proposed a minor change to course requirements as they had one course which was split into two.

The last change was from Engineering Physics who proposed an addition to their section of the calendar to declare research competency in Biomedical Engineering as they have had a number of new hires in this area. Dr. Ibhawoh asked about the career training fee for the co-op/work experience option. He asked the extent to which the Faculty can impose additional ancillary fees. Dr. Thompson responded that they're requesting the fee be approved through the normal channels, starting with Fees Committee. The fee would be used to develop professional skills, use of Oscarplus website for this and to pay for the career manager to go out to visit co-op sites both before the placement and supporting throughout. He noted that at the same time, students will not be asked to pay tuition while away. Dr. Ibhawoh asked for clarification on the tuition front. Dr. Thompson said the situation would be similar to a leave of absence but that they would be considered a full-time student.

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

The motion was carried.

IX.   **Change to Scholarship Committee Membership**

Dr. Welch explained that they're recording who is going off the committee and who is replacing them and noted that this is a large committee.

Dr. Thabane moved and Dr. Thompson seconded 'that Graduate Council approve the proposed changes as described in the document.'

The motion was carried.

X.   **New Scholarships**

Dr. Thompson asked if the travel award was intended to be open only to holders of an OGS. Dr. Welch confirmed this was the case. Dr. Thompson proposed a <u>friendly amendment</u> to include the word 'only' to ensure this was clear.

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

The motion was carried.

XI.   **Graduate Degrees in the Ontario Environment**

Dr. Welch explained that he had received an invitation from the Dean of Engineering to attend a retreat on Reimagining the Ph.D. There were a number of panelists including the graduate dean from UBC. His part was

to outline restrictions on McMaster outside of the institutions own processes as well as to outline requirements as they stand now, how we make changes, and thoughts about evolution.

The definitions of what the university calls Ph.D. level work are in the Graduate Calendar. This used to be a document that every graduate student and program received. It was printed at large cost and often underutilized. He noted that they had since transitioned to a web version which was easily accessible. The calendar includes policies, program requirements and exams among other things. In section 4.2 it basically says there is no minimum course requirement. Programs may choose but the minimum is zero above Masters. Biochemistry and Biology are both examples of programs with low course requirements. Each program does get to set minimum course requirements and new programs have to meet the test of Quality Council. Whatever the program comes up with has to come through GCPC and Grad Council and Senate. In section 4.3 a set of examinations is described. Section 4.4 is devoted to the thesis which is a normal requirement at the Ph.D. level. Requirements have remained relatively static in this section and notes that the oral examination is required and afterward they expect the dissertation to be published. He noted there had been a CAGS discussion about what the dissertation could constitute going forward and what forms it could take. In the old days there were hard copies of the thesis which were not very well circulated. Now theses are published to MacSphere, which is an online repository. Dissertations are available instantly to anyone who wants it and this has created its own reactions. Some leading journals will not published something that is available online. They do have ability to have temporarily embargo a dissertation but eventually they must always become visible. A student is able to request embargo for one year automatically. More than one year requires a justification and the thesis can be embargoed up to a maximum of two years. Section 4.6 show how long the degree takes and the process by which a student's progress is reviewed.

Dr. Welch explained that the cornerstone or bedrock document of legal system in country is constitution. In the case of education it's a provincial responsibility to describe statutes. Each of the older universities have a bill establishing the university and in this document it explains what McMaster University can do. It describes what powers McMaster has and how it has to be organized to exercise those powers. In that act there are two principle elements defined: Board of Governors (concerned with financial matters) and Senate (concerned with academic matters). The description of Senate has a lot of material including what powers it has. There are no separate definition of degrees, diplomas or certificates other than what is listed there.

Article X of the Senate by-laws describe Graduate Council and includes the requirement of who is to be here and their role. It notes that Graduate Council has the power to make rules and regulations, establish ad hoc committees, to regulate matters of graduate work of concern to university as a whole and to determine the eligibility of departments to offer graduate work.

Taken by itself the act says McMaster can make any degree it wants but since McMaster is a publically assisted university, in return for support from the province the institution has agreed to comply with the recommendations of the COU which exercise its quality control through Quality Council. So, Ph.D. degrees must meet certain degree level expectations. New program proposals must highlight how they meet these expectations. Universities have agreed to not offer any degrees not approved by Quality. The Ministry leaves quality assurance up to Quality Council – they only approve the funding amounts.

In terms of potential next steps for the Ph.D. there are a number of options. One thing is to change the form a comprehensive exam takes. Aery large fraction of programs have expressed opinion that they value it but that they would like more flexibility in how they're given. This would possibly include changes in timescale or approach. Another thought is to reimagine the product of the Ph.D. – which takes two forms: monography or sandwich theses. Other possibilities for change include the external review parameters and reimagining who can participate on the supervisory committee. These are all places that McMaster could push the envelope.

The real bottleneck to change is not the ministry or Quality Council but agreement within the faculty members in the discipline about where they want to take things.

Dr. Ibhawoh raised the example of a student a few years ago who wanted to write a dissertation in indigenous language but that the calendar says only English and French are accepted. He noted it seemed anomalous that university in Canada would not accept a dissertation in an indigenous language and thought this would be a great place to start. One of the difficulties that came up when this was raised that a question around whether they could find external examiners to review quality. He suggested they could include some language about 'where there is capacity' a thesis can be in an indigenous language.

Dr. Welch noted said that he recognized that there's a lot of paperwork that comes to Graduate Council but noted that there is power to do more than the regular business and that they should always keep our eye out for that explore options available to us. A committee member asked if there was other institutions in the country that have already started the steps of working on reimagining the Ph.D. Dr. Welch responded that they have mainly gone nowhere. He noted that the University of Victoria had done some work around indigenous issues.

Overview of the Policy Review for the Development of the Proposed 'Academic Accommodations of Students with Disabilities' Policy

In May 2015, the Academic Accommodations Working Group (AWWG) was struck. Reporting to the AVP Students & Learning, Dean of Students, AAWG's objective has included conducting a landscape scan, a review of the University's current practices and to examine and propose ways by which the University's policies, procedures and practices reflect: (a) the changes in the law; (b) adequately respond to the needs of students with disability on our campus (e.g. mental health disability is the primary disability being accommodated on our campus; whereas in previous years it was physical disabilities), and; (c) adapt to the highly varied ways in which education is occurring (e.g. experiential learning).

The Working Group did not review specific situations, but rather examined university policies, procedures and practices as they relate to providing accommodations to students with disabilities on our campus, in both an academic and experiential learning setting.

Membership of the Academic Accommodations Working Group (AAWG) included:

Committee Members:	Key Consultants:
Sue Baptiste, Chair	Experiential Learning
McMaster Students Union, VP Education	Ombuds Office
Graduate Students Union, VP Student Services	FHS, Professionalism Office
Allison Drew-Hassling, Student Affairs	Graduate Studies
Raihanna Khalfan, Human Rights & Equity Services	University Secretariat Office
Alan Neville, Health Science	McMaster Accessibility Council
Bruce Newbold, Geography and Earth Science	McMaster Association of Part Time Students
Greg Rombough, School of Business	Registrar's Office
Tim Nolan, Student Accessibility Services	Academic Integrity Office
Geraldine Voros, Social Science	Associate Dean's Group (ADG)*
Jan Young, Student Wellness Centre	University Secretariat's Office *
	Andrea Thyret-Kidd, Provost Office*

*Second phase of Consultation Process

1) During the development of the policy, special consideration included:
   a) A landscape review to incorporate accepted 'best practices' into both policy development and overall recommendations.
   b) Balancing the University's legal obligation to offer reasonable accommodations to students with disabilities while upholding and maintaining academic integrity.
   c) Balancing the obligation to accommodate in clinical and experiential settings, with academic requirements and the standards of professions and community partners.
   d) Applying best practice guidelines (2015) from the Ministry (see 'Student Guide for Accommodating Students with Mental Health Disabilities' at campusmentalhealth.ca).
   e) The Ontario Human Rights Code, The Charter of Human Rights and Freedoms, the Freedom of Information and Protection of Privacy Act and the Personal Health Information Protection Act.

2) The consultation process included:
   a) **Community Consultation**: Members of the Consultation Group (Appendix A) were asked to provide feedback during a think tank in May 2016 and on multiple drafts of the policy.
   b) **University Secretariat Review of Policy**: The Secretariat has provided helpful guidance and input on three draft versions of the policy to date.
   c) **Think Tank**: AAWG identified several areas of the policy that required thoughtful consideration and the Think Tank offered an open space to voice a range of perspectives from across the campus community. (See Appendix B: Think Tank Overview).

3) During the development of the policy, the landscape of Academic Accommodations within Post-Secondary settings changed considerably, with a letter from the Ontario Human Rights Commission, which articulated expectations for all universities to align their approaches to medical documentation and accommodation with the Ontario Human Rights Code and their Policy on Preventing Discrimination Based on Mental Health Disabilities and Addictions (see Mental Health Policy at ohrc.on.ca)

   Further to this, the letter from the Commission included a checklist for all Universities to comply with by September 2016. The six expectations were articulated as follows:
   a) Do not require students to disclose their mental health disability diagnosis to register with Student Accessibility Services, or receive accommodations or supports
   b) Make it clear that students may request interim accommodations for mental health disabilities pending receipt of medical documentation;
   c) Make it clear that both temporary and permanent mental health disabilities will be accommodated. All disabilities that give rise to functional limitations that impair academic functioning should be accommodated;
   d) Do not state or imply that request for accommodation after a deadline, test or course completion (i.e. retroactive accommodation) will not be considered. Establish a process to meaningfully consider requests for retroactive accommodation, or if a process already exists, provide clear information to students, faculty and staff about that process.

e) Do not require students to reveal their private medical information to, or seek accommodation directly from, their professors, instructors, teaching assistants, etc. Students should not be requested to deliver accommodation letters directly to professors, instructors or teaching assistants.   Offices, such as SAS, should communicate with professors, instructors and teaching assistants about academic accommodations; and,

f) Communicate to students, faculty and staff about the documentation guidelines, forms and procedures (e.g. include information about academic accommodations on all course syllabi distributed to students.

4) On September 20th, 2016, a draft of the Academic Accommodations for Students with a Disability Policy was reviewed by Graduate Council. Graduate Council requested edits to the document, of which have been embedded in this current version.

During this time, consultation with other stakeholders on campus was solicited, beyond the initial 'key consultant group', including: members of the Associate Deans Group, Assistant Deans, the Ombuds, the Secretariat Office, Andrea Thyret-Kidd from the Office of the Provost and the School of Social Work, Graduate Studies). This version of the policy has changed both in appearance and content from the earlier version presented to Graduate Council. Key changes include:

a) **Improved readability and flow**
Changes to the arrangements of sections within the body of the policy and inclusion of Sections to the policy. Sections now include: Introduction, Roles and Responsibilities, Guidelines & Procedures, Appeals, Appendix A: Related Policies and Legislation, Appendix B: Essential Requirements and Off-Site Placements.

b) **Refined Key Definitions**
The roles and responsibilities section has been heavily edited and pared down to articulate roles in more general terms rather than taking a prescriptive, procedural approach.

"Campus Accommodation Teams" have been changed to "academic accommodation teams" (AT) with the purpose of minimizing confusion that these are "Campus-wide" teams, rather the academic accommodation teams are described as informal, decentralized networks of individuals who assist Associate/Assistant Deans with the implementation of the policy.

Greater emphasis has been put on the role of the Associate/Assistant Deans and the 'academic accommodation teams (AT).

Three types of accommodation requests have been articulated on page 9 and referenced throughout the document, in accordance with the Ontario Human Rights Commission: Permanent Disability, Retroactive Accommodation and Temporary Disability.
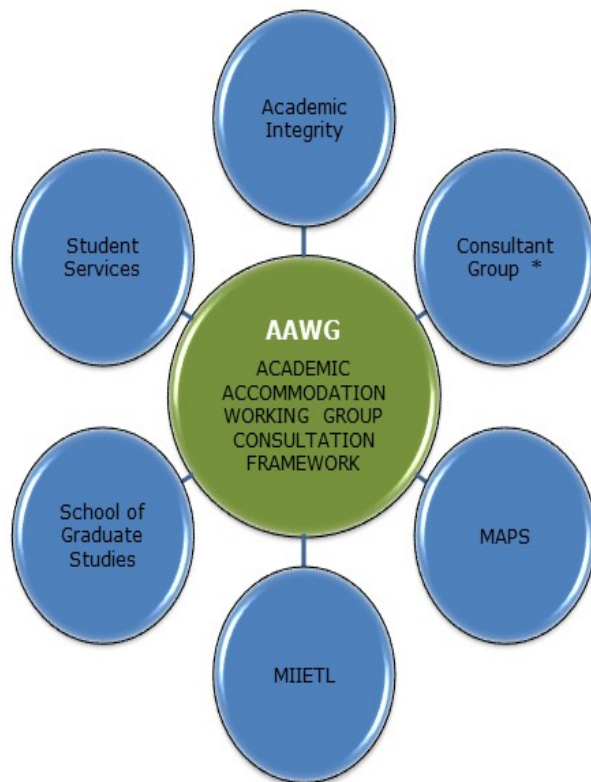
Retroactive Accommodation definition has been refined to be applicable to students with undiagnosed and/or not previously accommodated by Student Accessibility Services with articulated procedures for how a student may request a retroactive accommodation.

Temporary Disability definition has been articulated with clearly articulated procedures for how a student may request a temporary disability request.

5) **Implementation Plan:**
   a) Education and Training: A Policy implementation plan is currently being developed, led by the AVP, Dean of Students. This plan will include educational material to ensure that students, staff and faculty are aware of the new policy highlighting new responsibilities and key changes to the policy; along with the creation of information sessions for key stakeholders in the policy (e.g. Associate Deans).
   b) Petition for Special Consideration: In order to align the procedures as outlined in the draft policy with current practices across the campus, a modification will need to be made to the Petitions for Special Consideration in the Undergraduate and Graduate Calendars in order to reflect retroactive accommodations for disability.

Appendix A: Consultation Framework, Phase One

ACADEMIC ACCOMMODATION WORKING GROUP
CONSULTATION FRAMEWORK
FINAL VERSION

Academic Integrity

Student Services

Consultant Group *

AAWG
ACADEMIC ACCOMMODATION WORKING GROUP CONSULTATION FRAMEWORK

School of Graduate Studies

MAPS

MIIETL

* Consultant Group

Experiential Learning

Ombuds

FHS Professionalism Office

University Secretariat

Registrar

McMaster Accessibility Council (Chair)

FHS Professionalism

Appendix B: AAWG Think Tank Agenda

The Think Tank invitation was distributed to members of AAWG and the Consultation Group. Each recipient of the invitation was encouraged to invite other colleagues to also participate in the Think Tank discussion. The Think Tank occurred on May 10th, 2016 from 8:30-12:30.

Attendees Included: Alan Neville (FHS); Allison Drew-Hassling (Student Affairs); Joseph Ameil (Social Work); Anne Niec (FHS); Bernadette Belan; Blake Oliver (MSU); Bruce Newbold (Geography, AAWG); Cathy Oudshoorn (FHS); Finola Foley (Student Wellness Centre); Geraldine Voros (Social Science; Helen Ayre (Secretariat Office); Henriette Silman (SAS); Janice Young (Student Wellness Centre); Lori Letts (Rehab Science); Mark Castrodale (MIIETL); Mary Fletcher (Student Wellness Centre); Meaghan Ross (EIO); Mei-Ju Shih (SAS); Michelle Bennett, (Secretariat Office); John Miller (FHS); Tim Nolan (SAS); Vilma Rossi (EIO) ; Mile Komlen (EIO); Raihanna Khalfan (EIO)
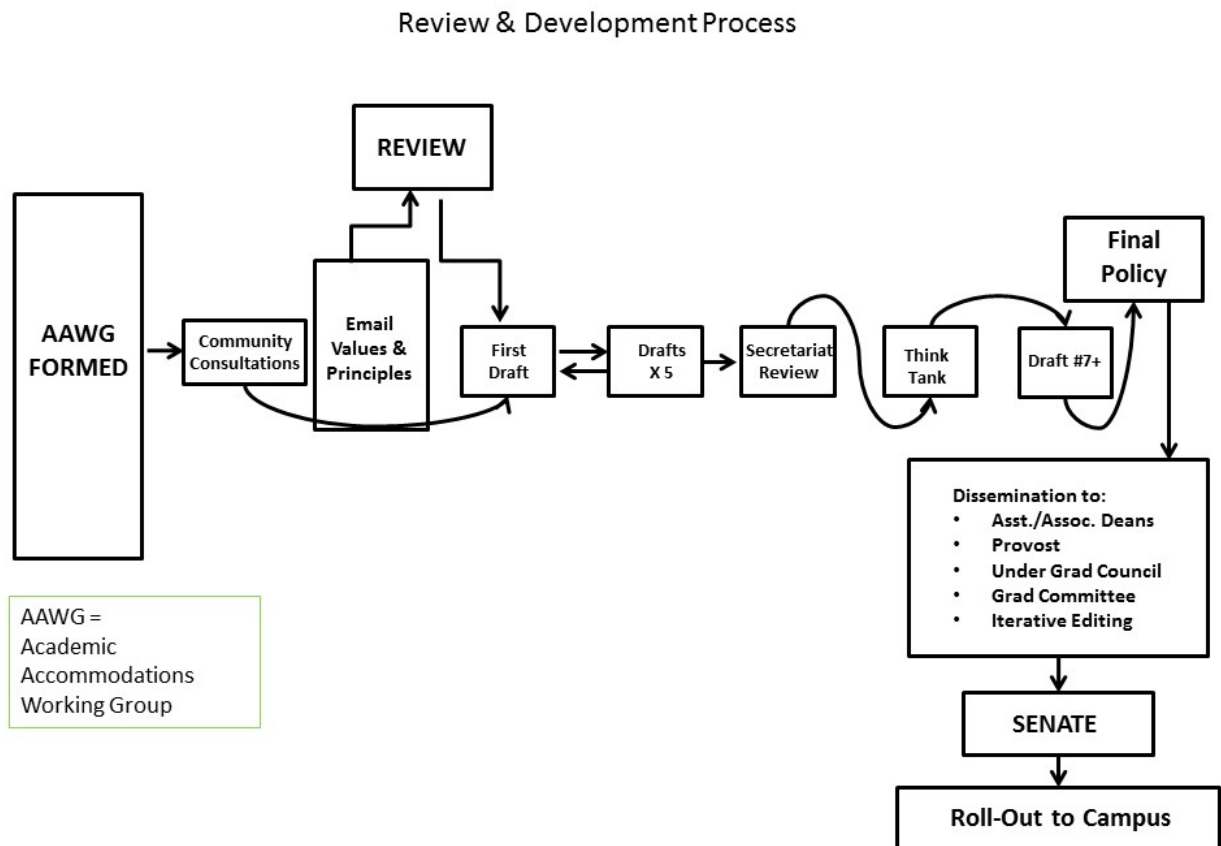
Purpose: During our recent AAWG meetings, several areas of policy content have been identified as needing thoughtful consideration before putting into the narrative of the policy. This Think Tank is being held in order that these highlighted topics and concepts can be the foci of a modified Open Space process. There will be small cluster groups set up for attendees to join for 45 minute time periods at which the discussion will be facilitated by the AAWG member (topic champion) for whom the topic is of particular importance.

Topics Included:

- Linkages between other policies and the incoming Accommodations policy
- The continuum from "Fit to Study" to "Too Sick to be in School"
- Transition between the Medical and Social models of health and disability
- Documentation
- Temporary/Short Term accommodations
- Informal accommodations
- Routes for developing accommodations in addition to SAS?
- Communication pathways
- Accountability/responsibility in off-site learning experiences

Following the Think Tank, the recommendations and feedback obtained during the various group discussions was compiled and distributed to the participants. The recommendations was also considered for the further development of the policy.

Appendix C: Policy Development Process

Review & Development Process

REVIEW

AAWG FORMED → **Community Consultations** → **Email Values & Principles** → **First Draft** → **Drafts X 5** → **Secretariat Review** → **Think Tank** → **Draft #7+** → **Final Policy**

AAWG =
Academic
Accommodations
Working Group

Dissemination to:
- Asst./Assoc. Deans
- Provost
- Under Grad Council
- Grad Committee
- Iterative Editing

SENATE

Roll-Out to Campus

Policies, Procedures and Guidelines

Complete Policy Title: **Academic Accommodation of Students with Disabilities** (Draft 20)	Policy Number (if applicable):
Approved by: **Senate**	Date of Most Recent Approval:
Date of Original Approval(s): **February 14, 2001**	Supersedes/Amends Policy dated: **March 12, 2003** **February 14, 2001**
Responsible Executive: Provost	Enquiries: **University Secretariat**

DISCLAIMER: *If there is a Discrepancy between this electronic policy and the written copy held by the policy owner, the written copy prevails*

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SECTION I: INTRODUCTION

PREAMBLE AND SCOPE

1. McMaster University is committed to excellence in teaching and learning. The University strives to ensure every student is afforded an academic environment that is dedicated to the advancement of learning and is based on the principles of equitable access and individual dignity. At McMaster we nurture and support a culture of acceptance, inclusion and the celebration of diversity. Creating a learning environment that is accessible to all students is a value embedded within the University's fabric as well as our policies, services and practices.

2. Academic Accommodation is a shared responsibility. It is a highly collaborative process requiring engagement and full participation of multiple stakeholders, each playing a vital role in shaping a student's Academic Accommodation. The provision of accommodations for students with disabilities requires students, instructors and administrative staff to exercise creativity and flexibility in crafting solutions that meet the needs of the students, as well as to preserve the academic requirements of the University's courses/programs.

3. Disability is a concept that encompasses varied definitions including medical, socio-cultural and social definitions. Up to the present, the system at large, including at McMaster University, has relied on the definition of disability provided in the Policy and Guidelines on Disability and the Duty to Accommodate (2000), from the Ontario Human Rights Commission [OHRC]. This approach is built upon a medical model of understanding disability. An alternate view is that of a social disability model that is exemplified within the definition of disability articulated by the World Health Organization (WHO). It is our institutional aspiration to work towards a campus community that adopts the social definition of disability by responding with the creation of universal design for instruction in accessible classrooms and the need for on-going consultation with people with lived experience with disability to guide the design of buildings and instructional resources. However, this Policy acknowledges, upholds, and aligns itself with the medical definition of disability to be in accordance with the OHRC's definition of disability and accompanying policies and statements.

4. The University recognizes that barriers to participation exist and adjustments to policies and practices of the University are required. This is accomplished through the prevention, identification and removal of barriers (such as a physical, architectural, technological, information or communication barrier, an attitudinal barrier or learning barrier, or a policy or practice) within the University systems, structures and policies.

5. This policy applies to all McMaster University students [any individual recorded by the University Registrar as enrolled in an educational course of study recognized by the Senate and for whom the University maintains education records (graduate, undergraduate, continuing education students, and students in shared institutional programs e.g. Mohawk College and Conestoga combined programs where they are registered as a McMaster student)].

DEFINITIONS

6. For the purpose of interpreting this document:

    a) words in the singular may include the plural and words in the plural may include the singular;

    b) for **graduate students**, the relevant Associate/Assistant Dean of their Faculty, is their Associate Dean in the School of Graduate Studies;

    c) for students in **degree programs not offered by a Faculty** (e.g., the Arts and Science program), the Program Director is equivalent to the Associate/Assistant Dean of a Faculty, and the Chair of the Program Hearings Committee is equivalent to the Faculty Dean;

d) for students in Senate-approved certificate or diploma programs offered by the **Centre for Continuing Education**, the Director of the Centre is equivalent to the Associate/Assistant Dean of a Faculty, the program co-ordinator is equivalent to the Department Chair, and the Provost is equivalent to the Dean of the Faculty; and

e) for **students in the Faculty of Health Sciences**, the Assistant Dean of the Program is equivalent to the Associate/Assistant Dean of a Faculty.

7. All definitions in this Policy include, but are not limited to, the definitions articulated in the *Ontario Human Rights Code*.

8. **Disability** includes:

a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;

b) a condition of mental impairment or a developmental disability;

c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language; and

d) a mental health disorder/illness, or

e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act.*

9. An **Academic Accommodation** for a disability is an individual arrangement that reduces or removes barriers that limit the ability of students with disabilities to participate in formal post-secondary education. Academic Accommodations are developed based on the functional limitation of the student as it relates to the academic environment. For example, a student may have a functional limitation that affects their ability to remain focused for prolonged periods. An Academic Accommodation is recognition that individuals may require adjustments in order to support their performance in a practice-based context or in the classroom and are intended to provide access for students with disabilities; they do not guarantee or predict outcomes. Appropriate Academic Accommodation results in equitable opportunity to attain the same level of performance; or, to enjoy the same level of benefits and privileges experienced by others; or, if it is proposed or adopted for the purpose of achieving equitable opportunity, and meets the individual's disability-related needs. Accommodation is not a courtesy or a favour, neither is it a lowering of standards. Academic Accommodations are based only on functional limitations, not on individual preferences.

10. **Accessible Learning Environment:** The degree to which individuals with and without disabilities, can access the academic learning environment without encountering barriers.

11. **Barrier** refers to barriers such as a physical barrier, an architectural barrier, information or communication barriers, an attitudinal barrier, a technological barrier, a learning barrier, or a policy or practice, in relation to the academic learning environment. .

12. **Interim Academic Accommodation:** An interim Academic Accommodation can be enacted on behalf of a student requesting an Academic Accommodation and implemented 'in good faith' pending receipt of supporting documentation for requests that related to a disability as defined in **Section II.**

13. **Functional Limitation:** A health condition that impairs/limits a student's academic functioning as a learner and/or access level. A functional limitation includes an impairment/limitation in the following areas: cognitive skills/ability; physical skills/ability; social-emotional skills/ability; fieldwork skills/ability.

GUIDING PRINCIPLES

14. This Policy acknowledges, upholds, and aligns itself with the medical definition of disability to be in accordance with the Ontario Human Rights Commission's definition of disability.

15. It is our institutional aspiration to work towards a campus community that adopts the social definition of disability by responding with the creation of universal design for instruction in accessible classrooms and the need for on-going consultation with people with lived experience with disability to guide the design of buildings and instructional resources.

16. The University will strive to nurture and support all students to be as healthy as they can be and to reach their potential. Mental health and wellbeing are understood as key components to health. We will achieve this outcome through our ongoing commitment to creating an inclusive, supportive, and healthy educational environment ([Student Mental Health & Well-Being Strategy](#))

17. This Policy incorporates the principles of the *[Policy on Ableism and Discrimination Based on Disability](#)* and position paper *[OHRC Policy Position on Medical Documentation](#)* which include the following statements:

     • A disability may be the result of combinations of impairments and environmental barriers, such as attitudinal barriers, inaccessible information, an inaccessible built environment or other barriers that affect a student's full participation at the University.

     • The duty to accommodate exists to the point of "undue hardship." The Code only allows for three considerations when assessing whether an accommodation would cause undue hardship; these are: cost, outside sources of funding, and health and safety requirements. Accommodation may mean making rules, policies, practices or procedures more flexible to make sure that people with disabilities are able to participate. It may also mean making changes to the built environment to remove barriers for people with disabilities.

     • Generally, the accommodation provider does not have the right to know a person's confidential medical information, such as the cause of the disability, diagnosis, symptoms or treatment, unless these clearly relate to the accommodation being sought, or the person's needs are complex, challenging or unclear and more information is needed.

     • Overbroad requests for private medical information, such as diagnostic information, undermine the dignity and privacy of people with disabilities. The ongoing stigma associated with many disabilities, especially and including mental health disabilities, means that requests for diagnostic information may pose a barrier to a person with disabilities proceeding with their accommodation request.

     • Where more information about a person's disability is needed, the information requested must be the least intrusive to the person's privacy while still giving the organization enough information to make an informed decision about the accommodation.

     • To implement appropriate accommodations that respect the dignity and privacy interests of people with disabilities, the focus should always be on the functional limitations associated with the disability, rather than a person's diagnosis.

18.   The provision of an accommodation is based on three principles:

   a)   **Dignity**: Students with disabilities have the right to receive educational services in a manner that is respectful of their dignity. Human dignity encompasses individual self-respect and self-worth. It is concerned with physical and psychological integrity and empowerment. Dignity is harmed when individuals are marginalized, stigmatized, ignored or devalued.

   b)   **Individualization**: Each student's needs are unique. At all times, the emphasis must be on the individual student and not on the category of disability. Two students with the same disability may have very different needs; for example, while some students with visual impairments read Braille, many do not. Different effects of a disability and different learning styles will or may call for different approaches.

   c)   **Inclusion and Full Participation**: Inclusion is exemplified by policies, programs, services and activities designed inclusively with the needs of all students in mind. Inclusivity in design emphasizes full participation and recognizes that all students have varying abilities and needs.

19.   All personal information, including supporting documentation (e.g. personal health information) requested by the University to facilitate the Academic Accommodation process, shall be handled in accordance with the *Freedom of Information and Protection of Privacy Act* and the *Personal Health Information Protection Act.*

SECTION II: ROLES & RESPONSIBILITIES

STUDENTS

20. Students must meet University and program/degree requirements, including participation in classes, labs, clinical or practicum placements, tutorials, etc.

21. Students seeking an Academic Accommodation are required to participate fully in the Academic Accommodations process. This participation includes:

    a) when the student is aware of their disability and the need for Academic Accommodation, contacting Student Accessibility Services before classes or academic work begins;

    b) providing the information required so that Student Accessibility Services can assess the duty to accommodate and develop Accommodation Plans;

    c) after the approval of the Accommodation Plan, should the student have any questions they may choose to speak with their instructor, SAS advisor or Faculty Office to review steps for the implementation of the Accommodation Plan;

    d) notifying Student Accessibility Services of any changes that may impact already established Accommodation Plans in a timely fashion.

INSTRUCTORS AND CHAIRS

22. Instructors (and Chairs when courses are taught by sessional instructors) are responsible for implementing the approved Accommodation Plan, as applicable, by:

    a) referring all accommodation requests related to disability (that have not been previously accommodated) to Student Accessibility Services;

    b) implementing the Accommodation Plan requests with the support of Student Accessibility Services and their academic units, and participating where appropriate in the development of Accommodation Plans.

    c) working collaboratively with Student Accessibility Services, the student, and the Associate/Assistant Dean to find a satisfactory resolution in those instances where the Instructor believes that an Accommodation Plan puts at risk the student's ability to meet course/program requirements (see Appendix B: Essential Requirements and Appendix C: Off-Site Placements).

23. Instructors, in collaboration with the MacPherson Institute, should consider instructional elements of their course that minimize the need for accommodations.

STUDENT ACCESSIBILITY SERVICES

24. Student Accessibility Services is the central resource for disability advising and the development of Accommodation Plans for students with disabilities. Student Accessibility Services is responsible for co-ordinating the Academic Accommodations process, which includes:

    a) obtaining and storing relevant disability related information (e.g. documentation related to any functional limitation);

    b) assessing the University's duty to accommodate; and

    c) working collaboratively with Faculty Offices, Instructors, students and academic units to inform accommodation decisions and develop Accommodation Plans.

ASSOCIATE/ASSISTANT DEANS

25.   Associate/Assistant Deans have a key leadership role within academic units and are responsible for:

    a)   working with the pertinent Accommodation Team and Student Accessibility Services to develop, refine, and implement Accommodation Plans as necessary.

    b)   working with the academic unit and Instructors to define the academic requirements of programs and courses;

    c)   consulting with the Faculty Dean, where necessary, on resources required for accommodations;

    d)   working with Chairs and Directors to ensure Instructors are implementing Accommodation Plans as specified; and

    e)   working with the Accommodation Team and Student Accessibility Services to make informed decisions related to complex or retroactive accommodations, as well as appeals.

ACADEMIC ACCOMMODATION TEAMS

26.   The Academic Accommodation Teams ("Accommodation Teams") are informal networks of individuals within academic units who have the knowledge and expertise required to inform decisions related to Academic Accommodations. Accommodation Teams complement the expertise residing centrally in Student Accessibility Services and support the Associate/Assistant Deans in the consideration of complex and/or retroactive Academic Accommodation decisions and appeals. In some areas there may be Accommodation Teams specific to the departments and professions within that Faculty.

EQUITY AND INCLUSION OFFICE

27.   The Equity and Inclusion Office is responsible for providing education and training on the duty to accommodate, accessibility and broader human rights, equity, and inclusion matters for staff, students and faculty. The Equity and Inclusion Office is an intake office for any complaints related to harassment and/or discrimination based on disability. When there has been a failure to accommodate, a failure to accommodate reasonably, or a failure to consider a retroactive accommodation, Equity and Inclusion Office staff will work with complainants to identify appropriate avenues of recourse as per the policy *Discrimination, Harassment & Sexual Harassment: Prevention and Response*.

CAMPUS STORE

28.   The Campus Store is responsible for implementing the terms of any agreed upon Accommodation Plan, as applicable, by:

    a)   accessing required learning resources in formats appropriate to individual student need;

    b)   making every reasonable effort to provide students registered through Student Accessibility Services equal access to information; and

    c)   providing publisher information to Library Accessibility Services (LAS) in Mills Library for students who may require textbooks in a different format (e.g. audio, Braille, large print, etc.).

LIBRARY

29.   The Library is responsible for making every reasonable effort to provide equal access to information for students with disabilities, and implementing the terms of any agreed upon Accommodation Plan, as applicable, by:

a) accessing required learning resources in formats appropriate to individual student need;

b) obtaining e-versions and converting file formats of learning materials e.g. required texts, course websites, A2L posts, course-packs, supplementary materials, etc.;

c) closed captioning media used in the classroom and online; and

d) helping students with disabilities navigate and access Library services and supports.

OFFICE OF THE REGISTRAR

30. The Office of the Registrar is responsible for implementing the terms of any agreed upon Accommodation Plan, as applicable, by:

a) scheduling and coordinating accommodated exams;

b) providing special timetabling or classroom use;

c) ensuring that University admissions policies and procedures are inclusive and accessible;

d) making special arrangements for students with disabilities at convocation ceremonies; and

e) working closely with Student Accessibility Services to ensure that the accommodated exams are scheduled and executed effectively, while also ensuring that Academic Integrity standards are met. MacPherson Institute

31. The MacPherson Institute will provide assistance and support to Instructors that facilitate the academic success of students with disabilities. Areas of focus include providing educational opportunities, resources and support for instructors that encourage application of pedagogical methods that support accommodations and encourage overall accessibility, e.g. universal design; identification of essential requirements.

ADMINISTRATION

32. The term "Administration", as used in this Policy, refers to individuals and groups responsible for the University's academic programs and academic support services and includes the: Provost; Associate Vice-President (Students & Learning) and Dean of Students; Vice-Provost (Faculty); Vice-Provost (Teaching & Learning) and Director of the MacPherson Institute; Deans; Associate Deans/Assistant Deans; Department Chairs; and Directors of Schools and Programs. Members of the Administration shall ensure that:

a) students with disabilities *who have been approved* for accommodation under this Policy, are accommodated in line with this Policy and as per their Accommodation Plans; and

b) staff and instructors are familiar with this Policy, and have the knowledge and resources necessary to implement Accommodation Plans.

ASSOCIATE VICE-PRESIDENT (STUDENTS & LEARNING) AND DEAN OF STUDENTS

33. The Associate Vice-President (Students & Learning) and Dean of Students ("Dean of Students"), is responsible for the oversight of the Policy and for monitoring progress and addressing issues that arise in its execution. To inform this process, the Dean of Students will coordinate meetings at least once per year with key stakeholders, including Associate/Assistant Deans, Student Accessibility Services, and the Equity and Inclusion Office.

SECTION III: GUIDELINES AND PROCEDURES

GUIDELINES

34.   The following guidelines apply to all requests for Academic Accommodations:

   a)   students are not required to seek accommodation directly from their professors, instructors, and/or teaching assistants. Accommodation requests should be directed to Student Accessibility Services;

   b)   students are not required to reveal their private medical information, such as the cause of the disability, diagnosis, symptoms or treatment (unless these clearly relate to the accommodation being sought - see Documentation) to register with Student Accessibility Services, or receive accommodations or supports;

   c)   students may request interim accommodations for disabilities (this includes mental health disabilities) pending receipt of medical documentation;

   d)   both Temporary and Permanent disabilities will be accommodated;

   e)   requests for accommodation should be submitted in a prompt and timely manner. Requests made after a deadline has passed may be considered Retroactive Accommodations;

   f)   students who make an accommodation request directly to an Instructor, prior to having an accommodation plan in place, should be informed by the Instructor that they must submit their request to Student Accessibility Services.

TYPES OF ACCOMMODATION REQUESTS

35.   **Permanent Disability** is where a functional limitation will occur for *more than one academic term o*r as defined by a regulated health professional.

36.   **Temporary Disability** may be a short-term injury or illness (such as mononucleosis, a broken limb or concussion) or an episodic condition (e.g. mental illness) where a functional limitation *generally occurs within one academic term or less* or as defined by a regulated health professional.

37.   A **Retroactive Accommodation** may be for either a Permanent or Temporary Disability when the request is made after-the-fact (e.g. after a course has been completed), as the result of the discovery or diagnosis of an existing disability of which the student was previously unaware.

DOCUMENTATION

38.   The University complies with the *Policy on Ableism and Discrimination Based on Disability*, Section 8.7, "*Medical information to be provided*," which sets out the type and scope of medical information to be provided to support an accommodation request.

39.   Requests for information and/or supporting documentation will, where possible, be limited to the nature of the limitation or restriction, in order to assess needs and make an appropriate academic accommodation. Requests for information and/or supporting documentation may include:

   a)   that the student has a disability (without disclosure of the medical diagnosis);

   b)   the functional limitations or needs associated with the disability;

   c)   whether the student can perform the course/program/degree requirements, with or without accommodation, including participation in classes, labs, clinical/practicum placements, tutorials, etc.

d)   the type of accommodation(s) that may be needed to allow the student to fulfill course/program/degree requirements.

40.   Students are required to provide documentation that supports their accommodation request before a decision or Academic Accommodation plan is developed. Supporting documentation **does not require the disclosure of a medical diagnosis but must be sufficient** to allow the University to determine appropriate accommodation measures and/or explore reasonable alternatives.

41.   An interim Academic Accommodation may be enacted on behalf of a student requesting an Academic Accommodation and implemented 'in good faith' pending receipt of supporting documentation.

42.   For **Temporary Disability** accommodation requests, the Associate/Assistant Dean may determine that while documentation was requested, it may not always be necessary and students may be accommodated in 'good faith' for a temporary disability.

43.   Documentation will only be considered if completed and signed by a registered and regulated health professional (i.e. medical doctor, registered psychologist, registered occupational therapist, registered speech and language pathologist, etc.) or a recognized and credible expert (e.g. McMaster University's Sexual Assault Response Coordinator).

44.   The University may make inquiries to request documentation, as appropriate, to confirm the need for and/or type of Academic Accommodation required. The University may initiate a detailed request for supportive documented information, tailored to the particular accommodation request. The University reserves the right to seek additional assessments or opinions about the nature of the functional limitation(s) as it relates to the student's disability.

PROCEDURES

Timeliness of Submissions

45.   Student Accessibility Services requires adequate time to review requests and coordinate needed arrangements. Some accommodations take longer to arrange than others (e.g. sign language interpreters and transcriptions), and students with these types of requests should be particularly cognizant of the timing of their requests. Failure to make a request or supply the required documentation in a timely manner may delay the approval and/or implementation of the requested accommodation.

46.   New students and transfer students are encouraged to contact Student Accessibility Services and submit their accommodation request as soon as possible after they receive their offers of admission, or by August 1st of the academic year, whichever comes first.

47.   Students whose circumstances change or who develop difficulties after the aforementioned dates should contact Student Accessibility Services and their designated faculty contact immediately, to initiate a review of their Accommodation Plan.

Submitting an Academic Accommodation Request

48.   Student Accessibility Services and the Faculty Offices work collaboratively and share information in order to facilitate academic accommodation requests. This includes transferring the facilitation of a request between offices where appropriate (e.g. a Temporary Disability accommodation may require the scheduling of rooms or invigilators, which is the responsibility of Student Accessibility Services; or the accommodation requires deadline extensions that the Faculty Office is able to arrange with the Instructor).

49.   Students must submit an Academic Accommodation Request Form with the appropriate documentation (see Documentation above) to either the Faculty Office or Student Accessibility Services in order to request an Academic Accommodation.

50.   Student Accessibility Services and the Faculty Offices work collaboratively and share information in order to facilitate academic accommodation requests. This includes transferring the facilitation of a request between offices where appropriate (e.g. a Temporary Disability accommodation may require the scheduling of rooms or invigilators, which is the responsibility of Student Accessibility Services; or the accommodation requires deadline extensions that the Faculty Office is able to arrange with the Instructor).

51.   Student Accessibility Services or other Intake Offices (e.g. Faculty Office) may refer the request to another office, as deemed appropriate in order to review the Academic Accommodation request.

   a)   Student Accessibility Services is responsible for all **PERMANENT DISABILTY** requests. Students may elect to drop off the Academic Accommodation Request Form to their Faculty Office; however dropping the form off at the Faculty Office may delay the facilitation of the request.

   b)   Student Accessibility Services **or** the Faculty Office may process Temporary Disability requests and Retroactive Accommodation requests.

Intake Meeting with a Program Coordinator regarding PERMANENT DISABLITY

52.   Students requesting Academic Accommodation for Permanent Disability must meet with a Program Coordinator in Student Accessibility Services

53.   At the meeting the Program Coordinator will review with the student the following:

   a)   the request, including documentation, and academic program information;

   b)   the need for accommodation and other supports; and

   c)   the process for the activation of Academic Accommodations.

Review of Request

54.   The office facilitating the request (Student Accessibility Services or the Faculty Office where appropriate) shall review the request for Academic Accommodations and determine whether the request meets the criteria for Academic Accommodation under this Policy. The office may consult with the Equity and Inclusion Office, or other relevant resources throughout the process.

55.   In complex situations, once documentation is received, Student Accessibility Services and the Faculty Office will consult with each other, the Accommodation Team, and the student, as appropriate before a decision or accommodations plan is made:

   a)   greater consultation may be required when there are concerns related to a practicum or placement, in cases where there are challenges in meeting accommodation requirements, or in cases related to the student's ability to fulfill the requirements of the course/program;

   b)   Student Accessibility Services and the Faculty Office will work to coordinate the request and assist with the provision of the accommodation, including exploring alternative forms of accommodation when the student may not be able to fulfill the requirements of the course/program without accommodation;

   c)   Should further guidance be required, the Faculty Office and/or Student Accessibility Services may consult with the appropriate senior administrator, and other offices as appropriate, including the Equity and Inclusion Office, the Student Wellness Centre, and the Student Support and Case Management Office.

56. Student Accessibility Services/the Faculty Office shall:

   a) inform the student in writing that the request has been:

      (i) denied and provide the reasons for denying the request; or

      (ii) accepted and provide next steps for the development of the accommodation plan.

   b) send a copy of the letter to the other office (Student Accessibility Services/Faculty Office).

Developing the Accommodation Plan

57. Student Accessibility Services will work with the student to develop a proposed accommodation plan based on the student's needs (as determined by Student Accessibility Services after consultation with the student, review of the documentation, and in consultation with the Faculty Office, including the instructor where appropriate) and any available course/program information and requirements.

58. Throughout the development of an Accommodation Plan, all parties should review the plan and are encouraged to discuss openly the needs and special considerations necessary in order to prepare for implementation. Through the development process, if there are questions/concerns, all efforts will be made to resolve the matter informally.

59. If, at any time during the development of an Academic Accommodation plan, the Chair, the Associate Dean and/or the Faculty Dean believe that there are substantial financial implications to granting the requested accommodation, the Accommodation Plan should be forwarded directly to the Provost. The Provost shall review the plan and work with the Associate/Assistant Dean to implement an appropriate plan.

60. If there are concerns about the Accommodation Plan, outside of financial hardship, the person with the concerns shall notify the Associate/Assistant Dean, who shall consult with their Accommodation Team and Student Accessibility Services, as appropriate. In exceptional circumstances and where further guidance is required, other offices and administrators may be consulted (Vice-Provost (Faculty), Dean of Students, Equity and Inclusion Office, Student Wellness Centre, and/or the Student Support and Case Management Office.

61. In some circumstances, SAS may request permission to consult with the student's health care provider to seek further information or clarification, in order to assist with the development of the Academic Accommodation plan.

62. In some cases SAS may need to seek independent consultation (such as the Regional Assessment Resource Centre, an independent Occupational Therapist, etc.) in order to assist with the development of the academic accommodation plan.

63. Once the Accommodation Plan has been finalized, if the student agrees with the Accommodation Plan, the coordination for the implementation of the plan will commence as quickly as possible.

64. If the student does not agree with the finalized Accommodation Plan they may request a Re-Assessment (see clauses 82-84)

Implementation of the Accommodation Plan

65. New accommodation plans are communicated electronically to instructors or at the discretion of the student, SAS can provide a print form of the accommodation plan, in order for the student to hand-deliver the letter.

66.   Returning students should confirm with SAS that the Accommodation Plan is still accurate and to confirm their preference for communicating the Accommodation Plan to instructors. Returning students can choose to have their plan communicated electronically to instructors or to opt for a print form of the accommodation plan.

67.   At any time, a student may request a printed copy of their Academic Accommodation Plan from SAS, should they wish to have hard copy to discuss with their instructor(s).

68.   Student Accessibility Services will provide notice to the Office of the Registrar for examination accommodation or classroom accommodation. A **minimum of 10 business days** is normally necessary to make special arrangements for examinations.

69.   Student Accessibility Services will notify the Library and Campus Store for accommodations relating to specialized literature in appropriate formats for the student. The student must contact the Library and/or the Campus Store, with any additional requirements they may need to facilitate the request.

Duration and Review of Accommodation Plan

70.   Once the accommodation has been approved, the Accommodation Plan for a Permanent Disability remains active and does not need to be renewed during the student's University academic career.

71.   Should circumstances change that may require a revision of the Accommodation Plan (Permanent/Temporary Disability) or an extension of the Accommodation Plan (Temporary), an expedited review will occur in compliance with clauses 57-64 *Developing the Accommodation Plan,* to develop an Accommodation Plan to meet current needs.

72.   Where need for accommodation review is warranted a review can occur at any time and may be initiated by the student, Student Accessibility Services, or the Faculty Office. Any such review may require a review of documentation and request for an updated assessment.

Student Participation

73.   If the student does not participate or denies any need for accommodation, the University reserves the right to document the conversation with the student and/or obtain written acknowledgement from the student that an accommodation is not desired. Failure to follow through with organized accommodations without advising Student Accessibility Services and/or the Faculty/School in a timely manner may result in the University being unable to fulfill the Academic Accommodation requirement for that particular situation.

RETROACTIVE ACCOMMODATIONS

74.   An Academic Accommodation for either a Permanent or Temporary Disability is considered retroactive when the request is made after-the-fact (e.g. after the end of an academic term), as the result of the discovery or diagnosis of an existing disability that the student was previously unaware of.

75.   Retroactive accommodation requests will be assessed upon the unique factors for each case, which may include:
   a)   timeliness of the request (e.g. when did the student know about the disability, how much time has passed between making the request and the time period that the request is for, etc.)
   b)   nature of the accommodation requested;

c)   supporting documentation provided;

d)   amount of course work completed during the term; and

e)   the student's academic record.

76.   When a retroactive accommodation is granted, the University may request further documentation and/or assessments to determine the student's readiness to return to studies, and/or to determine whether additional, and in some cases Permanent Academic Accommodations are necessary.

77.   If granted, the Faculty Office will work with the appropriate individuals or offices to facilitate the accommodation. The decision will be communicated to the student in writing.

DATA GATHERING & RECORD KEEPING

78.   Student Accessibility Services is responsible for collecting data on Academic Accommodations at the University. The data shall be kept and maintained by Student Accessibility Services and includes data provided to that office by the Faculty Offices.

79.   Student Accessibility Services shall maintain a confidential record for all Academic Accommodation requests. These records are property of the University and will normally be destroyed 7 years after last use.

80.   Instructors should retain any accommodation documents for the same period of time that they must retain marked coursework. When that time lapses, that material shall be destroyed, with that marked coursework

81.   The Accommodation Team should forward any accommodation documents to the Faculty Office, as appropriate.

SECTION IV: APPEALS

RE-ASSESSMENT OF THE ACCOMMODATION PLAN

82.   The student may request a Re-Assessment of the Accommodation Plan by submitting, in writing, an explanation as to why the plan is not adequate and what accommodation they seek, to the Director of Student Accessibility Services.

83.   The Director of Student Accessibility Services, upon receipt of the request, will notify the Faculty Office to discuss the Accommodation Plan; the explanation submitted by the student; and, a review of the requirements of the course and/or program to make a recommendation for next steps related to an Accommodation Plan.

84.   If the Faculty Office decides that the request for Reassessment is approved and the Accommodation Plan will be revised to grant the proposed accommodation, they will notify Student Accessibility Services in writing and the coordination for the implementation of the plan will commence as quickly as possible. A copy of this letter shall be sent to the student, appropriate instructor(s), and the Chair of the student's Department.

85.   If the Faculty Office decides the request for Reassessment is denied and the Accommodation Plan will be not revised, they will notify Student Accessibility Services in writing and will provide the reasons for the decision. A copy of this letter shall be sent to the student, appropriate instructor(s), and the Chair of the student's Department.

APPEAL OF THE RE-ASSESSMENT DECISION

86.   Students may appeal the **Re-Assessment decision** not to revise the Accommodation Plan, when they believe that there has been a procedural error in the application of the Policy. The appeal must be filed within **3 weeks of receipt** of the decision, to the Senate Board for Student Appeals as outlined in the *Student Appeal Procedures*.

HUMAN RIGHTS COMPLAINT

87.   If the student believes that a decision may be a violation of their human rights, such as when there has been a failure to accommodate (denial of the request) or a failure to accommodate reasonably (the student believes the Accommodation Plan does not provide reasonable accommodation) they should contact the Equity and Inclusion Office to identify appropriate avenues of recourse as per the policy *Discrimination, Harassment & Sexual Harassment: Prevention and Response*

ACCOMMODATION PENDING REVIEW OR APPEAL

88.   The University recognizes that decisions involving accommodations must be made expeditiously to assist students in their ongoing courses. Once the Faculty Office has approved an Accommodation Plan , it shall be implemented promptly. In the event that a student appeals the approved Accommodation Plan and the appeal is pending, the instructor, the Faculty Office, and Student Accessibility Services shall determine what portion, if any, of the plan is reasonable to implement immediately. Any such accommodations shall remain in place until there is a final disposition of all appeals.

APPENDIX A: RELATED POLICIES AND LEGISLATION

This Policy is to be read in conjunction with the following policies, statements, and legislation. Any question concerning the application of this Policy or related policies shall be determined by the Provost and Vice-President (Academic) or the Vice-President (Administration) as appropriate, and in conjunction with the administrator of the other policy or policies. The University reserves the right to amend or add to the University's policies and statements from time to time (this is not a comprehensive list):

- Academic Accommodation for Religious, Indigenous and Spiritual Observances (RISO)
- Academic Integrity Policy
- Accessibility – University Policy
- Code of Student Rights and Responsibilities
- Discrimination, Harassment & Sexual Harassment: Prevention and Response
- Freedom of Information and Protection of Privacy Act
- Graduate Course Outlines
- Ontario Human Rights Code
- Personal Health Information Protection Act
- Professional Behaviour Code for Graduate Learners, Health Sciences
- Professional Behaviour Code for Undergraduate Learners, Health Sciences
- Statement on Building an Inclusive Community with a Shared Purpose
- Statement and Guidelines on Inclusive Communications
- Employment Accommodation, Policy and Procedures on
- Research Integrity Policy
- Student Appeal Procedures
- Undergraduate Course Management Policies

APPENDIX B: ESSENTIAL REQUIREMENTS

ESSENTIAL REQUIREMENTS

1. The Ontario Human Rights Commission has noted that while courts and tribunals have provided little guidance on the definition or nature of essential requirements, terms that have been used include indispensable, vital and very important[1]. "For example, it may likely be an essential requirement that a student master core aspects of a course or curriculum. It is much less likely that it will be an essential requirement to demonstrate that mastery in a particular format, unless mastery of that format (for example oral communication) is also a vital requirement of the program. Educators must provide accommodation, up to the point of undue hardship, to enable students to meet these essential requirements". [2]

2. In a university setting, the essential requirements of a course/program may include, but are not limited to, the knowledge and skills that must be acquired or demonstrated in order for a student to meet the learning objectives of the course/program successfully. Essential requirements are the expected learning outcomes of a program or course and involve the successful demonstration of specific knowledge, skills and abilities. Although there may be variations in the language used to describe an essential requirement within each program or course, the objective of outlining the essential requirements is to help students understand what they must be able to demonstrate at the end of the course or program.

3. Essential requirements can be defined by 2 factors: 1) a skill that must be necessarily demonstrated in order to meet the objectives of the course and 2) a skill that must be demonstrated in a prescribed manner.[3]   Conclusions about inability to perform essential requirements must not be reached without actually testing the ability of the student.

4. A particular challenge arises with managing accommodations for students in professional programs because of the need to separate the educational elements of the university curriculum from the perceived professional competencies of the practicing clinician. As Oakley et al.(2012) have reported, education is deemed a service under Human Rights Legislation even when students are participating in off-campus training programs in the clinical setting or in field placements. [4]   In these settings, students are entitled to the same type of accommodation as they would receive in the classroom. Clearly, however, some accommodations that are appropriate for the classroom will be inappropriate or inadequate in the clinical or practicum situation.

5. In this situation, SAS will liaise with the relevant Faculty to consider how the particular profession would normally accommodate individuals with such disabilities. In this way, the essential requirements related to the clinical tasks in the placement will be considered along with the academic requirements. Professional programs have distinct essential requirements outlined for undertaking the educational programs or curricula that will include expectations for functioning as a practicing professional in the

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[1] Ontario Human Rights Commission (2003). The Opportunity to Succeed: Barrier-free Education for Students with Disabilities. Pages 61-62 Available at www.ohrc.on.ca

[2] Ibid

[3] Ibid.

[4] Oakley, B., Parsons, J., & Wideman, M. (2012). Identifying Essential Requirements: A guide for University Disability Professionals. Kingston, ON: Queen's University..

career that is the planned outcome for students in that program. Students may elect to complete the program if feasible but not to sit any certification examinations offered by the profession or to seek registration in regulatory bodies such as regulatory colleges[5]. There may be occasions, particularly in a professional program where an accommodation contradicts an essential requirement. For example, providing extra time for a learner in a particular clinical setting might in fact impact on patient/client safety. However, it is incumbent upon the University to conduct a thorough task analysis of an essential requirement before developing an accommodation plan or denying an accommodation on the basis that the accommodation breaches the academic integrity of the education program.

6.   Increasing application of the principles of universal design in educational programs may allow more students to meet the essential requirements of the learning environment without accommodation, although for some students, differential treatment may still be required to allow equal opportunity to enjoy the same level of benefits and privileges of success in the educational program.

7.   Continuing advances in technology both in the classroom and in the clinical and practicum setting in professional programs necessitate close cooperation and liaison between SAS, Accommodation Team and resources, and students, in order to optimize accessibility of students to meet the essential requirements of courses and educational programs.

APPENDIX C: OFF-SITE PLACEMENTS

OFF-SITE PLACEMENTS

1. In order to engage in the academic accommodation process as it applies to the experiential learning setting, multiple stakeholders may need to be involved, including the fieldwork coordinator (the faculty member who organizes fieldwork), the on-site supervisor, the preceptor (University or clinical supervisor who oversees individual fieldwork experiences) and SAS.

2. The University's duty to accommodate exists independently from the placement entity. Ideally, all parties will collaborate on the development of an appropriate accommodation plan that meets the student's needs. However, in the event of a disagreement or misalignment of expectations (or where there is some conflicting third party policy etc.), we cannot force or impose a particular accommodation measure on a third party, without some contractual mechanism. Ultimately, in the circumstance where all parties cannot agree, the only appropriate accommodation that satisfies McMaster's duty may be to explore another placement. Academic accommodation extends to off-campus coursework such as fieldwork, placement, internship and out-of-the classroom learning experiences.

3. In some Programs (such as the Bachelor of Social Work) graduation from an accredited program allow students to register with a regulatory college. Demonstrating readiness for practice is an essential requirement for graduation from these programs.

4. Notification of accommodation need for placement, fieldwork and practicum, is flexible according to individual student circumstances.

5. The vastness of placement/fieldwork and practicum settings and academic requirements for such activities is too extensive to easily detail in one procedure. However, regardless of the nature of the program or degree the following process will apply to all students and all requests for academic accommodations within a placement/fieldwork or practicum setting:

6. Regardless of the nature of the program or degree the following process will apply to all students and all request for academic accommodations within a placement/fieldwork or practicum setting:

    a) students will meet with SAS Program Coordinator to review the Academic Accommodation Plan in the context of an off-site placement.

    b) placement criteria for consideration may include: documentation, academic program information, placement evaluation criteria, need for accommodation and other supports for the learning environment and review process for activation of academic accommodations;

    c) the accommodation request is shared with the off-site learning placement location. The placement may or may not be able to accept the accommodation request on their site.

    d) SAS may need to consult with the Faculty Office before the accommodation is implemented;

    e) where necessary, SAS may request additional documentation or the ability to consult with a student's regulated health care provider(s) to seek further information regarding the student's functional limitations in order to make a determination of the most appropriate academic accommodation;

    f) in some cases, SAS may need to seek independent consultation before activating an academic accommodation;

g) notice to Faculty Office is then facilitated by or provided directly from SAS outlining the accommodation for the off-site learning environment;

h) if the accommodation plan is not accepted by the off-site learning placement location, the University will explore other off-site learning opportunities, within reason; and

i) where a need for accommodation review is warranted, this can occur at any time.

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REPORT TO GRADUATE COUNCIL
FROM THE
UNDERGRADUATE COUNCIL CERTIFICATES AND DIPLOMAS COMMITEE

FOR APPROVAL

Senate Policy on Diplomas and Certificates (Attached)
At its meeting of March 16, 2017, the Undergraduate Council Certificates and Diplomas Committee approved the *Senate Policy on Diplomas and Certificates* for recommendation to Undergraduate Council and Graduate Council. The policy revisions were undertaken by the Ad Hoc Committee to Review the Policy on Certificates and Diplomas. The new Policy, which replaces the existing *Policy on Certificates and Diplomas*, has been considerably reorganised, to introduce definitions of the types of credentials covered by the policy and of key terms used within the Policy. Graduate diplomas and certificates are now included in the Policy; however, it is clearly noted that graduate diplomas, although defined in the revised Policy, are approved through the process outlined in the *Policy on Academic Program Reviews*. The revised Policy also clarifies the reporting requirements for non-academic Certificates of Completion and Certificates of Attendance. Sample certificate/ diploma and certificate of completion/ attendance parchments have been appended to the Policy. In addition, a new type of undergraduate certificate has been introduced; the Concurrent Certificate will enable Faculties to launch certificate programs that include courses that overlap up to 100% with undergraduate degree courses. The Concurrent Certificate does not replace the existing certificate, which is now referred to as a Stand-Alone Certificate.

Undergraduate Council will review the Policy, for approval, at its meeting of Tuesday, April 18, 2017.

The Undergraduate Council Certificates and Diplomas Committee now recommends,

that Graduate Council approve for recommendation to Senate, the *Senate Policy on Diplomas and Certificates*, conditional on the approval of Undergraduate Council, as set out in the attached.

Graduate Council
April 18, 2017

McMaster University

Policies, Procedures and Guidelines

Complete Policy Title: **Senate Policy on Diplomas and Certificates**	Policy Number (if applicable):
Approved by: **Senate**	Date of Most Recent Approval:
Date of Original Approval(s): **May 12, 1997**	Supersedes/Amends Policy dated: **Policy on Certificates and Diplomas, March 10, 2010**
Responsible Executive: **Vice-Provost (Faculty)**	Enquiries: **University Secretariat**

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1. **INTRODUCTION**

   This document provides criteria and procedures for the evaluation, approval and monitoring by Undergraduate Council and Graduate Council of undergraduate and graduate certificate and undergraduate diploma programs. It provides a framework which will enable better quality control and unambiguous communication to students and prospective students regarding the nature of each credential and the academic value of certificates and diplomas.

   The intention is to provide minimum academic criteria which must be met if programs are to be approved as McMaster certificates and diplomas. With the minima clearly set, program designers will be free to build creatively around them to provide programs appropriate to their constituencies. The academic criteria proposed are intended to maintain the high academic standards of McMaster and enable certificates and diplomas to continue their traditional functions of providing studies complementary to degree programs, professional preparation or upgrading, and bridging into degree programs.

   These criteria and procedures are also designed to make it straightforward for McMaster to mount new, innovative certificate and diploma programs. The number of criteria has been kept to a minimum and the procedures have been streamlined in order to allow program developers to move quickly with initiatives while subjecting them to clear, rigorous academic scrutiny. These criteria and procedures are intended to engender speed, flexibility, quality and clarity.

   McMaster's diploma and academic certificate programs are operated in accordance with normal academic regulations as outlined in the *Undergraduate Calendar* or *Graduate Calendar* (as applicable). For example, students are issued a student number, student records (including grades) are kept by the Office of the Registrar, classes are scheduled within sessional dates, and part-time student fees are charged. Further, university approved certificates and diplomas will be issued by the academic unit offering the program to the student upon completion of all academic requirements of a program.

2. **TERMS AND DEFINITIONS**

   2.1 Credential

   A credential is a body of academic work or collection of course work that stands on its own and for which a parchment is issued. McMaster credentials include certificates, diplomas, and degrees.

   2.2 Academic Credit Course

   A course of an academic calibre consistent with those offered in undergraduate or graduate degree programs at McMaster. The most common kind of academic credit course is that included in the curricula of undergraduate or graduate degree programs. These provide a benchmark against which other academic credit courses can be evaluated. (See Section 3)

   2.3 McMaster Diplomas

       2.3.1 Undergraduate Diploma

           A McMaster Undergraduate Diploma is a program of study involving a significant body of academic work coherently organized around clear learning objectives. Undergraduate Diplomas (which include post-baccalaureate diplomas) may be focused primarily upon academic or professional development objectives, but all must include academic content equivalent to a minimum of 24 units of undergraduate-level course work. Undergraduate

Diplomas serve such functions as: study complementary to degree programs, professional preparation or upgrading, and bridging into undergraduate degree programs. The word Diploma must be included in the program name. (See Section 4)

2.3.2 Graduate Diploma
McMaster Graduate Diplomas are based on Graduate Degree Level Expectations (see Appendix 1 of the *Quality Assurance Framework*) and will prepare students for employment requiring sound judgment, personal responsibility and individual initiative, in complex and unpredictable professional environments. Graduate Diplomas must include academic content equivalent to a minimum of four graduate courses at McMaster. Graduate Diplomas are defined in this Policy; however, the review and approval process falls under the *Policy on Academic Program Reviews*. There are three types of Graduate Diplomas. (See Section 5)

2.3.2.1 Master's Level Diploma (Type 1)
Master's Level Type 1 Graduate Diploma programs require students to develop a conceptual understanding of fundamental aspects of the discipline. Some programs require students to demonstrate Master's-level analytical, interpretative, methodological and expository skills through course-specific applications, and some may also require students to demonstrate these skills in applied activities.

2.3.2.2 Master's and Doctoral Level Diploma (Type 2)
Master's Level Type 2 Graduate Diplomas are offered in conjunction with a Master's or doctoral degree and represent an additional, usually interdisciplinary, qualification. Programs require students to develop a conceptual understanding of fundamental aspects of the discipline(s) and appropriate levels of analytical, interpretative, methodological and expository skills through course-specific applications, and some may require students to demonstrate these skills in applied activities.

2.3.2.3 Master's and Doctoral Level Diploma (Type 3)
These stand-alone, direct-entry Graduate Diploma programs require students to develop a conceptual understanding of fundamental aspects of the discipline. Programs require students to demonstrate the appropriate level of analytical, interpretative, methodological and expository skills through course-specific applications, and some may require students to demonstrate these skills in applied activities.

2.4 McMaster Academic Certificates
2.4.1 Undergraduate Certificate
A McMaster Undergraduate Certificate is a program of study coherently organized around clear learning objectives and having academic content equivalent to a minimum of half a year of full-time undergraduate study at McMaster (15 units). There are two types of McMaster Undergraduate Academic Certificates.

2.4.1.1 McMaster Stand-Alone Undergraduate Certificate
Stand-Alone Undergraduate Certificates (which include Post-Baccalaureate Certificates) may be focused primarily upon academic or professional development

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objectives, but all must meet the minimum criterion of academic content. Stand-Alone Certificates serve such functions as bridging into undergraduate degree programs, professional preparation or upgrading, and study complementary to degree studies. (See Section 6)

2.4.1.2 McMaster Concurrent Undergraduate Certificate

A Concurrent Undergraduate Certificate shall be focused primarily upon academic development objectives and must meet the minimum criterion of academic content. This type of Certificate sets out a plan of study complementary to degree studies and will provide added value to degree studies. (See Section 7)

2.4.2 Graduate Certificate

A McMaster Graduate Certificate is a program of study coherently organized around clear learning objectives and having academic content equivalent to a minimum of three graduate courses at McMaster. (See Section 8)

2.5 Non-Academic Programs

These are distinct and differentiated from Certificates and Diplomas. The term "Certificate" shall only be used by McMaster courses and programs within the guidelines of this Policy. There are two types of non-academic programs.

2.5.1 Certificate of Completion

Certificates of Completion may be provided for non-academic programs that include a minimum of 30 contact hours and evaluation of the student's learning. Certificates of Completion may include academic content if the course or courses have been approved for credit toward another credential. (See Section 9)

2.5.2 Certificate of Attendance

Certificates of Attendance may be provided for programs that have no academic content and for which there is no evaluation of learning. (See Section 10)

2.6 Non-McMaster Certificates

McMaster collaborates with other organisations or institutions to offer programming toward a credential that is issued by that other entity. Such externally issued credentials are outside the scope of this Policy.

3. ACADEMIC CREDIT FOR DIPLOMA AND CERTIFICATE COURSES

Diploma and certificate programs include courses which are determined by Undergraduate Council or Graduate Council, as appropriate, to be of an academic calibre consistent with courses offered in undergraduate or graduate degree programs. While credit for courses in degree programs is normally given in blocks of three or six units, credit can be at the one, two, three or any other unit level. This provides a flexibility appropriate for programs which often have professional development as well as academic goals.

To receive approval as an academic credit course, a course which is not part of a degree program must:

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(i) Be at a level of intellectual rigour comparable to that found in undergraduate or graduate degree program courses in the same or similar fields. Academic credit courses are vetted by the Faculty offering the course or that is most relevant to the content of the course.
(ii) Evaluate student performance by the methods normally used in degree courses such as tests, essays, reports and other assignments.
(iii) Include a systematic student evaluation of the course using such methods as multiple-choice questionnaires, narrative responses and/or interviews.

3.1 Transfer between Credentials
Academic credits can be applied to another credential. Examples include, but are not limited to, transfer of credit from a certificate to a degree or from a degree to a diploma. Normally credits can be applied to a maximum of two credentials.

Up to 100% of the academic credit courses completed toward undergraduate diploma and certificate programs may be used for credit toward another credential at the discretion of and in accordance with the normal academic rules specified by academic unit offering the subsequent credential.

In some specific cases, courses taken for credit as part of a graduate diploma program may be considered for credit toward a subsequent Master's degree program.

3.2 Academic Approval Criteria
When approving a program as a McMaster Diploma or Certificate, Undergraduate Council or Graduate Council (as appropriate) must ensure that the program proposal appropriately fulfills all of the following criteria. It has:
(i) a well-defined program objective(s);
(ii) well-defined program learning outcomes;
(iii) curriculum to meet the program learning outcomes; and
(iv) admission requirements (as applicable).

Additional criteria for program proposals are set out in Section 11.

4. McMASTER UNDERGRADUATE DIPLOMA
4.1 Academic Program Requirements
All McMaster Undergraduate Diplomas must include academic credit courses equivalent to at least 24 units of undergraduate study at McMaster. In addition to their academic content, Undergraduate Diploma programs may include courses and other forms of learning which are not suitable for academic credit. The maximum overlap with degree courses is 70% of the requirement for the diploma. For example, the maximum overlap for a diploma program consisting of 24 units is 15 units.

4.2 Admission Requirements
There are two sets of admission requirements:
a. **General Undergraduate Diploma Admission Requirements**. Students who wish to enter a McMaster Undergraduate Diploma program must have at least one of: (i) an Ontario Secondary School Diploma or equivalent; (ii) be a mature student as defined in the *Undergraduate Calendar* of McMaster University; (iii) be deemed an exceptional case by the admissions committee for

the Undergraduate Diploma. These requirements ensure that students have the basic capabilities necessary to deal with the academic credit courses in Undergraduate Diploma programs and take into account the bridging function that some diplomas perform.

b. **Diploma Specific Admission Requirements**. Any particular diploma program may have other admission requirements which are appropriate to its learning objectives. These requirements may include prerequisite courses or degrees specific to the particular diploma.

5. McMASTER GRADUATE DIPLOMA
The minimum requirements for Graduate Diplomas are set out below. For submission and approval requirements, please see the *Policy on Academic Program Reviews*.

5.1 Academic Course Requirements
All McMaster Graduate Diplomas must include academic credit courses equivalent to at least four courses at the graduate level at McMaster.

5.2 Admission Requirements
There are two sets of admission requirements:
a. **General Graduate Diploma Admission Requirements**. Students who wish to enter a McMaster Graduate Diploma program must meet the admission requirements of a Master's level program. These requirements ensure that students have the basic capabilities necessary to deal with the academic credit courses in Graduate Diploma programs.

b. **Diploma Specific Admission Requirements**. Any particular Graduate Diploma program may have other admission requirements which are appropriate to its learning objectives. These requirements may include prerequisite courses or degrees specific to the particular diploma.

6. McMASTER STAND-ALONE UNDERGRADUATE CERTIFICATE
6.1 Academic Course Requirements
All McMaster Stand-Alone Undergraduate Certificates must include academic credit courses equivalent to at least 15 units (half a year) of undergraduate study at McMaster. In addition to their academic content, Stand-Alone Certificate programs may include courses and other forms of learning which are not suitable for academic credit. The maximum overlap with degree courses is 60% of the requirement for the Stand-Alone Certificate. For example, the maximum overlap for a Stand-Alone Certificate program consisting of 15 units is 9 units.

6.2 Admission Requirements
There are two sets of admission requirements:
a. **General Undergraduate Stand-Alone Certificate Admission Requirements**. Students who wish to enter a McMaster Undergraduate Stand-Alone Certificate program must have at least one of: (i) an Ontario Secondary School Diploma or equivalent; (ii) be a mature student as defined in the *Undergraduate Calendar* of McMaster University; (iii) be deemed an exceptional case by the admissions committee for the certificate. These requirements ensure that students have the basic capabilities necessary to deal with the academic credit courses in Undergraduate Certificate programs and take into account the bridging function that some certificates perform.

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b. **Certificate Specific Admission Requirements.** Any particular Undergraduate Stand-Alone Certificate program may have other admission requirements which are appropriate to its learning objectives. These requirements may include prerequisite courses or degrees specific to the particular certificate.

7. **McMASTER CONCURRENT UNDERGRADUATE CERTIFICATE**

    7.1 Academic Course Requirements

    All McMaster Concurrent Undergraduate Certificates must include academic credit courses equivalent to at least 15 units (half a year) of undergraduate study at McMaster. In addition to their academic content, concurrent certificate programs may include courses and other forms of learning which are not suitable for academic credit. Up to 100% of the requirement for the concurrent certificate may overlap with degree courses.

    7.2 Admission Requirements

    Students who wish to enter a McMaster Concurrent Undergraduate Certificate program must be enrolled in an undergraduate degree program at McMaster University. Any particular concurrent Undergraduate Certificate program may have other admission requirements, such as prerequisite courses, which are appropriate to its learning objectives.

8. **McMASTER GRADUATE CERTIFICATE**

    8.1 Academic Course Requirements

    All McMaster Graduate Certificates must include academic credit courses equivalent to at least three courses at the graduate level at McMaster. Up to 100% of the certificate course requirements may overlap with graduate degree courses. (Courses may or may not be unique to the certificate.)

    8.2 Admission Requirements

    There are two sets of admission requirements:

    a. **General Graduate Certificate Admission Requirements**. Students who wish to enter a McMaster Graduate Certificate program must meet the admission requirements of a Master's level program. These requirements ensure that students have the basic capabilities necessary to deal with the academic credit courses in Graduate Certificate programs.

    b. **Certificate Specific Admission Requirements**. Any particular Graduate Certificate program may have other admission requirements which are appropriate to its learning objectives. These requirements may include prerequisites courses or degrees specific to the particular certificate.

9. **CERTIFICATE OF COMPLETION**

    A Certificate of Completion issued by McMaster University acknowledges that an individual has completed a course or program at McMaster that does not have the status of an academic program. A Certificate of Completion can be issued when a course or program includes a minimum of 30 contact hours and there is evaluation of the student's learning. The student must demonstrate competency in the material as determined by evaluation methods which may include an exam, paper, project, presentation, etc. This will normally be recorded as a pass or fail and records will be kept by the unit offering the program.

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This category will be suitable for various types of life-long learning courses and programs. The Certificate of Completion is not an academic certificate and as such shall not be categorized as undergraduate or graduate level.

9.1 Admission Requirements
Normally, there are no specific admission requirements.

9.2 Credit Toward Another Credential
Normally, there is no credit granted towards degree program studies, unless the course or courses making up the Certificate of Completion have been approved for credit as part of degree, diploma or certificate.

A series of Certificates of Attendance cannot make up the components of a Certificate of Completion.

9.3 Approval Criteria
Although administrative and academic units at McMaster do not need permission from Undergraduate Council to issue Certificates of Completion, they are required, at minimum, to report new Certificates of Completion and revisions to existing Certificate of Completion programs to Undergraduate Council on an annual basis.

However, if fees are being charged to students, the Faculty proposing the Certificate of Completion program must follow the process for approval of academic certificates and diplomas, as set out in Section 11 below.

It is expected that Certificates of Completion will be granted only when the activities are of benefit and/or interest to the community and are consistent with the objectives of McMaster University.

9.4 Guidelines and Limitations
Clarity and the protection of the McMaster certificate brand are paramount. Thus, any courses or programs that issue a Certificate of Completion shall not use the term Certificate in their title, unless it is part of the term "Certificate of Completion." Exceptions may occur when a program is provided as contract training to a company (i.e., not a public program) and the program name is determined jointly with the client.

The course description should include the credit or non-credit status of the course, that there will be student evaluation, how the student shall be graded (i.e., pass/fail or a letter grade), and that a "Certificate of Completion" will be awarded for successful completion.

10. CERTIFICATE OF ATTENDANCE

A Certificate of Attendance issued by McMaster University acknowledges that an individual has participated in a set of activities at McMaster that does not have the status of an academic program. Such activities are designed to meet the interests and objectives of participants who may want to acquire general knowledge or training for general interest purposes, but who neither require nor seek any form of professional or academic recognition, and as such a Certificate of Attendance shall not be categorized

as undergraduate or graduate level. This category will be suitable for various types of life-long learning courses and programs.

10.1 Admission Requirements
Normally, there are no specific admission requirements.

10.2 Credit Toward Degree or Other Program Studies
There is no credit granted toward additional credentials.

10.3 Approval Criteria
Although administrative and academic units at McMaster do not need permission from Undergraduate Council to issue Certificates of Attendance, they are required, at minimum, to report new Certificates of Attendance and revisions to existing Certificate of Attendance programs to Undergraduate Council on an annual basis.

However, if fees are being charged to students, the Faculty proposing Certificate of Attendance program must follow the process for approval of academic certificates and diplomas, as set out in Section 11 below.

It is expected that Certificates of Attendance will be granted only when the activities are of benefit and/or interest to the community and are consistent with the objectives of McMaster University.

10.4 Guidelines and Limitations
Clarity and the protection of the McMaster certificate brand are paramount. Thus, any courses or programs that issue a Certificate of Attendance shall not use the term Certificate in their title, unless it is part of the term "Certificate of Attendance."

11. PROCEDURES FOR THE APPROVAL OF CERTIFICATE AND DIPLOMA PROGRAMS AND ACADEMIC CREDIT COURSES

The Faculty or Centre for Continuing Education will present proposal for undergraduate diplomas, undergraduate academic certificates and undergraduate-level academic credit courses to the Undergraduate Council Certificates and Diplomas Committee. Such proposals do not need to be approved by the Undergraduate Council Curriculum Committee. Once approved, the Certificates and Diplomas Committee will then make a recommendation to Undergraduate Council. In the case of graduate certificates and graduate-level academic courses, the Faculty will present proposals to Graduate Council. Undergraduate Council or Graduate Council in turn will make its recommendations to Senate. The academic unit is responsible for providing a complete proposal. In addition to the program proposal, the complete submission must include a statement of academic merit from the office of the Dean, as described below.

Graduate Diplomas are approved through the process outlined in the *Policy on Academic Program Reviews*.

The approval and reporting processes for Certificates of Completion and Certificates of Attendance are outlined in Sections 9 and 10 above.

McMaster
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11.1 Statement of Academic Merit

The statement of academic merit is normally an attestation from a Faculty, at McMaster University, confirming that the Faculty has vetted the proposed program and found that it meets the criteria for the designation proposed. That statement will also include a general description of how the academic merit of the proposal was evaluated, including such things as which academic departments were involved and the procedures used.

Proposals for new academic credit courses, which are intended to be part of a certificate or diploma program, and which are not to be part of any degree program, will include the following:

(i) a paragraph-long course description along with a statement of the number of units of academic credit provided by the course.

(ii) a statement of how the course contributes to the learning objectives of the program(s) of which it will be a part.

11.2 Financial Viability and Resource Implications

The financial viability of a certificate and diploma program is evaluated through other mechanisms within the University. All programs should follow these approval processes and ensure they are complying with financial policies, which may include returning a portion of revenue to the University.

Diploma and academic certificate programs, as well as non-academic certificates for which fees are charged, must submit fee proposals to the University Student Fees Committee for approval. Normally, this approval should be sought prior to submission of the academic proposal to Undergraduate Council or Graduate Council. Please note that fees are approved by the Board of Governors for the subsequent academic year, so approvals should be sought in sufficient time to launch programs as planned.

Following approval by Undergraduate Council or Graduate Council (as applicable), the completed Financial Viability and Resource Implications template for new certificate and diploma programs must be reviewed by the Executive Director Finance and Administration (Academic) and Vice-Provost (Faculty) or Vice-Provost and Dean of Graduate Studies prior to submission of the business case to the University Planning Committee, as per the *Academic Revenue Activity Policy for Revenue Generating Certificate and Diploma Programs Administered through a Faculty*.

It is expected that additional fees will not be charged for Undergraduate Concurrent Certificates and Graduate Certificates and that such programs will not generate additional revenue for the University, and therefore do not normally require approval from the University Planning Committee.

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APPENDIX A: SAMPLE PARCHMENTS

The Chancellor and Senate of

McMaster University

award

Firstname Lastname

the graduate diploma in

Advanced Neonatal Nursing

Dated this 20th day of November, 2015 at Hamilton, Ontario.

President and Vice-Chancellor   University Registrar   Dean of Graduate Studies

McMaster University · **Certificate of Completion**

is hereby presented to

Firstname Lastname

to recognize the successful completion of the

Project Management Program

delivered by <Faculty/Dept>
<enter optional information re: hours>

<Signature>   <Date>

<Name>
<Title>
<Faculty/Dept>

McMaster University

UNIVERSITY SECRETARIAT
- Board of Governors
- Senate

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REPORT TO GRADUATE COUNCIL
FROM THE
UNDERGRADUATE COUNCIL AWARDS COMMITTEE

FOR APPROVAL

I   University Aid and Awards Policy

At its meeting of March 21, 2017, the Undergraduate Council Awards Committee approved, for recommendation to Undergraduate Council and Graduate Council, the *University Aid and Awards Policy*. The policy revisions were undertaken by the Ad Hoc Committee to Review the Undergraduate Awards Policy. The Ad Hoc Committee was struck to review the policy as a whole and to give particular consideration to ensuring and promoting access and equity in the administration of entrance awards under the *Undergraduate Awards Policy*. Further, once the Ad Hoc Committee had begun its work, a request from the School of Graduate Studies to include graduate awards in the policy revisions was approved. As there were a number of changes to be made to the policy, the Ad Hoc Committee decided to make the revisions to the policy in two stages. The first stage includes revisions to the overall structure of the policy, the general regulations or terms and conditions for awards, the addition of graduate awards in the policy, and clarification of terms and processes. The second phase addresses the specific eligibility requirements for awards, entrance awards in particular, and the Award Regulations that appear in the *Undergraduate Calendar* and the *Graduate Calendar*.

The attached proposed revisions are the result of the first phase of the revisions, and include a change in the name of the policy to *University Aid and Awards Policy*. The Ad Hoc Committee will continue to work on the remaining changes required, as well as to the Award Regulations that appear in the *Undergraduate Calendar* and the *Graduate Calendar*.

Undergraduate Council will review the Policy, for approval, at its meeting of Tuesday, April 18, 2017.

The Undergraduate Council Awards Committee now recommends,

that Graduate Council approve the *University Aid and Awards Policy*, conditional on the approval of Undergraduate Council, as set out in the attached.

Graduate Council
April 18, 2017

McMaster University

Policies, Procedures and Guidelines

Complete Policy Title: **University Aid and Awards Policy**	Policy Number (if applicable):
Approved by: **Senate**	Date of Most Recent Approval:
Date of Original Approval(s): **April 12, 1989**	Supersedes/Amends Policy dated: **Undergraduate Award Policy, 2007** **Undergraduate and Graduate Awards Policy, 1989**
Responsible Executive: **Senior Associate Registrar, Student Financial Aid and Scholarships** **Associate Registrar and Graduate Secretary**	Enquiries: University Secretariat

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SECTION I: PREAMBLE

McMaster University (the University) seeks to maximize aid and award opportunities for students while ensuring equity in competition and consistency in administration. In doing so, the University operates within the *University Aid and Awards Policy* to ensure its responsibilities to students and donors are met.

SECTION II: SCOPE

The *University Aid and Awards Policy* provides the framework through which all University-established aid and award programs must be approved and administered. Established aid and award programs include academic awards, community contribution awards, academic grants, bursaries and work programs.

This Policy does not cover aid and awards established outside the University including, but not limited to, those offered by federal and provincial governments, the Tri-Council Agencies and private organizations. This Policy does not cover departmental financial awards. For further information about the administration of awards outside this policy, please contact the external organization or the administering department.

This Policy is reviewed every three years by the Undergraduate Council Awards Committee, Undergraduate Council, and Graduate Council.

SECTION III: GLOSSARY

For the purposes of this Policy:

Aid Program	Funding allocated to students on the basis of demonstrated financial need.
Academic Award	An award program that recognizes a student for academic excellence and, in some cases, other forms of earned merit. Academic awards are assigned to categories such as Entrance, In-Course, Graduand, Travel and Exchange.
Academic Grants	A hybrid aid and award program for students that recognizes academic excellence and, in some cases, other forms of earned merit, and demonstrated financial need.
	In-course academic grants are awarded based on academic achievement in degree work completed at the University.
	Entrance academic grants are awarded to students entering Level 1, based on the academic achievement in the studies which qualified them for admission to their program.
Award Program	Funding allocated to students on the basis of academic excellence or earned merit.
Bursary	An aid program providing funding to students in the form of a non-repayable grant. A bursary may include a minimum expectation of academic achievement or other miscellaneous criteria.

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Community Contribution Awards	Community contribution awards are non-monetary, non-academic awards, allocated on the basis of demonstrated qualities of leadership or innovative skills, service to the University or community at large, or outstanding athletic or artistic participation. Recipients of community contribution awards receive letters of recognition.
Departmental Financial Awards	Departmental financial awards support students in a manner consistent with the goals of the University, but do not meet all of the approved regulations through which University-established aid and award programs are administered (e.g. assessment of financial need or merit). Departmental financial awards are administered by designated representatives at the University (e.g. Athletics and Recreation) that have established their own processes for identifying recipients. Financial awards do not have "University" or "McMaster University" in the name of the award and contain words such as "Faculty of xxx Financial Award" or "Department of xxx Financial Award" or "Athletic Financial Award". Departmental financial awards are not Senate-approved awards and thus are not included on University transcripts, in University Calendars or recognized at University Convocations.
Funds	The financial resources supporting aid and award programs. Funds may be directed from operating, research and/or donor gifts (trust funds) for awards, academic grants, bursaries and work programs.
Fund Terms	The criteria, typically specified by a donor, that a student must meet in order to receive the proceeds of a fund.
Level	Level is used to describe a student's progression through a program.
Prizes	Academic awards, with a monetary value of $100 or less, and those with no disbursed monetary value (e.g. books, medals, letters of recognition, etc.).
Registrar	The Office of the Registrar, Student Financial Aid & Scholarships in reference to the Undergraduate Aid and Award Programs, and the School of Graduate Studies in reference to Graduate Aid and Award Programs.
Student	An individual enrolled in a course or program of study approved by the Senate.
University Calendars	The current versions of the *Undergraduate Calendar* and *Graduate Calendar*. See http://academiccalendars.romcmaster.ca.
Work Programs	An aid program providing on-campus employment opportunities for students. Part-time opportunities are available during the fall and winter terms, while both part-time and full-time opportunities are available during the summer term. Students earn at least minimum wage. Work programs provide partial reimbursement of an approved student's salary to employers who hired students into approved work program positions.

SECTION IV: PURPOSE

This Policy provides guidance and consistency for members of the University community in the provision of aid and award programs including:

- (a) principles that govern aid and award programs,

- (b) establishing minimum eligibility requirements, and

- (c) establishing and amending fund terms.

SECTION V: PRINCIPLES

The University offers aid programs to assist students who demonstrate the greatest financial need. Need-based aid may be delivered in the form of bursaries and/or work programs.

The University offers award programs to encourage and recognize the achievement of entering, enrolled, and graduating students. University award programs include:

- (a) Academic awards which recognize high levels of scholarship, and in some cases other forms of earned merit, in the form of awards and prizes;

- (b) Academic grants which recognize high academic achievement and demonstrated financial need; and

- (c) Community contribution awards, which recognize non-academic achievement, such as service to the University or community at large.

The University administers aid and award programs according to Canadian law, trust law and the Ontario Human Rights Commission *Policy on Scholarships and Awards*.

Undergraduate Council and Graduate Council, on behalf of the Senate, approve the granting of aid and awards, as recommended by the Registrar, and, in the case of School of Medicine administered aid and awards, the Program Manager of the Undergraduate Medical Program.

To ensure a fair and wide allocation of aid and awards, the Registrar:

- (a) Maintains, through an annual review process, the current University Calendars as the primary source of aid and award program information.

- (b) Updates the General Regulations of aid and award programs in the University Calendars to confirm the availability of aid and award programs, to define all aid and award program eligibility criteria, and to identify any restrictions on the number and value of awards that a student may receive.

- (c) Restricts the allocation of aid and awards, to remain compliant with external regulating bodies (e.g. Tri-Council Agencies).

- (d) Restricts second baccalaureate Undergraduate degree students from receiving any academic award or academic grant, unless the terms of a particular donor award specify eligibility and the student has not received the award previously.

- (e) Restricts the allocation of aid and awards according to the fund terms imposed by a donor (e.g. higher academic average requirement).

- (f) May choose not to grant aid or awards in the absence of a suitable candidate; may choose to limit the number of recipients selected where funding is limited; may choose to limit the number of recipients

selected where too few suitable candidates exist; and/or may choose to generate applicant pools for awards by application, where complete applications have not been received.

(g) May revise the terms and stated value and/or suspend the granting of aid and award funds (e.g., donor funds).

(h) Will make aid and award program information widely available to students through the University Calendars, websites and other means, as appropriate.

(i) Will not violate other University approved by-laws and policies (e.g., *Senate By-Laws*; *Operational Policy and Procedures for Trust and Endowed Fund Management*; *Freedom of Information and Protection of Privacy Act*; *Field Trips, Student Placements and Research Activity Planning and Approval Program*, etc.).

SECTION VI: ELIGIBILITY FOR AID AND AWARD PROGRAMS

This Policy identifies the minimum eligibility requirements for student aid and award programs:

(a) To receive the monetary value of aid and awards, students must be enrolled at the University.

(b) Upon request of the student, and with the express permission of the Registrar, aid and awards may be deferred up to one academic year, unless otherwise specified in the General Regulations for aid and award programs or in the specific fund terms in the University Calendars.

(c) A student who withdraws, is on approved leave, changes academic load from full to part-time, reduces course load or units, has approved to graduate status or otherwise alters their program of study may be required to forfeit all or part of their funding, per the General Regulations of the aid and award programs in the University Calendars. The decision to rescind or reduce funding will be made by the Registrar and will consider the General Regulations of the aid and award programs, the specific terms of the aid/award funding, the circumstances leading to the student's decision (e.g. compassionate grounds), the educational costs already incurred and other relevant information.

(d) If the University concludes, based on reasonable grounds, that an aid or award applicant or recipient has falsified or withheld information as part of an application or misrepresented oneself or achieved academic results through dishonest means (see the *Academic Integrity Policy*), the student may have their application removed from consideration and/or be required to forfeit all or part of their funding and/or be restricted from receiving further funding by the Registrar.

(e) Where selection of an aid or award recipient requires judgment, faculty representatives, and/or department representatives, a Faculty Selection Committee and/or a University-wide Selection Committee may be asked to rank and/or recommend eligible students. The Registrar and, in the case of School of Medicine administered funds, the Program Manager of the Undergraduate Medical Program, will review the returned rankings/recommendations and make the final funding decision.

(f) Allocation of aid is completed according to the General Regulations of the aid program in the University Calendars and is dependent on demonstrated financial need.

(g) Financial need must be determined on the basis of one or more of the following:

- Canadian federal and/or provincial government student aid applications (e.g. OSAP),
- completion of a standard University Need Profile,

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- student discussions with designated staff on campus (e.g. Student Loans Officer, Indigenous Student Counsellor, etc.) who confirm the need for emergency or special consideration funding.

(h) In determining need, and the allocation of University administered funds, the Registrar must also comply with the policies, procedures and guidelines provided by the Ministry of Advanced Education and Skills Development (MAESD). This includes, but is not limited to, the Ministry's Student Access Guarantee, which mandates the institutional aid obligation (payment amount and deadline date) for a student.

(i) Allocation of awards is completed according to the General Regulations of the award program in the University Calendars.

(j) All awards must be granted on the basis of one or more of the following:

- Overall academic performance;
- Academic performance in a particular program, course, project or thesis using one or more of the following criteria including, but not limited to, work completed (e.g. essay, project, thesis, placement, research, research potential, etc.), grades, averages or standing;
- Achievement in a skill related to academic studies;
- Non-academic achievement(s) and/or the display of qualities deemed worthy of consideration;
- Demonstrated financial need in the case of academic grants (see g above).

(k) All awards have a minimum academic requirement. The minimums are defined in the General Regulations of the award program in the University Calendars. Donor funds may have additional academic requirements noted in the University Calendars and/or fund documentation.

SECTION VII: APPEAL PROCEDURES

The University has a responsibility to provide fair and equitable procedures for student appeals relating to aid and award programs. These appeal procedures are outlined in the General Regulations in the University Calendars.

SECTION VIII: PRIVACY CONSIDERATIONS

Applications for aid and awards, supporting documentation (e.g. transcripts, letters of reference, income tax notices of assessment, student loan entitlements, etc.) and responses to applications shall be held by the Registrar and, in the case of School of Medicine administered aid and awards, the Program Manager of the Undergraduate Medical Program in accordance with the *Freedom of Information and Protection of Privacy Act*.

That *Act* and McMaster University's Notice of Collection statement shall govern the information provided to donors and others concerning award recipients, including publications such as convocation programs and award booklets.

SECTION IX: REPORTING REQUIREMENTS

Mandatory annual reporting to the Undergraduate Council Awards Committee, Undergraduate Council and Graduate Council, include identification of award recipients, aid and award performance summaries and identification of participating committee members.

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SECTION X: ESTABLISHING FUNDS TO SUPPORT AID AND AWARD PROGRAMS

When establishing funds, to support aid and award programs, the Registrar:

(a) Ensures that the fund terms benefit students and are written with a minimum of limiting criteria.

(b) Seeks approval of the fund terms through the Undergraduate Council Awards Committee and Undergraduate Council, or the Graduate Council.

(c) Ensures all necessary approvals are in place prior to publicizing the fund terms, making application forms available, receiving applications, selecting recipients and/or disbursing funds.

(d) Determines the manner in which recipients will be selected, for example, mathematically on the basis of calculated need or average, or judgmentally, on the basis of an application or nomination.

(e) Determines whether an application is needed to support the evaluation of non-academic criteria, such as community involvement.

(f) Where an application is required, determines the content, deadlines, and supporting documentation requirements to support the evaluation and selection process (e.g. reference letters, curriculum vitae, University transcript, statement of interest, essay, etc.).

(g) Establishes University-wide Selection Committees to rank and/or recommend students for funding where use of judgment is required. Additionally, the Registrar will provide a list of University-wide Selection Committees and participating members to the Undergraduate Council Awards Committee and Undergraduate Council on an annual basis.

(h) Oversees the University-wide Selection Committees ensuring a minimum of three members, including at least one faculty member, are involved in the funding recommendations. If the funding is open to students from more than one career (i.e. students enrolled in Graduate, Medicine, Undergraduate degrees), the Registrar ensures that the committee has representation from each area (i.e. Graduate, Medicine and Undergraduate).

(i) Establishes faculty and department contacts where faculty- or department-specific award adjudication is required.

(j) Protects the University's academic integrity and autonomy as it relates to funding decisions. In no case shall a donor and/or their representatives select, vote or have a veto over the recipients of funding. The final choice of recipients rests solely in hands of McMaster University.

(k) Requires a minimum donor contribution to support aid and awards. Currently:

- The minimum value to establish an endowed fund that supports University aid and awards is $20,000. This commitment, at the current expenditure policy rate of 4%, generates $800 annually.
- The minimum value to establish a fund that is not endowed that will support University aid and awards is $3000 (a minimum commitment of $1000 per year for three years).
- The minimum value to establish a fund that is not endowed that will support University aid and awards by application is $7500 (a minimum commitment of $2500 per year for three years). The minimum value to establish an endowed fund that will support university aid and awards by application is $62,500. This commitment, at the current expenditure rate of 4%, generates $2500 annually.

*These minimums will be reviewed from time to time by the Undergraduate Council Awards Committee, Undergraduate Council and Graduate Council and adjusted appropriately.

(l) Undertakes to abide by the terms attached to trust funds received through bequests and gifts, provided that such terms are consistent with this Policy. See also the *Operational Policy and Procedures for Trust and Endowed Fund Management*.

(m) Includes only Senate approved awards (i.e. approved through the Undergraduate Council Awards Committee and Undergraduate Council and/or Graduate Council) on University transcripts.

(n) Includes only Senate approved awards in the University Calendars.

(o) Includes only Senate approved graduand awards in University Convocation publications, and of these, recognizes only the top University and Faculty awards, at University Convocations.

(p) Considers the potential for emerging gift types that do not meet current University-established aid and award program policy. University Advancement may also recommend to the Registrar, the Undergraduate Awards Committee, Undergraduate Council and Graduate Council that new aid and award programs and/or policies, be established to meet the requirements of emerging gift types.

SECTION XI: GUIDELINES FOR WRITING FUND TERMS

When writing fund terms to support new aid and awards, the following guidelines apply (see Appendix A for further information):

Name
The name could be representative of the donor and the aid or award program (e.g. The McMaster Alumni Association Bursary).

Descriptive Sentence 1
The first sentence typically identifies the year in which the award was established, the donor name(s), degree awarded, class year (e.g. Class of '50 (for 1950) and Class of 2020), or anonymous request, and the reason for its establishment.

Descriptive Sentence 2
The second sentence identifies the specific criteria (need-based, academic and/or other form of earned merit) that must be met by the student for whom the funding is intended. Note: the fund terms should be as broad as possible to ensure administrative sustainability and disbursement of funding as intended.

Preference Statement
The third sentence may confirm a donor's preference (if applicable). "Preference will be given to ..." confirms that attempts will be made to identify a student meeting the donor preference after all conditions specified in the descriptive sentences have been met. For award purposes, this usually means that the award is judgmental in nature. For aid purposes, it may mean that a student must self-identify (e.g. "I am a sole support parent"), to be allocated particular funding. Preference statements are treated as self-declarations and are not necessarily verified by the Registrar. In the case of bursaries, preference statements typically affect the source of a student's bursary funding, not the amount.

Note: the preference statement should be as broad as possible to ensure administrative sustainability and disbursement of funding as intended.

Award Value

An initial award value is typically specified for awards and academic grants. The value may be specified as total dollars and duration. Award values may also be non-monetary, as is the case for prizes (e.g. books, medals, etc.) or community contribution awards (e.g. letters of recognition).

Number of Recipients

It is preferable that the number of intended recipients <u>not</u> be specified, to allow the Registrar to set the number based on available funding.

It is also preferable that bursary values <u>not</u> be specified, to allow the Registrar to set bursary values annually, in accordance with the General Regulations of the bursary program.

SECTION XII: AMENDING TERMS OF ESTABLISHED FUNDS

The terms of established funds, supporting aid and awards, represent a formal agreement, whether funded through an operating or research account or donor trust fund. When a donor establishes aid or award funding it takes the form of a trust fund administered by McMaster as trustee. Trust funds hold gifts (donations and bequests) that have been *designated* according to terms and conditions agreed upon by a donor and the University. Trust funds may only be altered in accordance with their original purpose, and generally may only be altered if the original purpose is impossible or impracticable to administer. Superficial changes (such as changes to a name or value of an award) are allowed.

Amendment to terms may, however, become necessary due to changes such as cancellations of courses or programs which have been named in the terms, or when there are no longer eligible students. The University may propose to amend the terms to carry out the nearest possible original intent of the donor.

When aid and awards are no longer available (e.g. operating or research funding no longer exists or a trust fund has been closed) they need to be discontinued and removed from publications such as the University Calendars.

Changes to aid and award fund names and terms, as well as discontinuation of aid and awards funding must be approved through the Undergraduate Council Awards Committee and Undergraduate Council or Graduate Council.

Changes to aid and award values are managed by the Registrar based on available funding and the *Operational Policy and Procedures for Trust and Endowed Fund Management* and do not require Undergraduate Council Awards Committee and Undergraduate Council or Graduate Council approval. Changes to aid and award values are reported to the Undergraduate Council Awards Committee, Undergraduate Council and Graduate Council for information.

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SECTION XIII: POLICY AMENDMENTS AND EXCEPTIONS

The *University Aid and Awards Policy* is reviewed every three years by the Undergraduate Council Awards Committee and Graduate Council. Recommended amendments must be approved by the Undergraduate Council Awards Committee, Undergraduate Council, Graduate Council, and Senate prior to implementation.

The University may amend, from time to time, the general requirements to be met by all recipients of University aid and award programs. This may include, but is not limited to, the attainment of some overall level of scholarships, independent of the terms of an individual award. See *Senate By-Laws* (Article XI, 164, (f) and (g)).

The University may amend this Policy, as recommended, from time to time, by the Registrar to the Undergraduate Council Awards Committee, Undergraduate Council, Graduate Council, and Senate.

APPENDIX A: COMMONLY USED PHRASES IN FUND TERMS

i. **"A student who has completed Level x"** Example: "A student who has completed Level 1"refers to a student who is enrolled above Level 1, while "A student who has completed Level 2" refers to a student who is enrolled above Level 2. Note: This phrase should not be used where level is not a factor in determining the aid or award recipient.

ii. **"A graduating student"** or **"student graduating"** refers to a student who is in their graduating year and will be assessed for an award at the completion of their graduating term. Example - "… to be awarded to a student graduating from an Engineering and Management program."

iii. **"A student in a Sociology program…"** allows students in all B.A., Honours and Combined Honours Sociology programs to be considered. This open language is preferred.

iv. **"A student currently enrolled in a graduate program in Chemistry…"** allows graduate students enrolled in programs offered by the Department of Chemistry to be considered. This includes both Master's and Ph.D. students.

v. **"A student in an Honours program in Sociology..."** allows students in both a single Honours program and Combined Honours programs in Sociology to be considered.

vi. **"A student in Level 3 of the Honours Sociology program..."** allows a student in Level 3 of the specified Honours program and will not include Combined Honours programs. This is typically as narrow as terms should be written. Note: The inclusion in the terms of a program description, rather than a specific program name or course number, is strongly encouraged to avoid a future problems where programs and/or courses are no longer offered.

vii. **"A student registered in the English Ph.D. program…"** allows only students enrolled in the specified Ph.D. program to be considered.

viii. **"To be awarded to a graduate student in the Faculty of Health Sciences. Preference to be given to a graduate student pursuing research in preventative medicine…"** allows Master's and Ph.D. students in the Faculty of Health Sciences, who are pursuing research in preventative medicine, to be considered for the award. If the administrator is unable to first identify an eligible student pursuing research in preventative medicine, the award may then be granted to eligible graduate students enrolled in Master's or Ph.D. programs in the Faculty of Health Sciences.

ix. **"Most notable"** or **"high standing"** or **"excellence in"** or **"outstanding academic achievement"** or **"on the basis of scholarship"** does not mean "highest mathematical standing" and must be used in conjunction with **"in the judgment of ..."**.

x. **"In the judgment of ..."** means that judgment will be used to select a student who has fulfilled the minimum aid or award program requirements and other criteria as noted in the fund terms. Selection by committee may be required.

xi. **"Penultimate"** means the second to last level of a program. Example: "To be awarded to the student who has completed the penultimate year at the most recent spring review, and who ranks highest in scholarship, leadership and influence."

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IQAP Policy Revisions Update
March 2017

We have reviewed the IQAP policy and propose the following changes to our policy:

1. Minor editorial changes throughout.

2. Updated names/labels for consistency with guidebooks and templates
   a. Updated titles for Vice-Provost etc.

3. Created and updated templates and updated guidebooks where needed
   a. Plans to update flowcharts with sequence following new program approval and distribution of statement of intent
   b. Plans to update guidebooks with prompting questions on assessment, responding to the Strategic Mandate Agreement and institutional definition of experiential learning (when it becomes available).

4. Merged some sections (e.g. Resources, Quality Enhancement). Note that we did not change any of the criteria, just re-organized based on feedback we received.

5. Worked with the Registrar's Office and with Quality Council to provide a better description, definition and examples of what constitutes New Programs v Major Modifications. Further clarified the process when the difference among a minor modification, a major medication or a new program is unclear.
   a. Moved reporting requirements for major modifications from section 7 to section 4

6. Modified language around the need for broad consultation when beginning new undergraduate and graduate programs (5.1 and 5.2).
   a. Included sharing Statement of Intent with Registrar's Office and consulting with IRA and Fees

7. Included a provision in the external evaluation review team for the inclusion of one internal reviewer and additional reviewers where appropriate (5.4).

8. Revised the institutional approval process to match what we have been doing in practice, e.g. statement of intent; budget approvals earlier in the process (5.7).

9. Developed guidelines for advertising new programs to ensure consistency with Quality Council requirements (5.9).
   a. Included note that Ministry approval may also be required.

10. Updated the policy to reflect then new MTCU submission process (5.10).

11. Added new criteria to the New Program Proposal and the Self-study to emphasize consideration of the curriculum and current priorities (Section 5.3.4 and Section 7.1.3).

  a. Added a provision for reference to the Strategic Mandate Agreement

12. Moved details of inclusion in chair's and dean's reports from the policy to the instructions and templates based on feedback we received.
  a. 7.2: Program Response Template

13. Clarified the institutional reporting process and institutional reporting bodies for program reviews (7.3 and 7.4)
  a. Updated that report comes from Quality Assurance Committee to UPC.
  b. Revised sequence of approvals such that University Fees precedes UGC/GC.

14. Provided further detail and clarity for the use of accreditation and other external reviews in the cyclical review process, including processes and reporting mechanisms.

15. Modified language in Review Team to indicate reviewers for professional and interdisciplinary programs

16. Clarified that joint reviews take the timeline of the earliest scheduled review

Complete Policy Title: **Academic Program Development and Review – Policy on**	Policy Number (if applicable):
Approved by: **Senate**	Date of Most Recent Approval: **February 13, 2013** *(effective July 1, 2013)*
Date of Original Approval(s): **May 11, 2011** *(effective July 1, 2011)*	Supersedes/Amends Policy dated: **May 11, 2011** *(effective July 1, 2011)* **Procedures for Undergraduate Program Reviews, 2004,** **New and Revised Undergraduate Programs Policy, 2009** **Policy on Steps for Creation of New Graduate Programs or New Fields in Existing Doctoral Programs, 2009**
Responsible Executive: **Vice-Provost (Faculty)**	Enquiries: [University Secretariat](#)

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POLICY ON ACADEMIC PROGRAM DEVELOPMENT AND REVIEW

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1. PREAMBLE

McMaster University is widely recognized for innovation in teaching and learning and for the quality of its programs. Nevertheless, knowledge of our disciplines and the scholarship of teaching and learning are constantly evolving. It is clear that our reputation can only be maintained and improved if we, as academics and educators, critically review what we do and seek the opinion and advice from colleagues at McMaster and at other institutions.

Although the primary objective for these reviews is the improvement of our academic programs, the processes that we adopt also should be designed to meet our responsibility to the government on quality assurance: Every publicly assisted Ontario university that grants degrees and diplomas is responsible for ensuring the quality of all of its programs of study, including modes of delivering programs and those academic and student services that affect the quality of the respective programs under review, whether or not the program is eligible for government funding.

The process by which institutions meet this accountability to the government is outlined in the Quality Assurance Framework (QAF), developed by the Ontario Council of Academic Vice-Presidents (OCAV) and approved by Executive Heads in April 2010. Institutions' compliance with the QAF is monitored by the Ontario Universities Council on Quality Assurance, also known as the Quality Council, which reports to OCAV and the Council of Ontario Universities (COU).

As part of the Quality Assurance Framework, McMaster was required to develop an Institutional Quality Assurance Process (IQAP), which is contained within this Policy. The guiding principles used for developing McMaster's IQAP were:
- curriculum development and improvement is an ongoing, iterative process that is normally initiated, developed and controlled at the departmental level;
- McMaster's IQAP incorporates input from all principal stakeholders; and,
- McMaster's IQAP should be designed primarily to help improve programs and shape them to have characteristics that are most valued at our University, while also meeting the responsibility for quality assurance.

Thus, the goal of McMaster's IQAP is to facilitate the development and continued improvement of our undergraduate and graduate academic programs, and to ensure that McMaster continues to lead internationally in its reputation for innovation in teaching and learning and for the quality of its programs. McMaster's IQAP is intended to complement existing mechanisms for critical assessment and enhancement, including departmental reviews and accreditation reviews. The uniqueness of each program at McMaster will emerge in the IQAP self-study.

The IQAP is subject to approval by the Quality Council when it is initiated and thereafter, when it is revised. The Quality Council will audit the University on an 8-year cycle under the terms outlined in the Quality Assurance Framework.

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2. CONTACT

The authority responsible for the IQAP is the Vice-Provost (Faculty). The authorities responsible for its application will be the Vice-Provost (Faculty) for undergraduate programs and the Vice-Provost and Dean of Graduate Studies for graduate programs. When undergraduate and graduate programs are reviewed concurrently, the Vice-Provost (Faculty) and the Vice-Provost and Dean of Graduate Studies will be jointly responsible for its application.

The person responsible for all contact between the University and the Quality Council is the Vice-Provost (Faculty).

Throughout this Policy, the Chair refers to the head of the academic unit (usually a Department, sometimes a School or an interdisciplinary group) that is proposing a new program or is responsible for an existing program, although we recognize that the official title of such person varies across programs and Faculties. Similarly, the Dean refers to the head of the Faculty or equivalent responsible for the program, again recognizing that the official title may vary.

In the case of joint academic programs (e.g., a combined honours program or a collaborative program with another educational institution), the relevant Chair and Dean shall be those at McMaster University who have the administrative responsibility for the program.

3. PURPOSE

This Policy on Academic Program Development and Review is meant to guide the development of new undergraduate and graduate programs (including for-credit graduate diploma programs), and to aid in the ongoing improvement of existing programs. It has been designed also to meet the University's responsibility of ensuring the quality of such programs. It applies to all undergraduate and graduate programs offered at McMaster University, as well as programs offered in collaboration with other institutions that lead to McMaster University degrees or graduate diplomas.

4. DEFINITION OF NEW PROGRAMS AND MAJOR MODIFICATIONS

New Programs:
A new program is normally considered to be any new degree or degree program that has not been previously offered at McMaster University. In contrast to the normal evolution of academic programs, a new program will generally involve some combination of new courses, new learning outcomes, and new or re-allocated resources, and will be meant to provide students with an academic path that was previously not available to them.

Although not new, a program that has been offered at McMaster University without funding from the Ministry of Advanced Education and Skills Development (MAESD) and for which a request for funding is to be made, will follow the procedures for new programs that are outlined in Section 5.

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Examples of what constitutes a 'new program' are included
at: http://oucqa.ca/guide/examples-of-new-programs/

Modifications to Existing Programs:

Revisions to an existing program will be classified as either a minor or a major modification to the program. In both cases, the program will continue to be subject to a cyclical program review as outlined in Section 7. Major modifications must be reported annually to the Quality Council, as outlined in Section 4.1.

Major modifications include the following program changes:
a) Requirements that differ significantly from those existing at the time of the previous cyclical program review. For undergraduate programs, it would be considered a major modification when more than 30% of the program requirements are being changed from one academic year to the next. For graduate programs, it would be considered a major modification when more than 50% of the program requirements (including requirements such as courses, major exams, and research) are being changed from one year to the next.
b) Significant changes to the program learning outcomes;
c) Significant changes lasting more than one academic year to the faculty engaged in delivering the program and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery (such as different campus, online delivery and inter-institutional collaboration);

The addition of a new field to an existing graduate program is considered to be a major modification, but is subject to an Expedited Approval process. The inclusion of a new program of specialization where another with the same degree designation already exists will normally be considered a major modification.

Examples of what constitutes major modifications are included at:
http://oucqa.ca/guide/5-major-modifications-to-existing-programs/

In some cases major modifications may require additional steps in order to be completed. Programs should consult with the Vice-Provost (Faculty) for undergraduate programs or the Vice-Provost and Dean of Graduate Studies for graduate programs, where appropriate.

In situations where it is unclear or where disagreement exists on whether a planned change constitutes a minor modification, a major modification, or a new program, the determination will be made by the Vice-Provost (Faculty) for undergraduate programs or the Vice-Provost and Dean of Graduate Studies for graduate programs, in consultation with McMaster's Quality Assurance Committee, where appropriate. A record of any decision will be kept with McMaster's Quality Assurance Committee.

4.1 Reporting Requirements

Once per year, the Registrar's Office will prepare a report of major modifications to existing programs and will submit the report to the Quality Council.

5. NEW GRADUATE AND UNDERGRADUATE PROGRAMS

The steps required for the approval of any new program include:

5.1. Beginning a New Program Proposal

Proponents of a new program may begin by preparing a Statement of Intent and acquiring endorsement from the relevant Dean(s) and Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies. The Statement of Intent should be circulated to the Registrar's Office.

5.2. Broad Consultation

The Chair, in consultation with the Dean, is responsible for ensuring that there is broad consultation. Such consultation is especially important when proposing interdisciplinary programs as those initiators of the proposed plan may not know all the disciplines or individual faculty members who might potentially be interested, or have expertise. It will also be essential to have appropriate discussions with other institutions when the proposed programs are to be offered in collaboration with those institutions.

Whenever faculty members from several departments will be involved in a proposed program, these proponents must have the opportunity to discuss the proposal with their respective Dean(s) and Chair(s). Similarly, if there is a proposal to cross-list a course, or to recommend or require students in the new program to take existing courses, the teaching Department(s) must be consulted and agreement obtained, in writing, from the appropriate Chair/Dean. Approvals of the relevant Curriculum Committees are required.

Discussions should be held with central support units such as, but not limited to, the Library, the Registrar, University Technology Services and the MacPherson Institute for Leadership, Innovation and Excellence in Teaching and Learning, Institutional Research, and Analysis, University Student Fees Committee, as well as with Faculty-based support units, to assess the impact of the introduction of the new program. Input also should be sought from relevant groups of students for whom there is a potential impact of the proposal.

A proposal for a new interdisciplinary program must be presented to any related Faculty/Program to ensure that there is widespread awareness of the program and of its potential impact. If a new interdisciplinary program utilizes or cross-lists one or several new courses from other Departments, the Department(s) offering the course(s), rather

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than the new interdisciplinary group, must submit those courses for approval. Prior written agreement also must be obtained from Chairs of participating Departments for teaching, graduate supervision and other resources required for interdisciplinary programs. Departments must be given adequate time to consider these requests. Faculties must include the proposed administrative and governance structures in interdisciplinary program proposals.

5.3. New Program Proposal

The Chair is responsible, in collaboration with relevant groups and/or individuals, for the preparation of a New Program Proposal that addresses the following criteria:

5.3.1. Program
- Description of the extent and method of the consultation process undertaken during the development of the proposal, including the groups and /or individuals who helped to prepare the proposal
- Consistency of the program with the University's mission and academic plans.
- Clarity and appropriateness of the program's requirements and the Program Learning Outcomes in meeting the University's Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level Expectations (GDLEs), as outlined in Appendix A.
- Appropriateness of degree nomenclature.

5.3.2. Admission requirements
- Appropriateness of the program's admission requirements for the Program Learning Outcomes established for completion of the program.
- Alternative requirements, if any, for admission into the program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

5.3.3. Structure
- Appropriateness of the administrative, governance, and communication processes proposed in support of the program.
- Appropriateness of the program's structure and regulations to meet specified Program Learning Outcomes and Degree Level Expectations.
- For graduate programs, a clear rationale for program length, which ensures that the program requirements can be reasonably completed within the proposed time period.

5.3.4. Program content, curriculum, and teaching
- Ways in which the curriculum addresses the current state of the discipline or area of study.
- Identification of any unique curriculum or program innovations or creative components.
- Appropriateness of the proposed mode(s) of delivery to meet the intended Program

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Learning Outcomes and Degree Level Expectations and availability of the necessary physical resources.

- Ways in which the program addresses current institutional, faculty, or departmental priorities (e.g. experiential learning, diversity and inclusion, accessibility, community engagement, entrepreneurship, et cetera).
- Ways in which the program addresses the current Strategic Mandate Agreement.
- For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
- For graduate programs, verification that the courses included meet university requirements in terms of the minimum number of courses required, the level of courses required, and the appropriate inclusion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams). At least two thirds of the course requirements must be at the 700-level.

5.3.5. Assessment of teaching and learning

- Appropriateness of the proposed methods for the instruction and assessment of student achievement of the intended Program Learning Outcomes. The Program Learning Outcomes must meet the Degree Level Expectations.
- Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the Degree Level Expectations.

5.3.6. Resources

For all programs:

- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.
- Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.
- Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including library support, information technology support, and laboratory access.

For graduate programs:

- Evidence that full-time tenured/tenure-track/CAWAR faculty have the recent research and/or professional/clinical expertise needed to sustain the program, promote innovation, foster an appropriate intellectual climate, and provide excellent supervision of students in academic and research components of the program.
- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
- For programs with a research component, evidence that faculty research supervisors have current and ongoing research programs and funding, and space and relevant research infrastructure appropriate to support students' research in the program.
- Evidence of how supervisory loads will be distributed, and the qualifications and

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appointment status of faculty who will provide instruction and supervision.

- Evidence of prior experience in graduate teaching and research supervision for faculty participating in the program.

For undergraduate programs:
- Evidence of plans for adequate numbers of faculty and staff to achieve the goals of the program;
- Evidence of plans to provide the necessary resources in step with the implementation of the program;
- Planned/anticipated class sizes;
- Provision of supervision of experiential learning opportunities (if required); and,
- Role of adjunct and sessional faculty.

5.3.7.   Quality and other indicators

- Definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
- Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

5.4. External Evaluation: Review Team

The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean will select a team of reviewers to assess the proposal. The review team shall consist of at least one external reviewer for new undergraduate programs and two external reviewers for new graduate programs. The team may also include one internal reviewer selected by the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate). Additional members may be added to the team if appropriate, for instance when evaluating professional programs or interdisciplinary programs.

External reviews of new graduate programs must incorporate an on-site visit. External reviews of new undergraduate program proposals will normally be conducted on-site, but may be conducted by desk audit, video-conference or an equivalent method if the external reviewer is satisfied that the off-site option is acceptable; exceptions to on-site visits for undergraduate program reviews will be determined by the Vice-Provost (Faculty), in consultation with the Dean, prior to the commencement of the review.

External members of the review team shall normally be individuals who are in the same discipline as the program under review (or across disciplines for interdisciplinary programs), shall not normally be from the same institution, and who are distinguished senior academics of broad experience, with an established commitment to higher

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education. Non-traditional programs may consider non-academics with relevant expertise and experience. Reviewers must have an impartial, arms-length relationship to the program (for clarity, arms-length reviewers should not have been a research supervisor or student of members of the proposed program; and should not have collaborated with members of the proposed program within the past 6 years, or have made plans to collaborate with those individuals in the immediate future. There also should be no other potential conflicts of interest (e.g., personal or financial). Wherever possible the review team shall represent broad institutional categories and/or geographic regions.

Reviewers will be selected from a list of at least six suggested individuals compiled by the Department and endorsed by the Dean. The list shall include, for each proposed external reviewer:

- name;
- rank and position;
- institution or company and current address, telephone and fax numbers, e-mail address, and URL if available;
- professional (including administrative) experience or expertise relevant to the Program under review;
- details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and,
- for graduate programs, a description of research expertise, and a partial listing of recent scholarly publications.

The New Program Proposal, the McMaster's Review Team Guidelines and other materials specific to the review will be provided to all members of the review team no less than two weeks prior to their visit.

5.5. Reviewers' report

Excepting when contrary circumstances apply, the reviewers normally will provide, within four weeks of the review, a joint report that appraises the standards and quality of the proposed program, and addresses the criteria set out in Section 5.3, including the associated faculty and material resources. Reviewers also will be invited to acknowledge any clearly innovative aspects of the proposed program, together with recommendations on any essential or otherwise desirable modifications to the program.

5.6. Internal response

Responses to the reviewers' report from both the Chair and the Dean, or their delegates, should be prepared, as per the New Program Response template, and attached to the reviewers' report.

5.7. Institutional approval

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In addition to the completion of the external review, approval of new program proposals by the following University bodies, normally in the order listed below, is required:

- The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the New Program Proposal to ensure that the program is consistent with McMaster's principles and priorities and existing strengths of the University, the program is of high academic quality; there is convincing evidence of student demand and societal need for the program; and, sufficient financial support, infrastructure, and human resources can be made available to initiate and support the program either within the Faculty budget or based on the program being a full revenue generating program.
- The Faculty Curriculum Committee(s) reviews the New Program Proposal to ensure that the new program adds sufficient value to the programs already offered in the Faculty;
- the Faculty(ies) reviews the New Program Proposal to ensure that the program is consistent with the Faculty's strategic plans and that the necessary resources are available if these are to be provided from within the Faculty's envelope;
- the Executive Director of Finance and Planning reviews the Resource Implications and Financial Viability document to ensure that all potential University resource requirements are captured and the program is properly costed. In addition, for interdisciplinary or partnership programs, ensures that an MOU is properly completed.
- for Undergraduate programs, the Undergraduate Council Curriculum Committee reviews the New Program Proposal to assess the impact of the new program on students enrolled in other Faculties;
- the University Student Fees Committee reviews the proposed Program and Supplementary Fees and ensures that Ministry and University fee policies are adhered to, are reasonable relative to market and that fee collection can be properly administered within existing systems.
- Undergraduate Council or Graduate Council reviews the New Program Proposal to provide a venue for a broad discussion on the new program by elected faculty and student members with specific knowledge of and expertise in undergraduate or graduate programming, and ensure that the program is consistent with University-wide goals and criteria specifically related to undergraduate or graduate programming;
- University Planning Committee reviews the New Program Proposal and the Resource Implications and Financial Viability documents to understand the financial implications of the new program, evaluate the impact University-wide, and assess value-for-money for the intended student; and,
- Senate ensures that the program is consistent with the University's general strategic plans with respect to academic programs.

These bodies should consider the criteria outlined in Section 5.3 when evaluating the proposal.

Normally, approvals by all of the above University bodies will take place before the

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external review. However, in cases where the external reviewers recommend significant changes to the program proposal, it may have to return to these bodies for re-assessment.

Special considerations, such as collaboration agreements or non-standard distribution and full revenue generating programs should refer to the Academic Revenue Generating Activity Policy and other relevant University policies as may apply.

If any one of the bodies requires changes to the proposal, those changes may have to be subsequently provided to the other approving bodies for approval, depending on the nature of the changes.

Chairs of Departments named in the proposal should be informed by the University Secretariat of the schedule for presentations to Undergraduate Council, University Planning Committee and Senate, and of the decisions of these bodies with regard to the New Program Proposal. The School of Graduate Studies should inform Chairs of the schedule of presentations to Graduate Council, and of the decisions of this body with regards to the new program proposal.

5.8. Quality Council Secretariat

Once all approvals outlined in Section 5.7 are obtained, the institution will submit the New Program Proposal, together with the Reviewers' Report and the internal response to the Report, to the Quality Council Secretariat. The submission template will require information on whether or not the proposed program will be a cost-recovery program. The same standards and protocols apply regardless of the source of funding.

5.9. Announcement of new programs

Following its submission to the Quality Council, the University may announce, per guidelines within the New Program Proposal Guidebook, its intention to offer the program, provided that clear indication is given that approval by the Quality Council is pending, and that no offers of admission will be made until the program has been approved by the Quality Council. Ministry approval may also be required.

5.10. Approved new programs

After a new program is submitted to the Quality Council, the University may seek Provincial funding for the program, which must begin within thirty-six months of the date of approval; otherwise, the approval will lapse. If program approval lapses, the program must begin the new program proposal process again.

The first cyclical review for any new program must be conducted no more than eight years after the date of the program's initial enrolment.

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Between eighteen and twenty-four months after onset of the program, the Chair will provide the Dean and Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate studies, with a brief update on progress in the program, addressing any concerns from the initial program review, and highlighting any unanticipated changes in curriculum, resources, enrollment, funding mechanisms, or governance structure. If, after consultation with the Dean, the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, deems it appropriate, an informal internal assessment of the program may be undertaken, including interviews with current faculty, students, and staff, to determine if a more complete, early cyclical review is warranted.

6. EXPEDITED APPROVALS OF NEW PROGRAMS

The Protocol for Expedited Approvals applies when one or more of the following applies:

- an institution requests endorsement of the Quality Council to declare a new Field or to revise Fields in a graduate program (note: there is no requirement to declare fields in either master's or doctoral programs);
- there is a proposal for a new collaborative specialization;
- there are proposals for new for-credit graduate diplomas; or,
- there are major modifications to existing programs, and the University requests approval.

The Expedited Approvals process requires all the approvals listed in Section 5.7 and the submission to the Quality Council of a New Program Proposal of the proposed program change/new program and the rationale for it. It does not require that external reviewers be involved in the approval process and provides for a faster turn-around on decisions by the Quality Council.

6.1. Expedited Proposal

The Expedited Proposal will describe the new graduate field, collaborative specialization, or graduate diploma or the significant changes being proposed (including, as appropriate, reference to Program Learning Outcomes, Degree Level Expectations, faculty and resource implications), provide a brief account of the rationale for the changes, and address the evaluation criteria.

6.2. Institutional Identification of Major Modifications to Existing Programs

Existing programs can be expected to routinely undergo revisions with the aim of quality enhancement. This includes, for example, the introduction or deletion of courses, major exam structures, change in emphases, options, minors, or mode of delivery. The revisions must be submitted through the normal curriculum approval process outlined in Section 5.7 (excluding the University Planning Committee, unless there are significant resource implications). These revisions will be assessed during the course of the next cyclical

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review of the program.

There may be, however, situations where the changes to the program are of such significance that a more immediate review is desirable. This situation may occur, for example, where:

- the program's revisions meet the definition of a major modification, as defined in Section 4;
- the fundamental objectives of the program change; or,
- there are significant changes to the faculty engaged in delivering the program and/or to the essential physical resources.

In such cases, the Department, the Faculty, Undergraduate Council or Graduate Council may, if it deems it advisable after consultation with the relevant Dean(s) and Vice-Provost (Faculty) and/or Vice-Provost and Dean of Graduate Studies, initiate a program review and request that the Quality Council review the major modification proposal. Normally, such review will occur through an Expedited Approval Process.

7. CYCLICAL PROGRAM REVIEWS

All academic programs are to be reviewed on an eight-year cycle. Combined programs do not require review if their constituting programs are reviewed separately. Emphases, Options and Minors do not require review. The list of programs that require review, and the schedule of such reviews, will be maintained by the Vice-Provost (Faculty) in consultation with the Vice-Provost and Dean of Graduate Studies.

Departments can choose to review undergraduate and graduate programs jointly or separately. If the reviews are done jointly, there can be additional subsections within the report to address different situations that apply to each program. Program reviews can also be done jointly with accreditation reviews, at the discretion of the Chair, in consultation with the Dean (see Section 7.5). Where programs seek to combine previously separate undergraduate and graduate reviews they shall adopt the timeline of the earliest scheduled program review.

The review consists of the following steps:

7.1. Self-study: Internal program perspective

The Chair is responsible, in collaboration with relevant groups and/or individuals, for preparing a self-study document that is broad-based, reflective, forward-looking and inclusive of critical analysis. It should identify any pertinent information deemed appropriate for inclusion. The self-study must address and document the consistency of the program's learning outcomes with the University's mission and Degree Level Expectations, and how its graduates achieve those outcomes.

The self-study should include criteria and quality indicators including:

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7.1.1. Program Description and Overview

- Program is consistent with the University's mission and academic plans.
- Program requirements and Program Learning Outcomes are clear, appropriate and align with the Degree Level Expectations.

7.1.2. Admission requirements

- Admission requirements are appropriately aligned with the Program Learning Outcomes established for completion of the program.

7.1.3. Curriculum

- How the curriculum reflects the current state of the discipline or area of study.
- Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.
- How the mode(s) of delivery are appropriate and effective at meeting the Program Learning Outcomes.
- Ways in which the program addresses current institutional, faculty, or departmental priorities (e.g. experiential learning, diversity and inclusion, accessibility, community engagement, entrepreneurship, et cetera) and the current Strategic Mandate Agreement.

7.1.4. Teaching and assessment

- Methods for assessing student achievement of the defined Program Learning Outcomes and Degree Level Expectations are appropriate and effective.
- Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the Program Learning Outcomes and the Degree Level Expectations.

7.1.5. Resources

- Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering and maintaining the quality of its program(s), in relation to the University's priorities for and constraints on funding, space, and faculty allocation.

7.1.6. Quality indicators

- Information on the quality of the program under review. Standard quality indicators, outlined in the McMaster's Self-Study Guidebook, are available to Chairs from the Office of Institutional Research and Analysis, the Office of the Registrar, the School of Graduate Studies, or from the departments themselves. Chairs will be expected to provide context and commentary on the data. When

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possible and appropriate, Chairs will also refer to applicable professional standards.

Additional graduate program criteria:

- Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements.
- Quality and availability of graduate supervision.
- Definition and application of indicators that provide evidence of faculty, student and program quality, for example:
  - Faculty: funding, honours and awards, and commitment to student mentoring;
  - Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards;
  - Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience, and commitment to development of professional and transferable skills; evidence of sufficient and regular graduate level course offerings to ensure that students will be able to meet university requirements in terms of the minimum number of courses required, the level of courses required, and the timely completion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams).

7.1.7. Quality enhancement

- Concerns and recommendations raised in previous reviews;
- Initiatives that have been undertaken to enhance the teaching, learning and/or research environments thus, the quality of the program, and how these will be sustained.
- Areas identified through the conduct of the self-study as requiring improvement;
- Areas that hold promise for continued enhancement.

7.1.8. System of governance

- Evidence that a consultative and inclusive system of governance has been used on an ongoing basis to assess the program and implement changes as appropriate.

7.1.9. Academic Services

- Academic services that directly contribute to the academic quality of each program under review.

7.1.10. Self-Study Participation

- Participation of program faculty, staff, and students in the self-study and how their views were obtained and taken into account, and who contributed to the development and writing of the self-study.

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7.1.11. External Participation

- The input of others deemed to be relevant and useful, such as graduates of the program, representatives of industry, the professions, practical training programs, and employers may also be included.

It is the Chair's responsibility to review and approve the self-study report to ensure that it meets the above criteria.

7.2. External evaluation: Review Team

The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate), will select a team of reviewers to evaluate the program. The Review Team shall consist of at least one external reviewer for undergraduate programs and two external reviewers for either graduate programs or for concurrent reviews of undergraduate and graduate programs. The team will also include one internal reviewer selected by the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate). Additional members may be added to the team if appropriate, such as when evaluating professional programs or interdisciplinary programs.

External members of the review team normally shall be individuals in the same discipline as the Program under review (or across disciplines for interdisciplinary programs) who are distinguished senior academics of broad experience, with an established commitment to higher education. Non-traditional programs may consider non-academics with relevant expertise and experience. They must have an impartial, arms-length relationship to the Program (as defined in Section 5.4). Wherever possible the review team shall represent broad institutional categories and/or geographic regions. They will be selected from a list of at least six suggested individuals compiled by the Program/Department under review and endorsed by the Dean. The list shall include, for each proposed external reviewer:

- name;
- rank and position;
- institution or company and current address, telephone and fax numbers, and e-mail address, and URL if available;
- professional (including administrative) experience or expertise relevant to the Program under review;
- details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and,
- for graduate program or combined reviews, a description of research expertise, and a partial listing of recent scholarly publications.

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The Self-Study, the Guidelines for Review Team, and other materials specific to the current review will be provided to all members of the Review Team no less than two weeks prior to their visit. If applicable, the results of the previous accreditation review also will be made available to the Review Team to provide them with the views of the relevant professional association(s). The Guidelines for Review Team describes the review process and the roles and obligations of the Review Team, which include:

- to identify and comment on the program's notably strong and creative attributes;
- to describe the program's respective strengths, areas for improvement, and opportunities for enhancement;
- to recommend specific steps to be taken to improve the program, distinguishing between those the program can itself take with existing resources and those that require external action;
- to recognize the University's autonomy to determine priorities for funding, space, and faculty allocation; and,
- to respect the confidentiality required for all aspects of the review process.

It is required that all reviewers visit at the same time, normally for two days. As appropriate, the Review Team shall meet with the following:

- Chair or Director;
- Full-time faculty members (in groups);
- Part-time faculty members (in groups);
- Program students (units should encourage a broad cross section of students to participate in a meeting with the review team);
- Departmental/Program support staff;
- Associate Dean;
- Dean;
- for graduate programs, the Vice-Provost and Dean of Graduate Studies;
- for undergraduate programs, the Vice-Provost (Faculty); and,
- Provost and Vice-President (Academic), if available.

The Review Team will submit to the Vice-Provost (Faculty), or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, a joint report, including an Executive Summary, for the program(s) under review, normally within four weeks of the visit. The report will normally be written primarily by the external reviewer(s), with input from the internal reviewer. The Review Team's report should address the substance of both the self-study report and the evaluation criteria set out in Section 7.1. The intent of these reports is to be formative and constructive. The reports are intended to provide counsel rather than prescriptive courses of action. The Vice-Provost (Faculty), or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will circulate the Review Team's report to the appropriate Chairs and Deans.

Responses to the reviewers' report from both the Chair and the Dean, or their delegates, should be prepared, as per the Program Response template, and attached to the reviewers' report.

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7.3. Institutional perspective and report

All program reviews, including the self-study, reviewer's report, and responses from the chair and dean, will be submitted to McMaster's Quality Assurance Committee, a joint committee of Undergraduate and Graduate Councils. The Quality Assurance Committee will assess the review and will submit a Final Assessment Report to Undergraduate Council or Graduate Council that:

- identifies significant strengths of the program;
- addresses the appropriateness of resources for the success of the program;
- identifies opportunities for program improvement and enhancement;
- identifies and prioritizes the recommendations;
- may include a confidential section (e.g., where personnel issues may be addressed);
- may include additional recommendations or comments to the Provost and Vice-President (Academic). Recommendations could include, for example, requiring a detailed progress report that will describe progress towards addressing major concerns or scheduling an additional cyclical review sooner than specified by the normal 8-year cycle.

Undergraduate Council or Graduate Council will receive the Final Assessment Report from the Quality Assurance Committee and will consider whether it will provide its own recommendations or comments to the Provost and Vice-President (Academic). These will be communicated to the Chair, the Dean and the Vice-Provost (Faculty) or, in the case of graduate programs, to the Vice-Provost and Dean of Graduate Studies.

A report from the Quality Assurance Committee, along with any recommendations or comments, will be presented first to the University Planning Committee and then to Senate, which will consider whether they will make additional recommendations or comments to the Provost and Vice-President (Academic). These will be communicated to the Chair, the Dean and the Vice-Provost (Faculty) or, in the case of graduate programs, to the Vice-Provost and Dean of Graduate Studies.

Eighteen months after receiving the report from Undergraduate Council or Graduate Council, the Dean will meet with the Chair for an update on the program. The Dean will submit a progress report to the Quality Assurance Committee summarizing the status of any actions taken or being taken. The Quality Assurance Committee may, in some circumstances, choose to present progress reports to Undergraduate Council or Graduate Council.

7.4. Reporting requirements

The Final Assessment Reports will be posted on the Vice-President (Academic) section of the University's website and copies of this information will be provided to the Quality Council.

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7.5. Use of accreditation and other external reviews in the Institutional Quality Assurance Process

Programs that periodically undergo accreditation reviews may request that the associated accreditation documentation serve in place of an IQAP cyclical review self study. The program chair with support from the Dean of the program will submit a request form and all required supporting documentation to McMaster's Quality Assurance Committee. When requested by the Dean and permitted by the accreditation authorities, the site visit by the external reviewers may be performed at the same time or by the same people as the accreditation reviewers.

The Quality Assurance Committee, will review the request and decide if an accreditation review can be substituted in whole or in part for a cyclical review. The program will be notified in writing of the committee's decision. A record of substitutions or additions, and the grounds on which they were made, will be eligible for audit by the Quality Council.
The Quality Assurance Committee's decision is only applicable for the cyclical review year related to the request. The remaining steps in the cyclical review will then take place. Programs must participate in all reporting related to the cyclical review. If desired by the program, a request for accreditation substitution must be submitted for every subsequent cyclical review.

APPENDIX A
McMASTER UNIVERSITY'S STATEMENT
ON DEGREE LEVEL EXPECTATIONS

A McMaster education should enable students to develop sets of life and learning skills that promote a continuing ability and desire to learn, and a set of technical and professional skills that permit a range of career choices. Degree level expectations elaborate the intellectual and creative development of students and the acquisition of relevant skills that are usually widely, yet implicitly, understood.

McMaster University has adopted the following Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level Expectations (GDLEs) that were developed by the Ontario Council of Academic Vice-Presidents and endorsed by the Council of Ontario Universities in December 2005. These degree level expectations are to be viewed as a minimum threshold for all degree programs at McMaster.

UNDERGRADUATE

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	**Baccalaureate/bachelor's degree: honours** This degree is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline	a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline
	b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines	b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines
	c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline	c) Developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate

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		hypotheses or creative options, relevant to one or more of the major fields in a discipline
	d) Some detailed knowledge in an area of the discipline	d) Developed, detailed knowledge of and experience in research in an area of the discipline
	e) Critical thinking and analytical skills inside and outside the discipline	e) Developed critical thinking and analytical skills inside and outside the discipline
	f) Ability to apply learning from one or more areas outside the discipline	f) Ability to apply learning from one or more areas outside the discipline
2. Knowledge of methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and b) devise and sustain arguments or solve problems using these methods.	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b) devise and sustain arguments or solve problems using these methods; and c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.
3. Application of knowledge	The ability to review, present, and interpret quantitative and qualitative information to: a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and	The ability to review, present and critically evaluate qualitative and quantitative information to: a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;

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		c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;
		d) where appropriate use this knowledge in the creative process; and
	The ability to use a basic range of established techniques to:	The ability to use a range of established techniques to:
	a) analyze information;	a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;
	b) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study;	b) propose solutions;
	c) propose solutions; and	c) frame appropriate questions for the purpose of solving a problem;
	d) make use of scholarly reviews and primary sources.	d) solve a problem or create a new work; and
		e) to make critical use of scholarly reviews and primary sources.
4. Communication skills	The ability to communicate accurately and reliably, orally and in writing to a range of audiences.	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.

5. Awareness of limits of knowledge	An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.
6. Autonomy and professional capacity	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of personal responsibility and decision-making; b) working effectively with others; c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and d) behaviour consistent with academic integrity and social responsibility.	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts; b) working effectively with others; c) decision-making in complex contexts; d) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; e) and behaviour consistent with academic integrity and social responsibility.

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GRADUATE

	Master's degree This degree is awarded to students who have demonstrated the following:	**Doctoral degree** This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.
2. Research and scholarship	A conceptual understanding and methodological competence that: a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) Enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following:	a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.

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	a) The development and support of a sustained argument in written form; or b) Originality in the application of knowledge.	
3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	The capacity to: a) Undertake pure and/or applied research at an advanced level; and b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.

4. Professional capacity/autonomy	a) The qualities and transferable skills necessary for employment requiring:
	
	   i) The exercise of initiative and of personal responsibility and accountability; and
	
	   ii) Decision-making in complex situations;
	
	b) The intellectual independence required for continuing professional development;
	
	c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
	
	d) The ability to appreciate the broader implications of applying knowledge to particular contexts.
		a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;
		
		b) The intellectual independence to be academically and professionally engaged and current;
		
		c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
		
		d) The ability to evaluate the broader implications of applying knowledge to particular contexts.

5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly, orally and in writing, to a range of audiences.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively, orally and in writing, to a range of audiences.

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6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

McMaster University

School of Graduate Studies

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Hamilton, Ontario, Canada
L8S 4L8

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

To : Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

_____

At its meeting on March 22nd, 2017 the Faculty of Business Graduate Curriculum and Policy Committee approved the following recommendations.

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

For Approval of Graduate Council:

- **Master of Finance**
  - **Change to Admission Requirements, Course Requirements and Calendar Copy**

- **Health Management**
  - **Addition of Full Time Option***
- **MBA**
  - **Change in Course Requirements (Supply Chain Management Specialization)**
  - **Change in Program Requirements (DeGroote Days)**

For Information of Graduate Council:

- **Business Ph.D.**
  - **Change in Course Title and Description**
    - F774 Seminar in Finance
- **Master of Finance**
  - **New Course**
    - **708 Fixed-Income Securities**

- **MBA**
  - **Course Cancellations**
    - W610 DeGroote Day Professional Development Activities (Part 1)
    - W611 DeGroote Day Professional Development Activities (Part 2)
    - F740 Islamic Finance
    - F737/A727 Financial Fraud and Market Surveillance
    - F742 Market Trading and Risk Management with Futures and Forwards

  - **New Course**
    - F743 Big Data in Finance

- o **Change in Course Title and Description**
  - F722/A722 Market Trading and Risk Management with Options

- o **Change to Prerequisites and Antirequisites**

*Also approved by the Faculty of Health Sciences

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	DeGroote School of Business		
NAME OF PROGRAM and PLAN	Master of Finance		
DEGREE	Master of Finance		

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

CREATION OF NEW MILESTONE ☐

CHANGE IN ADMISSION REQUIREMENTS	X	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE		CHANGE IN COURSE REQUIREMENTS	X
CHANGE IN THE DESCRIPTION OF A <u>SECTION</u> IN THE GRADUATE CALENDAR	X	**EXPLAIN:** The proposed changes require corresponding changes to the description of the Master of Finance program in the Graduate calendar.			
OTHER CHANGES		**EXPLAIN:**			

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

1) The program's current curriculum consists of 11 required courses and 4 elective courses.
2) The current admission requirements are based on the general regulations of the School of Graduate Studies, which require that both of two letters of reference come from academic sources and that applicants submit their statements of interest.

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

1) The set of required courses is expanded to include 13 courses. That is, there are 2 more required courses. The first one already exists as an elective course, while the second one will be created (request for which is being submitted concurrently but separately). Accordingly, the curriculum after this change will consist of 13 required courses and 2 elective courses.
2) The new admission requirements specify that at least one of the two letters of reference has to be from an academic source, and that a statement of interest is not required.

Please see the details of these two changes in the attached Appendix 1.

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?):

Please see the rationale for the two changes in the attached Appendix 1.

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

Academic year 2017-18

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):

Please see the attached Appendix 2.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Narat Charupat   Email: charupat@mcmaster.ca   Extension: 23987   Date submitted: 17 October 2016

Appendix 1: Descriptions and Rationales for the Proposed Changes

Two changes are being proposed. Here are their descriptions and rationales.

1. Increase in the number of required courses

    The program's existing curriculum consists of eleven required courses and four elective courses. We would like to add two more required courses. They are:

    -   Financial Modeling using Excel and VBA (MFIN 707)
    -   Fixed-Income Securities (MFIN 708)

    The first course (i.e., Financial Modeling using Excel and VBA, MFIN 707) already exists in the curriculum as an elective course. Its goal is to provide students with knowledge and skills on how to use Excel and its associated programming language called Visual Basic for Applications (VBA) to model and solve financial problems. The course also serves as a bridge between finance theories (that are taught in other courses) and practice. Based on our conversations with various practitioners in the finance industry, these knowledge and skills are highly valued. Accordingly, we would like to make the course mandatory in order to ensure that all students are trained on this subject.

    The second course (i.e., Fixed-Income Securities, MFIN 708) does not yet exist. The rationale for adding it to the list of required course is that fixed-income (i.e., debt) securities represent one of two major components of capital markets (the other being equity). We believe that students must possess good understanding of these securities and their markets in order to make their education more complete. Under our current curriculum, the discussions on fixed-income securities are done mainly in an elective MBA course called Fixed Income Analysis (BUSINESS F723). As an MBA course, the emphasis and the technical level of presentation of the materials in F723 are different from what Master of Finance (MFin) students need. To be successful in their careers (and also competitive with MFin graduates from other institutions), our MFin students need to know the materials in a more advanced and deeper manner than what F723 is intended to provided. As a result, we are proposing a new course to serve this purpose, and make it mandatory. (The proposal for this new course is being submitted separately.)

2. Clarification of the admission requirements regarding letters of reference and statements of interest

Currently, the wording of our admission requirements in the graduate calendar is such that the requirements are based on the general regulations of the School of Graduate Studies, which require that both of two letters of reference come from academic sources and that applicants submit their statements of interest.

We would like to propose the following changes to the program's admission requirements:

- That two letters of references are required, with at least one from an academic source. The rationale for this change is that a portion of the program's applicants are working professionals, and thus allowing for letters of reference from their employers can provide valuable information and insights on the applicants' work experience, competencies, attitude, and readiness to enter the program.

- That statements of interest are not required from applicants. Traditionally, research-based graduate programs require statements of interest from applicants in order to identify their research interests and locate suitable supervisors. The Master of Finance program is a course-based, professional program (with no thesis or major research paper requirement). Accordingly, statements of interest are not particularly relevant.

As a result of the above changes, corresponding changes have to be made to the description of the Master of Finance program in the graduate calendar. The new description is provided in Appendix 2.

Master of Finance Degree

The goal of the Master of Finance Program is to offer students a high-quality course of study that develops and enhances their understanding of the concepts and practice of modern finance. In doing so, the program equips students with knowledge and skills that are necessary in order to be successful in the increasingly complex finance world. These knowledge and skills cover various subjects including finance, economics, econometrics, numerical methods, and computer programming. The program endeavours to foster critical thinking and a passion for learning among its students.

The program's curriculum is spread over three academic terms. In addition, immediately prior to the start of the first term, students will participate in a Transition Program consisting of workshops in mathematics and statistics, computer programming and software packages, and career development skills

Admission Requirements/Required Documentations

Normally, applicants must have an Honours Bachelor's degree or equivalent with a cumulative grade point average (over the whole length of the degree) of at least B+. Appropriate background for the program includes, but is not limited to, a degree in business, economics or any quantitative-oriented field, with at least a few relevant finance, economics or statistics courses.

The following documents are required in order to apply to the Master of Finance program:

1) Completed on-line application form (Please see a link to the form on http://mfin.degroote.mcmaster.ca/apply/)
2) An official transcript, to be sent directly from the issuing institution. If the final transcript does not show that a completed degree has been conferred, an official copy of your diploma is also required.
3) An official GMAT score report. Normally, a minimum score of 600 is required. In lieu of a GMAT score, a comparable GRE score will be considered.
4) Two letters of recommendation, with at least one from an academic source. Please note that McMaster University uses the Electronic Referencing System. By entering the email address of your referee through the online application, the system will automatically send an eReference request on your behalf.

5) An official report of a TOEFL score or an IELTS score (for applicants whose native language is not English). A minimum TOEFL score of 92 (internet-based test) or IELTS score of 6.5 is required. Applicants who have completed a university degree for which English is the language of instruction may be exempted from this requirement.

Program Requirements

The program's curriculum consists of fifteen half-courses, to be taken over three academic terms (i.e., five half-courses per term). Depending on a student's educational background, some of these half courses may be exempted and replaced with other courses. Requests for course exemptions and/or substitutions should be directed to the Master of Finance program's Administrative Coordinator at mfin@mcmaster.ca.

In addition to the fifteen half-courses, a career development course (FINANCE 610) consisting of lectures and interactive forums is also required. This course is spread over two terms (i.e., Terms 1 and 2). Its goal is to equip students with the necessary professional skills that will be beneficial for their employment search process. Topics covered include: skills assessment, resume and cover letter development, interview skills, networking, and job search strategies.

Curriculum
The curriculum of the Master of finance program is as follows:

Term 1

- MFIN 600 / Financial Reporting and Modelling
- MFIN 601 / Introduction to Finance
- MFIN 602 / Financial Decisions and the Microeconomic Environment
- MFIN 603 / Financial Markets and the Macro Economy
- MFIN 604 / Statistics for Financial Applications
- MFIN 610 / Career Development Tools and Strategies for Finance Professionals

Term 2

- MFIN 701 / Financial Econometrics I
- MFIN 703 / Derivatives
- MFIN 704 / Numerical Methods
- MFIN 707 / Financial Modeling Using Excel and VBA
- MFIN 710 / Financial Theory
- MFIN 610 / Career Development Tools and Strategies for Finance Professionals

Term 3

- MFIN 705 / Financial Econometrics II
- MFIN 706 / Computational Finance
- MFIN 708 / Fixed-Income Securities
- Two electives

Electives

Electives courses will be from a selected list of finance electives presently offered in the MBA program or, with the approval of the Program Director and consent of the department involved, electives in mathematics, statistics or economics. The Finance electives from which Master of Finance students can choose are as follows:

- BUSINESS F700 / Valuation for Finance Professionals
- BUSINESS F711 / Financial Institutions
- BUSINESS F712 / Applied Corporate Finance
- BUSINESS F715 / Portfolio Theory and Management
- BUSINESS F716 / International Financial Management
- BUSINESS F717 / Financial Statement Analysis
- BUSINESS F719 / Independent Research Project in Finance
- BUSINESS F721 / Mergers, Acquisitions and Corporate Control
- BUSINESS F722 / Market Trading and Risk Management with Options
- BUSINESS F726 / Behavioural Finance
- BUSINESS F733 / Financial Risk Management
- BUSINESS F736 / Ethics and Professional Practice in Finance
- BUSINESS F737 / Financial Fraud and Market Surveillance
- BUSINESS F742 / Market Trading and Risk Management with Futures and Forwards

In order to continue in the program and graduate, students must maintain an average of at least B. All instances of failures in individual courses are reviewed by the Faculty Committee on Graduate Admissions and Study or the Associate Dean of Graduate Studies and Research acting on its behalf. A letter will be sent to the Program Director asking for a recommendation regarding the student. In the absence of a recommendation to allow the student to continue, the student will be required to withdraw. Those allowed to remain in the program must either repeat or replace the failed course. A failing grade in a course remains on the transcript. Students who fail a second course will not normally be allowed to continue in the program

Graduate students not registered in the Master of Finance program may only enroll in the Master of Finance courses with the approval of the Program Director. Enquiries should be directed to the Administrative Coordinator of the Master of Finance program at mfin@mcmaster.ca.

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	DeGroote School of Business and School of Rehabilitation Science		
NAME OF PROGRAM and PLAN	Master of Health Management HMGMTMHM		
DEGREE	MHM		

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

CREATION OF NEW MILESTONE ☐

CHANGE IN ADMISSION REQUIREMENTS		CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE		CHANGE IN COURSE REQUIREMENTS	
CHANGE IN THE DESCRIPTION OF A <u>SECTION</u> IN THE GRADUATE CALENDAR	Y	**EXPLAIN:** Add Full-time stream option in program description. Currently only offer part-time stream.			
OTHER CHANGES	Y	**EXPLAIN:** Clarify course options for Part-time and Full-time students in section #2 of degree requirements.			

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Admission Requirements

1. Regulated health professional (evidence of registration in the applicant's professional affiliation in his/her own province/country). Examples of regulated health professionals include audiologists, dietitians, nurses, occupational therapists, psychologists, physiotherapists, physicians.
2. Graduation with a minimum of a B+ average from a 4-year health professional program.
3. One academic and two clinical/work place related references.
4. Written application outlining career plans, research interests and suitability for the Master of Health Management Program.
5. If the applicant's native language is not English, an official copy of their TOEFL score, or other evidence of competency in English. A minimum TOEFL (iBT) score of 92 (580 on the paper-based TOEFL test or 237 on the computer-based TOEFL test) is required.

Degree Requirements

1. Complete with at least B- standing, six (6) graduate half courses
a. Completion of five mandatory courses
b. Completion of one elective course. and

2. Complete with at least B- standing, one of the following options

a. Course-Based Option: Completion of two additional half courses from the following list:

HLTH MGT 731 / Economic Evaluation in Healthcare

HLTH MGT 732 / Strategic Writing for Healthcare Professional

HLTH MGT 733 / Knowledge Translation in Healthcare Practice and Management

HLTH MGT 734 / Quality and Safety in Healthcare

b. Scholarly Paper Option: Complete HLTH MGT 730 Scholarly Paper to demonstrate integrative thinking in the study of health management at a general and abstract level.

Mandatory courses are:

HLTH MGT 700 / Health Systems and Policy Analysis

HLTH MGT 705 / Evaluating Sources of Evidence for Management and Evaluation

HLTH MGT 706 / Health Management Foundations I

HLTH MGT 707 / Health Management Foundations II

HLTH MGT 708 / Leadership in Health Organizations

PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE *(Attach additional pages if space is not sufficient.)* Summary – no change to admissions requirements and no change to degree requirements.*

Admission Requirements

1. Regulated health professional (evidence of registration in the applicant's professional affiliation in his/her own province/country). Examples of regulated health professionals include audiologists, dietitians, nurses, occupational therapists, psychologists, physiotherapists, physicians.
2. Graduation with a minimum of a B+ average from a 4-year health professional program.
3. One academic and two clinical/work place related references.
4. Written application outlining career plans, research interests and suitability for the Master of Health Management Program.

5. If the applicant's native language is not English, an official copy of their TOEFL score, or other evidence of competency in English. A minimum TOEFL (iBT) score of 92 (580 on the paper-based TOEFL test or 237 on the computer-based TOEFL test) is required.

Degree Requirements

1. Complete with at least B- standing, six (6) graduate half courses
   a. Completion of five mandatory courses
   b. Completion of one elective course. and

2. Complete with at least B- standing, one of the following options

a. Course-Based Option: Completion of two additional half courses from the following list:

HLTH MGT 731 / Economic Evaluation in Healthcare

HLTH MGT 732 / Strategic Writing for Healthcare Professional

HLTH MGT 733 / Knowledge Translation in Healthcare Practice and Management

HLTH MGT 734 / Quality and Safety in Healthcare

b. Scholarly Paper Option (only available to Part-Time students): Complete HLTH MGT 730 Scholarly Paper to demonstrate integrative thinking in the study of health management at a general and abstract level.

Mandatory courses are:

HLTH MGT 700 / Health Systems and Policy Analysis

HLTH MGT 705 / Evaluating Sources of Evidence for Management and Evaluation

HLTH MGT 706 / Health Management Foundations I

HLTH MGT 707 / Health Management Foundations II

HLTH MGT 708 / Leadership in Health Organizations

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?): Meet the need of some students who want to complete the degree faster i.e. 12 months instead of 32 months.
PROVIDE IMPLEMENTATION DATE: *(Implementation date should be at the beginning of the academic year)* September 2018
ARE THERE ANY OTHER DETAILS OF THE RECOMMENDED CHANGE THAT THE CURRICULUM AND POLICY COMMITTEE SHOULD BE AWARE OF? IF YES, EXPLAIN.
PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR (please include a tracked changes version of the calendar section affected if applicable): The Master of Health Management program is delivered through a partnership between McMaster's DeGroote School of Business and School of Rehabilitation Science (Faculty of Health Sciences) and is offered through distance education on-line, on a part-time and full-time basis, and designed specifically for health professionals who are currently employed in a clinical and/or management capacity in any health care sector in Canada or internationally.
CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Patty Solomon   Email: solomon@mcmaster.ca   Extension: 27820 Date submitted: October 2016

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

PROPOSAL FOR A FULL TIME STREAM OF MASTER OF HEALTH MANAGEMENT PROGRAM*

The Master of Health Management Program is delivered through a partnership between the DeGroote School of Business and School of Rehabilitation Science (Faculty of Health Sciences). Since September 2010, this Program has offered an on-line, part-time stream designed for health professionals who are employed in a clinical and/or management capacity in any healthcare sector in Canada or internationally.

The Master of Health Management has been a successful partnership attracting in excess of 120 applicants per year. As the program becomes more established there have been inquiries about the possibility of full time enrolment. Interested applicants include: 1) health professionals who specifically want to complete an accelerated degree; 2) internationally educated health professionals who need to enrol full time in order to maintain their visa; 3) health professionals who wish to be eligible for OSAP. The full time option will allow students to complete the program in one calendar year. These applicants represent a separate pool which is distinct from our current applicant pool.

We propose the development of full-time stream of the Master of Health Management commencing September 2018. Delaying the full time option until 2018 will allow us to ensure that our marketing strategies are far reaching and that we attract applicants who will be successful in the program. Our environmental scan shows that there are no direct competitors with the full time program in Canada (appendix).

 Admissions requirements will remain the same. Applicants apply to their preferred stream; if they are open to either, they must apply to both.

1. Regulated health professional (evidence of registration in the applicant's professional affiliation in his/her own province/country). Examples of regulated health professionals include medical laboratory technologist, dietitians, nurses, occupational therapists, physiotherapists, physicians.
2. Graduation with a minimum of a B+ average from a 4-year health professional program.
3. One academic and two clinical/work place related references.
4. Written application outlining career plans, research interests and suitability for the Master of Health Management Program.
5. If the applicant's native language is not English, an official copy of their TOEFL score, or other evidence of competency in English. A minimum TOEFL (iBT) score of 92 (580 on the paper-based TOEFL test or 237 on the computer-based TOEFL test) is required.

Degree Requirements will remain the same:

5 required courses HM700, 705, 706, 707, 708 plus 3 courses from 732, 733, 734 or an approved elective

As the order of the courses will be different then the part-time option there may be a need for minor curriculum adjustments in some courses. Two courses, 706 and 707, are named Health Management Foundations I and Health Management Foundations II. However, 706 is not designed as a prerequisite for 707 and we recommend changing the titles of these courses to avoid confusion (e.g 706 would be

labelled Health Management Foundations: Strategic Management Focus and 707 would be renamed Health Management Foundations: Financial Planning and Accounting).

Typical Course Schedule: Completion in 12 months.

Fall (mandatory in person participation in residency)	Winter	Spring/Summer (mandatory participation in residency – virtual or in person)
HM700 Health Systems and Policy	HM705 Evaluating Sources of Evidence for Management and Evaluation	HM706 Health Management Foundations I
HM707 Health Management Foundations II	HM732 Strategic Writing for Health Professionals	HM708 Leadership in Health Organizations
HM733 Knowledge Translation in Healthcare Practice and Management	HM734 Quality and Safety in Healthcare	

Full time students will complete their courses in separate sections. The maximum number of students per section for online courses is 15. We will enrol 10 to 15 students in the full time cohort. Hence, in required courses there will need to be an additional instructor for the full time cohort. Other courses will see enrolment increase from 15 to 30 with 2 sections (1 is FT and 1 is PT).

Tuition Fees: We will have the same fees as the part-time stream ($2,600 per 3 unit course).

Proposed Budget: The full time stream will realize a net profit with 10 students. For the initial cohort we will require a minimum of 6 students the minimum number required to break even.

Staffing Complement: We anticipant that the increased administrative workload will be accommodated by existing staff who have capacity to increase their time (Program Administrator is currently .8FTE; Program Assistant is currently .6 FTE). We will monitor the workload requirements over time to ensure that we have sufficient staff to accommodate the full time stream.

 *Approved by Faculty of Health Sciences Graduate Curriculum and Policy Committee.

Review of Potential Competitors to McMaster University's Master of Health Management (Full time Stream) December 2016

University	Program	Details			
McMaster	Master of Health Management	FT (12 months) includes 2 three-day residency	none	$20,800	Online (+ F2F)
		healthmanagement.mcmaster.ca			

Comparable Canadian programs with some type of online component

University	Program	Details			
Waterloo	Master of Health Evaluation	FT (24 months),	includes 12 week practicum (EE)	$17,000	Online
		https://uwaterloo.ca/public-health-and-health-systems/future-graduate-students/professional-programs/master-health-evaluation			
McGill	International Master for Health Leadership	PT (15 months)	none	$50,000	F2F + online
		http://www.mcgill.ca/desautels/programs/imhl			
Dalhousie	Master of Public Administration (Management)	FT (30 months) includes intensive 3-5 day on-campus residency		$28,000	Online + F2F
		https://www.dal.ca/academics/programs/graduate/public-administration-management/program-overview.html			

Comparable Canadian Programs

University	Program	Details			
Ottawa	Master of Health Administration (on hiatus as they revamp program)	FT (16 months)	includes 4 month administrative residency in final term (EE)	$26,000	F2F
		http://www.telfer.uottawa.ca/mha/en			
Dalhousie	Master of Health Administration	FT (24 months)	includes 4 month administrative residency between year 1 and year 2 (EE)	$24,000	F2F
		http://schoolofhealthadministration.dal.ca/Programs/Graduate%20Studies/MHA/			
Toronto	Master of Health Administration	FT (20 months) five times (Wed-Sat) a term for each of 5 terms	includes practicum placement (EE)	$20,700	F2F
		http://ihpme.utoronto.ca/academics/pp/mhsc/			
British Columbia	Master of Health Administration	FT (24 months) one weekend/month	none	$27,000	F2F
		http://spph.ubc.ca/programs/mha/			

University	Program	Duration	Experiential Learning	Cost	Mode
Western	MBA with Health-care focus	FT (12 months)	none	$84,000	F2F
		http://www.ivey.uwo.ca/mba/about/index.htm			
York	Master of Health Policy and Equity	FT (12 months)	none	$20,000	F2F
		http://www.yorku.ca/gradhlth/about.html			
Ryerson	Master of Science Management with Health Services Management focus	FT (16 months)	none	$15,000	F2F
		http://www.ryerson.ca/mscm/			
Ryerson	Master of Health Administration Not yet offered	NOTE- only Bachelor of Health Administration currently offered based on website and academic calendar			
Queens University	Master of Public Administration	FT (12 months)	Optional co-op and/or study tour (EE)	$12,000	F2F
		http://www.queensu.ca/sps/			
Concordia University	Master of Public Policy and Public Administration	FT (24 months)	Optional internship	NA	F2F
		https://www.concordia.ca/academics/graduate/public-policy-administration.html			

McMaster University | **SCHOOL OF GRADUATE STUDIES**

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

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</tr>
<tr>
<td colspan="2">DEPARTMENT</td>
<td colspan="3">Operations Management Area, DeGroote School of BUsiness</td>
</tr>
<tr>
<td colspan="2">NAME OF PROGRAM and PLAN</td>
<td colspan="3">Supply Chain Management Specialization</td>
</tr>
<tr>
<td>DEGREE</td>
<td colspan="4" align="center">MBA</td>
</tr>
<tr>
<td colspan="5" align="center">NATURE OF RECOMMENDATION <i>(PLEASE CHECK APPROPRIATE BOX)</i>

Is this change a result of an IQAP review? ☐ Yes ☒ No</td>
</tr>
<tr>
<td colspan="5">CREATION OF NEW MILESTONE ☐</td>
</tr>
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<td>CHANGE IN ADMISSION REQUIREMENTS</td>
<td>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</td>
<td colspan="2">CHANGE IN COURSE REQUIREMENTS</td>
<td>X</td>
</tr>
<tr>
<td colspan="2">CHANGE IN THE DESCRIPTION OF A <u>SECTION</u> IN THE GRADUATE CALENDAR</td>
<td colspan="3">EXPLAIN:</td>
</tr>
<tr>
<td>OTHER CHANGES</td>
<td colspan="4">EXPLAIN:</td>
</tr>
</table>

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

Specializations of the MBA Program

SUPPLY CHAIN MANAGEMENT

Required:

P700 Business, Government and the Global Environment
P720 Strategic Management

and five of the following, including at least two denoted by *:

K731 Project Management
O701 Modelling and Analytics using Spreadsheets *
O711 Risk Models in Operations Management
O715 Simulation for Business Analytics
O718/28/38/48... Selected Topics in Operations Management
O721 Inventory Management and Production Planning *
O725 Business Logistics
O726 Methods for Quality Management
O734 Supply Chain Management *
O735 Strategic Procurement

plus 3 electives

Businesses are increasingly realizing that optimizing their internal operations is no longer sufficient for maintaining a competitive advantage. Instead, they also need to tap into their supply chain partners' resources through strategic coordination and collaboration. This has led to a shift in market competition: competition is no longer between companies but rather between supply chains.

The Supply Chain Management (SCM) specialization will train you on how to integrate the management of information and processes including supply and demand management, operations, and logistics – for both your company and its external partners.

Students who complete the SCM specialization will be well prepared to pursue careers in supply chain management, procurement, logistics, service and manufacturing operations, and consulting. Typical examples for such jobs include supply chain analyst, logistics manager, sourcing specialist, purchasing analyst, facilities specialist, management analyst/consultant, and operations manager. Some of the requirements for the Canadian Operational Research Society (CORS) Diploma in Operational Research can be fulfilled with the courses in the SCM specialization. The courses will assist students in preparing for the certification examinations conducted by SCMA (Supply Chain Management Association) for its Certified Supply Chain Management Professional (CSCMP) designation. Similarly, the courses will assist students in preparing for the certification examinations conducted by APICS (The Association for Operations Management) for its Certified Supply Chain Professional (CSCP) designation. Most of the courses in the SCM specialization can also be used towards the SAP Business Integration Certification program.

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

The description is the same as the existing with the exception that K731 is removed from the list.

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?):

Project Management is a general management skill applicable to all specializations. Students specializing in supply chain management are not likely to benefit from such a general course, given that the basic operations course (O650) does provide exposure to project management. In addition, based on informal student feedback, the operations area is re-launching the *Business Logistics* course, and also intends to offer *Selected Topics in Operations Management* that would cover more relevant topics for supply chain management specialization, such as revenue management.

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

2017-2018 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):

Description in the calendar remains the same except for the removal of K731 from the list.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Manish Verma   Email: mverma@mcmaster.ca   Extension: 27438 Date submitted: October 16, 2016

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

SGS/2013

SCHOOL OF GRADUATE STUDIES

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

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<td>DEPARTMENT</td>
<td colspan="3">DeGroote School of Business</td>
</tr>
<tr>
<td>NAME OF PROGRAM and PLAN</td>
<td colspan="3">Master of Business Administration (M.B.A.)</td>
</tr>
<tr>
<td>DEGREE</td>
<td colspan="3" align="center">M.B.A.</td>
</tr>
<tr>
<td colspan="4" align="center">NATURE OF RECOMMENDATION <i>(PLEASE CHECK APPROPRIATE BOX)</i>

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<td colspan="2">EXPLAIN:</td>
</tr>
<tr>
<td>OTHER CHANGES</td>
<td colspan="3">EXPLAIN:</td>
</tr>
</table>

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

A series of mandatory and optional workshops known as DeGroote Day workshops will be offered in each of two terms for first year fulltime and coop MBA students. These workshops (W610 and W611)- will be for credit (zero units) The workshops will be used to increase a student's leadership, ethics, team work, professionalism, and analytical skills.

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

Remove requirement of W610 and W611 for full-time and co-op students.

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

The workshops W610 and W611 will be incorporated in the Foundations modules L611 offered in the first four weeks of Term 1 and L625 offered the first week of Term 2.

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

September 2017

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

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 remove W610 and W611 from MBA course requirements.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: S. McCracken   Email: smcrac@mcmaster.ca   Extension: 23993 Date submitted: March 20, 2017

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 January 12th, March 1st and via e-ballot on March 20th, the Faculty of Science Graduate Curriculum, Policy, Admissions and Study Committee approved the following graduate curriculum recommendations.

Please note that these recommendations were approved at the Faculty of Science meeting on March 30th.

For Approval of Graduate Council:
      a. **Kinesiology**
           i. **Change to Program Requirements**

      b. **Medical Physics**
           i. **Change to Program Requirements**

      c. **Psychology**
           i. **Change to Admission, Course Requirements and Calendar Copy**

For Information of Graduate Council:

      d. **Biology**
           i. **Change to Course Title and Description**
               1. 720 Bioinformatics

           ii. **New Course**
               1. 722 Introduction to Bioinformatic Methods

      e. **Computational Science and Engineering**
           i. **New Cross-listed Course**
               1. 747 Topics in Numerical Analysis
           ii. **Change to Prerequisite**
               1. 746 Advanced Parallel and High Performance Computing

      f. **Geography and Earth Sciences**
           i. **New Courses**
               1. 6BB3 Field Techniques in Hydrology
               2. 6ET3 Environmental Policy, Ethics and Risk
               3. 6UF3 Geography of Gender

           ii. **Course Cancellations**

1. 6B03 Watershed Ecohydrology
2. 6E03 Coastal Environments
3. 6FE3 Biogeochemistry of Algonquin Park Lakes
4. 6GI3 Advanced Vector GIS
5. 6K03 Advanced Mineralogy
6. 6Z03 Exploration Geophysics

g. Kinesiology
   i. Course Cancellations
      1. 704 Cardiovascular Regulation in Exercise
      2. 712 SKELETAL MUSCLE METABOLISM
      3. 721 Human Muscle Protein Metabolism
   ii. New Courses
      1. 727 INTEGRATIVE SYSTEMS EXERCISE PHYSIOLOGY
      2. 728 INTEGRATIVE CELL AND MOLECULAR EXERCISE PHYSIOLOGY

h. Math and Stats
   i. New Courses
      1. 6GR3 Groups and Rings
      2. 6I03 Inference
      3. 6NA3 Numerical Methods for Differential Equations

i. Medical Physics
   i. New Course
      1. 774 Monte Carlo simulation for Medical, Health and Radiation Physics
j. Physics
   i. New Course
      1. 710 Special Topics in Physics

   ii. Course Cancellations
      1. 763 High Energy Astrophysics
      2. 764 Nuclear Astrophysics
      3. 765 Advanced Stellar Astrophysics
      4. 773 Education and Teaching in Physics
k. Psychology
   i. New Courses
      1. 750 Personality
      2. 759 Longitudinal Practicum: Core Skills

   ii. Course Title and Description Changes
      1. 758 Longitudinal Practicum
      2. 755 Psychodiagnostics

   iii. Course Description Changes
      1. 751 Scientific and Professional Ethics in Clinical Psychology
      2. 752 Psychological Assessment
      3. 753 Psychological Intervention

SCHOOL OF GRADUATE STUDIES

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

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

DEPARTMENT	Kinesiology
NAME OF PROGRAM and PLAN	Masters of Science

DEGREE	MSc

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

CREATION OF NEW MILESTONE ☐

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

CHANGE IN THE DESCRIPTION OF A <u>SECTION</u> IN THE GRADUATE CALENDAR	EXPLAIN: We are proposing a change to the number of required courses from four to three in the Master's program as described below.
OTHER CHANGES	**EXPLAIN:**

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

The existing course requirements include the following:

- KIN 701, Statistical Methods in Kinesiology
- three other single-term elective courses, two of which must be KIN courses
- any other courses your supervisory and advising committee believes you need to succeed in the program (this may include an undergrad course to fill a knowledge void)
- in addition, participation with no less than 75% attendance for Departmental Graduate Seminar series, is expected for both full and part time students

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

The proposed course requirements include the following:

- KIN 701, Statistical Methods in Kinesiology
- **two** other single-term elective courses, **one** of which must be KIN course (a maximum of one independent study course (KIN 702 or KIN 723))
- any other courses your supervisory and advising committee believes you need to succeed in the program (this may include an undergrad course to fill a knowledge void)
- in addition, participation with no less than 75% attendance for Departmental Graduate Seminar series, is expected for both full and part time students

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

Reducing the requirement from four to three courses for our M.Sc. students is intended to facilitate graduate student research productivity in our Master's program. The proposed change will allow for a greater emphasis for our M.Sc. students on acquiring fundamental research skills pertinent to the discipline, and will provide an opportunity to increase the quantity of top-quality research in the form of publications and conference presentations. By increasing our emphasis on research, we are encouraging our students to become the best possible candidates to be competitive for tri-council funding and eventually for future research. Additionally, we believe that the proposed change will help facilitate on-time completion of the Master's degree within the two-year window. Last, the proposed change is likely to increase the number of graduate applicants to our program by attracting individuals who are seeking a more research-oriented Master's program intended to support their research ambitions.

The proposed change applies to the number of electives required and will not impact the requirement for the core statistics course (KIN 701). As part of the change, we now stipulate that only one elective may be of the 'independent' readings/research type (KIN 702, KIN 723). Our stipulations will ensure that graduate students still take a discipline-specific course. We have also retained the opportunity for additional courses to be added at the discretion of the supervisory and advising committee.

PROVIDE IMPLEMENTATION DATE: *(Implementation date should be at the beginning of the academic year)*
Fall 2017

ARE THERE ANY OTHER DETAILS OF THE RECOMMENDED CHANGE THAT THE CURRICULUM AND POLICY COMMITTEE SHOULD BE AWARE OF? IF YES, EXPLAIN
There are no other details of the recommended change that C&P committee should be aware of.

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.Sc. Degree

The Department of Kinesiology offers a program leading to an M.Sc. degree. The program is primarily research oriented and offers opportunities for focused study in the areas of biomechanics and ergonomics, exercise rehabilitation, exercise and health psychology, exercise physiology, motor control and learning, neuroscience and sociology. One emphasis of the program is research related to the problems encountered by a variety of populations including those with chronic disease or disability. There is the opportunity for collaboration with faculty members in other Departments in the Faculty of Science as well as other Faculties including Engineering, Health Sciences and Rehabilitation.

A candidate for the M.Sc. degree must fulfill the general regulations of the School of Graduate Studies. An honours baccalaureate degree in kinesiology or a related field of study with at least B+ standing (equivalent to a McMaster GPA of 8.5) is generally required for consideration of admission.

Graduate Academic Requirements

A candidate for Master's studies is required to complete, with at least a B minus standing, the following half course:

KINESIOL 701 / Statistical Methods in Kinesiology

Plus ~~three~~ two~~three~~ courses from the following selection (only one may be an independent study course (i.e. KIN 702 or KIN 723):
KINESIOL 702 / Individual Research Study in Selected Topics
KINESIOL 704 / Cardiovascular Regulation in Exercise
KINESIOL 705 / Motor Behaviour
KINESIOL 708 / Biomechanics
KINESIOL 709 / Neuromuscular Function in Aging and Disease
KINESIOL 711 / Motor Control
KINESIOL 712 / Skeletal Muscle Metabolism
KINESIOL 715 / Foundations of Health and Exercise Psychology
KINESIOL 717 / Exercise Psychology: Applications to Chronic Disease and Disability
KINESIOL 718 / Human Factors
KINESIOL 719 / Topics in Molecular and Cellular Exercise Physiology
KINESIOL 720 / Social and Psychobiological Factors in Health and Exercise Psychology
KINESIOL 721 / Human Muscle Protein Metabolism
KINESIOL 722 / Advances in Biomechanics and Electromyography
KINESIOL 723 / Directed Reading for Kinesiology Master's Students

KINESIOL 724 / Sensorimotor Neurophysiology
KINESIOL 725 / Neuromuscular Biology
KINESIOL 726 / COGNITIVE NEUROSCIENCE OF EXERCISE

Electives

In consultation with their advisor, and with the approval of the Department of Kinesiology, the candidate may substitute one of his/her two ~~KIN~~ electives with an elective offered outside the Department of Kinesiology. Additional electives in departments other than the Department of Kinesiology will be determined in consultation with the advisor. It may also be necessary for certain candidates to take additional courses should their advisor and/or thesis supervisory committee members deem it necessary. A thesis is required. ~~KINESIOL 702 cannot be taken more than once.~~

~~http://academiccalendars.romcmaster.ca/preview_program.php?catoid=20&poid=12497&returnto=3601~~

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Aimee Nelson   Email: nelsonaj@mcmaster.ca   Extension: 28053   Date submitted: Feb 16, 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

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

DEPARTMENT	Interdisciplinary Graduate Program in Radiation Sciences and Health and Radiation Physics
NAME OF PROGRAM and PLAN	Health and Radiation Physics
DEGREE	M.Sc.

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

CREATION OF NEW MILESTONE ☐					
CHANGE IN ADMISSION REQUIREMENTS		**CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE**		**CHANGE IN COURSE REQUIREMENTS**	x
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR		**EXPLAIN:**			
OTHER CHANGES	**EXPLAIN:**				

1

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

The existing (additional) course requirements for the Health and Radiation Master's program state:

Additional Required Courses

Students must complete satisfactorily one additional 700-level course from the following list:

MED PHYS 770 / Medical Imaging Systems I
MED PHYS 771 / Isotopes In-Vivo *or*
MED PHYS 778 / Radiation Oncology Physics

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

With the addition of the new graduate course Med Phys 774, recommend adding additional course as option to additional course requirements list. Change to:

Additional Required Courses

Students must complete satisfactorily one additional 700-level course from the following list:

MED PHYS 770 / Medical Imaging Systems I
MED PHYS 771 / Isotopes In-Vivo
 MED PHYS 778 / Radiation Oncology Physics *or*
MED PHYS 774 / Monte Carlo simulation for Medical, Health and Radiation Physics

---

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 new course confers a skill that makes H&R graduates highly employable, especially in the nuclear industry. It is a necessary skill in modern health physics and for many students may actually provide a better graduating skill set than the existing options.

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

Change to be effective May 1st 2017. We have 1 current student in the H&R program who would like to include this course as an option. (Plan is to offer course in summer term, starting in

May.)

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):

Please see above for change

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Fiona McNeill   Email: fmcneill@mcmaster.ca   Extension: 21437   Date submitted: Jan 2nd 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

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DEPARTMENT	Psychology, Neuroscience and Behaviour
NAME OF PROGRAM and PLAN	Psychology Research and Clinical Training
DEGREE	M.Sc. and PhD

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

CREATION OF NEW MILESTONE ☐

CHANGE IN ADMISSION REQUIREMENTS	☒	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE		CHANGE IN COURSE REQUIREMENTS	☒
CHANGE IN THE DESCRIPTION OF A <u>SECTION</u> IN THE GRADUATE CALENDAR	☒	**EXPLAIN:** The new program stream will have limited enrollment and will require additional coursework			
OTHER CHANGES	**EXPLAIN:**				

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

Existing requirements are referenced at
http://academiccalendars.romcmaster.ca/preview_program.php?catoid=16&poid=10707&returnto=2714

Psychology, Ph.D

M.Sc. and Ph.D. Degrees

Graduate training in Psychology at McMaster leads to the Ph.D. degree and is strongly research oriented. The basic approach is that of a research apprenticeship, with the student assigned to one faculty member as the research supervisor. The Department provides excellent opportunities for research in Animal Behaviour/Learning; Behavioural Neuroscience; Cognition/Perception; Developmental Psychology; and Social/Evolutionary Psychology. No special training is offered in the applied areas such as Clinical or Industrial Psychology, and applications in these fields are discouraged. Students are not usually required to complete a M.Sc. en route to the Ph.D., but they may do so if they wish. The general requirements for the Degree Doctor of Philosophy are described earlier in the calendar.

Admission

Applicants for graduate study in Psychology normally must have received, from a recognized university, either a Master's degree in Psychology, or a Bachelor's degree in Honours Psychology, with at least B+ standing. Occasional exceptions are made to the above requirements for students with a background in a related discipline. Students with strong backgrounds in biology, neuroscience, computer science or physics are encouraged to apply.

First Master's year

In the first Master's year, all students take two courses: Contemporary Problems in Psychology (PSYCH 720) and Statistics and Research Design (PSYCH 710). Students entering the program directly at the Ph.D. level may be exempted from both of these courses. It is expected that at least one-half of the student's time will be devoted to research on a topic to be chosen by the student in consultation with the faculty supervisor. Each student submits a report on research progress by May 15 of the first year. Continuation to the Doctoral degree in the graduate training program is determined by the student's research progress and the student's performance in Contemporary Problems, Statistics and any other courses completed. If these performances are acceptable, students who enter without a Master's degree are permitted to proceed directly to Ph.D. studies. Students must complete Psych 710, Psych 720 as well as a Master's thesis to obtain a Master's degree.

• PSYCH 720 / Contemporary Problems in Psychology, Neuroscience and Behaviour

• PSYCH 710 / Statistics and Research Design

Subsequent Years

In subsequent years, students complete:

Two quarter year qualitative courses

• PSYCH 711 / Advanced Statistics and Computational Methods I, and

• PSYCH 712 / Advanced Statistics and Computational Methods II, or

• approved course equivalent(s)

Two quarter-year advanced special topics courses

• PSYCH 713 / Special Topics in Psychology, Neuroscience and Behaviour I

- PSYCH 714 / Special Topics in Psychology, Neuroscience and Behaviour II

- and one half-year graduate course (note Psych 721 cannot be counted toward this requirement)

Additional Information

Aside from these courses, the major activities of the student beyond the first year fall into two categories. First, students are expected to carry out their thesis research and report the progress of this research by May 15 of the second and each subsequent year. For the student to continue in the program this report must show that satisfactory progress is being made. Second, to satisfy the comprehensive requirement the student, in consultation with the supervisory committee, must select one or more topics for intensive study. These topics must not be in the student's thesis topic area, and must be approved by the Chair of the Graduate Studies Committee. The study of these topics is then taken up under the guidance of the student's comprehensive examining committee, which includes the student's supervisory committee and up to two other faculty members with relevant expertise. After a period of about six weeks the student will be expected to demonstrate mastery of the material to the satisfaction of the examining committee, first in a written submission and then followed by oral examination. The comprehensive examination must be successfully completed within 24 months of entering the Ph.D. program.

Students entering at the Master's level ideally complete the doctoral thesis and all other requirements for the Ph.D. degree by the end of five years of graduate training. Students admitted directly into the Ph.D. program ideally complete all requirements for the Ph.D. degree within four years. Doctoral students are strongly encouraged to give a departmental colloquium in their final year of study.

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

CHANGES to the calendar and the addition of the revised description of the RCT stream as follows :

M.Sc. and Ph.D. Degrees

Graduate training in Psychology at McMaster leads to the Ph.D. degree and is strongly research oriented. The typical approach is that of a research apprenticeship, with the student selecting one faculty member as their research supervisor at the time of application. Normally, the student-supervisor relationship first develops at the time when the student is preparing to submit an application to the Psychology Graduate Program. Students are strongly encouraged to contact potential faculty advisors and discuss research opportunities with them prior to submitting an application to the Psychology Graduate Program.

The Department provides excellent opportunities for human and non-human animal research in a variety of experimental areas including: Animal Behaviour, Cognition & Perception, Behavioural & Systems Neuroscience, Developmental Psychology, Educational Psychology, and Social & Evolutionary Psychology. The Department also offers a Research and Clinical Training (RCT) specialty Ph.D. stream to a limited number of students with the Psychology Graduate Program.

No special training is offered in the applied areas such as Human Factors, Personality Psychology, or Industrial/Organizational Psychology, and applications in these fields are discouraged. Students are

not usually required to complete a M.Sc. en route to the Ph.D., but they may do so if they wish. The general requirements for the Degree Doctor of Philosophy are described earlier in the calendar.

Admission

Applicants for graduate study in Psychology normally must have received, from a recognized university, either a Master's degree in Psychology, or an Honours Bachelor's degree in Psychology, with at least a B+ standing. Exceptions are made to the above requirements for students with a background in a related or relevant scientific discipline. For example, students with a strong background in biology, neuroscience, computer science, chemistry, engineering, and/or physics are encouraged to apply.

First Master's year

In the first Master's year, all students take two courses: PSYCH 710 (Statistics and Research Design) and PSYCH 720 (Contemporary Problems in Psychology, Neuroscience and Behaviour). Students entering the program directly at the Ph.D. level are usually exempted from one or both of these courses at the discretion of the Graduate Studies Committee (GSC). It is expected that at least one-half of the student's time will be devoted to research on a topic to be chosen by the student in consultation with the faculty supervisor(s) and supervisory committee. Each student submits a report on research progress by May 15 of the first year. Continuation to the Doctoral degree in the graduate training program is determined by the student's research progress and the student's performance in PSYCH 710, PSYCH 720, and any other courses completed. If these performances are acceptable, students who enter without a Master's degree may be permitted to proceed directly to Ph.D. studies. Students must complete PSYCH 710, PSYCH 720, and write a Master's thesis to obtain a Master's degree.

- PSYCH 710 / Statistics and Research Design
- PSYCH 720 / Contemporary Problems in Psychology, Neuroscience and Behaviour

Subsequent Years

(no changes to this section)

Additional Information

Aside from these courses, the major activities of the student beyond the first year fall into two categories. First, students are expected to carry out their thesis research and report the progress of this research by May 15 of the second and each subsequent year. For the student to continue in the program this report must show that satisfactory progress is being made. Second, to satisfy the comprehensive requirement the student, in consultation with the supervisory committee, must select one or more topics for intensive study. These topics must not be in the student's thesis topic area, and must be approved by the Chair of the Graduate Studies Committee. The study of these topics is then taken up under the guidance of the student's comprehensive examining committee, which includes the student's supervisory committee and up to two other faculty members with relevant expertise. After a period of about six weeks the student will be expected to demonstrate mastery of the material to the satisfaction of the examining committee, first in a written submission and then followed by oral examination. The

comprehensive examination must be successfully completed within 24 months of entering the Ph.D. program.

Students entering at the Master's level ideally complete the doctoral thesis and all other requirements for the Ph.D. degree by the end of four years of graduate training. Students admitted directly into the Ph.D. program ideally complete all requirements for the Ph.D. degree within three years. Doctoral students are strongly encouraged to give a departmental colloquium in their final year of study.

Psychology Research & Clinical Training (RCT) Program Stream

Overview

The McMaster Psychology Research & Clinical Training (RCT) program stream is a Doctoral training stream that augments the McMaster Psychology graduate program, by providing a subset of Psychology graduate students, who are in good standing in the program, with an opportunity for clinical training. The Psychology RCT has as its primary objective to train clinician scientists skilled in core competencies surrounding the pursuit of scientific knowledge and the provision of psychological services. Accordingly, our training model is focused on: i) rigorous training in research methodology, experimental design and statistics and ii) clinical psychology training including both in-class learning and practica experiences. Following completion of the program, it is expected that students will have met the requirements for licensing in Psychology in the Province of Ontario.

Admission

Applicants are asked to apply through the regular Psychology admission process, identifying their interest in the RCT program stream. Enrolment in the Psychology RCT stream is limited and is awarded according to academic excellence, merit and space availability. Admission to the RCT stream is decided by the Psychology RCT Admissions Committee following a screening and interview process.

Typically, interviews are scheduled in the spring / summer terms prior to entry into the stream in the subsequent fall term.

Entry to the the Psychology RCT stream

Students entering the RCT stream typically begin at the Master's level. In most instances, students entering directly at the PhD level will not be exempted from the Masters level coursework. Any exemptions will be discretion of the Graduate Studies Committee (GSC).

During the first year at the Masters level students in the RCT stream are engaged in the regular Psychology Masters coursework and must take additional courses in Advanced Psychopathology, Understanding Personality and Personality Disorders and the first Longitudinal Practicum. Following the coursework at the Master's level students are expected to proceed to the PhD level according to the process detailed above. Transfer to PhD requires successful completion of Master's coursework and practica. In addition, students must complete a written report and oral presentation of the report describing the student's Master's research.

The RCT stream is a Doctoral training stream. As such, the stream does not offer a clinical Masters specialization. Students enrolled in the RCT stream and who choose to terminate at the Masters level finish with an MSc in Psychology.

Students must satisfy the regular Psychology Ph.D. thesis and comprehensive requirements outlined above.

The following Graduate-level training courses are required:

- PSYCH 710 / Statistics and Research Design
- PSYCH 720 / Contemporary Problems in Psychology, Neuroscience and Behaviour
- PSYCH 750 / Understanding Personality and Personality Disorders
- PSYCH 751 / Scientific and Professional Ethics in Clinical Psychology
- PSYCH 752 / Psychological Assessment
- PSYCH 753 / Psychological Intervention
- PSYCH 754 / Research Design and Test Construction
- PSYCH 755 / Advanced Psychopathology
- PSYCH 756 / Clinical Practicum I
- PSYCH 757 / Clinical Practicum II
- PSYCH 758 / Longitudinal Practicum I: Psychodiagnostics
- PSYCH 759 / Longitudinal Practicum II: Core Skills

In addition to the above courses, as in the regular Ph.D. stream, students are expected to carry out their thesis research, report the progress of this research annually, and show that satisfactory progress is being made. Students ideally complete the doctoral thesis and all other requirements for the Ph.D. degree by the end of five years of graduate training.

Internships
In their final year students are expected to complete an internship placement. Students are encouraged to apply to other residency programs to diversify their training experiences. This will be done through the regular Association of Psychology Postdoctoral and Internship Centers (APPIC) system. Internships will begin only after a full progress review – and confirmation that all research / data collection for the thesis has been finalized and permission to write has been granted.

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 2010 periodic appraisal of the Psychology Graduate Program at McMaster identified that the department vision to prepare students for academic career in "psychological science" was too narrow and at the breadth of training that was provided would be captured better by "preparing students for a career in scientific research". The addition of a clinical program stream with the primary focus of training clinician-scientists fits well within this framework.

Another program goal identified in 2010 was the need to grow graduate enrollment. Substantial gains have been made in this regard, and the new Psychology RCT program will add a further five students per year, and increase the stable enrollment in the Psychology Graduate Program by 25 students.

Strategic fit with university's academic plans; the open letter titled *Forward with Integrity* by university President Patrick Dean presents a vision for McMaster, that emphasizes the need for advances that are interdisciplinary, involve community engagement, experiential learning, and internationalization.

The Research and Clinical Training stream is consistent with these themes.

Interdisciplinary: the programstream is interdisciplinary, involving faculty from both departments of Psychology, Neuroscience and Behaviour and Psychiatry and Behavioural Neurosciences, and Psychological services at St.Joseph's Healthcare, Hamilton.

Community Engagement: The focus of the RCT student's thesis research is clinical, and as such has immediate implications for interactions with members of the community, either through advances in aetiology or therapeutics. In addition, the program stream involves practica experiences at the new 305-bed mental health facility at St.Joseph's with over 30 distinct outpatient clinics, thereby directly providing students with clinical opportunities to interact with patients in the community.

Experiential: The longitudinal practica is integrated with the Assessment and Intervention Courses such that instructional content from the courses is experienced, reinforced, and practiced in the clinic setting. In addition, the program delivery involves fixed prescribed series of exposures to clinical psychology across the full range of the mental health care, from primary care, to emergency services, community outreach, clinic, and inpatient settings—all under the instructional guidance of clinic psychologists.

Internationalization: The innovative training model proposed will certainly gain national attention. The RCT group has already been asked to submit a manuscript announcing and summarizing the program stream for publication in *Psynopsis* - the magazine of the Canadian Psychological Association.

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

September 2016

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

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

M.Sc. and Ph.D. Degrees

Graduate training in Psychology at McMaster leads to the Ph.D. degree and is strongly research oriented. The typical approach is that of a research apprenticeship, with the student selecting one faculty member as their research supervisor at the time of application. Normally, the student-supervisor relationship first develops at the time when the student is preparing to submit an application to the Psychology Graduate Program. Students are strongly encouraged to contact potential faculty advisors and discuss research opportunities with them **prior** to submitting an application to the Psychology Graduate Program.

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CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Geoffrey Hall   Email: hallg@mcmaster.ca   Extension: 23033   Date submitted: Oct 2015

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

SGS/2013

Graduate Program Handbooks

Please note, this list is not a template but does include a number of items that program should strongly consider including in their program handbooks. The handbooks should contain a condensed supplementary body of information, that cannot be found in graduate calendar, that covers program specific policies and procedures.

<u>**Introduction**</u>
☐ Date of approval/review
☐ Disclaimer regarding grad calendar prevails
☐ Purpose of handbook section – students, faculty/program offices
☐ Welcome from the Program Lead including program overview/vision and educational philosophy (if appropriate)
☐ Roles and Responsibilities with Contact Details and Who's Who (academic leaders, staff that support the program, faculty). This section should indicate that the Associate Chair/Graduate Program Director is the first point of contact for an issue
☐ Program Committees
☐ Graduate Student Association
☐ Program Specific Associations/events

(Include link to examples of handbooks)

<u>**Main Body**</u>
This program should include program-specific rules and regulations and can be organized as the program sees fit provided the pertinent information is included.

☐ General Information
☐ General "How to" guidance, Mosaic, MAC ID, Validation Card, Graduate Student E-Mail, Workspace, Avenue to Learn, SWAT escort service, scanning/printing/copying, parking, emergency services
☐ What to do Prior to your Arrival (contact or meet with supervisor in person or remotely, Activate Web Services, Training, OHIP, UHIP, Review Policies)
☐ When you Arrive
☐ Dedicated sections for *each* degree offered by department/program
- Subheadings within these sections relevant to particular degrees (i.e., admission requirements, comprehensive exam and its format and requirements, committee structures, general program requirements)
- Program Registration
- Course Enrollment
- Degree Specific Dates/Milestones
- Descriptions of Streams/Specialization and how to change streams/specializations (if relevant)
- Procedure for transferring into Ph.D. (transfer examination, if relevant)
☐ Course Offerings/Outlines/Relevant guidelines for graduate courses in the program
☐ Reference to any documents that are appendices of the Program Handbook
☐ Supervision Information/Program Advisor

- For course-based programs, this should include information about who functions as a supervisor of a student with difficulties.
- Issues around changing supervisors/advisors as appropriate
- Link to section 2.7 (Supervision) of the Graduate Calendar
  - http://academiccalendars.romcmaster.ca/content.php?catoid=20&navoid=3572#2.7_Supervision

☐ Financial Matters
- Reference to SGS Scholarships and awards and program specific scholarships and awards
- Payroll Information
- Health & Dental Plans
- Teaching Assistantships or Research Assistantship in lieu
- Travel/Conference Funding (should note that some are competitive, e.g., not all students are entitled to receive a GSA Travel Award)
- If relevant, provide brief information about the program's TA allocations and expectations for TA duties, with reference to the TA/RA collective agreement for details: http://www.workingatmcmaster.ca/med/document/CUPE-Unit-1-(TA)-CBA---FINAL-24FEB2017-1-42.pdf

☐ Important Dates and Deadlines specific to the program
- Sessional Dates, Withdrawal, Transfer Examination, Thesis, Comprehensive Examination

☐ Mandatory Training (Health and Safety, Animal Care, AODA etc.)

☐ Other Department/Unit-Specific Requirements (e.g., participation in departmental seminars, space assigned in graduate room, field-work/off-campus activities, etc.)

☐ Expectations on Record Keeping

☐ Link to Program Tools and Forms

☐ Progress and Degree Completion

Central Resources and Services

☐ Thesis Completion
- Guidelines for Preparation
  http://graduate.mcmaster.ca/sites/default/files/resources/guide_for_the_preparation_of_masters_and_doctoral_theses-_december_2016.pdf
- Format
- Thesis Examining Committee (structure)
- Thesis Evaluation
- Submission

☐ Progressing to Degree Completion
- http://graduate.mcmaster.ca/academic-services/degree-completion
- Guide to Accessing Academic Advisement reports
  - https://gs.mcmaster.ca/sites/default/files/resources/academic_advisement_-_accessing_advisement_reports.pdf

☐ Policies and Regulations
- Academic Integrity Policy
  - https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf
- Accommodation of Graduate Students with Disabilities

- Collective Agreement for TA/RA in lieu of TA:
    - http://www.workingatmcmaster.ca/med/document/CUPE-Unit-1-(TA)-CBA---FINAL-24FEB2017-1-42.pdf
- Leaves of Absence:
    - http://academiccalendars.romcmaster.ca/content.php?catoid=20&navoid=3572#2-5-7_leaves_of_absence
- Petition for Special Consideration
    - http://graduate.mcmaster.ca/sites/default/files/resources/petition_july2016.pdf
- Incomplete/Failing Grade:
    - http://academiccalendars.romcmaster.ca/content.php?catoid=20&navoid=3572#2.6.4_Failing_Grades_and_Incomplete_Grades
- Student Code of Conduct:
    - http://studentconduct.mcmaster.ca/student_code_of_conduct.html
- Student Appeals Process:
    - http://www.mcmaster.ca/policy/Students-AcademicStudies/StudentAppeal.pdf
- Copyright Policy:
    - https://milo.mcmaster.ca/faqs/copyright_mac
- Discrimination, Harassment & Sexual Harassment Prevention and Response Policy:
    - http://www.mcmaster.ca/policy/General/HR/Discrimination_Harassment_Sexual_Harassment-Prevention&Response.pdf
- Research Integrity Policy
    - http://www.mcmaster.ca/policy/faculty/Research/Research%20Integrity%20Policy.pdf
- Additional Program-specific polices and regulations (ie. Vulnerable sector screening, industry placement)
- ☐ Information for International Students
    - Visa, Employment Authorization, Immigration Information, University Health Insurance Plan, Social Insurance Number, International Student Services
- ☐ Professional Skills Development for Graduate Students
- ☐ Advising and Counselling Services
    - Student Wellness Centre, Student Success Centre, Student Accessibility Services, Ombuds Office, Chaplaincy Centre
- ☐ Where to go for help
- ☐ Other Services and General Resources

Appendix
Term of reference for program committees
Typical Course Schedule, if applicable
Copy of Ph.D. supervisory committee report

Process Checklist for Handbook Review, Approvals and Updates
Program should conduct an annual review of handbooks in the spring to identify items that need to be changed or updated. The engagement of faculty and student reviewers is encouraged.

Each Faculty's Associate Dean of Graduate Studies is to set the deadlines for submitting Handbooks for first and subsequent annual review.

The University is encouraging all graduate programs to ensure that their handbook is formally approved by May 2018.

Approved handbooks should be publicly posted on websites

Assistant Graduate Secretary updates the checklist annual, based on any changes to section numbers in the Graduate Calendar

Minor changes to an approved handbook can be approved by the Associate Dean of Graduate Studies (and ideally, all relevant Associate Deans should approve the handbooks for interdisciplinary programs).

The Associate Dean of Graduate Studies may recommend that major changes to an approved handbook be reviewed by GCPC or GPCC.

NAME OF FUND: J.E. Kennedy Stem Cell Research Award

TERMS OF REFERENCE FOR FUND:

Established in 2016 by James Kennedy. To be granted to a graduate student or postdoctoral fellow associated with McMaster Stem Cell and Cancer Research Institute who has demonstrated academic excellence. To be awarded annually by the Faculty of Health Sciences on the recommendation of the Director of the McMaster Stem Cell and Cancer Research Institute.

Faculty of Health Sciences, Ryan Liddell as the Trust Fund Administrator. He will work with SGS if the recipient is a graduate student.

Change to Scholarship Committee Membership

Dr. Iris Bruce   Cognitive Science of Language

 is replacing

Dr. Magda Stroinska   Cognitive Science of Language