

To : Members of Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

The next meeting of Graduate Council will be held on **Tuesday May 14th at 9:00 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. **Opening Remarks**
- II. **Minutes of the meeting of April 16th, 2024**
Approval
- III. **Business arising**
- IV. **Report from the Associate Deans, Graduate Studies**
- V. **Report from the Associate Registrar and Graduate Secretary**
- VI. **Graduate Academic Certificate in Teaching and Learning in Higher Education**
Approval
- VII. **Spring 2024 Graduands**
Approval (to be circulated)
- VIII. **Faculty of Business Graduate Curriculum and Policy Committee Report**
Approval
- IX. **Faculty of Health Sciences Graduate Curriculum and Policy Committee Report**
Approval
- X. **2024-2025 Graduate Calendar Admin Sections**
Approval
- XI. **New Awards and Change to Award Terms**
Approval (new awards only)
- XII. **Terms of Reference for Sub-committee on Graduate Financial Support**
Information
- XIII. **Final Assessment Reports**
Information

Tuesday April 16th at 9:00 am in Council Chambers (GH 111)

Present: S. Hranilovic(Chair), M. Heath, M. Thompson, S. Hanna, M. Horn, B. Newbold, X. Li, D. Trigatti, K. McCallum, N. Wagner, M. Pham, N. Carter, L. Parker, T. McDonald, L. Kayassi, C. Biruk, M. Young, Y. Kim, J. Antwi-Boasiako, Y. Berson, K. Bhatta, G. Melacini, R. Wylie, C. Doolittle, S. van Koughnett, L. Goff, M. Zeadin, L. Side, C. Bryce (Assistant Graduate Secretary), S. Baschiera (Senior Associate Registrar and Graduate Secretary)

Regrets: A. Anand, A. Prasad, C. Ching, M. Verma, T. Chamberlain

I. Opening Remarks

There was no report.

II. Minutes of the meeting of March 19th, 2024

It was duly moved and seconded, **‘that Graduate Council approve the minutes of the meeting of March 19th, 2024 as set out in the document.’**

The motion was **carried**.

III. Business arising

There was no business arising.

IV. Report from the Associate Deans, Graduate Studies

Dr. Heath reported on the following item:

- An end of year gathering for students in the Faculty.

Dr. Newbold reported on the following:

- The development of a redistribution policy, noting a draft circulated to committee members;
- The passing of a graduate student in the Faculty.

Drs. Hanna, Horn and Thompson had no report.

V. Report from the Associate Registrar and Graduate Secretary

Ms. Baschiera reported on the status of invitations to apply to residence, noting they’d be issued mid-month and Housing and Conference services will be sending communication out in the coming weeks.

VI. New Indigenous Student Bursary and Financial Aid Supports

Sean van Koughnett (AVP Students and Learning & Dean of Students) and Chrissy Doolittle (Director, Indigenous Student Services) attended to present the item. They contrasted the initiative with a comparator program and noted that the goal was to create something with a

direct benefit to Indigenous students to reduce barriers to access. The program (ionkhihahonnién:ni, which means “they’re making a path for us”) is intended to remove barriers to education for students. It will allow them to look at the individual student needs (including whether they’ve received Band funding) and fill in the gaps on both tuition and other expenses.

They also noted that they are introducing a new position that will be an Indigenous financial aid specialist which will further help tailor the support available.

Members discussed the timing of the bursary relative to admissions and recruitment and eligibility for current students.

It was duly moved and seconded, **‘that Graduate Council approve, for recommendation to Senate as appropriate, the Indigenous Student Bursary and Financial Aid Supports as described in the document.’**

The motion was **carried**.

VII. Graduate Academic Certificate in Teaching and Learning in Higher Education

Dr Hranilovic noted that the proposal was one of the early products of the microcredentials policy. Dr. Goff presented the certificate, noting it’s the first graduate academic certificate moving through the process. She noted they’d previously offered certificates of completion but now would like to bring a proper certificate forward. The Graduate Academic Certificate would be open to McMaster students as well as those at other institutions. She highlighted the first course, 701, and noted that once they’d completed it students would then take one of the five other courses.

In response to a question, Dr. Goff confirmed that the plan is to phase out the zero credit courses.

Members discussed whether or not students would be able to commit to two 3-unit courses, the fees for the new courses versus the existing certificate of completion, the limited availability of the existing courses, taking the new courses as part of the degree requirements at no additional cost, future collaborative specializations and microcredentials, and the timing of the new initiatives.

In response to a question about the financial burden specific to international students, Dr. Goff highlighted some of the supports that the MacPherson institute would continue to offer, including the free learning catalog.

Dr. Hranilovic highlighted the financial context of the existing courses, noting they are not free to offer and allow for only a very limited number of spots.

In response to a question about the timing of this certificate versus the collaborative specialization, Dr. Hranilovic noted that the collaborative specialization approach requires a program partner, a separate stream in a program, and also involves integration into a thesis.

Members discussed the bottleneck moving through the courses in the existing certificate of completion. In response to a question about the proposed certificate in this respect, Dr. Goff noted that with the graduate academic certificate they're really not capped and can expand with interest. Dr. Hranilovic noted that this would secure the financial viability of the program to scale up.

It was duly moved and seconded, **'that Graduate Council approve, for recommendation to UPC and Senate as appropriate, the Graduate Academic Certificate and related courses, as described in the documents.'**

The motion was **defeated**.

VIII. Faculty of Health Sciences Spring 2024 Graduands

It was duly moved and seconded, **'that Graduate Council approve the list of the 2024 Spring Faculty of Health Science Graduands, with amendments/corrections to be made as necessary by the Associate Graduate Registrar.'**

The motion was **carried**.

IX. Faculty of Science Graduate Curriculum and Policy Committee Report

Dr. Newbold presented the option, noting the program proposed an accelerated pathway for their M.Sc. The students would be meeting all of the same course requirements and utilizing the advanced credit option in the calendar, following an existing practice in the Faculty of Engineering.

It was duly moved and seconded, **'that Graduate Council approve, for recommendation to Senate as appropriate, the change proposed by the Faculty of Science, as described in the documents.'**

The motion was **carried**.

X. Faculty of Engineering Graduate Curriculum and Policy Committee Report

Dr. Thompson reported on the following items:

- A proposal for an accelerated Masters from Civil Engineering, using an undergraduate course that they'd taken at the 600 level and noting that students can also begin their research earlier;

- Computing and Software updated their calendar copy to better define what their options are and now clarifying the categories of courses students need to take;
- Electrical and Computer Engineering proposed the introduction of a second, more advanced seminar, noting that students will now have the option to complete one or the other as part of their degree requirements;
- The School of Engineering Practice and Technology proposed changes to four programs, Design, Engineering and Public Policy, Manufacturing, and Systems and Technology including course cancellations, new courses and related updates to program requirements, as well as a change to calendar copy to note the program lead is responsible for reviewing elective selections.

In response to a question about the accelerated option Dr. Thompson confirmed that the accelerated option was intended for students at McMaster.

It was duly moved and seconded, **‘that Graduate Council approve, for recommendation to Senate as appropriate, the changes proposed by the Faculty of Engineering, as described in the documents.’**

The motion was **carried**.

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

Dr. Hanna reported on the following items:

- Clarification to course requirements for the Global Health Ph.D., with no change to the overall number of required courses;
- The Occupational Therapy, Physiotherapy and Speech Language Pathology M.Sc. programs proposed the addition of a new required milestone to reflect a consolidated approach to EDI across all three programs;
- The Rehabilitation Sciences Ph.D. program proposed the expansion of the dual degree option (combined clinical training and Ph.D. program) to add Speech Language Pathology;
- The Health Policy Ph.D. program proposed a change to their comprehensive examination, in light of generative AI. The program proposed modifying their comprehensive exam so students can incorporate it into their work and to ensure students understand what they’ve written they’ve added breaks and oral examinations to the process;
- The Child Life and Pediatric Psychosocial Care program proposed a clarification to their description of the two streams;
- The Health Research Methodology program adjusted their calendar language to clarify their course requirements;
- The Occupational Therapy M.Sc. program proposed the addition of a series of new capstone courses in themed areas and a related change to course requirements.

Members discussed the use of ChatGPT in the comprehensive exam process and the related change to the structure of the examination.

Members discussed the EDI Milestone proposed by the professional programs in the School of Rehabilitation Sciences and the role of Indigenous folks in the delivery of the Milestone.

It was duly moved and seconded, **‘that Graduate Council approve, for recommendation to Senate as appropriate, the changes proposed by the Faculty of Health Sciences, as described in the documents.’**

The motion was **carried**.

XII. Faculty of Humanities Graduate Curriculum and Policy Committee Report

Dr. Horn provided an overview of the changes to be approved, including calendar copy changes, requirement changes and highlighting the most substantive to be the M.A. program merger in English and Cultural Studies.

It was duly moved and seconded, **that Graduate Council approve, for recommendation to Senate as appropriate, the changes proposed by the Faculty of Humanities, as described in the documents.**

The motion was **carried**.

XIII. 2024-2025 Graduate Calendar Admin Sections

Due to time constraints, this item was deferred to the next meeting.

XIV. Taskforce on Graduate Funding Final Report

Dr. Hranilovic gave an overview of the report, including highlighting future work related to the report, including a subcommittee for which terms of reference were being developed.

Members discussed the data on stipends, communication to faculty members so costs of living were clear, the context of employment as it relates to time to completion and the potential for burn out and unchanged funding levels from the government.

XV. Changes to Award Terms

For information only.

GAC in Teaching & Learning in HE: Addendum for Grad Council

The MacPherson Institute, in collaboration with the School of Graduate Studies and the Vice-Provost and Dean of Graduate Studies, is proposing a **new Graduate Academic Certificate in Teaching and Learning in Higher Education**, leveraging their expertise in pedagogy and educational development. This new certificate aims to attract new external students, generate new revenues, and offer a new credential for current students. By introducing this certificate, we foresee several benefits for McMaster:

1. **Enhancing Opportunities for Current and New Graduate Students:** This initiative aims to provide a new academic credential for both current McMaster graduate students and to learners from outside of the institution. The new proposed graduate academic certificate offers a more academically rigorous curriculum, complementing their master's or doctoral degrees. Additionally, it opens a new avenue for external students to access the expertise and academic resources within the MacPherson Institute.
2. **Maintaining Access to Professional Development in Teaching:** While the MacPherson Institute will stop offering its zero-unit graduate courses, it is transitioning the zero-credit course content focused on professional development into its learning catalogue suite of modules, thus expanding its supports for professional development in teaching to all graduate students.
3. **Generating New Revenues to Ensure Financial Sustainability:** By enabling external students to enrol and complete the certificate, new revenues will be generated that will contribute to the MacPherson Institute's ability to sustain its programming for graduate students. New admissions to the current Teaching and Learning Certificate of Completion will be paused past the end of this academic year.

What is the Graduate Academic Certificate in Teaching and Learning in Higher Education?

The Graduate Academic Certificate as a credential is new and its structure has recently been approved through McMaster's curriculum governance process. The MacPherson Institute is proposing the FIRST Graduate Academic Certificate at McMaster. It will be in Teaching and Learning in Higher Education. Students will apply for and be admitted to this new certificate program through the School of Graduate Studies. Upon acceptance, they will be required to complete two 3-unit graduate courses; one required and one elective course. Students who complete two courses will earn the Graduate Academic Certificate in Teaching and Learning in Higher Education.

What will the MacPherson Institute continue to offer for graduate students?

In addition to offering the new Graduate Academic Certificate and new academic graduate courses, the MacPherson will continue to support the professional development of graduate students by continuing:

- To offer the current online programming for graduate students who are TAs as part of the mandatory paid TA training agreement with the CUPE union; and
- To offer the current optional TA training for those that are interested; and
- To provide access to and further expand its [learning catalogue](#) of modules and courses that offers professional development to graduate students and all members of McMaster's campus who are seeking to develop their skills in teaching and education.

REPORT TO THE GRADUATE COUNCIL
from the
JOINT COMMITTEE ON
CERTIFICATES, DIPLOMAS AND MICROCREDENTIALS

FOR APPROVAL

1. Graduate Academic Certificate in Teaching and Learning in Higher Education

At its meeting on March 5, 2024, the Joint Committee on Certificates, Diplomas and Microcredentials reviewed and approved the Graduate Academic Certificate in Teaching and Learning in Higher Education. Further details can be found in the circulated materials.

It is recommended,

that the Graduate Council approve, for recommendation to the University Planning Committee and the Senate, the establishment of the Graduate Academic Certificate in Teaching and Learning in Higher Education, for inclusion in the 2024-2025 Graduate Calendar, and as circulated.

Graduate Council
FOR APPROVAL
March 19, 2024

Graduate Academic Certificate Form

Department & Program Information (complete all fields)	
Certificate Name:	Graduate Academic Certificate in Teaching and Learning in Higher Education
Department:	Paul R. MacPherson Institute for Leadership, Innovation and Excellent in Teaching
Name of Representative:	Lori Goff, Director
Effective Date:	September 2024
Date of Submission:	February 26, 2024
Program Information:	
1. Program Overview	<p>Purpose: The Graduate Academic Certificate in Teaching and Learning in Higher Education will provide students with foundational knowledge and skills in post-secondary teaching and learning, with a special focus on either teaching design, technology, research, or application. All students will complete a required course on essential theory in teaching and learning, with students selecting an elective second course based on area of interest (i.e., design, technology, research, or application).</p> <p>Intended Audience: The intended audience includes current graduate students at McMaster, students who have recently completed graduate studies at McMaster, and external students interested in expanding their knowledge on teaching and learning in higher education. Qualifying student must meet the eligibility entrance criteria for a Master’s level program at McMaster. We anticipate that the largest audience will be that of current McMaster graduate students who take the Certificate alongside or immediately after another graduate program as an add-on option.</p> <p>Concurrent or Standalone: This Certificate could be taken as a standalone Graduate Academic Certificate. However, as noted above, current McMaster graduate students could also take this Certificate while enrolled in another graduate program at the same time.</p> <p>Why This Configuration of Courses: Students admitted to the Certificate will be required to pass two courses, a required core 3-unit course and a second elective 3-unit course chosen from a course list. The required core course</p>

	<p>provides the foundational knowledge and skills upon which students can then opt to dive deeper in an area of interest.</p> <ol style="list-style-type: none"> 1. In the required core course, EDUCATN 701: Essential Topics in Teaching and Learning , students will work towards developing three essential teaching and learning competencies by: 1) reflecting in writing on their teaching beliefs, practices, impacts, and goals; 2) demonstrating an understanding of how to design and/or deliver effective learning experiences; and 3) articulating a teaching philosophy statement suitable for inclusion in a teaching portfolio. 2. One 3-unit elective will be selected from a course list of courses electives. Courses are listed below and described in the attached documents.
<p>2. Learning Outcomes</p>	<p>After completing the Graduate Academic Certificate, students should be able to:</p> <ol style="list-style-type: none"> 1. Reflect on and document their teaching beliefs, practices, impacts and goals 2. Describe how to design and deliver effective learning experiences 3. Apply effective teaching practices in an area of interest in higher education (e.g., design, application, research, or technology)
<p>3. Demonstrating Student Achievement of Learning Outcomes</p>	<ol style="list-style-type: none"> 1. Reflect on and document their teaching beliefs, practices, impacts and goals: <ul style="list-style-type: none"> • Students write a short paper that entails reflecting on the various reflective models and identifying one or more they plan to apply in their teaching. • Students will draft, solicit feedback on, and refine their teaching philosophy statement 2. Describe how to design and deliver effective teaching experiences: <ul style="list-style-type: none"> • Students will complete five online asynchronous modules and submit a post-module reflection for each. They can choose to focus their modules on design, delivery, or both. 3. Apply effective teaching practices in an area of interest in higher education (i.e., design, application, research, or digital media): <ul style="list-style-type: none"> • In the design course option, students will design a university level course syllabus, an assessment, and an

	<p>evaluation framework, which will be included as part of their teaching portfolio.</p> <ul style="list-style-type: none"> • In the application course option, students will apply and practice teaching skills by designing, delivering, receiving feedback on, and reflecting on a short lesson for university learners. • In the research course option, students will propose a small research project in teaching and learning following good practices in educational research. • In the digital media course option, students will produce media artifacts and assess quality related to digital media for learning, sharing their deliverables in a portfolio as evidence of their learning.
<p>4. Program Admission Requirements</p>	<p>The admission requirement for the Certificate will include holding an Honours bachelor’s degree from a recognized university with at least a B+ average (equivalent to a McMaster 8.5 GPA out of 12) in the final year in all courses.</p>
<p>5. Program Completion Requirements</p>	<p>Students are required to complete and pass two courses: a required core 3-unit course and one elective 3-unit course chosen from a course list (i.e. application, design, research, or technology).</p>
<p>6. Program Delivery Format</p>	<p>Some courses will be offered in a fully virtual format, whereas others will include both online and in-person components.</p>
<p>Listing of Courses (if the courses are new, please complete the Graduate Course Form, if the courses are existing please append the most recent syllabus for course)</p> <p>All courses in the proposed Certificate have existed in some form previously as part of MacPherson Institute’s Teaching and Learning Certificates of Completion Program. A Graduate Course Form is attached for each course. Also attached is a document that provides the calendar descriptions for each course.</p> <p><u>Required course:</u></p> <p>EDUCATN 701: Essential Topics in Teaching and Learning - New course to replace EDUCATN 640: Essential Theory in Teaching and Learning - prerequisite for all the elective courses</p> <p><u>Elective Courses:</u></p> <p>EDUCATN 731: Principles and Practices of University Course Design - New course to replace EDUCATN 750: Principles and Practices of University Teaching</p>	

EDUCATN 741: Applied Teaching Experiences

- New course to replace EDUCATN 740: Peer-Evaluated Teaching Experience

EDUCATN 761: Research on Teaching and Learning

- New course to replace EDUCATN 760: Self-Directed Study

EDUCATN 771: Building and Assessing Digital Media for Learning

- New course to replace EDUCATN 770: Digital Literacies for Teaching and Learning

EDUCATN 791: Education Topics in the Disciplines

- New course to be added

If you're planning on charging a fee, please note the date of USFC approval of intended fee:

\$1051.20 per course (post-degree course rate) x 2 courses = \$2102.40 for the certificate

A modified supplemental fee will be charged to any student who is not already a McMaster student.

Note: USFC committee date is on March 19th.

Calendar Copy for the Graduate Academic Certificate in Teaching and Learning in Higher Education

Graduate Academic Certificate in Teaching and Learning in Higher Education

The Graduate Academic Certificate in Teaching and Learning in Higher Education will provide students with foundational knowledge and skills in post-secondary teaching and learning, with a special focus on either teaching design, application, research, or digital media. All students will complete a required course on essential topics in teaching and learning, with students selecting an elective second course based on area of interest.

Admission

The admission requirement for the Certificate will include holding an Honours bachelor's degree from a recognized university with at least a B+ average (equivalent to a McMaster 8.5 GPA out of 12) in the final year in all courses.

*Note: In the future, we imagine that three microcredentials may be offered and will stack to create an equivalency to the EDUCATN 701: Essential Topics in Teaching and Learning course.

Requirements

Students who are admitted to the program are required to pass two courses.

1. One core required 3-unit course
 - EDUCATION 701: Essential Topics in Teaching and Learning
2. One elective course (3 units) from the approved course list of electives:
 - EDUCATN 731: Principles and Practices of University Course Design
 - EDUCATN 741: Applied Teaching Experiences
 - EDUCATN 761: Research on Teaching and Learning
 - EDUCATN 771: Building and Assessing Digital Media for Learning
 - EDUCATN 791: Education Topics in the Disciplines

Course	Description
EDUCATN 701: Essential Topics in Teaching and Learning	In this course, students will work towards developing three core teaching and learning competencies by: reflecting on effective teaching practices, demonstrating an understanding of foundational teaching and learning topics explored via online learning modules, and articulating a teaching philosophy statement suitable for inclusion in a teaching portfolio.
EDUCATN 731: Principles and Practices of University Course Design	In this course, students will review the principles of course design and create a syllabus, assessment, and evaluation framework for a university level course. These course components will be included in a teaching portfolio. Accessible design principles will be emphasized throughout. Prerequisite: EDUCATN 701
EDUCATN 741: Applied Teaching Experiences	In this course, students will engage in lesson planning within the higher education context. In a small group setting, they will design and conduct a short lesson, receive feedback, and extend their learning by designing and delivering a lesson in a real-world context. Students will reflect on each of the experiences, identifying areas for further growth. Prerequisite: EDUCATN 701
EDUCATN 761: Research on Teaching and Learning	In this course, students will review educational research approaches, conceptualize a research project in teaching and learning, and receive feedback on their proposed project. At the end of the term, students will present their work and share plans for dissemination. Prerequisite: EDUCATN 701
EDUCATN 771: Building and Assessing Digital Media for Learning	In this course, students will explore topics in digital learning and consider the trends, opportunities and challenges as they relate to digital environments. They will develop media creation skills needed to produce media artifacts and assess quality related to digital media for learning. Prerequisite: EDUCATN 701

<p>EDUCATN 791: Education Topics in the Disciplines</p>	<p>In this course, students will examine current topics in education within a particular discipline. The discipline will vary depending on instructor interest and availability.</p> <p>Prerequisite: EDUCATN 701</p>
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**Recommendation for Change in Graduate Curriculum:
For Change(s) Involving Courses**

Please read the following notes before completing this form:

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

DEPARTMENT		Paul R. MacPherson Institute for Leadership, Innovation, and Excellence in Teaching		
COURSE TITLE		<u>EDUCATN 701: Essential Topics in Teaching and Learning</u>		
COURSE NUMBER	EDUCATN 701	COURSE CREDIT		
		6 Unit Course ()	3 Unit Course (X)	1.5 Unit Course ()
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)		Prerequisite -> Enrollment in GAC in Teaching and Learning in Higher Education Antirequisite -> EDUCATN 640: Essential Theory in Teaching and Learning. Students who have completed EDUCATN 640 will require permission of the Dean to register in EDUCATN 701.		
Nature of Recommendation (Please Check Appropriate Box)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				

NEW COURSE	Yes	DATE TO BE OFFERED (FOR NEW COURSES ONLY): Fall 2024	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO IF YES, PROVIDE THE DATE:
<p>Will the Course be <u>Cross-listed (combined sections)</u> with another department? NO Yes, please note which department:</p> <p>Attach to this Form Any Relevant Correspondence with the other department(s). <u>Note</u>: Cross-listing of courses requires written approval from <u>each</u> department and faculty concerned. If you would like to remove a cross-listing you must include a written explanation agreed upon by both departments affected.</p>			
CHANGE IN COURSE TITLE		Provide the new Course Title:	
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form	
COURSE CANCELLATION		<p>Provide the Reason for Course Cancellation:</p> <p>Please note: cross-listed (combined sections) courses can only be cancelled by the department who owns the course.</p>	
OTHER CHANGES		<p>EXPLAIN:</p> <p>The MacPherson Institute is planning on transitioning away from offering a Theory and Inquiry Teaching and Learning Certificate of Completion comprised of 0 unit EDUCATN courses to offering a Graduate Academic Certificate in Teaching and Learning in Higher</p>	

		Education instead. This will require that each of the courses be revised and offered as a 3-unit course.
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BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (6 lines) to be included in the Graduate Calendar.

In this course, students will work towards developing three core teaching and learning competencies by: reflecting on effective teaching practices, demonstrating an understanding of foundational teaching and learning topics explored via online learning modules, and crafting a teaching philosophy statement suitable for inclusion in a teaching portfolio.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

The major topics include reflective teaching practices, designing and delivering effective teaching experiences, and articulating a teaching philosophy. Sub-topics will be explored via online learning modules (e.g., Adult Learning Theories, Accessible Teaching Techniques, Creating Interactive Content, Open Educational Resources, Generative AI, Design for Learning, Teaching Contentious Topics) made available in the [MacPherson Institute Learning Catalogue](#).

1. STATEMENT OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)

EDUCATN 701 will be the core required course for the new Graduate Academic Certificate in Teaching and Learning in Higher Education. The course's outcomes are aligned with the Certificate's outcomes (specifically numbers 1 and 2) noted below.

1. Reflect on and document their teaching beliefs, practices, impacts and goals
2. Describe how to design and deliver effective learning experiences
3. Apply effective teaching practices in an area of interest in higher education (e.g., design, application, research, or technology)

2. EXPECTED ENROLMENT:

Maximum enrolment for each section of this course will be 30.

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

This course will be delivered in an online format with both synchronous and asynchronous components. The synchronous components will engage students via a seminar format offering content delivery and active learning exercises. The asynchronous component will engage students via online learning modules.

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

After engaging in online synchronous modules, students will:

- Write a paper on reflective teaching practices, identifying one or more they plan to apply in their teaching (30%)
- Write a summative reflection that draws on key ideas and skills in teaching and learning in the post-secondary context in Canada (40%)

- Craft, revise, and finalize their teaching philosophy statement (30%)

5. To prevent overlap, is a course in the same or related area offered in another department? If YES please note below and/or attach to this form any relevant correspondence with the other department(s).

No

6. If the course is intended primarily for students outside of your department, do you have the support of the department/program concerned?

The course will be open to any student accepted into the Graduate Academic Certificate in Teaching and Learning in Higher Education. This course may also become part of a future Collaborative Specialization in Teaching and Educational Research, pending approval of the specialization and MOA with any partnering departments.

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Lori Goff Email: midirect@mcmaster.ca Submitted: February 26, 2024

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

**Recommendation for Change in Graduate Curriculum:
For Change(s) Involving Courses**

Please read the following notes before completing this form:

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

DEPARTMENT		Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching		
COURSE TITLE		<u>EDUCATN 731: Principles and Practices of University Course Design</u>		
COURSE NUMBER	EDUCATN 731	COURSE CREDIT		
		6 Unit Course ()	3 Unit Course (X)	1.5 Unit Course ()
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)	Prerequisite -> EDUCATN 701: Essential Topics in Teaching and Learning Antirequisites -> EDUCATN 750: Principles and Practices of University Teaching, AND EDUCATN 751: Principles and Practices of University Teaching			
Nature of Recommendation (Please Check Appropriate Box)				

Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
NEW COURSE		DATE TO BE OFFERED (FOR NEW COURSES ONLY): Winter 2025 FORMTEXT	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO IF YES, PROVIDE THE DATE:
<p>Will the Course be <u>Cross-listed (combined sections)</u> with another department? No Yes, please note which department:</p> <p>Attach to this Form Any Relevant Correspondence with the other department(s). <u>Note:</u> Cross-listing of courses requires written approval from <u>each</u> department and faculty concerned. If you would like to remove a cross-listing you must include a written explanation agreed upon by both departments affected.</p>			
CHANGE IN COURSE TITLE		Provide the new Course Title:	
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form	
COURSE CANCELLATION		<p>Provide the Reason for Course Cancellation:</p> <p>Please note: cross-listed (combined sections) courses can only be cancelled by the department who owns the course.</p>	
OTHER CHANGES		EXPLAIN:	

BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (6 lines) to be included in the Graduate Calendar.

In this course, students will review the principles of course design and create a syllabus, assessment, and evaluation framework for a university level course. These course components will be included in a teaching portfolio. Accessible design principles will be emphasized throughout.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

In this course, students will learn about the principles of course design, including the creation of constructively aligned intended learning outcomes, active learning strategies, and assessments. They will also learn about teaching portfolios. The materials will be drawn from a series of sources (e.g., online learning modules, peer-reviewed journal articles).

1. STATEMENT OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)

EDUCATN 731 will be an elective course for the new Graduate Academic Certificate in Teaching and Learning in Higher Education. The course's outcomes are aligned with the Certificate's outcomes (specifically number 3) noted below.

1. Reflect on and document their teaching beliefs, practices, impacts and goals
2. Describe how to design and deliver effective learning experiences
3. Apply effective teaching practices in an area of interest in higher education (e.g., design, application, research, or technology)

2. EXPECTED ENROLMENT:

Maximum enrolment for each section of this course will be 24 students.

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

This course will be delivered in an online and/or blended format.

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

Students will:

- Design a course outline or syllabus for an accessibly-designed adult learning or university/college level experience. (35%)
- Develop an assessment with instructions and an evaluation framework that can be used as part of their course. (35%)
- Develop a teaching portfolio that builds on their teaching philosophy created for EDUCATN 701 and incorporates their designed course materials. (30%)

5. To prevent overlap, is a course in the same or related area offered in another department? If YES please note below and/or attach to this form any relevant correspondence with the other department(s).

No

6. If the course is intended primarily for students outside of your department, do you have the support of the department/program concerned?

The course will be open to any student accepted into the Graduate Academic Certificate in Teaching and Learning in Higher Education.

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Lori Goff Email: midirect@mcmaster.ca Date submitted: February 26, 2024

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

**Recommendation for Change in Graduate Curriculum:
For Change(s) Involving Courses**

Please read the following notes before completing this form:

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

DEPARTMENT		Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching		
COURSE TITLE		<u>EDUCATN 741: Applied Teaching Experiences</u>		
COURSE NUMBER	EDUCATN 741	COURSE CREDIT		
		6 Unit Course ()	3 Unit Course (X)	1.5 Unit Course ()
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)		Prerequisite -> EDUCATN 701: Essential Topics in Teaching and Learning Antirequisite -> EDUCATN 740: Peer-Evaluated Teaching Experience		
Nature of Recommendation (Please Check Appropriate Box)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				

NEW COURSE	Yes	DATE TO BE OFFERED (FOR NEW COURSES ONLY): Winter 2025	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO IF YES, PROVIDE THE DATE:
<p>Will the Course be <u>Cross-listed (combined sections)</u> with another department? N If Yes, please note which department:</p> <p>Attach to this Form Any Relevant Correspondence with the other department(s). Note: Cross-listing of courses requires written approval from <u>each</u> department and faculty concerned. If you would like to remove a cross-listing you must include a written explanation agreed upon by both departments affected.</p>			
CHANGE IN COURSE TITLE		Provide the new Course Title:	
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form	
COURSE CANCELLATION		<p>Provide the Reason for Course Cancellation:</p> <p>Please note: cross-listed (combined sections) courses can only be cancelled by the department who owns the course.</p>	
OTHER CHANGES		EXPLAIN:	
<p>BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (6 lines) to be included in the Graduate Calendar.</p>			

In this course, students will engage in lesson planning within the higher education context. In a small group setting, they will design and facilitate their lesson, receive feedback, and extend their learning by designing and delivering a lesson in a real-world context. Students will reflect on each of the experiences, identifying areas for further growth.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

Lesson planning topics will focus on intended learning outcomes, pre- and post-assessment, and participatory learning activities, with consideration given to accessible and inclusive lesson design and lesson delivery format. The materials will be drawn from a series of sources (e.g., online learning modules, peer-reviewed journal articles).

1. STATEMENT OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)

EDUCATN 741 will be an elective course for the new Graduate Academic Certificate in Teaching and Learning in Higher Education. The course's outcomes are aligned with the Certificate's outcomes (specifically number 3) noted below.

1. Reflect on and document their teaching beliefs, practices, impacts and goals
2. Describe how to design and deliver effective learning experiences
3. Apply effective teaching practices in an area of interest in higher education (e.g., design, application, research, or technology)

2. EXPECTED ENROLMENT:

Maximum enrolment for each section of this course will be 24.

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

This course will be delivered in an online and/or blended format.

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

Students will:

- Design a pedagogically-sound lesson plan drawing on theoretical knowledge of teaching and learning. They will facilitate their lesson and receive formative verbal, written, and video feedback. (30%)
- Create a lesson plan in a real-world context (e.g., in a classroom or online setting), facilitate their lesson, and collect feedback from learners using a metric of their own choice. (40%)
- Submit a reflective paper on each of the experiences, identifying further areas for growth. (30%)

5. To prevent overlap, is a course in the same or related area offered in another department? If YES please note below and/or attach to this form any relevant correspondence with the other department(s).

No

6. If the course is intended primarily for students outside of your department, do you have the support of the department/program concerned?

The course will be open to any student accepted into the Graduate Academic Certificate in Teaching and Learning in Higher Education.

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Lori Goff Email: midirect@mcmaster.ca Date submitted: February 26, 2024

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

**Recommendation for Change in Graduate Curriculum:
For Change(s) Involving Courses**

Please read the following notes before completing this form:

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

DEPARTMENT		Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching		
COURSE TITLE		<u>EDUCATN 761: Research on Teaching and Learning</u>		
COURSE NUMBER	EDUCATN 761	COURSE CREDIT		
		6 Unit Course ()	3 Unit Course (X)	1.5 Unit Course ()
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)	Prerequisite -> EDUCATN 701: Essential Topics in Teaching and Learning Antirequisite -> EDUCATN 760: Self-Directed Study			
Nature of Recommendation (Please Check Appropriate Box)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input type="checkbox"/> No				

NEW COURSE	Y	DATE TO BE OFFERED (FOR NEW COURSES ONLY): Spring 2025 FORMTEXT	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO IF YES, PROVIDE THE DATE:
<p>Will the Course be <u>Cross-listed (combined sections)</u> with another department? NO Yes, please note which department:</p> <p>Attach to this Form Any Relevant Correspondence with the other department(s). Note: Cross-listing of courses requires written approval from each department and faculty concerned. If you would like to remove a cross-listing you must include a written explanation agreed upon by both departments affected.</p>			
CHANGE IN COURSE TITLE		Provide the new Course Title:	
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form	
COURSE CANCELLATION		<p>Provide the Reason for Course Cancellation:</p> <p>Please note: cross-listed (combined sections) courses can only be cancelled by the department who owns the course.</p>	
OTHER CHANGE		EXPLAIN:	
<p>BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (6 lines) to be included in the Graduate Calendar.</p>			

In this course, students will review educational research approaches, conceptualize a research project in teaching and learning, and receive feedback on their proposed project. At the end of the term, students will present their work and share plans for dissemination.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

This course will focus on principles in research on teaching and learning and emphasize good practices in literature reviews, research methods (i.e. qualitative, quantitative and mixed methods approaches), research ethics, and dissemination strategies for effectively disseminating research findings. The materials will be drawn from a series of sources (e.g., online learning modules, peer-reviewed journal articles).

1. STATEMENT OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)

EDUCATN 761 will be an elective course for the new Graduate Academic Certificate in Teaching and Learning in Higher Education. The course's outcomes are aligned with the Certificate's outcomes (specifically number 3) noted below.

1. Reflect on and document their teaching beliefs, practices, impacts and goals
2. Describe how to design and deliver effective learning experiences
3. Apply effective teaching practices in an area of interest in higher education (e.g., design, application, research, or technology)

2. EXPECTED ENROLMENT:

Maximum enrolment for each section of this course will be 12 students.

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

This course will be delivered in an online and/or blended format.

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

Students will:

- Conduct and submit a literature review on a topic related to teaching and learning. (30%)
- Propose a methodically-sound educational research project plan. (40%)
- Present their project and propose possible ways of disseminating results. (30%)

5. To prevent overlap, is a course in the same or related area offered in another department? If YES please note below and/or attach to this form any relevant correspondence with the other department(s).

No

6. If the course is intended primarily for students outside of your department, do you have the support of the department/program concerned?

The course will be open to any student accepted into the Graduate Academic Certificate in Teaching and Learning in Higher Education.

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Lori Goff Email: midirect@mcmaster.ca Date submitted: February 26, 2024

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

**Recommendation for Change in Graduate Curriculum:
For Change(s) Involving Courses**

Please read the following notes before completing this form:

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

DEPARTMENT		Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching		
COURSE TITLE		<u>EDUCATN 771: Building and Assessing Digital Media for Learning</u>		
COURSE NUMBER	EDUCATN 771	COURSE CREDIT		
		6 Unit Course ()	3 Unit Course (X)	1.5 Unit Course ()
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)	Prerequisite -> EDUCATN 701: Essential Topics in Teaching and Learning Antirequisites -> EDUCATN 770: Digital Literacies for Teaching and Learning			
Nature of Recommendation (Please Check Appropriate Box)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input type="checkbox"/> No				

NEW COURSE	Y	DATE TO BE OFFERED (FOR NEW COURSES ONLY): Fall 2025 FORMTEXT	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO IF YES, PROVIDE THE DATE:
<p>Will the Course be <u>Cross-listed (combined sections)</u> with another department? NO If Yes, please note which department:</p> <p>Attach to this Form Any Relevant Correspondence with the other department(s). <u>Note</u>: Cross-listing of courses requires written approval from <u>each</u> department and faculty concerned. If you would like to remove a cross-listing you must include a written explanation agreed upon by both departments affected.</p>			
CHANGE IN COURSE TITLE		Provide the new Course Title:	
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form	
COURSE CANCELLATION		<p>Provide the Reason for Course Cancellation:</p> <p>Please note: cross-listed (combined sections) courses can only be cancelled by the department who owns the course.</p>	
OTHER CHANGE		EXPLAIN:	
<p>BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (6 lines) to be included in the Graduate Calendar.</p>			

In this course, students will explore topics in digital learning and consider trends, opportunities and challenges as they relate to digital environments. They will develop media creation skills needed to produce media artifacts and assess quality related to digital media for learning.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

Students will explore topics related to teaching and learning in the digital environment including digital pedagogy, inclusive design, effective online collaboration, open educational resources, digital accessibility, ethical evaluation and use of educational technologies. The materials will be drawn from a series of sources (e.g., online learning modules, peer-reviewed journal articles).

1. STATEMENT OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)

EDUCATN 771 will be an elective course for the new Graduate Academic Certificate in Teaching and Learning in Higher Education. The course's outcomes are aligned with the Certificate's outcomes (specifically number 3) noted below.

1. Reflect on and document their teaching beliefs, practices, impacts and goals
2. Describe how to design and deliver effective learning experiences
3. Apply effective teaching practices in an area of interest in higher education (e.g., design, application, research, or technology)

2. EXPECTED ENROLMENT:

Maximum enrolment for each section of this course will be 24 students.

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

This course will be delivered in an online and/or blended format.

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

Students will:

- Write a reflection paper that considers the trends, challenges and opportunities in digital learning environments. (30%)
- Produce media artifacts or learning objects to be used in the context of teaching in higher education. (35%)
- Conduct a quality assessment of a course or course component that uses digital media for learning. (35%)

5. To prevent overlap, is a course in the same or related area offered in another department? If YES please note below and/or attach to this form any relevant correspondence with the other department(s).

No

6. If the course is intended primarily for students outside of your department, do you have the support of the department/program concerned?

The course will be open to any student accepted into the Graduate Academic Certificate in Teaching and Learning in Higher Education.

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Lori Goff Email: midirect@mcmaster.ca Date submitted: February 26, 2024

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

**Recommendation for Change in Graduate Curriculum:
For Change(s) Involving Courses**

Please read the following notes before completing this form:

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

DEPARTMENT		Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching		
COURSE TITLE		<u>EDUCATN 791: Education Topics In The Disciplines</u>		
COURSE NUMBER	EDUCATN 791	COURSE CREDIT		
		6 Unit Course ()	3 Unit Course (X)	1.5 Unit Course ()
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)	Prerequisite -> EDUCATN 701: Essential Topics in Teaching and Learning			
Nature of Recommendation (Please Check Appropriate Box)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				

NEW COURSE		DATE TO BE OFFERED (FOR <u>NEW</u> COURSES ONLY): Fall 2025 FORMTEXT	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO IF YES, PROVIDE THE DATE:
<p>Will the Course be <u>Cross-listed (combined sections)</u> with another department? No Yes, please note which department:</p> <p>Attach to this Form Any Relevant Correspondence with the other department(s). <u>Note</u>: Cross-listing of courses requires written approval from <u>each</u> department and faculty concerned. If you would like to remove a cross-listing you must include a written explanation agreed upon by both departments affected.</p>			
CHANGE IN COURSE TITLE		Provide the new Course Title:	
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form	
COURSE CANCELLATION		<p>Provide the Reason for Course Cancellation:</p> <p>Please note: cross-listed (combined sections) courses can only be cancelled by the department who owns the course.</p>	
OTHER CHANGES		EXPLAIN:	
<p>BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (6 lines) to be included in the Graduate Calendar</p> <p>In this course, students will examine current topics in education within a particular discipline. The discipline will vary depending on instructor interest and availability.</p>			

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

The topics examined in the course will vary depending on the instructor but will emphasize current topics and emerging trends across disciplines. The materials will be drawn from a series of sources (e.g., peer-reviewed journal articles, disciplinary-specific texts).

1. STATEMENT OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)

EDUCATN 791 will be an elective course for the new Graduate Academic Certificate in Teaching and Learning in Higher Education. The course's outcomes are aligned with the Certificate's outcomes (specifically number 3) noted below.

1. Reflect on and document their teaching beliefs, practices, impacts and goals
2. Describe how to design and deliver effective learning experiences
3. Apply effective teaching practices in an area of interest in higher education (e.g., design, application, research, or technology)

2. EXPECTED ENROLMENT:

Maximum enrolment for each section of this course will be 24 students.

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

This course will be delivered in an online and/or blended format, seminar style.

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

The specific details of each evaluation will vary depending on the co-instructors assigned and the disciplinary connection, but will include at minimum that the students submit a proposal or project plan (30%), literature review (30%), and major paper (40%) that connects teaching and learning within a disciplinary area of study.

5. To prevent overlap, is a course in the same or related area offered in another department? If YES please note below and/or attach to this form any relevant correspondence with the other department(s).

No

6. If the course is intended primarily for students outside of your department, do you have the support of the department/program concerned?

The course will be open to any student accepted into the Graduate Academic Certificate in Teaching and Learning in Higher Education and will be offered only when there is an instructor available from the discipline to co-teach the course.

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Lori Goff Email: midirect@mcmaster.ca Date submitted: February 26, 2024

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

To : Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

The Faculty of Business has approved the following curriculum changes:

For Approval of Graduate Council:

- a. **Business Ph.D.**
 - **Change to Course Requirements**
 1. **MOBHR**
 2. **Health Management**
 3. **Information Systems**
 4. **Strategic Management**
- b. **eHealth***
 - **Update to Elective List**
- c. **M.B.A**
 - **Change to Admission Requirements**
- d. **Health Management****
 - **Change to Admission Requirements**

For Information of Graduate Council:

- a. **Business Ph.D.**
 - **New Courses**
 - B780 Organizational Behaviour: Field Research and Issues
 - B781 Organizational Theory: Field Research and Issues
 - B782 Human Resources: Field Surveys and Issues
 - B783 Special Topics
 - B784 Research Methods and Design: Quantitative
 - B785 Research Methods & Design: Qualitative
 - **Course Cancellations**
 - B791 Field Surveys: Organizational Behaviour and Organizational Theory
 - B792 Field Surveys: Human Resources and Industrial Relations
 - B795 Research Issues: Organizational Behaviour and Organizational Theory
 - B796 Research Issues: Human Resources and Industrial Relations
 - B794 Research Methods and Design

- K795 Qualitative Methods in Information Systems Research

b. Health Management

- **New Cross-listings**
 1. 730 Scholarly Paper
 2. 736 Work Organization and Health

c. M.B.A

- **New Courses**
 1. M610 Marketing Strategy: Creating Firm and Customer Value
 2. BL719 Applied Corporate Finance

***also approved by the Faculties of Engineering and Health Sciences**

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

Recommendation for Change in Graduate Curriculum – For Change(s) Involving Degree Program Requirements / Procedures / Milestones

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	Human Resources & Management		
NAME OF PROGRAM and PLAN	Organizational Behaviour and Human Resources Management		
DEGREE	PhD		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Creation of a New Milestone <input type="checkbox"/>			
Change in Admission Requirements	<input type="checkbox"/>	Change in Comprehensive Examination Procedure	<input type="checkbox"/>
		Change in Course/Program Requirements	X
Change in the Description of a section of the Graduate Calendar	EXPLAIN: New courses have been proposed and the course titles, codes and descriptions must be incorporated into the Graduate Calendar. These proposed courses replace select currently offered courses.		
Other Changes:	Explain: The proposed restructuring of the program is shown in the attachment, which contrasts the current with the proposed.		

Describe the existing requirement/procedure:

Please see the attachment

Provide a detailed description of the Recommended Change (*Attach additional pages if space is not sufficient.*)

Please see attachment.

Rationale for the Recommended Change (How does the requirement fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review?):

The proposed change retains the alignment of course and program delivery with Program Learning Outcomes. Course-by-course alignment explained within the New Course Proposal forms submitted as part of this package.

Provide implementation date: (*Implementation date should be at the beginning of the academic year*)

For incoming 2024-25 cohort of PhD students.

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:

The proposal: 4 seminars – OB, HR, OT, and special topics, sequenced such that 2 are them are offered each year; A and B in year 1, C and D in year 2; A and B in year 3; C and D in year 4, and so on. Hence, when offered these seminars are taken by 2 cohorts of MOBHR students together. The other offerings – Management Theory, Statistics, Quantitative Methods, and Qualitative Methods are taught every year. Benefits of this proposed structure: (a) adds a 4th seminar to strengthen and enrich the program, without requiring additional resources because only 2 seminars are offered each year; (b) our OB/OT/HR & Special Topics seminars would be taken by two cohorts of students (bringing efficiencies and enriching the student experience over having only 1 or 2 students in a seminar, as has happened in low intake years); (c) removes from current structure assignment of instructors to .5 of a course and bifurcation of content in a single seminar (e.g. OB – OT), simplifying scheduling and offering students more of a seamless educational experience (d) provides much needed additional

coverage of OT Methods and Design e) Special Topics seminar exposes students to variety of expertise of OBHRM instructors and Visiting Scholars.

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 tracked changes of the calendar (attached).

Contact information for the recommended change:

Name: Rick Hackett Email: hackett@mcmaster.ca Date submitted:

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

Submission to the Graduate Curriculum and Policy Committee

The proposed changes to the OBHRM PhD program curriculum are fundamentally to provide our students with broader and more in-depth coverage of qualitative research methods and design, and quantitative research methods and design.

This is achieved by cancelling B794, which currently provides for six weeks of qualitative research methods and design, and six weeks of quantitative research methods and design.

In the place of B794 we propose two separate 13-week courses, one in quantitative research methods and design (B784), and the other in qualitative research methods and design (B785).

In addition to providing broader and more in-depth coverage of each subject, this change provides for easier staffing, as the expertise in each subject lies with different instructors. That is, B794 has been staffed by two different instructors, one for the qualitative component, and the other for the quantitative component. With the change we will staff each course with a single instructor.

Likewise, the core substantive areas of the OBHRM curriculum are covered by B791, B792, B795 and B796, all split courses. We propose that B791 (Field Surveys: Organizational Behaviour and Organizational Theory) and B795 (Research issues in Organizational Behaviour & Organizational Theory) be replaced by one 13-week course in Organizational Behaviour (OB; B780), and one 13-week course in Organizational Theory (OT; B781). This provides a more seamless coverage of OT, and of OB, while making staffing easier, with one instructor assigned per course.

Likewise, we propose cancelling B792 (Field Surveys in HR and IR) and B796 (Research Issues in HR & IR), consolidating the coverage of human resources management into one 13-week course (B782). This change, along with the changes noted above, will provide for equal (balanced) coverage of the core substantive content areas of the OBHRM PhD curriculum (i.e., 13-week, 3-units for each of OB (B780), OT (B781), and HRM (B782).

In addition, we propose a new special topics course, B783, which will expose students to several topics reflecting the specific programs of research of HR&M faculty, so it would be taught by several members of the HR&M faculty.

Replacing B794 (Research Methods and Design) with two 13-week courses, one in qualitative research methods and design, and the other in quantitative research methods and design, affects other PhD program Areas that have B794 as a required course. These Areas are Health Management, Strategy, and Information System and they have proposed their own curriculum changes, with their submissions incorporated into this package.

Finally, the proposed changes provide for a more efficient delivery of the OBHRM core substantive courses (B780, B781, B782 and 783) in that they would be offered in alternate years, not every year, providing for more students per seminar.

Course Selection Form for the Ph.D. Program in Business Administration

Student Name: _____	Student Number: _____
Field of Study: _____	Supervisor: _____
Program Start Date: _____	Projected End Date: _____

All students are required to take between 6 and 12 courses and all course work must be completed within 20 months of starting the program. **It is recommended that, as far as possible, students take a maximum of three courses per term.**

INSTRUCTIONS: Please review the list of courses for degree completion and place a “YES” beside each course that the student is required to complete. Identify which year and term the student is expected to take the course ensuring that all required courses are completed by the end of the winter term of year two. If a student is exempt from a course due to proven prior knowledge, please mark that course as “EXEMPT” and provide a written explanation for the exemption (e.g. which course from previous degree is equal to the required course).

Excerpts from Related Policies in the School of Graduate Studies Calendar:

D (Count towards the Doctoral degree requirements)

This category identifies the courses that are to count towards the Doctoral degree requirements (including any additional graduate requirements or undergraduate courses specified by the supervisory committee or Department Chair). The passing grades for a D course are A+, A, A-, B+, B, and B-.

Note: Courses that are required by the supervisory committee or the Department Chair as additional requirements in excess of the stated minimum for the program must be designated as D.

EC (Extra Course)

This category identifies courses that the student is taking with the approval of the supervisor but that are not necessary to the student’s current degree program. If a failing grade (i.e. less than B-) is received in a course taken as Extra, the courses (and grade) will not appear on the student’s transcript unless because of academic dishonesty. Students may petition to change the designation of an EC course to a D course prior to the deadline to drop a course provided that this change is supported by the supervisor and program. Changes of designation after the drop date will not be approved. Courses designated as EC may subsequently be counted towards graduate degree requirements and the course designation changed to D, if approved by the Faculty Admissions and Study Committee.

Student’s Signature: _____	Date Completed: _____
----------------------------	-----------------------

Supervisor’s Signature: _____	Area Chair Signature: _____
-------------------------------	-----------------------------

Management of Organizational Behaviour and Human Resources

Students in the Management of Organizational Behaviour Human Resources field are required to take the following **9 courses (A1)**:

- B790, B791, B792, B793, B794, B795, B796, B797, B798

Students may also be required to take additional courses depending on the strength of their background in the field to a **maximum of 12 required courses** including any additional courses (A2).

A1) Program and Field Required Courses (“D” Courses) →		
Course Number	Timing	Yes/Exempt
B790 Management Theory	Fall year 1	
B791 Field Surveys: OB and OT	Fall year 1	
B792 Field Surveys: HR and IR	Fall year 1	
B793 Applied Multivariate Stats	Fall year 1	
B794 Research Methods & Design	Winter year 1	
B795 Research Issues: OB & OT	Fall year 2	
B796 Research Issues: HR & IR	Winter year 2	
B797 Research Course I <i>Take with Supervisor</i>	Summer year 1	
B798 Research Course II <i>Take with Supervisor</i>	Winter year 2	

A2) Additional Required Courses (if any) (“D” Courses)		
Course Number	Timing	Yes/Exempt
Total required courses must not exceed 12 (A1+A2)		

B) Extra Courses (“EC” Courses)		
Course Number	Timing	Yes/Exempt

It is recommended that MOBHR students follow this schedule:

- Fall Year 1** B790
 B791
 B792
 B793
- Winter Year 1** B794
- Summer Year 1** B797
 Research
- Fall Year 2** B795
- Winter Year 2** B796
 B798
 Prepare for comprehensive exams
- Summer Year 2** Comprehensive Exam

OBHRM PhD Program Proposal

Year 1

Fall

B790: Management Theory
 B793: Applied Multivariate Statistics
 One of B780/B781/B782/B783

Winter

B785 Research Methods and Design: Qualitative
 B784: Research Methods and Design: Quantitative
 One of B780/B781/B782/B783

Summer

B797: Research Project 1

Year 2

Fall

One of B780/B781/B782/B783
 B798: Research Project 2

Winter

One of B780/B781/B782/B783

Summer

Comprehensive Exam

Proposed 2 Year Sequencing of Courses

Year 1 - 1st year of Cohort A

Fall

Management Theory
 Applied Multivariate Statistics
 Seminar #1

Winter

Qualitative Methods
 Quantitative Methods
 Seminar #2

Summer

Research Project 1

Year 2: 2nd year of Cohort A; 1st year of Cohort B

Fall

Management Theory (taken only by Cohort B)
 Applied Multivariate Statistics (taken only by Cohort B)
 Seminar #3 (taken by Cohort A and B)

Winter

Qualitative Methods (Cohort B)

Quantitative Methods (Cohort B)
Seminar #4 (taken by Cohort A and B)

Summer

Research Project 1 (Cohort B)
Comprehensive Exams (Cohort A)

Year 3: 2nd year of Cohort B; 1st year of Cohort C

Fall

Management Theory (taken only by Cohort C)
Applied Multivariate Statistics (taken only by Cohort C)
Seminar #3 (taken by Cohort B and C)

Winter

Qualitative Methods (Cohort C)
Quantitative Methods (Cohort C)
Seminar #4 (taken by Cohort B and C)

Summer

Research Project 1 (Cohort C)
Comprehensive Exams (Cohort B)

ACADEMIC CALENDARS

School of Graduate Studies Calendar, 2023-2024 

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Business Administration, Ph.D.



 [Return to: DeGroote School of Business](#)

The Faculty of Business offers a program leading to the Ph.D. in Business Administration, with fields in Accounting, Finance, Information Systems (IS), Health Management (HM), Management of Organizational Behaviour and Human Resources (MOBHR), Management Science (MS), and Marketing and Strategic Management.

Accounting

The Accounting field of study is designed to prepare students who are planning to assume an academic career in a university setting to become excellent accounting researchers and educators. The program of study provides students an exposure to issues and techniques of various research methods and designs in the context of accounting research. Typically, successful applicants will have a university degree in accounting or related fields. Applicants with other 

university programs of study, including Economics, Finance, Computer Science, Engineering, Engineering and Management, and Mathematics may also be qualified.

Finance

The Finance field of study is designed to prepare and graduate students with theoretical and empirical training that is required to conduct significant academic research in finance. The topics of study include, but are not limited to, the pricing of securities, investment and risk management, corporate finance, and other financial decisions of individuals and firms. This field of study is intended for individuals who are interested in the field of Finance and in a career in university teaching and research, as well as research-based careers in the financial services sector. These may include fund management and investment banking. Typically, successful applicants will have a Master's degree in Business Administration, Economics, Finance, Mathematics or a related field.

HM

The Health Management field is concerned with a broad range of business administration issues and topics within the health care sector such as leadership, change management, strategic resources allocation, as well as economic and policy analyses. The program design exposes students to a blend of theoretical and applied content that will support them to advance their careers in education, research and senior leadership positions within the health sector. Students are encouraged to gain exposure to content from one or more of the other business administration fields. The HM field is expected to be most attractive to students who currently hold a management position in the health sector and who want the flexibility of a program that is offered on both a full and part-time basis.

IS

The IS field of study concerns the management, use and impact of information technologies in organizations. It is a multidisciplinary field by nature and draws upon theory and research from a wide variety of disciplines such as Organizational Behaviour, Strategy, Marketing, Psychology, Computer Science, and Information Studies. Recognizing the breadth of the field, students are free to adopt either qualitative or quantitative approaches to their research, as appropriate. The program is intended for students with a strong background and interest in information technology and an avid interest in managerial and behavioural aspects as opposed to technical orientations. It is intended for students with a Master's degree in Business Administration, Computer Science, and/or Information Systems.

MOBHR

The MOBHR field is broad in scope and is concerned with all aspects of the employment relationship. The field has a strong research emphasis and is designed to prepare highly motivated individuals for academic careers as scholars in Organizational Behaviour, Human Resource Management, and/or Industrial Relations. A major strength of the field is that students can draw upon diverse faculty interests to develop a research program that suits their objectives. The MOBHR field is intended for students with a Master's degree in Business Administration or other relevant disciplines such as Psychology, Economics and Sociology.

MS

The MS field is concerned with the development and application of quantitative modeling and systematic approaches to the solution of management problems. Areas of application for these techniques include operations management, logistics, and supply chain management. The field has a strong research emphasis and is designed to prepare highly motivated and capable individuals for making significant advances in management science knowledge. It is intended

for students with Master's degrees in Business Administration or in disciplines such as Mathematics, Engineering, Science, and Computer Science.

Marketing

The Marketing field of study is designed to prepare graduate students with a solid foundation in theoretical and empirical methodologies focusing primarily on firm level research in the discipline of marketing. The doctoral student will work closely with the supervisor to conduct leading edge research in the discipline of marketing, which explores the processes and mechanisms by which value is created and delivered to the customer. The expectation is that this research will be published in top journals. The program is designed for students who have an interest in pursuing an academic career.

Strategic Management

The DeGroot Ph.D. specialization in Strategic Management is a rigorous and research-focused program designed to prepare doctoral candidates for scholarly careers in academia or research in the field of business strategy. The program is interdisciplinary, drawing upon a variety of fields including general strategy, business policy, economics, psychology, sociology, knowledge management, governance, international business, innovation, entrepreneurship, sustainability, and organizational behaviour among others. The main learning objective of this specialization is to provide Ph.D. students with a well-rounded understanding of the complex dynamics of strategic decision-making.

Application

Requests for application material should be sent to the attention of the Program Administrator, Business Administration PhD Program, DeGroot School of Business, McMaster University, Hamilton, Ontario, Canada, L8S 4M4 or by email to phdinfo@mcmaster.ca. Information is also available on the website: <http://phd.degroot.mcmaster.ca>. Admission decisions are based on previous academic performance, Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) results, references, research interests and other relevant information.

Applicants whose native language is not English will be required to demonstrate English language proficiency by providing a valid TOEFL test score at the time of application. Successful applicants will normally achieve a score of at least 100 and a minimum of 22 in the reading component, 22 in the listening component, 26 in the speaking component and 24 in the writing component on the Internet-Based Test (IBT); or 600 on the Paper-Based Test (PBT); or 250 on the Computer-Based Test (CBT). We may also consider the equivalent score on other recognized tests.

Applicants may be exempted from this requirement if they have completed a university degree where English was the language of instruction.

Applicants are responsible for making all arrangements regarding writing of the TOEFL test or other recognized tests and for ensuring the official score report is forwarded to the DeGroot School of Business in a timely manner.

Qualification Requirements

Admission to the Ph.D. program will be granted in accordance with the general regulations of the School of Graduate Studies as specified in the front of this calendar. Applicants normally must have a Master's degree with at least B+ standing and a minimum GMAT score of 600. In lieu of a GMAT score, a comparable GRE score will be considered as long as a minimum of 80% below is achieved in the quantitative score. Admission decisions are

based on past academic performance, GMAT or GRE score, the strength of reference letters, the quality of the applicant's statement of research interests and goals, and matching of the applicants' research interests with the research expertise and interests of the faculty members.

Accounting candidates must demonstrate proficiency in various subject areas of business management, including accounting and economics. They must also possess strong quantitative skills, including calculus and linear algebra. Highly qualified candidates with background in other fields such as economics, finance, mathematics, engineering, engineering and management, or computer science are encouraged to apply.

Finance candidates must demonstrate competence in business management, finance, mathematics and economics.

HM candidates must hold a related Master's degree, demonstrate competence in one or more functional areas of management, and possess strong communication skills. The most competitive candidates will have at least two years of management experience and will also have experience conducting business, social sciences, humanities or health sciences related research.

IS candidates must demonstrate proficiency in business management and information systems. Students must also demonstrate proficiency in statistics at a level sufficient for study and research in the IS field.

MOBHR candidates must demonstrate competence in at least one of the following related subject areas in business management: organizational behaviour, human resources management, labour relations, industrial and organizational psychology and economics.

MS candidates must demonstrate proficiency in various subject areas in business management, including operations management and economics. They must also demonstrate proficiency in calculus, probability, matrix algebra, statistics and computer programming at a level sufficient for study and research in the MS field.

Marketing candidates must have demonstrated proficiency in any area of the natural sciences, social sciences or humanities. They are encouraged to demonstrate some competence in areas of business management and marketing. Students must also have demonstrated proficiency in mathematics or statistics at a level sufficient for study and research in the Marketing field.

Strategic Management candidates must demonstrate competence in one or more of the following fields general strategy, business policy, economics, psychology, sociology, knowledge management, governance, international business, innovation, entrepreneurship, sustainability, and organizational behaviour among others.

Program Requirements

Because of the differing backgrounds of students entering the program and the differing areas of dissertation research, there will be variations in the course programs that students follow. A program of study will be chosen by the student with the approval of the student's supervisor and the Area Chair. This program will be chosen to prepare the student for the comprehensive examinations and to provide appropriate background for the planned dissertation research.

Most of the courses and seminars will be taken within the School of Business. Where appropriate, and with the approval of the student's supervisor, courses from other departments within the University or from other universities may be taken; such courses normally will be graduate courses. Graduate courses offered in other university departments are described elsewhere in this calendar.



Students must take a minimum of 6 to a maximum of 12 one-term courses. The exact number and mix of courses will depend on the background and research interests of the student as assessed by the student's supervisor. Students can receive exemptions for courses (if qualified) or take additional courses as long as the total number does not exceed 12 courses.

In order to remain in the program, students must maintain a grade point average of at least B+ in their course work with no more than one failing grade (below B-) in a prescribed course. The student will be required to withdraw from the program if he/she receives a second failing grade.

All students in the program, regardless of field of study, take one common seminar course ([BUSINESS B790 / Theory Building in Management](#)).

Accounting Field

Accounting Ph.D. Courses

Three accounting Ph.D. seminar courses must be taken.

- ◇ [BUSINESS A771 / Seminar in Research Methods and Design in Accounting Research](#)
- ◇ [BUSINESS A772 / Seminar in Financial Accounting Research](#)
- ◇ [BUSINESS A773 / Seminar in Managerial Accounting Research](#)

Department of Economics Courses

In addition, the following courses from the Department of Economics must be taken:

- ◇ [ECON 721 / Microeconomic Theory I](#)
- ◇ [ECON 722 / Microeconomic Theory II](#)
- ◇ [ECON 761 / Econometrics I](#)
- ◇ [ECON 762 / Econometrics II](#)
- ◇ [ECON 765 / Mathematical Methods](#)

Additional Information

Candidates who do not have sufficient background in accounting, microeconomics and/or econometrics will be required to take specific courses in accounting, microeconomics and/or econometrics for credit, normally in the coursework phase of the Ph.D. program, up to a maximum of 12 one-term courses for credit in the program.

Finance Field

Finance Ph.D. Courses

Five finance Ph.D. courses must be taken.

- ◇ [BUSINESS F770 / Financial Economics and Quantitative Methods](#)



- ◇ [BUSINESS F771 / Financial Economics I](#)
- ◇ [BUSINESS F772 / Financial Economics II](#)
- ◇ [BUSINESS F773 / Empirical Methods in Finance](#)
- ◇ [BUSINESS F774 / Seminar in Corporate Finance](#)

Department of Economics Courses

In addition the following courses from the Department of Economics must be taken:

- ◇ [ECON 721 / Microeconomic Theory I](#)
- ◇ [ECON 722 / Microeconomic Theory II](#)
- ◇ [ECON 723 / Macroeconomic Theory I](#)
- ◇ [ECON 761 / Econometrics I](#)
- ◇ [ECON 762 / Econometrics II](#)

Additional Information

Students are also required to take one additional 700-level course in Business, Economics or Mathematics, to be determined in consultation with their supervisor.

Health Management Field

Ph.D. Courses

Six Ph.D. seminar courses must be taken.

- ◇ [BUSINESS B793 / Applied Multivariate Statistics](#) (or approved equivalent from another department)
- ◇ [BUSINESS B794 / Research Methods and Design](#) (or approved equivalent from another department)
- ◇ [BUSINESS C780 / Mixed Methods Research](#) (or approved equivalent from another department)
- ◇ [BUSINESS C781 / Health Economics and Evaluation](#)
- ◇ [BUSINESS C782 / Health Policy Analysis](#)
- ◇ [BUSINESS C783 / Research Issues in Health Management](#)

One additional course chosen from:

- ◇ [BUSINESS C715 / Health Care Funding and Resource Allocation](#)
- ◇ [BUSINESS C725 / Managing Health Communications](#)
- ◇ [BUSINESS C722 / Management of Population Health](#)
- ◇ [BUSINESS C736 / Improving Quality and Safety in Healthcare Organizations](#)
- ◇ [BUSINESS C741 / Health Care Marketing for Managers](#)
- ◇ [BUSINESS C750 / Ethical and Legal Issues in Health Care](#)



or a graduate level course from another department approved by supervisor and program director (or equivalent)

Additional Information

Students may be required to take additional courses depending on their background and the recommendation of the supervisor.

IS Field

Ph.D. Courses

Three Ph.D. seminar courses must be taken.

- ◇ [BUSINESS B793 / Applied Multivariate Statistics](#)
- ◇ [BUSINESS B794 / Research Methods and Design](#)
- ◇ [BUSINESS K797 / Independent Research Study](#)


IS Ph.D. Courses

Two IS Ph.D. courses must be taken, chosen from:

- ◇ [BUSINESS K778 / Selected Topics in Information Systems I](#)
- ◇ [BUSINESS K779 / Selected Topics in Information Systems II](#)
- ◇ [BUSINESS K791 / Knowledge Management Systems](#)
- ◇ [BUSINESS K792 / Security, Privacy and Trust in eBusiness](#)
- ◇ [BUSINESS K794 / Advances in Information Systems Research](#)
- ◇ [BUSINESS K795 / Qualitative Methods in Information Systems Research](#)
- ◇ [BUSINESS K796 / Artificial Intelligence and Big Data Analytics](#)

MOBHR Field

Ph.D. Courses

Eight MOBHR Ph.D. seminar courses must be taken. 

- ◇ [BUSINESS B791 / Field Surveys: Organizational Behaviour and Organizational Theory](#)
- ◇ [BUSINESS B792 / Field Surveys: Human Resources and Industrial Relations](#)
- ◇ [BUSINESS B793 / Applied Multivariate Statistics](#)
- ◇ [BUSINESS B794 / Research Methods and Design](#)
- ◇ [BUSINESS B795 / Research Issues: Organizational Behaviour and Organizational Theory](#)
- ◇ [BUSINESS B796 / Research Issues: Human Resources and Industrial Relations](#)



- ◇ [BUSINESS B797 / Research Course I](#)
- ◇ [BUSINESS B798 / Research Course II](#)

MS Field

MS Ph.D. Courses

Five MS Ph.D. courses must be taken.

- ◇ [BUSINESS Q771 / Stochastic Processes with Business Applications](#)
- ◇ [BUSINESS Q773 / Mathematical Programming: Theory and Algorithms](#)
- ◇ [BUSINESS Q780 / Management Science Research Issues I](#)
- ◇ [BUSINESS Q781 / Management Science Research Issues II](#)
- ◇ [BUSINESS Q790 / Advanced Operations Management I](#)

Four MS Ph.D. courses must be taken, chosen from:

- ◇ [BUSINESS Q772 / Networks and Graphs in Operations Research](#)
- ◇ [BUSINESS Q774 / Combinatorial Optimization: Complexity and Heuristics](#)
- ◇ [BUSINESS Q775 / Optimization and Machine Learning with Big Data](#)
- ◇ [BUSINESS Q778 / Selected Topics in Management Science/Systems](#)
- ◇ [BUSINESS Q782 / Dynamic Programming and Optimal Control](#)
- ◇ [BUSINESS Q783 / Game Theory and Decision Analysis](#)
- ◇ [BUSINESS Q784 / Supply Chain Design and Coordination](#)
- ◇ [BUSINESS Q785 / Queuing Theory and Computer Simulation](#)
- ◇ [BUSINESS Q786 / Network Design Issues in Freight Transportation](#)
- ◇ [BUSINESS Q787 / Optimization Under Uncertainty](#)
- ◇ [BUSINESS Q791 / Advanced Operations Management II](#)
- ◇ [BUSINESS Q793 / Sequencing and Scheduling](#)
- ◇ [BUSINESS Q794 / Inventory Theory](#)

Marketing Field

Marketing Ph.D. Courses

The four marketing Ph.D. courses must be taken.

- ◇ [BUSINESS M771 / Marketing Foundations](#)
- ◇ [BUSINESS M772 / Marketing Models and Modeling](#)
- ◇ [BUSINESS M773 / Inter-Organizational Research in Marketing](#)



AND

◇ [BUSINESS M774 / Special Topics in Marketing Strategy I](#)

OR

◇ [BUSINESS M775 / Special Topics in Marketing Strategy II](#)

Ph.D. Courses

One of the following combinations must be taken, to be determined in consultation with the supervisor:

◇ [BUSINESS B793 / Applied Multivariate Statistics](#)

◇ [BUSINESS B794 / Research Methods and Design](#)

OR

◇ [ECON 761 / Econometrics I](#)

◇ [ECON 762 / Econometrics II](#)

Additional Information

Additional courses in Mathematics, Economics, Psychology or other disciplines may be required depending on the background preparation of the students, to be determined in consultation with the supervisor.

Strategic Management Field

Required Courses

◇ [BUSINESS B790 / Theory Building in Management](#)

Ph.D. Seminar Courses

◇ [BUSINESS B793 / Applied Multivariate Statistics](#)

◇ [BUSINESS B794 / Research Methods and Design](#)

P797 - Independent Research Study I

MBA Courses

(choose 2 from below, or equivalent, or 2 alternative 700-level courses if PhD candidate received MBA from McMaster, or 2 PhD courses from other PhD Areas or Programs as approved by Supervisor)

◇ [BUSINESS P700 / Business, Government and the Global Environment](#)

◇ [BUSINESS P715 / Entrepreneurship](#)

◇ [BUSINESS P720 / Strategic Management](#)

Strategy PhD Courses

P798 - Independent Research Study II



Optional but recommended: External Seminars

P795 - Case Writing (offered at Ivey - <https://www.ivey.uwo.ca/case-workshops/>)

This workshop aids participants in writing cases effectively and efficiently. Attendees work through the three-phase writing process on a case lead that participants have developed or are hoping to develop. Those who have a case ready for submission or one in development will have an opportunity to receive one on one feedback from an Ivey Publishing editorial staff member.

P796 - Case Teaching (offered at Ivey - <https://www.ivey.uwo.ca/case-workshops/>)

This workshop is an introduction to the case method and how to use cases as an effective tool for teaching and learning.

Comprehensive Examination

All doctoral candidates must pass a comprehensive examination in their chosen field of study to demonstrate knowledge of the field and preparation for research. The comprehensive examination will test each student's knowledge of core material, familiarity with the relevant literature and knowledge of methodology required to do research in the field. The comprehensive examinations in the Accounting, MOBHR and Marketing fields include a written examination followed by an oral examination. The comprehensive exam in Finance consists of a written exam (in two parts) and a research paper proposal. The comprehensive examination in all other fields includes only a written examination.

In addition to the comprehensive examination, students must pass an oral defence of their dissertation proposals before they can proceed to the final oral defence of their dissertation. The dissertation examination will take place in accordance with the regulations of the School of Graduate Studies.

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Recommendation for Change in Graduate Curriculum – For Change(s) Involving Degree Program Requirements / Procedures / Milestones

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		Health Policy and Management			
NAME OF PROGRAM and PLAN		Business Administration PhD Program (Health Management field)			
DEGREE	PhD				
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)					
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Creation of a New Milestone <input type="checkbox"/>					
Change in Admission Requirements	n/a	Change in Comprehensive Examination Procedure	n/a	Change in Course/Program Requirements	yes
Change in the Description of a section of the Graduate Calendar	yes		EXPLAIN: A change to the require courses		
Other Changes:	n/a	Explain:			

Describe the existing requirement/procedure:

Required Courses

B790 – Seminar on Management Theory

Eight PhD Health Management courses:

B793 – Applied Multivariate Statistics

B794 – Research Methods and Design

C780 – Mixed Methods Research

C781 – Health Economics and Evaluation

C782 – Health Policy Analysis

C783 – Research Issues in Health Management

C785 – Seminar in Health Management Research (registration required in two years of the program)

Note: This is after the last round of changes that is not yet reflected in the calendar.

yes

Provide a detailed description of the Recommended Change (*Attach additional pages if space is not sufficient.*)

The human resources area is proposing to delete B794 (Research Methods and Design) and replace it with two separate courses (B784 Research Methods Quantitative and B785 Research Methods Qualitative). The Health Policy and Management Area proposes to make the same change (requiring students to take both the new research methods courses).

Rationale for the Recommended Change (How does the requirement fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review?):

The change will enhance HPM PhD student's background in both qualitative and quantitative research methods.

Provide implementation date: (*Implementation date should be at the beginning of the academic year*)

September 2024

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:

No. Changes are consistent with the Human Resources and management Area's proposal.

Provide a description of the recommended change to be included in the calendar (please include a tracked changes version of the calendar section affected if applicable):

See attached

Contact information for the recommended change:

Name: Glen Randall Email: randalg@mcmaster.ca

Date submitted: March 19, 2024

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

Health Management Field

Ph.D. Courses

~~Eight~~Nine Ph.D. seminar courses must be taken.

- [BUSINESS B793 / Applied Multivariate Statistics](#) (or approved equivalent from another department)
- ~~B784 Research Methods Quantitative~~[BUSINESS B794 / Research Methods and Design](#) (or approved equivalent from another department)
- ~~B785 Research Methods Qualitative (or approved equivalent from another department)~~
- [BUSINESS C780 / Mixed Methods Research](#) (or approved equivalent from another department)
- [BUSINESS C781 / Health Economics and Evaluation](#)
- [BUSINESS C782 / Health Policy Analysis](#)
- [BUSINESS C783 / Research Issues in Health Management](#)
- [BUSINESS C785 / Seminar in Health Management Research](#) (taken in each of two years of the program)

Recommendation for Change in Graduate Curriculum – For Change(s) Involving Degree Program Requirements / Procedures / Milestones

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	Information Systems (IS)		
NAME OF PROGRAM and PLAN	Business Administration – IS field		
DEGREE	PhD		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Creation of a New Milestone <input type="checkbox"/>			
Change in Admission Requirements	<input type="checkbox"/>	Change in Comprehensive Examination Procedure	<input type="checkbox"/>
		Change in Course/Program Requirements	X
Change in the Description of a section of the Graduate Calendar	EXPLAIN: In response to PhD course changes taught by the MOBHR area, the IS Area would like to include new courses in the IS field (B784, B785) and delete others (B794, K795) that are affected by the inclusion of these new courses.		
Other Changes:	Explain:		

Describe the existing requirement/procedure:

The following are the current PhD program course requirements for the IS field.

One common course:

- B790 – Seminar on Management Theory

Three PhD seminar courses:

- B793 – Applied Multivariate Statistics
- B794 – Research Methods and Design
- K797 – Independent Research Study

Two PhD Information Systems courses, chosen from:

- K778 – Selected Topics in Information Systems I
- K779 – Selected Topics in Information Systems II
- K791 – Knowledge Management Systems
- K792 – Security, Privacy and Trust in eBusiness
- K794 – Advances in Information Systems Research
- K795 – Qualitative Methods in Information Systems Research
- K796 – Artificial Intelligence and Big Data Analytics

Provide a detailed description of the Recommended Change (*Attach additional pages if space is not sufficient.*)

The following is a description of the suggested revised course requirements for the IS field.

One common course:

- B790 – Seminar on Management Theory

~~Four~~Three PhD seminar courses:

- B793 – Applied Multivariate Statistics
- ~~• B794 – Research Methods and Design~~
- B784 – Research Methods & Design: Quantitative
- B785 – Research Methods and Design: Qualitative

- K797 – Independent Research Study

~~One~~ ~~Two~~ PhD Information Systems courses, chosen from:

- K778 – Selected Topics in Information Systems I
- K779 – Selected Topics in Information Systems II
- K791 – Knowledge Management Systems
- K792 – Security, Privacy and Trust in eBusiness
- K794 – Advances in Information Systems Research
- ~~K795 – Qualitative Methods in Information Systems Research~~
- K796 – Artificial Intelligence and Big Data Analytics

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 MOBHR Area is proposing to delete B794 and replace it with two brand new courses:

- i) B784 “Research Methods & Design: Quantitative”
- ii) B785 “Research Methods and Design: Qualitative”

In response, the IS Area would like to modify the IS field program requirements to replace B794 with B784 and B785, delete K795 (which is no longer is needed as B785 will cover the content taught in K795), and reduce the number of required PhD IS elective courses from two to one course (to keep the total number of courses for the IS field to six; most IS PhD students currently take K795 as part of their two required IS PhD electives). This would be the minimum program requirements. PhD supervisors could still ask students to take additional courses (up to 12 maximum) as necessary.

Provide implementation date: (*Implementation date should be at the beginning of the academic year*)

For incoming 2024-25 cohort of PhD students.

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:

We ask that in-progress IS Phd students who were planning to take K795 as part of their program structure in Fall 2024 be allowed to count B785 in Fall 2024 as one of their two elective IS PhD courses.

Provide a description of the recommended change to be included in the calendar (please include a tracked changes version of the calendar section affected if applicable):

See above track changes.

Contact information for the recommended change:

Name: Brian Detlor Email: detlorb@mcmaster.ca Date submitted: Feb 29, 2024

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



Recommendation for Change in Graduate Curriculum – For Change(s) Involving Degree Program Requirements / Procedures / Milestones

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	DeGroot School of Business		
NAME OF PROGRAM and PLAN	PhD Business Administration – Strategic Management (Field of Study)		
DEGREE	PhD		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Creation of a New Milestone <input checked="" type="checkbox"/>			
Change in Admission Requirements	<input type="checkbox"/>	Change in Comprehensive Examination Procedure	<input type="checkbox"/>
		Change in Course/Program Requirements	<input checked="" type="checkbox"/> YES
Change in the Description of a section of the Graduate Calendar	EXPLAIN: Yes, a change is necessary in the list of required courses for the specialization.		
Describe the existing requirement/procedure:			
The current list of required courses for the PhD Business Administration – Strategic Management (Field of Study) includes the following course:			
B794 – Research Methods and Design			

Provide a detailed description of the Recommended Change (*Attach additional pages if space is not sufficient.*)

It has been recommended that the existing course be split into two courses as follows:

B784 – Research Methods Quantitative

B785 – Research Methods Qualitative

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?):

Offering two courses (instead of one) for Research Methods will provide a stronger background to research methodology for our doctoral candidates.

Provide implementation date: (*Implementation date should be at the beginning of the academic year*)

September 2024

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:

n/a

Provide a description of the recommended change to be included in the calendar (please include a tracked changes version of the calendar section affected if applicable):

B784 – Research Methods Quantitative

This seminar focuses on quantitative research methods. Students will perform in-depth and critical analyses of quantitative research studies. Critical analysis includes assessment of quantitative research design, methods, interpretation of results, and contribution to advancing scholarship and practice.

B785 – Research Methods Qualitative

This seminar focuses on qualitative research methods. Students will perform in-depth and critical analyses of qualitative research studies. Critical analysis includes assessment of qualitative research design, methods, interpretation of results, and contribution to advancing scholarship and practice.

Contact information for the recommended change:

Name: Nick Bontis Email: nbontis@mcmaster.ca Date submitted: March 13, 2024

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

Recommendation for change in graduate curriculum – for change(s) involving degree program requirements/procedures/milestones

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 Interdisciplinary

Name of Program and Plan eHealth

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

Change in course requirements

Change in the description of a section in the graduate calendar

Explain: electives list update

Other changes

Explain:

Describe the existing requirement/procedure	
Provide a detailed description of the recommended change (Attach additional pages if space is not sufficient.)	See attached
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?):	
Provide implementation date: (implementation date should be at the beginning of the academic year)	09/01/2024
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):	See attached
Contact information for the recommended change: Name: Nicole Wagner Email: wagnernm@mcmaster.ca	

Extension:

Date submitted:
January 31, 2024

Elective Courses

For course details, see MBA Calendar (School of Business courses); and the School of Graduate Studies Calendar: Computing and Software and Health Research Methodology. Other graduate level courses not listed below may be approved through special permission, if the student can justify why an elective is important to his/her understanding of eHealth.

- [BUSINESS C710 / Interdisciplinary Perspectives on Health Economics and Evaluation](#)
- [BUSINESS C711 / Principles and Applied Methods in Health Economics and Health Technology Assessment](#)
- [BUSINESS C720 / Interdisciplinary Perspectives on Health Policy Analysis](#)
- [BUSINESS C721 / Dynamics of Health Policymaking and Influence on Organizations](#)
- [BUSINESS C722 / Management of Population Health](#)
- [BUSINESS C725 / Managing Health Communications](#)
- [BUSINESS C727 / Pharma/Biotech Business Issues](#)
- [BUSINESS C735 / Proposal Development for Health Care Leaders](#)
- [BUSINESS C736 / Improving Quality and Safety in Healthcare Organizations](#)
- [BUSINESS C740 / Interdisciplinary Perspectives on Health Care Marketing](#)
- [BUSINESS C750 / Ethical and Legal Issues in Health Care](#)
- [BUSINESS C755 / Analytics and Decision Making in Healthcare](#)
- [BUSINESS K723 / Data Mining and Business Intelligence](#)
- [BUSINESS K724 / eBusiness Strategies](#)
- [BUSINESS K725 / Business Process Management](#)
- [BUSINESS K731 / Project Management](#)
- [BUSINESS K737 / Cases in eBusiness, Innovation and Entrepreneurship](#)
- [BUSADMIN K740: Business Application of Data Analytics and Artificial Intelligence](#)
- [BUSINESS K792 / Security, Privacy and Trust in eBusiness](#)
- [BUSINESS O734 / Supply Chain Management](#)
- [BUSINESS P720 / Strategic Management](#)
- [CAS 703 / Software Design](#)
- [CAS 704 / Embedded, Real-Time Software Systems](#)
- [CAS 750 / Model-Based Image Reconstruction](#)
- [COMP SCI 6F03 / Distributed Computer Systems](#)
- [COMP SCI 6WW3 / Web Systems and Web Computing](#)
- [EHEALTH 701 / Research and Evaluation Methods in eHealth](#)
- [EHEALTH 702 / Independent Research Project](#)
- [EHEALTH 703 / Virtual Care & Telemedicine for eHealth](#)
- [EHEALTH 745 / eHealth Innovations and Trends](#)
- [EHEALTH 746 / Healthcare Analytics](#)
- [EHEALTH 767 / Information Privacy and Security](#)
- [HTH RS M 736 / Design Innovation for Health System Challenges](#)
- [SFWR ENG 6HC3 / The Human Computer Interface](#)

Recommendation for Change in Graduate Curriculum – For Change(s) Involving Degree Program Requirements / Procedures / Milestones

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	DeGroot School of Business		
NAME OF PROGRAM and PLAN	Business Administration, Accelerated MBA		
DEGREE			
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Creation of a New Milestone <input type="checkbox"/>			
Change in Admission Requirements	X	Change in Comprehensive Examination Procedure	Change in Course/Program Requirements
Change in the Description of a section of the Graduate Calendar	X	Incorporation of the McMaster Bachelor of Technology Program (B.Tech) as an accepted degree for admissions to the Accelerated MBA program.	
Other Changes:	Explain:		

Describe the existing requirement/procedure:

Admission Requirements

- **Degree:** Completion within the last 10 years of a Bachelor of Commerce or Bachelor of Business Administration from a recognized Canadian or American University. Candidates that have completed the following degrees may also apply:
 - McMaster University:
 - Bachelor of Engineering Management
 - Bachelor of Commerce, Integrated Business and Humanities (IBH)
 - Western University
 - Bachelor of Management and Organizational Studies
- **GPA:** Recommended B average (equivalent to a McMaster 8.0 GPA out of 12) or higher. GPA will be calculated using the two most recent years of undergraduate or graduate study, 20 courses, or the equivalent of 60 academic credits. A combination may be used and is determined on a case-by-case basis.
- **GMAT:** Not required. Candidates who fail to meet the above GPA criteria or who wish to strengthen their academic application may wish to submit a GMAT.
- **Proof of English Language Proficiency:** Required for applicants:
 - Whose previous degree was not completed with the language of instruction of English.
 - Who have been resident in an English-speaking country for less than four years.
 - Who have completed less than three years of full-time post-secondary education with English as the primary language of instruction, excluding ESL courses.
- **Acceptable English Language Proficiency Tests:**
 - Academic IELTS
 - TOEFL
- **Work Experience:**
 - Recommended minimum of 1 year work experience for McMaster Bachelor of Commerce, Bachelor of Engineering and Management, Bachelor of Commerce, IBH Graduates (undergraduate co-op or internship placements adding up to 12 months of work or more from these degrees will be considered if they are noted on official transcripts).
 - 2 years post-graduate work experience for all other programs.
- **References:** Applicants are encouraged to seek two professional (current or former direct supervisor or manager) references. Academic reference can be submitted if two professional are not available.
- **Interview:** Applicants are required to complete an online interview prior to submission of their application.

Please note: meeting minimum admission requirements does not guarantee acceptance into the program.

Provide a detailed description of the Recommended Change (*Attach additional pages if space is not sufficient.*)

The McMaster Bachelor of Technology Program has worked to amend their curriculum to provide graduates with a greater understanding of the foundational areas of business. This work has allowed the degree to reach a point where students are able to be assessed for entry into the Accelerated MBA program.

This will only be applicable to the following streams within the BTech Program: Automation Systems Engineering Technology Program (Co-op), Automotive and Vehicle Engineering Technology (Co-op) and Biotechnology (Co-op). These programs are ACBSP Accredited.

The recommended change to the Calendar will allow these students to apply to the Accelerated program for

September, 2024 admissions.

We are putting forward the following changes (highlighted in yellow):

Admission Requirements

- **Degree:** Completion within the last 10 years of a Bachelor of Commerce or Bachelor of Business Administration from a recognized Canadian or American University. Candidates that have completed the following degrees may also apply:
 - McMaster University:
 - Bachelor of Engineering Management
 - Bachelor of Technology (B.Tech.), specifically the Automation Systems Engineering Technology, Automotive and Vehicle Engineering and Biotechnology programs.
 - Graduates from these programs must have started the BTech program in September 2019 (or later) and must also complete the following 2 courses (or their equivalents as determined by the Selection Committee), from McMaster: COMMERCE 2AB3 – Managerial Accounting and COMMERCE 2FB3 – Managerial Finance with a minimum of a B grade.
 - Bachelor of Commerce, Integrated Business and Humanities (IBH)
- **Work Experience:**
 - Recommended minimum of 1 year work experience for McMaster Bachelor of Commerce, Bachelor of Engineering and Management, Bachelor of Technology (B.Tech. – Automation Systems Engineering, Automotive and Biotechnology streams as noted above), Bachelor of Commerce, IBH Graduates (undergraduate co-op or internship placements adding up to 12 months of work or more from these degrees will be considered if they are noted on official transcripts).
 - 2 years post-graduate work experience for all other programs.

Please note: meeting minimum admission requirements does not guarantee acceptance into the program.

Rationale for the Recommended Change (How does the requirement fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review?):

The revised wording allows for graduates from the BTech program to apply for the Accelerated stream of the MBA program and recognizes that overlap exists between the BTech curriculum and first year MBA curriculum.

Provide implementation date: (Implementation date should be at the beginning of the academic year)

September, 2024

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:

Please note that while these graduates are now able to apply for the Accelerated MBA program, their admission will be conditional on the completion of an Accounting and Finance bridge courses. Conditionally accepted applicants will need to complete COMMERCE 2AB3 – Managerial Accounting and COMMERCE 2FB3 – Managerial Finance with a minimum of a B grade.

Provide a description of the recommended change to be included in the calendar (please include a tracked changes version of the calendar section affected if applicable):

If approved, new calendar verbiage will be as follows (changes highlighted in yellow):

Admission Requirements

- **Degree:** Completion within the last 10 years of a Bachelor of Commerce or Bachelor of Business Administration from a recognized Canadian or American University. Candidates that have completed the following degrees may also apply:
 - McMaster University:
 - McMaster University:
 - Bachelor of Engineering Management
 - Bachelor of Technology (B.Tech.), specifically the Automation Systems Engineering Technology, Automotive and Vehicle Engineering and Biotechnology programs.
 - Graduates from these programs must have started the BTech program in September 2019 (or later) and must also complete the following 2 courses (or their equivalents as determined by the Selection Committee), from McMaster: COMMERCE 2AB3 – Managerial Accounting and COMMERCE 2FB3 – Managerial Finance with a minimum of a B grade.
 - Bachelor of Commerce, Integrated Business and Humanities (IBH)
- **GPA:** Recommended B average (equivalent to a McMaster 8.0 GPA out of 12) or higher. GPA will be calculated using the two most recent years of undergraduate or graduate study, 20 courses, or the equivalent of 60 academic credits. A combination may be used and is determined on a case-by-case basis.
- **GMAT:** Not required. Candidates who fail to meet the above GPA criteria or who wish to strengthen their academic application may wish to submit a GMAT.
- **Proof of English Language Proficiency:** Required for applicants:
 - Whose previous degree was not completed with the language of instruction of English.
 - Who have been resident in an English-speaking country for less than four years.
 - Who have completed less than three years of full-time post-secondary education with English as the primary language of instruction, excluding ESL courses.
- **Acceptable English Language Proficiency Tests:**
 - Academic IELTS
 - TOEFL
- **Work Experience:**
 - Recommended minimum of 1 year work experience for McMaster Bachelor of Commerce, Bachelor of Engineering and Management, Bachelor of Technology (B.Tech. – Automation Systems Engineering, Automotive and Biotechnology streams as noted above), Bachelor of Commerce, IBH Graduates (undergraduate co-op or internship placements adding up to 12 months of work or more from these degrees will be considered if they are noted on official transcripts).
 - 2 years post-graduate work experience for all other programs.
- **References:** Applicants are encouraged to seek two professional (current or former direct supervisor or manager) references. Academic reference can be submitted if two professional are not available.
- **Interview:** Applicants are required to complete an online interview prior to submission of their application.

Please note: meeting minimum admission requirements does not guarantee acceptance into the program.

Contact information for the recommended change:

Name: Goran Calic Email: calicg@mcmaster.ca Date submitted: 3/26/2024

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

Recommendation for Change in Graduate Curriculum – For Change(s) Involving Degree Program Requirements / Procedures / Milestones

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	Interdisciplinary – School of Rehab/School of Business		
NAME OF PROGRAM and PLAN	Master of Health Management		
DEGREE	MHM		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Creation of a New Milestone <input type="checkbox"/>			
Change in Admission Requirements	X	Change in Comprehensive Examination Procedure	Change in Course/Program Requirements
Change in the Description of a section of the Graduate Calendar		EXPLAIN:	
Other Changes:	Explain:		
Describe the existing requirement/procedure:			
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.			

Provide a detailed description of the Recommended Change (*Attach additional pages if space is not sufficient.*)

Remove the scores for tests that are no longer used (old paper-based and computer-based). Applicants can still take TOEFL iBT on paper, at home, or in a test center, but all three now use the same scoring.

Increase the minimum TOEFL iBT score to 100

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 old description included outdated methods of testing that are no longer available. The increase to the minimum score ensures students are better prepared for the requirements of the program and is in line with other programs in the School of Rehab (SLP-100) and the School of Business (MBA-100) that have similar needs for this level of proficiency.

Provide implementation date: (*Implementation date should be at the beginning of the academic year*)

Fall 2025

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please 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):

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 10092 ~~(580 on the paper-based TOEFL test or 237 on the computer-based TOEFL test)~~ is required.

Contact information for the recommended change:

Name: Vanessa Killinger Email: mhmrs@mcmaster.ca Date submitted: Feb 28, 2024

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

To : Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

At its meeting on April 18th the Faculty of Health Sciences Graduate Policy and Curriculum Committee approved the following graduate curriculum recommendations.

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

For Approval of Graduate Council:

- a. **Biomedical innovation**
 - i. **Change to Calendar Copy**

For Information of Graduate Council:

- b. **Biomedical Engineering ***
 - i. **New Cross-Listed Course**
 - 1. 6Y03 Advanced Biomaterials: Applications and Characterization

- c. **Health Research Methodology**
 - i. **New Course**
 - 1. 755 Applied Qualitative Research Methods in Health

- d. **Health Science Education**
 - i. **Change to Seminar Series**

- e. **Midwifery**
 - i. **New Courses:**
 - 1. 721 Concurrent Disorders & Substance Use in Pregnancy
 - 2. 722 Advanced topics in diabetes in pregnancy
 - 3. 713 Advanced midwifery management of neonatal hyperbilirubinemia

*Also approved by the Faculty of Engineering



Recommendation for Change in Graduate Curriculum – For Change(s) Involving Degree Program Requirements / Procedures / Milestones

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	Department of Surgery, Faculty of Health Sciences		
NAME OF PROGRAM and PLAN	Master of Biomedical Innovation		
DEGREE			
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Creation of a New Milestone <input type="checkbox"/>			
Change in Admission Requirements	<input type="checkbox"/>	Change in Comprehensive Examination Procedure	Change in Course/Program Requirements
Change in the Description of a section of the Graduate Calendar	<input checked="" type="checkbox"/>	EXPLAIN: Looking to update details outlined on the Grad Calendar; primarily to allow for course delivery changes	
Other Changes:	Explain:		

Describe the existing requirement/procedure:

Updates to content on the Graduate Calendar (See attached document)

Provide a detailed description of the Recommended Change (*Attach additional pages if space is not sufficient.*)

See attached document with changes required – highlighted

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?):

Provide implementation date: (*Implementation date should be at the beginning of the academic year*)

ASAP – 2024-2025 academic year

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please 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):

See attached document. Sections that need to be updated are highlighted.

Contact information for the recommended change:

Name:	Email:	Date submitted:
Jennifer Jenkins	jenkinj@mcmaster.ca	March 25, 2024

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

Sessional Dates ~~2023~~2024-~~2024~~2025

DEADLINE DATES FOR GRADUATE PROGRAMS	FALL TERM	WINTER TERM	SUMMER TERM
	September - December 2023 <u>2024</u> September - October, 2023 <u>2024</u> (1HF) November - December 2023 <u>2024</u> (2HF)	January - April, 2024 <u>2025</u> January - February, 2024 <u>2025</u> (1HF) March - April, 2024 <u>2025</u> (2HF)	May - August, 2024 <u>2025</u> May - June 2024 <u>2025</u> (1HF) July - August 2024 <u>2025</u> (2HF)
On-Time Registration	Tuesday, June 25 <u>July 4</u> to Tuesday <u>Thursday</u> , August 1	Thursday, November 23 <u>21</u> to Thursday, December 7 <u>5</u>	Thursday, March 28 <u>27</u> to Thursday, April 11 <u>10</u>
Class Start Dates *	Classes begin on or after September 1, 2023 <u>2024</u> - check with program for details	Classes begin on or after January 2, 2024 <u>2025</u> - check with program for details	Class start dates vary - check with program for details
Late Registration (late fees apply)	August 2 to September 6	December 8 <u>6</u> to January 2	April 12 <u>11</u> to April 27 <u>25</u>
Final Dates to Add Courses:			
Multi-term Courses	September 22 <u>20</u>		
Single-term or 1HF Courses	September 22 <u>20</u>	January 19 <u>24</u>	May 19 <u>9</u>
2HF Course	October 20 <u>18</u>	February 23 <u>28</u>	June 24 <u>20</u>
Final Dates to Drop Courses: **			
Multi-term Courses	February 23 <u>21</u>	July 26 <u>25</u>	
Single-term Courses	November 10 <u>8</u>	March 15 <u>21</u>	July 12 <u>11</u>
1HF Courses	October 6 <u>4</u>	February 9 <u>7</u>	June 6 <u>7</u>
2HF Courses	December 8 <u>6</u>	April 5 <u>4</u>	August 21 <u>21</u>
Final Dates to Submit Grades:			
Multi-term Courses		May 1	September 1
Single-term Courses	January 5 <u>3</u>	May 1	September 1
1HF Courses	October 20 <u>18</u>	February 23 <u>21</u>	September 1
2HF Courses	January 5 <u>3</u>	May 1	September 1

Final Date to Submit Results of Incomplete (INC) Grades for Previous Term with Permission of Associate Dean	March 13	July 54	November 13
Deadline for Term Work to Be Submitted	December 2221	April 2625	August 3029

Thesis

	FALL 2023 2024 Convocation	SPRING 2024 2025 Convocation	FALL 2024 2025 Convocation
Final Date to Initiate Thesis Defence in Mosaic***	June 2321	January 1917 (Health Sci.) February 27 (All others)	June 2427
Final Date to Submit Master's Theses to Departments (Prior to Defense)	August 42	March 13	August 21
Final Date to File Theses with Graduate Studies and Complete Degree Requirements****			
- Faculty of Health Sciences	September 2927	April 54	September 2726
- All Other Faculties	September 2927	April 2625	September 2726

The University welcomes and includes students, staff, and faculty from a wide range of cultural, traditional, and spiritual beliefs. As per the Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances, the University will arrange reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. For more information, please refer to <https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-Observances.pdf>

Graduate students may only enroll in undergraduate courses with the approval of their supervisor or graduate program. Students are responsible for meeting the deadlines and requirements of the undergraduate course as presented in class and in the undergraduate calendar. Graduate students will be graded under the graduate grading scale.

Programs may establish earlier deadlines to add/drop courses but these dates must clearly be communicated to students. Students taking courses outside of their home program of study, must follow the rules of the program in which the course is offered. Please note that the last date to cancel a course or registration with no academic penalty is not the same as the last date to be eligible for a refund.

*The precise dates of commencement of courses are determined by the program; students are urged to contact their program for details. SGS maintains the 13-week graduate instruction period; however, if a course does not fall into the traditional 13-week period, the graduate program will inform students of important dates and deadlines in the course syllabus. There is no official fall break or reading week for graduate students (except MBA). Students should check with their program and their course instructor(s) as to whether classes will be held during these periods. Please see

sections 1.3 (Responsibilities of Graduate Students to the University) and 2.5.8 (Vacations) of the calendar for more information.

**All courses on a student's record after these dates will require a grade. Exceptions require submission of a [Late Add Form](#) ~~a In-Program Request Form~~. Graduate programs may establish earlier deadlines for completion of course work and may prescribe penalties for late completion of work and for failure to complete work, provided that these penalties are announced at the time the instructor makes known to the class the methods by which student performance shall be evaluated.

***Please note the following black-out periods in which standard Ph.D. defences cannot be scheduled: December ~~16th~~ to January ~~10th~~ inclusive and August ~~18th~~ to ~~22nd~~ inclusive. Please refer to the SGS website for information about the timeline for scheduling your defence with these dates in mind. [There is more flexibility with respect to when accelerated defences are initiated but they still should must be scheduled with the Final Date to File Theses with Graduate Studies and Complete Degree Requirements in mind.](#)

****A final thesis is the corrected, approved version of the thesis which is uploaded to MacSphere following the Final Oral Examination. Note there is no grace period at the end of December or April for final thesis submission and completion of degree requirements.

Convocation Dates

Please consult the link below for convocation dates:

<https://registrar.mcmaster.ca/dates-and-deadlines/#tab-620>

Graduate Study at McMaster University

When McMaster moved to its current graduate organization, the aims of graduate work were described as "the highest development of the powers of reasoning, judgment, and evaluation in intellectual concerns; specialized training in professional skills; initiation into research or scholarly work and development of a capacity for its successful and independent pursuit; the fruitful pursuit of research and scholarly work". This description remains as valid today as it was then.

Research is central to graduate work, and McMaster's strong research orientation has a pronounced effect on the character of its graduate programs. The numerous research achievements of McMaster faculty members have been recognized by grants, prizes, medals, and fellowships in academic societies. Such distinctions attest to the qualifications and dedication of faculty members in developing and disseminating knowledge. The education that McMaster faculty provide is valuable not only for the graduate student's career but also for the student's development as a person.

The following sections outline the general graduate academic regulations of the University. Students must read and comply with both these regulations and those set out by their Program elsewhere in this Graduate Calendar, as applicable.

Since the Academic Regulations are continually reviewed, the University reserves the right to change the regulations in this section of the Calendar. The University also reserves the right to cancel the academic privileges of a student at any time should the student's scholastic record or conduct warrant so doing.

Faculties are authorized to use discretion in special situations by taking into account past practice, the spirit of the regulations, and extraordinary circumstances. Students who believe their situations warrant special consideration should consult the appropriate Program Office.

1.1 Programs of Degree and Enrollment Options Study

In addition to the traditional Masters and Ph.D. degrees McMaster University offers graduate programs that lead to one of the following degrees or diplomas, academic certificates and academic microcredentials.

Types:

PhD

Research Masters

Professional/Clinical Masters

Graduate Diploma

A Graduate Diploma is based on Graduate Degree Level Expectations (GDLEs) and prepares 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, three-unit (half) graduate courses at McMaster.

Academic Microcredentials

A designation of achievement of a coherent set of skills, competencies, or knowledge, specified by a statement of purpose, learning outcomes, and potential need by employers and/or in the community.

Academic Certificates

Graduate Academic Certificate is a microcredential consisting of a program of study coherently organized around clear learning objectives. Graduate Academic Certificates must include academic credit courses equivalent to at least two, three-unit (half) graduate courses at McMaster.

Specialized Pathways

Dual Degree

A program of study offered by two or more universities or by a university and a college or institute, including Institutes of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a separate and different degree/diploma document being awarded by each of the participating institutions.

Combined Degree

A program of study that combines two existing degree programs of different types. The combination may, for example, consist of two existing graduate programs, or a graduate and an undergraduate program. In most cases, the combination will involve at least one professionally oriented program. As students normally pursue one degree program at a time, and if two qualifications are sought, the degree programs would best be pursued consecutively.

Concurrent Registration

Normally students are enrolled in a single full-time or part-time program of study. These programs can be offered in standard formats as well as combined, collaborative specialization, joint or dual programs or streams.

Additionally, with the permission of the graduate unit(s) and SGS, students may be simultaneously registered in more than one program. . These are stand alone programs and not approved as combined options. You A student may enroll in one program as full-time and the other as part-time, or in both programs on a part-time basis. Enrollment in two full-time programs will be considered on a case-by-case basis. Students are responsible for the fees charged for both programs. Students may not be enrolled concurrently in more than one program that are also offered in a combined or joint format (MD/PhD, PhD/OT, PT, SLP)

Concurrent enrollment is different than combined, dual, joint and collaborative specialization programs as the two programs are pursued and distinct from one another. Academic work from one program may not be used to satisfy the requirements of another program and progression (or lack of progression) in one program does not impact the progression or standing of the other.

Cotutelle

A customized program of doctoral study developed jointly by two institutions for an individual student in which the requirements of each university's doctoral program are upheld, but the student working with supervisors at each institution prepares a single thesis which is then examined by a committee whose members are drawn from both institutions. The student is awarded two degree documents, though there is a notation on the transcripts indicating that the student completed his or her thesis under Cotutelle arrangements.

Joint Degree

A program of study offered by two or more universities or by a university and a college or institute, including an Institute of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a single degree document.

Collaborative Specialization

An intra-university graduate field of study that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved master's and/or PhD programs within the collaborative specialization. Students meet the admission requirements of and register in the participating (or "home") program but complete, in addition to the degree requirements of that program, the additional requirements specified by the Collaborative Specialization.

Graduate Diplomas in Critical Leadership in Social Services and Communities, Clinical Behavioural Sciences, Clinical Epidemiology, Community and Public Health, Community Engaged Research, Gender Studies and Feminist Research, Nuclear Engineering, Primary Health Care Nurse Practitioner (PHCNP), Professional Accountancy, Water Without Borders

Master of Arts in Anthropology, Classics, Communication and New Media, Cultural Studies and Critical Theory, Economics, Economic Policy, English, French, Gender Studies and Feminist Research, Geography, Globalization, Health and Aging, History, Global Politics, Labour Studies, Philosophy, Political Science, Religious Studies, and Sociology;

Master of Biomedical Discovery and Commercialization

Master of Biomedical Innovation

Master of Business Administration

Master of Applied Science in Biomedical Engineering, Chemical Engineering, Civil Engineering, Computational Science and Engineering, Electrical and Computer Engineering, Engineering Physics, Materials Engineering, Mechanical Engineering, Software Engineering

Master of Communications Management

Master of Engineering in Civil Engineering, Computational Science and Engineering, Computing and Software, Electrical and Biomedical Engineering, Electrical and Computer Engineering, Engineering Physics, Manufacturing Engineering, Nuclear Engineering (UNENE), Systems & Technology

Master of Engineering Design

Master of Engineering Entrepreneurship and Innovation

Master of Engineering and Public Policy

Master of Finance

Master of Financial Math

Master of Health Management

Master of Public Health

Master of Public Policy

Master of Science in Biochemistry, Biology, Chemical Biology, Chemistry, Child Life and Pediatric Psychosocial Care, Cognitive Science of Language, Computational Science and Engineering, Computer Science, Earth and Environmental Sciences, eHealth, Geography, Global Health, Health and Radiation Physics, Health Research Methodology, Health Science Education, Kinesiology, Materials Science, Mathematics, Medical Sciences, Midwifery, Neuroscience, Nursing, Occupational Therapy, Physics and Astronomy, Physiotherapy, Psychology, Psychotherapy, Radiation Sciences (Radiation Biology), Radiation Sciences (Medical Physics), Rehabilitation Science, Speech Language Pathology, and Statistics.

Master of Social Work

Master of Technology Entrepreneurship and Innovation

MD/Ph.D. in Medicine and Biochemistry, Medicine and Biomedical Engineering, Medicine and Health Policy, Medicine and Health Research Methodology, Medicine and Medical Sciences, and Medicine and Neuroscience.

Doctor of Philosophy in Anthropology, Biochemistry, Biology, Biomedical Engineering, Business Administration (Accounting, Finance, Health Management, Information Systems, Management of Organizational Behaviour and Human Resources, Management Science, Marketing), Chemical Biology, Chemical Engineering, Chemistry, Civil Engineering, Classics, Cognitive Science of Language, Computational Science and Engineering, Computer Science, Earth and Environmental Sciences, Economics, Electrical and Computer Engineering, Engineering Physics, English, French, Geography, Global Health, Health Policy, Health Research Methodology, Health Studies, History, Kinesiology, Labour Studies, Materials Science and Engineering, Mathematics, Mechanical Engineering, Medical Sciences, Neuroscience, Nursing, Philosophy, Physics and Astronomy, Political Science, Psychology, Radiation Sciences (Radiation Biology), Radiation Sciences (Medical Physics), Rehabilitation Science, Religious Studies, Social Gerontology, Social Work, Sociology, Software Engineering and Statistics.

[For a complete listing of the programs offered please visit the School of Graduate Studies website, gs.mcmaster.ca .](http://gs.mcmaster.ca)

1.2 Responsibilities to Graduate Students

The principal responsibilities that McMaster University has for the academic endeavours of its graduate students are shared by the School of Graduate Studies, the Faculty, the Department, the Supervisory Committee, and the Faculty Advisor. The following summarizes the responsibilities of each of these bodies.

1.2.1 The School of Graduate Studies

The name "School of Graduate Studies" refers to the Vice-Provost & Dean and Associate Deans of Graduate Studies, the Graduate Council, and the registrarial duties associated with graduate administration.

The Vice-Provost & Dean of Graduate Studies provides leadership in maintaining and improving the standards of graduate scholarship in the University. These responsibilities include: being the School's voice in graduate matters concerning research and its funding, scholarships and assistantships, the development of graduate programs and policy statements affecting graduate work; being the designated chair of Ph.D. dissertation oral examinations; approving the nomination of external examiners for Ph.D. theses and receiving the examiners' reports. The Associate Deans of Graduate Studies routinely act as the Dean's delegates. They recommend revision or development of regulations or policies affecting graduate work, refer matters of policy and curriculum to the Graduate Curriculum and Policy Committees, and deal with student appeals. In addition to acting on behalf of the Graduate Admissions and Study Committees as described below, the responsibilities of the Associate Deans include the awarding of McMaster Graduate Scholarships ~~by acting on recommendations received from departments offering graduate work.~~

The Associate ~~Registrar and~~ Graduate ~~Registrar and~~ Secretary of the School administers the academic affairs of students enrolled in the School of Graduate Studies. These responsibilities include: registering graduate students; assessing tuition fees; maintaining records and files for applicants and new or in-course students and arranging Ph.D. oral examinations.

1.2.2 The Faculty

~~Either a Faculty Graduate Admissions and Study Committee or an Associate Dean Graduate Studies Faculty are responsible for matters concerning both incoming and in-course graduate students. For each Faculty there is a Graduate Admissions and Study Committee, which is chaired by an Associate Dean of the School of Graduate Studies. This committee, or the Associate Dean on its behalf, is responsible for matters concerning both incoming and in-course graduate students.~~ More specifically, these responsibilities include:

- determining the admissibility of applicants;
- receiving reports on the progress of students and making decisions thereon, including recommendations to require a student to withdraw;
- ensuring that program requirements have been met prior to the awarding of degrees, where applicable;
- approving off-campus courses and leaves of absence; and
- deciding on applications from students for special consideration with respect to academic regulations.

In all of these matters, the Committee or the Associate Dean acts on recommendations made by departments.

1.2.3 The Department (or Graduate Program)

Typically, many of the duties of the Department in regard to graduate students are carried out by the Department Chair and the Graduate Advisor (in some programs these are referred to as Graduate Coordinators or Area Coordinators) for the Department. For some programs (e.g. interdisciplinary graduate programs), these duties are carried out by the Program Director, Co-Director or Associate Director and for some Health Science programs, the Assistant Dean. For purposes of graduate studies policies stated in sections 1 through 6 of the Graduate Calendar, all reference to Department Chair shall mean, in the graduate programs of the Faculty of Health Sciences, the Program Director, Co-Director, Associate Director or appropriate Assistant Dean. The departmental duties include making recommendations to the Graduate Admissions and Study Committee of the Faculty [or to the Associate Dean Graduate Studies of the Faculty](#) as noted above. The Department is responsible for matters such as:

- ensuring that every student has, at all times, a faculty advisor or supervisor or a properly constituted supervisory committee;
- reviewing annually each student's academic progress and reporting thereon;
- conducting comprehensive examinations and language examinations, when these are required;
- preparing and distributing guidelines and departmental regulations for supervisors and students;
- ensuring that each student is properly trained in all safety practices, guidelines, and policies for the use of any resources required in carrying out their work, where appropriate.

In performing those duties that relate to individual students, the Department relies on advice from the Supervisory Committee or the faculty advisor.

In those cases in which a Supervisory Committee or faculty advisor determines that a student's progress is unsatisfactory, and recommends that the student be required to withdraw, the Department is expected to verify the reasons for the recommendation [in accordance with the regulations established for degree progression](#). If the recommendation is confirmed, the Department will forward the recommendation to the Associate Dean of Graduate Studies, who will receive it and act on behalf of the Faculty Admissions and Study Committee.

If the Department is not convinced that the recommendation is appropriate, the Department may attempt to mediate between the supervisor and student, or may attempt to find an alternate Supervisory Committee or faculty advisor. If that is not possible because all members with expertise in the student's topic are already on the Supervisory Committee, then the Department may find it best to encourage the student to transfer elsewhere. If the student is very close to completion, the Department may advise the student to continue in the program despite the lack of Supervisory Committee support.

1.2.4 The Supervisory Committee or Supervisor

The Supervisory Committee, or supervisor or the faculty advisor (Section 1.2.5) when no such committee is required, provides advice to the Department as noted above. Additional responsibilities include, where applicable:

- to assist in planning and to approve the student's program of courses and research;
- to approve the thesis proposal;
- to decide within departmental regulations, on the timing of the comprehensive examination (for doctoral students) and, where applicable, of the language and other examinations;
- to maintain knowledge of the student's research activities and progress;
- to give advice on research;
- to provide the student with regular appraisals of progress or lack of it;
- to perform such other duties as may be required by the department;
- to report on the above matters annually, in writing, on the approved form to the department, which in turn will report to the Faculty Graduate Committee on Admissions and Study where applicable;
- to initiate appropriate action if the student's progress is unsatisfactory, including any recommendation that the student withdraw, for approval by the department and the Faculty committee on Graduate Admissions and Study;

- to decide when the student is to write the thesis and to give advice during this process;
- to act as internal examiners for the thesis; and
- to act as members of the examination committee for the final oral defence when so appointed.

In FHS, committees may also include an Associate Member who would have a formal advisory role on the committee. Please click [here](#) for more details.

1.2.5 The Faculty Advisor

When a supervisory committee or supervisor is not required, a faculty advisor will be assigned by the Department. Like the supervisory committee, the advisor will provide advice to the Department as noted in Section 1.2.3 above. Their responsibilities will include: planning and approving the student's program of courses and research; deciding within departmental regulations, on the timing of the comprehensive examination, and language and other examinations; maintaining knowledge of the student's research activities and progress; giving advice on research; providing the student with regular appraisals of progress or lack of it (i.e., the student and student advisor have a mutual obligation to meet on a regular basis); initiating appropriate action if the student's progress is unsatisfactory, including any recommendation that the student withdraw. In course-based, professional or clinical programs, a program committee or the department chair for the program acts as the faculty advisor. The faculty advisor is expected to respond in a timely fashion to requests for clarification by the student on elements of academic and research progress.

1.2.6 The Graduate Course Instructor

As noted in the *Policy on Graduate Course Outlines*, the course instructor is responsible for providing each student with evaluations of the student's academic performance at various stages during the course, and, whenever possible, a list of due dates. Although instructors are required to provide written course outlines at the beginning of courses, the *Policy on Graduate Course Outlines* also provides instructors with the opportunity to alter a course's content to reflect shifting research interests as long as the students are informed of such changes promptly and in writing. Even in the case of changing content, best practice is for instructors to adhere to the original course outline in terms of the amount of work expected from the students, the schedule of assignments, due dates, and the evaluation scheme.

The graduate course instructor may decide to recruit one or more faculty members or field experts to give special lectures during the course. Such an invitation should be made well in advance of the lecture date. Invited instructors usually are not expected to evaluate the students. However, there may be rare cases in which an invited instructor contributes some aspect of course evaluation. In that event, the official course instructor still bears ultimate responsibility for overall evaluation and course outcome. Students should be informed of the mechanism and mode of evaluation under these circumstances.

At the graduate level, students normally are expected to actively participate in courses (i.e., contribute to discussion, be encouraged to ask questions), and instructors often award marks for participation. The ultimate aim of any graduate course is not only to convey information to and exchange information with students, but also to equip students with the confidence and ability to exchange information with others, both in the spoken word and in writing.

Instructors shall calculate and provide grades to the School of Graduate Studies for all students by the date stipulated in the Graduate Calendar, as a final mark or as an "incomplete". Final marks shall be provided to the students in a timely manner. Although there may be rare instances in which the instructor may need to report grades before all work is complete for a student, instructors should be aware that a grade of "incomplete" will be converted to an "F" and recorded on the student's transcript after the stated sessional date: "Final Date to Submit Results of Incomplete (INC) Grades for Previous Term".

1.3 Responsibilities of Graduate Students to the University

Just as the University has responsibilities to graduate students, they have responsibilities to the University.

The student's responsibilities include, but are not limited to:

- Maintaining current contact information with the University, including address, phone numbers, and emergency contact information.
- Maintaining status as an active student including enrolment in the academic year or following any necessary procedures for an authorized break or leave of absence
- Using the University provided e-mail address or maintaining a valid forwarding e-mail address.
- Regularly checking the official University communications channels. Official University communications are considered received if sent by postal mail, ~~by fax~~, or by e-mail to the student's designated primary e-mail account via their @mcmaster.ca alias.
- ~~Accepting that forwarded e-mails may be lost and that e-mail is considered received if sent to the student's @mcmaster.ca account.~~
- ~~Be geographically available and visit the campus regularly which normally means multiple times per week; written permission from the department/supervisor is required for studies to normally be off campus. In all such cases, Full Time Off Campus status must be formally submitted to SGS. Note, Some programs may have different requirements (e.g., online, clinical placements) and may be conducted fully on-line or have clinical placements and FTOC is not required.~~

Where applicable, students are responsible for complying with such conditions as indicated in the offer of admission. Students are also responsible for complying with the regulations governing graduate students at McMaster University with respect to full- and part-time status (see sections 2.5.2 and 2.5.3). Students are further responsible for informing the School of Graduate Studies ~~within two weeks~~, which acts as the official keeper of student records, within two weeks of any change in personal information such as address, name, telephone number, etc. Students are also responsible for reporting through the department any change in student status, course registration, or withdrawal.

Courses

To receive credit for a course, each student is responsible for confirming in the Mosaic Student Center that their enrollment status is appropriate for that course. Students are responsible for ensuring that they have formally enrolled for the course through their department or graduate program.

Research-Based Programs

With regard to research and study, students are responsible for maintaining contact and meeting regularly with the faculty advisor, thesis/project supervisor or supervisory committee, for observing departmental guidelines, and for meeting the deadlines of the department and the School of Graduate Studies. If there is a problem with supervision, it is the student's responsibility to contact the Department Chair or Graduate Advisor. It is also the expectation that students will seek clarification when necessary on questions regarding elements of academic and research progress. The provisions for changing a supervisor are outlined in Section 3.1.

Students who undertake to write a master's or doctoral thesis assume responsibility both for creating drafts of the thesis, upholding copyright and intellectual property rights including any research agreements between the university and outside partners, and for responding to direction from the Supervisory Committee. The student shall have the responsibility to write and ultimately to defend the thesis, and the Supervisory Committee has the responsibility to offer guidance in the course of the endeavour, and to recommend or not recommend the completed thesis for defence.

Since enrollment permits access to libraries and certain other academic facilities (including off-campus facilities), it also implies a commitment on the part of each graduate student to use such facilities in accordance with applicable rules, including all safety practices, guidelines and policies. Inappropriate behaviour that is deemed to be in violation of such practices and/or policies may lead to denial of access to the facility. If such a denial of access to facilities means that a student can no longer fulfill their academic obligations, the student will be required to withdraw involuntarily from their academic program. (see also Section 5.2)

Full-time students are obliged to be on campus, except for vacation periods or authorized off-campus status, for all three terms of the university year. Vacation entitlement is discussed in Section 2.5.8. If this period of time exceeds two weeks, the approval of the department chair is also required. In accordance with government regulations (see Section 2.5.2 students who will be away from campus for more than four weeks require not only permission from the Department but also that of the appropriate Associate Dean of Graduate Studies and must submit a Request to be Full Time Off Campus. Note that this permission is needed for conferences, field work or studies elsewhere in the world, in order to allow the University to comply with the regulation requiring that a written explanation for such absences be lodged in the Graduate School office. Students may arrange, through the Department and the Associate Dean of Graduate Studies, to be "full-time off-campus" for periods of up to a year. Students will also be required to complete the Risk Management Manual (RMM) 801 forms and gain approval through EOHSS. In cases of unauthorized absence the student will be deemed to have withdrawn voluntarily from graduate study and will have to petition for readmission [and pay the readmission fee](#). No guarantee of readmission or of renewal of financial arrangements can be made and a decision on readmission is not subject to appeal. An exception to this policy would be programs described in the calendar as delivering their curriculum either partially or fully in on-line formats. Please refer to details in individual program descriptions.

In order to receive a degree, the student must fulfill all departmental or program requirements and all University regulations, including those of the School of Graduate Studies. Students who have outstanding financial accounts at the end of the academic year will not receive their academic results, diplomas, or transcripts

General Regulations of the Graduate School

Please note: if there is any discrepancy between a department or program handbook and the School of Graduate Studies Calendar, then the School of Graduate Studies Calendar shall prevail.

Collection of Personal Information

Under the authority of the McMaster University Act, 1976, and by applying to McMaster or by enrolling in a program at the University, students expressly acknowledge and agree that the collection, retention, use and disclosure of relevant personal information is necessary for McMaster University to:

- establish a record of the student's performance in programs and courses;
- to assist the University in the academic and financial administration of its affairs;
- to provide the basis for awards and government funding; and
- to establish the student's status as a member of relevant student governmental organization.

Similarly, and in compliance with McMaster University's access to information and protection of privacy policies and Canadian and Ontario privacy laws, the University provides personal information to:

- the Canadian and Ontario government for the purposes of reporting purposes; and
- to appropriate student government organizations for the purposes of allowing such organizations to communicate with its membership and providing student government-related services consistent with the enrolment by a student at the University.

By applying and/or enrolling at McMaster University the student expressly consents to this collection, retention, use and disclosure of such personal information in this manner. Questions regarding the collection or use of personal information should be directed to the University Secretary, Gilmour Hall, Room 210, McMaster University.

Retention of Documents

All documentation submitted in support of an application for admission (including original transcripts) becomes the property of the University and is not returnable.

If an applicant is not accepted, or fails to enroll following acceptance, their documentation (including original transcripts) will be destroyed at the end of the admissions cycle.

2.1 Admission Requirements

McMaster University seeks candidates for graduate study who show high scholarly promise. Admission to a graduate program is based on a judgement by the University that the applicant can successfully complete the graduate degree program. The University's minimum requirements are identified in this section. Degrees and grades from foreign universities are evaluated for their equivalency to McMaster's. Departments or programs may establish additional requirements, such as scores on the Graduate Record Examination (GRE). Applicants should read the admission statement for the program or department, as well as the section here. Admission is competitive: meeting the minimum requirements does not guarantee admission. Final decisions on matters of admission rest with the Graduate Admissions and Studies Committee for each Faculty or the [Associate Dean, Graduate Studies, Associate Dean acting on the committee's behalf](#). The admission decision is not subject to appeal. [Deferals, including the starting term of an offer once issued, are not normally permitted, please check with the program of application for more information.](#)

2.1.1 Admission Requirements for a Graduate Diploma, Graduate Academic Certificate and Academic Microcredential

Students who wish to enter a Graduate Academic Certificate or Graduate Diploma program must meet the admission requirements of a Master's level program.

Students who wish to begin an academic microcredential must meet its specified admission requirements.

2.1.2 Admission Requirements for Master's Degree

The majority of graduate programs at McMaster University require the holding of an Honours bachelor's degree from a recognized university with at least a B+ average (equivalent to a McMaster 8.5 GPA out of 12) in the final year in all courses in the discipline, or relating to the discipline, in which the applicant proposes to do graduate work. Programs which consider applications with a mid-B average identify this in the relevant section of the calendar. In a Master's program in the Faculty of Engineering the requirement is at least a B- average (equivalent to a McMaster 7.0 GPA). [In the absence of a clear framework, a P for a P/F course will be considered a 51 percent when calculating the admission average.](#) Strong letters of recommendation are also required. Some programs may have different admission requirements, for example, some programs may consider professional practice or experience within the application process so please consult the program section of the calendar for details.

In recognition of the changes taking place in the structure of university education as a consequence of the Bologna Accord, three-year, first-cycle degrees that meet the criteria of the "Framework for Qualifications of the European Higher Education Area" will be accepted in place of a four-year Honours degree. Standard admission requirements will still apply. A Diploma Supplement should accompany the official transcript [item (a) under Section 2.2].

Prospective applicants who lack some background in the discipline they wish to enter should consult the Undergraduate Calendar with regard to Continuing Student status. A continuing student is a university graduate who is not currently enrolled in a degree program, but who wishes to take one or more undergraduate classes.

2.1.3 Admission Requirements for Ph.D. Degree

Applicants may be admitted to a regular Ph.D. program at one of three stages in their academic work: (1) after completion of a Master's program; (2) Directly from a Master's program at McMaster without completing the Master's degree; (3) in exceptional cases, directly from a Bachelor's program. Students still enrolled in a Master's with thesis program beyond 22 months must complete the degree requirements including the thesis prior to admission to the Ph.D. program.

1. For applicants who hold a Master's degree, the primary requirements are distinction in their previous graduate work (equivalent to at least a McMaster B+, In the absence of a clear framework, a P for a P/F course will be considered a 51 percent when calculating the admission average.), and strong letters of reference.
2. Students enrolled in a Master's program at McMaster University may be transferred to the Ph.D. at McMaster program prior to completion of the Master's degree. Not sooner than two terms and no later than 22 months after initial registration in the Master's program here, students may request to be reclassified as Ph.D. students. After proper review, the department will recommend one of the following:
 - a. admission to Ph.D. studies following completion of the requirements for the Master's degree;
 - b. admission to Ph.D. studies without completion of a Master's program;
 - c. admission to Ph.D. studies but with concurrent completion of all requirements for a Master's degree within one term from the date of reclassification;
 - d. refusal of admission to Ph.D. studies.

In no case does successful completion of a Master's degree guarantee admission to Ph.D. studies.

For students in (b), the recommendation for admission to Ph.D. must identify which if any courses taken as a Master's student can be credited toward the requirements for the Doctoral program.

A student in (b) may re-register as a candidate for the Master's degree, provided that work to date has met the standards for the Master's program.

Students in (c) who do not complete the requirements for the Master's degree within the one term will lose their status as a Ph.D. candidate and be returned to Master's status.

3. In certain programs, applicants with a Bachelor's degree only, may be admitted directly to Ph.D. studies. Such students must show sufficient promise, including at least an A average. Within one calendar year the progress of students admitted to Ph.D. studies directly from a Bachelor's degree will be reviewed by their supervisory committee and the program. The program then will recommend one of the following:
 - a. proceed with Ph.D. studies;
 - b. not proceed with Ph.D. studies but re-register as a Master's candidate;
 - c. withdraw from the University.

A student admitted to a Ph.D. program who re-registers as a candidate for a Master's degree must meet all of the requirements for the Master's degree in order for it to be awarded.

There are no other pathways to Ph.D. admission.

2.1.4 Transfer to Ph.D.

Transfers to a Ph.D. program take effect at the start of the next term, or are retroactive to September 1st for students whose request to transfer is received by the School of Graduate Studies by the end of the second week of October. Students are encouraged to transfer early (i.e., well before the end of the 5th term of their Masters) given that the time-limit on transfers described in 2.1.3 above.

2.1.5 Admission Requirements for Part-Time Ph.D. Degree

Admission to a part-time Ph.D. program is possible only for an individual holding a Master's degree whose circumstances preclude uninterrupted full-time doctoral studies. Because of the divergent nature of academic disciplines, part-time doctoral work is not feasible in some areas. Accordingly, no Department or Program is obligated to offer part-time doctoral work. As part of their applications prospective part-time students are required to provide a plan of study, including a clear account of when and where the thesis research is to be conducted. If facilities at the place of employment are to be used for the research, the signed agreement of the employer, recognizing the conditions surrounding graduate work, is also required. In addition, departments may have other requirements for admission to a part-time doctoral program. A part-time doctoral student must be geographically available on a regular basis, and must be able to participate regularly in departmental seminars and colloquia.

2.1.6 Admission of Students to a Cotutelle Ph.D. Degree

A cotutelle is a single Ph.D. awarded by two post-secondary institutions, typically from different countries. A cotutelle degree promotes and structures research collaborations in a way that allows students access to a broader range of research experience than would be available at a single institution.

Partner university arrangements may vary and students must investigate what is required to fulfill that institution's cotutelle requirements. For information on how to apply please view the Cotutelle Policy and the information available on the School of Graduate Studies website.

2.1.7 Admission of Students with Related Work Experience or Course Work Beyond the Bachelor's Degree

Some potential applicants may not satisfy our admission requirement. However, work experience and/or completed course work beyond the Bachelor's degree, may have some bearing on the applicant's ability to complete a graduate program. The admissions process will recognize these accomplishments as follows.

Admission to graduate studies for a student with related work experience and/or course work beyond the Bachelor's degree will be based on the following criteria:

1. References from reliable sources, which specifically identify the applicant's aptitude for research and graduate education.
2. University 4-year undergraduate degree or equivalent, completed more than 4 years ago, together with additional course work taken since that time.
3. Significant record of workplace experience, the relevance of which will be assessed by the graduate program of choice.

Submission of a complete resume is required to determine eligibility as a mature student. Such recommendations must be approved by the Graduate Associate Dean of the Faculty in question and evidence of ability to do graduate work will still be required.

2.1.8 Admission Requirements for Post-Degree Students

A Post-degree Student is one who has not been admitted to a graduate degree or diploma program but who holds a university degree and has been given permission to take a specific graduate course. Permission to take a course as a post-degree student requires the approval of the course instructor, the Department Chair, and the School of Graduate Studies. An application is required for each course. Students are allowed to take up to three courses as post-degree.

Although acceptance as a post-degree student carries no implications with respect to acceptance for a degree program in the School of Graduate Studies, the level of academic achievement expected for admission under this category is the same as that required of students admitted to a Master's program (Section 2.1.1). Courses taken as a post-degree student may be eligible for credit toward a Master's degree in a related program, to a maximum of one-half of the degree's course requirement, subject to the recommendation of the department or program to the relevant Faculty Graduate Admissions and Study Committee.

A student who has completed a relevant undergraduate degree and is not admissible to a program under current standards, may be admitted as a post-degree student with the approval of the Associate Dean to demonstrate admissibility. In such cases, any courses taken as a post-degree student will not be available for credit in a subsequent graduate program, should they be eventually considered to be admissible.

The deadline for registration is the same as for graduate degree programs (see Sessional Dates, Registration).

Post-degree students are not allowed to take graduate courses for Audit.

(Note: A Graduate Diploma is distinct from a baccalaureate, undergraduate diploma, Master's or Ph.D. degree, or diplomas and certificates awarded by the Centre for Continuing Education at McMaster University).

2.1.9 Non-Credit Participants in Graduate Courses

Graduate courses are not normally open to "auditors" who attend a course without the usual qualifications and without seeking academic credit. Under some circumstances, however, people who are not registered graduate students and who do not meet the requirements for admission as Post-degree (see Section 2.1.8 above) may attend a graduate course. This requires the written permission of the course instructor, the Department Chair, and the School of Graduate Studies.

A fee is charged for each course taken as a non-credit participant (by persons who are not registered graduate students or for graduate students in a course-charged program). See Section 4.1, Fees for Graduate Students, for more information about fees.

2.1.10 Visiting Students

Visiting Students are individuals who are currently registered in a graduate degree program in another university, and who have made arrangements through both their home university and a graduate program at McMaster to spend some time at McMaster as part of their degree program at the home university. While they are visiting students, they will not be enrolled in a degree program at McMaster. They are not part of any official exchange agreement including Ontario Visiting Graduate Student (OVGS) arrangement, although there may be an agreement between the McMaster program and their home institution. For more information on Ontario Visiting Graduate Student arrangements please consult Section 5.10. McMaster currently allows out-of-province and international students to visit in one of three ways: to take course work in a specific program; to conduct research in a specific lab; or to participate in an internship with a specific

program or faculty member. In any case, students will be enrolled as full-time students for a maximum of one year. Visiting students do not normally pay tuition unless taking courses but in all cases, are expected to pay supplementary fees (see Section 4.1 Fees for Graduate Students). Visiting students must submit a visiting student application and be considered for admission to a host program or department. Acceptance is on the recommendation of the department or program at McMaster. For every term that the student is here in residence they must register in SGS 302. Visiting students are not permitted to audit courses.

It is necessary for international visiting students to enroll in the UHIP program to ensure adequate health insurance coverage during their stay.

It is the responsibility of all international visiting students to ~~must~~ obtain the appropriate immigration status to conduct their intended activities. s (e.g. research, taking courses, etc.) for the specified time they are an active visiting student at the university. It is the student's responsibility to abide by all necessary government processes and regulations.

Research conducted while visiting at McMaster cannot normally then be used towards a subsequent McMaster degree program.

2.1.11 Incoming Exchange Students

Exchange students are individuals who much like visiting students, are enrolled in a graduate degree program in another university and are paying fees to that university. The difference between a visiting student and an exchange student is that the exchange student participates in a formal exchange program between McMaster University and their home institution. A complete list of exchange agreements that McMaster participate in can be found on the Office of International Affairs webpage (<http://globalia.mcmaster.ca>). For every term that the student is here in residence the must register in SGS 702.

Students participating in a formal exchange program are not assessed supplementary, or course fees, and are entitled to take a full course load (assuming they are registered for a full course load at their home institution). It is necessary for them to enroll in the UHIP program to ensure adequate health insurance coverage during their stay.

Courses taken on exchange at McMaster cannot normally then be counted towards a subsequent McMaster degree program.

2.1.12 English Language Requirements

English is the language of instruction and evaluation at McMaster, except in the M.A. and Ph.D. programs in French. Hence it is essential that all students (except in the French program) be able to communicate effectively in English.

Applicants whose primary language is not English will be required to furnish evidence of their proficiency in the use of the English language. Such applicants are required to supply this evidence as part of their application. At the discretion of the graduate program, applicants may be exempted from this requirement if they have completed a university degree at which English is the language of instruction.

The most common evidence is a score on the International English Language Testing System (IELTS) or the Test of English as a Foreign Language (TOEFL). Equivalent scores on other recognized tests may also be considered. A full list of accepted language testing systems and their minimum requirements are given on the School of Graduate Studies website.

Students taking the IELTS are required to achieve a minimum score of 6.5 with a minimum score of 5.5 in each category.

TOEFL minimum requirements per Faculty are listed below, while individual programs may have higher published requirements.

- In most Faculties a minimum of 92 IBT (internet-based test) is required.
- In Business, Ph.D. and MBA programs require a minimum score of 100 with a minimum of 22 in the reading component, 22 in the listening component, 26 in the speaking component and 24 in the writing component on the IBT. The Master of Finance Program Requires a minimum score of 92.
- In Engineering the faculty requires a minimum score of 88 TOEFL (internet-based) or 6.5 IELTS. Please check with the program to see specific requirements, which may be higher.

Students who have completed an Academic ESL program through Canadian academic institutions may petition to have this considered in lieu of TOEFL.

2.2 Application for Admission

Enquiries about graduate work should be made directly to the department of interest. Our online application system ([SLATE](#)) is located at

<https://gs.mcmaster.ca/future-students/how-to-apply/>

~~Applications may be submitted at any time but~~ Applicants should refer to the department or program to which they are applying for department specific deadlines. ~~However, most University scholarships and awards are adjudicated in late March or early April, so students applying later than March cannot be considered for these awards.~~

Applications from outside Canada should be completed at least five months before the desired date of entry in order to allow for any delays and for completing the necessary government processes such as obtaining a Canadian study permit.

Application Fee

Applications must be accompanied by the required application fee. This fee is non-refundable and must be paid in Canadian dollars ~~by means of a credit card payment or electronic transfer~~. The fee is assessed for each program requested to review the application. The application is only assessed for the term to which the applicant applied; for additional terms, a new application must be submitted with all documents entered again and the fee paid again for review.

The following items are required before your online application will be considered complete.

- a. One official transcript of academic work completed to date, 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. If the transcript is in a language other than English, official translations will be required.
- b. Two confidential letters of recommendation from instructors most familiar with your academic work or appropriate relevant experience. 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.
- c. see Section 2.1.12 - *English Language Requirements*
- d. Statement of interest in pursuing graduate studies.

Programs may have additional admission requirements including, but not limited to, interviews. Please consult your program for details.

A graduate of a university outside Canada may also be required to submit a description of undergraduate and graduate courses taken in the field of specialization and in similar fields.

2.3 Transfer/Advance Credit and Determination of Course Equivalency

Transfer Credit

Application for transfer credit is normally done through the admissions process or via a Request for In-Program Course Adjustments before taking the course for in course students and in both cases requires an Associate Dean's approval. Credits from other institutions must have been received in the last 5 years with a minimum grade of B-. In general, no credits used towards a previous degree or used as a basis of admission will be approved as credit toward a McMaster graduate degree. Normally, a maximum of 50% of the course degree requirements only will be approved for transfer credit. Approved transfer credit appears as a course with a grade notation of T on the student's transcript. Official transcripts from the original institution are required to update the student's transcript.

Credits from other institutions can be used to substitute a specific McMaster University course requirement; however, the student is normally required to replace the course to meet the overall course requirement of the program. Students wishing to apply for advance credit or course requirement equivalency should normally inquire when they apply or accept an offer of admission. Requests after admission should be submitted to the program office for consideration using a petition for special consideration.

Advance Credit

Eligible students enrolled in a program with an advanced credit option may request advance credit for up to two courses based on courses taken in their undergraduate degree at McMaster. For full details, please refer to descriptions of the individual programs. Requests for advance credit are done by petition to the Associate Dean of the Faculty once enrolled in the graduate program.

In some cases, course taken for credit as part of a diploma program may be considered for advanced standing credit in subsequent master's programs.

Courses taken at the 500-level in a student's undergraduate career at McMaster may be considered for advanced credit.

2.4 Acceptance

Graduate programs perform the initial assessment of completed applications. Applicants may be accepted conditionally before completing their present degree programs. Conditions must be cleared by the deadline date specified in the offer letter.

Official offer letters are sent only by the School of Graduate Studies, and are valid only for the program and term stated in the admission letter. ~~Successful applicants are required to respond through the Applicant Portal to the offer of admission prior to the response deadline.~~ Successful applicants must respond through the [online application system Applicant Portal to the admission offer before the deadline](#). Some programs require a deposit fee. The value of the deposit fee will be deducted from the student's tuition fees. If circumstances develop making it impossible for a student to begin graduate work in the specified term, the department and the School reserve the right to revoke the offer of admission, and any financial aid offered.

The graduate program and the University reserve the right to revoke an offer of admission if any submitted materials are falsified, if a final transcript does not meet admission requirements or if it contains an annotation about an academic integrity or code of conduct matter.

2.5 Enrollment

Normally students are enrolled in a single full-time or part-time program of study. These programs can be offered in standard formats as well as combined, collaborative specialization, joint or dual programs or streams. Please see section 1.1 for more information.

2.5.1 Continuity of Registration

All graduate students, in both the regular and part-time programs, are required to enroll and pay supplementary fees annually and tuition fees term by term (within the first month of the term) until they graduate or withdraw. If they fail to do so they do not retain the status of graduate student, will be withdrawn in good standing, and must apply for re-admission if they wish at a later date to continue their studies. If the department approves re-admission, a student may be allowed to begin graduate work in the winter or summer term (January or May), in which case they will first register at the start of that term, but in any following years will enroll in September for all three terms. A department's decision on readmission is not subject to appeal. A student can either be:

- readmitted to defend if all that remains is the thesis defence and student is readmitted for one term only
- if a student needs more than one term to complete - they should be readmitted to program and maintain continuous enrollment until they complete their studies

Progress is expected to be continuous and a student who does not enroll for each term of the academic year will be withdrawn in good standing unless the program has indicated that a one term break in study is permitted. Programs that include a scheduled break, will list it in the program-specific section of the calendar. Only one single term break per academic year is permitted and cannot be in the first or last term of the program. Scheduled breaks may be limited to a specific term in the academic year, or available in any of the three terms with approval of the program. Programs that are cohort based or which follow a specific course order, may not be suited to scheduled breaks. In these cases, students may be required to take a Leave of Absence for up to one year in order to return to the program at the appropriate time.

See also section 3 Regulations for Degree Progression for more information on program progression.

2.5.2 Definition of Full- and Part-time Status

Full-Time Status

A full-time graduate student must:

- a. have been admitted to a graduate program as a full-time student;
- b. be pursuing their studies as a full-time occupation;
- c. identify themselves as a full-time graduate student;
- d. be designated by the university as a full-time graduate student;
- e. for most programs (and all research-based programs) be geographically available and visit the campus regularly which normally means multiple times per week; written permission from the department/supervisor is required for studies to normally be off campus. Other programs may have different requirements and may be conducted fully on-line. Please refer to section 2.5.6 for information on being full-time off campus and 2.5.8 for information on vacations. Without forfeiting full-time status, a graduate student, while still under supervision, may be away from the university (e.g. visiting libraries, doing field work, attending a graduate course at another institution, etc.) provided that, if any such period exceeds four weeks in any one term, written evidence shall be available in the Graduate Studies Office to the effect that this request has the

~~approval of the department or program Chair and Graduate Associate Dean. For information on full-time off campus please consult section 2.5.6.;~~

- f. be considered to be a full-time graduate student by their supervisor or equivalent (designated by the program office);
- g. understand that students who change status from full to part-time, do not receive any more time to complete their program and will continue to be charged tuition fees at the full-time level;
- h. understand that students who change part to full time will have their term count re-set on a ratio of 2:1.

All active graduate students other than full-time graduate students as defined above are part-time graduate students. See also section 3 Regulations for Degree Progression for more information on program progression.

Part-Time Status

Part-time studies may or may not be possible in a graduate program; where possible, it will be listed in the program entry in the SGS Calendar. Normally a student's status in the program (full or part-time) is determined at the time of admission.

Students who are registered as part-time are expected to be pursuing their studies on a part-time basis and making commensurate progress.

Transfer from part-time studies to full-time studies requires the approval of the graduate unit and may not be permitted in some programs. This will be described in the individual program section of the Graduate Calendar.

See also Section 3 Regulations for Degree Progression for more information on program progression and Section 4 for financial information.

2.5.3 McMaster University's Regulations for Full- and Part-time Status

In accordance with the above provincial regulations, McMaster requires students to register annually, and to confirm their status as a full-time graduate student. Only full-time graduate students are eligible for scholarship support.

Full-time graduate students are expected to pursue their graduate degree on a full-time basis and make satisfactory progress toward timely completion of all program requirements. It is not possible, or desirable, for the university to monitor and enforce the employment activities of its graduate students outside the university. However, it is both possible and desirable for the university to ensure that it does not itself create a structural situation that jeopardizes the ability of the graduate student to make full-time progress towards the completion of graduate program requirements. Accordingly, it is recommended that full-time students who are participating in McMaster-based paid employment should work no more than an average of 20 hours a week to a maximum of 1005 hours in the academic year. Full-time graduate students are responsible to ensure that any employment obligations do not interfere with academic progress and should be aware that employment obligations are not an acceptable basis for unsatisfactory progress.

As defined in Section 2.5.2, the University considers full-time students to be those that have their studies as their main activity. All full-time students must be available to conduct research (as appropriate), participate in courses and the other activities required by their program. In some cases, award holders may face employment restrictions, but it is the responsibility of the student to ensure their work arrangements are compliant with the terms of their awards.

Students admitted to a degree program on a part-time basis are responsible for maintaining close contact with faculty members and students in their field of study.

Transfers between full- and part-time status must be approved in the School of Graduate Studies based on a program recommendation

Normally, registration in a graduate program at McMaster and another institution is not allowed. Where there is no overlapping time component between two programs, [\(between the McMaster and other institutions program\)](#) an application for an exception can be made to the Associate Dean responsible for the McMaster program. Please note this regulation doesn't apply to students who are within one term of completing their masters and concurrently starting their Ph.D. [\(both degrees at McMaster\)](#), as outlined in 2.1.3, subsection 2c.

2.5.4 Employment Regulations

International students must abide by the employment conditions indicated by the Government of Canada on their study permit.

2.5.5 Enrolment - International Students on Study Permits

The Government of Canada requires foreign nationals to obtain a study permit for engaging in academic, professional, vocational or other education or training that is more than 6 months in duration in Canada. A valid government-issued permit is required for employment on campus and to graduate from a degree program. A copy of your permit may be required by various offices at McMaster.

For the most up-to-date information about being an international student in Canada, visit the Immigration, Refugees and Citizenship Canada (IRCC) website. It is the student's responsibility to abide by all necessary government processes.

For information on status change to permanent resident status during the course of your study, please see section 4.1.14.

2.5.6 Full Time Off-Campus

On admission to a full-time program, the assumption is that a student will be full-time on-campus. This is known as being "in residence". If a student wants to spend a period of time away from the university in order to complete their research, they must apply to be full-time off campus and complete the form RMM 801. Requests for FTOC must be for the purpose of graduate study and research off-campus. Students who require to be off campus for personal reasons must request a leave of absence. [A student who is conducting any part of their thesis work, including research, and writing, without visiting campus regularly \(whether out of the country or while remaining in Canada/Hamilton\) must request full-time off campus status.](#)

[Full-time students are obliged to be on campus, except for vacation periods or authorized off-campus status, for all three terms of the university year. Vacation entitlement is discussed in Section 2.5.8. If this period of time exceeds two weeks, the approval of the department chair is also required. In accordance with government regulations \(see Section 2.5.2 students who will be away from campus for more than four weeks require not only permission from the Department but also that of the appropriate Associate Dean of Graduate Studies and must submit a Request to be Full Time Off Campus even if only leaving for a long vacation. Note that this permission is needed for conferences, field work or studies elsewhere in the world, in order to allow the University to comply with the regulation requiring that a written explanation for such absences be lodged in the Graduate School office. Students may arrange, through the Department and the Associate Dean of Graduate Studies, to be "full-time off-campus" for periods of up to a year. Students will also be required to complete the Risk Management Manual \(RMM\) 801 forms and gain approval through EOHSS. In cases of unauthorized absence the student will be deemed to have withdrawn voluntarily from graduate study and will have to petition for readmission and pay the readmission fee. No guarantee of readmission or of renewal](#)

of financial arrangements can be made and a decision on readmission is not subject to appeal. An exception to this policy would be programs described in the calendar as delivering their curriculum either partially or fully in online formats. Please refer to details in individual program descriptions.

2.5.7 Leaves of Absence

Graduate students are required to be continuously registered to support the timely completion of their degree. Students may apply for a Leave of Absence in one of four categories (see below for the specifics for each type of leave):

1. Medical or disability leave;
2. Parenting leave;
3. Compassionate or personal leave; or,
4. No course available leave

General Notes for Leaves of Absence

Leaves of Absence ("LOA") are normally granted on a term-by-term basis. Whenever possible the LOA should start and end at the beginning of a term (i.e., January 1, May 1, or September 1). During an LOA the student will not receive supervision or be entitled to use the University's academic facilities for the purposes of academic progression. No tuition will be charged, nor will the student be eligible for any scholarship support. Please note students on an LOA have to pay applicable supplemental fees and will be able to use the services associated with those fees (please direct questions to Student Accounts). The length of time for completing the degree, and for scholarship support eligibility (see qualifier below), will be extended by the duration of the LOA on the resumption of studies. ~~If an LOA begins or ends in the middle of a term, term count will be determined upon return in consultation with the Associate Dean.~~

It is understood that when a student takes a LOA, the duration of the leave will not be counted as time towards the time limits in which the student is required to complete or make progress in his or her graduate studies program. On occasion a student may take a leave of absence starting mid-term. This may have impacts on tuition, pay and term count, students should contact their program office or the School of Graduate Studies for more information. It is the student's responsibility to check with the financial aid office to confirm any impacts on OSAP.

Students should be aware that in the event of an LOA, continuation of the same research project and/or supervisor cannot be guaranteed. In order that the student's supervisor and/or program can make suitable arrangements to cover ongoing responsibilities during the student's LOA, students are expected to provide as much notice as possible of the intention to take a LOA.

Note: Students who hold fellowships, scholarships or grants from NSERC, SSHRC, CIHR, or OGS should be aware that these agencies or any other external funding source may have policies governing the interruption and continuation of awards that may differ from the University's policy on LOA. Students holding such awards and who intend to keep them are responsible for ensuring that any LOA taken does not conflict with the granting agency's regulations. The appropriate agency should be contacted for details.

Students returning earlier than planned from an LOA must ~~provide written~~ provide written notice to the School of Graduate Studies a minimum of four weeks in advance of the new return date.

LOA affecting Teaching Assistantship duties are covered by the Collective Agreement with Local 3906 (Unit 1) of the Canadian Union of Public Employees. Please refer to the collective agreement for additional information:

<http://www.workingatmcmaster.ca/elr/collective-agreements/cape-unit/> <https://hr.mcmaster.ca/resources/collective-agreements-contracts/>

Alternatively, the student may request to withdraw (Change of Status Form). Should the student opt to withdraw, they may be eligible for reinstatement at the University's discretion upon reapplication.

Please note in all cases leaves of absence have the potential to impact term counts. Students on a leave will have their term counts adjusted - if they are off more than 50 percent of the term, the term is counted toward the overall term count. Term length is defined in the sessional dates, for one or two months out of a term, the term is counted, in cases where they are off three or four month the term is not counted toward their overall term count.

For international students with study permits, an authorized leave longer than 150 days may impact their ability to fulfil the conditions of their study permit. For more information about conditions for study permit holder in Canada and the possible consequences of not meeting these conditions, visit the Government of Canada's website.

1. Medical or disability leave:

A medical or disability LOA is permitted for reasons of illness or disability, provided that the request is supported by adequate medical documentation. ~~Absences are approved for up to~~ Students are limited to a cumulative total of 12 months at a time of leave.

Students wishing to return from a medical LOA must provide a medical note indicating they are fit to continue with their studies.

2. Parenting leave:

A parenting LOA is intended to assist parents in successfully combining their graduate studies and family responsibilities with minimum financial and/or academic impact. The University will provide the following arrangement for parents requiring parenting leave from their studies at the time of pregnancy, birth or adoption and/or to provide care during the child's first year.

According to the [Employment Standards Act 2000](#) - May 7, 2018 version Part XIV, a "parent" includes: "a person with whom a child is placed for adoption and a person who is in a relationship of some permanence with a parent of a child and who intends to treat the child as his or her own".

While students are not covered by the Employment Standards Act, McMaster grants students a Parenting Leave for a maximum of four consecutive terms. A student electing not to take the maximum amount of time available for Parenting Leave will not have the option of taking any unused portion at a later date. Students returning from a leave should consult with their programs and should note that course availability may be affected by the timing of their return.

Eligible students can also apply for a Parenting Grant. More information on this is available on the School of Graduate Studies Website at the following link: <https://gs.mcmaster.ca/awards-funding/parenting-grant>.

A parenting LOA or a portion thereof may be taken concurrently with a Pregnancy and/or Parental Leave from employment, in accordance with the Employment Standards Act, 2000, should the student also be an employee of the University.

3. Compassionate or personal leave:

Students who have successfully completed at least one full year in a graduate program may apply for an LOA once for up to one year for personal circumstances, or work experience provided that the student's supervisor and the department support the request.

An LOA will not be granted to pursue another program of study.

Under certain circumstances the Vice-Provost and Dean of Graduate Studies may allow for a special leave of absence. In this case, application should be made directly to the Vice-Provost and Dean of Graduate Studies.

4. No course available leave:

This leave is available only for graduate programs that have indicated on their website that the 'no course available leave' is an option. This leave is available to students who have yet to complete course work and no suitable course is offered in a given term; the student may petition for a 'no course available leave' for that term. This leave is not available if the student is registered in a program that requires a thesis/dissertation or a major research paper.

2.5.8 Vacations

Full-time graduate students are expected to be on campus for all three terms of the university year, as specified in Section 1.3. In addition to statutory holidays (see Sessional Dates) and the closure of the University normally late December until early January, normal vacation entitlement for a graduate student is two weeks of vacation during the year, to be scheduled by mutual agreement with the research supervisor. An exception to this allotment requires approval from the supervisor or in the supervisor's absence a member of the supervisory committee. It is understood that any risks with travel taken during vacation time are the student's responsibility to assess and consider potential impacts to their degree progression.

Students who are also employees of the University must seek vacation approval from their employment supervisor and are entitled to vacation time pursuant to the terms of their employment contract.

Standard vacation allowance is 2 weeks and during this time a student is not progressing on the work for their degree or otherwise on university business.

Additional vacation can be up to four weeks but needs to be formally requested in writing. During this time a student is not progressing on the work for their degree or otherwise on university business.

A period of absence longer than 4 weeks that is not Full Time Off Campus requires the student to withdraw in good standing or go on a leave of absence.

2.5.9 ~~Appeals and~~ Petitions for Special Consideration

The University wishes to assist students with legitimate difficulties. It also has the responsibility to ensure that degree, program and course requirements are met in a manner that is equitable to all students. Please note that academic accommodation requests related to a disability are processed under the Academic Accommodation of Students with Disabilities policy. This includes accommodation requests for Permanent Disability, Temporary Disability, and Retroactive Accommodation.

In those instances where a student acknowledges that the rules and regulations of the University have been applied fairly, but is requesting that an exception be made because of special circumstances (compelling medical, personal, or family reasons) the student may submit, in a prompt and timely manner, a Petition for Special Consideration. The appropriate form is available on the School of Graduate Studies website. The student's supervisor and Associate Chair are normally required to provide their independent assessments of the student's statement in the petition. Supporting documentation will be required but will not ensure approval of the petition. The authority to grant petitions lies with the School of Graduate Studies and is discretionary. It is imperative that students make every effort to meet the originally-scheduled course requirements and it is a student's responsibility to write examinations as scheduled.

In accordance with the Student Appeal Procedures, decisions made on Petitions for Special Consideration cannot be appealed to the Senate Board for Student appeals. Where any student feels there may have been discrimination on grounds in a protected social area as outlined in the Ontario Human Rights Code, they may contact the Equity and Inclusion Office to discuss initiating a complaint (~~Room 212 of the McMaster University Student Centre~~). In Health Sciences, Graduate Students should also consult the Advisor on Professionalism in Clinically-Based Education.

[For more information on Appeals please refer to section 5.4](#)

2.6 Academic Progression and Graduate Curriculum

This section pertains to course and milestone requirements for both Master's and Doctoral studies. ~~A McMaster course is a body of work which is graded using the graduate student grading scale and consists of attending lectures, seminars or other organized activities (e.g. online discussions, experiential learning, etc.). Normally the beginning and end dates for courses should coincide with the beginning and end dates of University sessions.~~

2.6.1 Definitions of 'Good Academic Standing'

Good Standing

To be considered ~~to be~~ in good academic standing a student must do the following as outlined in Section 1.3:

- enroll annually (excluding leaves of absence) until graduation, withdraw, or be withdrawn in good standing due to time limit;
- pay fees as required;
- comply with the regulations of the School of Graduate Studies as set out in this calendar and;
- make satisfactory progress toward the completion of the degree as outlined in section 2.6 Academic Progression.

Failure to maintain ~~the~~ good academic standing may impact the students' ability to receive scholarship funding and/or continue in the program. Students may be required to withdraw or may be prevented from registering for the subsequent academic year if they do not comply with the regulations outlined in this calendar, including failure to maintain satisfactory academic progress.

Under Review

~~A student with this standing has failed to progress as expected, this may include but is not limited to a failure in a course or a marginal or unsatisfactory on a supervisory committee report.~~

Suspension

~~This status notes that a student has been suspended from study. The suspension may be related to a code of conduct violation or academic integrity issue.~~

Withdrawn in Good Standing

~~This standing indicates that a student has opted to withdraw from program and may return if approved for readmission.~~

This standing may also be used in the case of a student who has been withdrawn due to time limit. In those cases in which a student does not manage to complete the degree before the end of the time limit in 3.3.2, the University has no further obligation to provide supervision. Upon consultation with the department and on its recommendation, the student will be shown as having been "withdrawn in good standing due to time limit".

Required to Withdraw

This standing indicates a student who was required to withdraw based on lack of expected progression and students with this standing are not normally permitted to return to studies.

Approved to Graduate

This standing is used when a student has completed all of their degree requirements and is awaiting degree conferral.

2.6.2 Milestones

Milestones are non-course requirements that are part of the curriculum and required in addition to course work (e.g. seminars, workshops and comprehensive examinations etc.) Milestones are considered formal components of a student's academic progress and if not successfully completed will normally prevent a student from graduating.

There are two types of Milestones: graded and non-graded. Both types of milestones may be viewed on student progression reporting tools but normally only graded milestones will appear on the student's transcript (once graded or otherwise completed).

Graded milestones may be reported as Pass/Fail, letter grades or in the case of supervisory committee reports using a five-level descriptive scale. If the student receives a failing grade (which includes Unsatisfactory or Marginal for supervisory committee reports) in a milestone they may be required to withdraw, particularly for comprehensive examinations. Normally, students receiving two or more failures in any combination of milestones and courses must withdraw from their degree program.

Please refer to individual program descriptions for further details of non-coursework requirements.

2.6.3 Course Levels and Unit Values

A McMaster course is a body of work which is graded using the graduate student grading scale and consists of attending lectures, seminars or other organized activities (e.g. online discussions, experiential learning, etc.). Normally the beginning and end dates for courses should coincide with the beginning and end dates of University sessions.

Generally, graduate courses are numbered either at the 700- or 600-level and have a unit value, with the standard examples being 1.5 units (normally 12 to 19 hours of organized activity) for a course usually lasting for half a term, 3 units for a course usually lasting one term (normally 24 to 39 hours of organized activity), 6 units for a course usually lasting two terms (normally 48 to 78 hours of organized activity). Courses with zero-unit value are usually either core program requirements or meant for complementary learning activities. Courses are restricted in enrolment to graduate students, with the exception of undergraduate students enrolled in 500-level courses equivalent to graduate courses and those students registered for approved, accelerated Masters programs and with written permission of their department (or program) chair, director, or designate.

Graduate students may only enroll in undergraduate courses with the approval of their supervisor or graduate program and the host undergraduate department. Students are responsible for meeting the deadlines and requirements of the undergraduate course as presented in class and in the undergraduate calendar. Graduate students will be graded under the graduate grading scale. Students electing or required to take undergraduate courses may only register for a maximum of 12 units of such work. Students must provide ~~should send~~ their written approvals by email to sgsrec@mcmaster.ca so that enrolment can be added for them.

2.6.4 Course Requirement and Designations

Graduate students are normally required to complete their course degree requirements by taking courses from within their program. As a minimum, at least 50% of units taken for fulfillment of degree requirements must be listed or cross-listed in the calendar under the degree program. Those courses taken outside of the program and not listed as part of the degree requirements, require the permission of the Associate Dean of the faculty or their delegate to be counted towards the degree. No program may allow more than one-third of their course requirements to be filled at the 600 level.

Each program offers only a selection of its courses listed in the calendar in any given year. Students must select their courses for a term prior to the 'add course' sessional date and only after consulting with a program advisor or supervisor. The default for course enrolment is to assign the course towards the primary academic program of a student and as a Master's or Doctoral required course (described below). This process does not determine whether the course will exceed the requirements ~~outlined~~outlined in the curriculum, and normally cannot be changed once a final grade is reported. Where a student wishes to designate a particular course towards a program other than their primary academic program (ex. Diploma Course or Certificate Course) or designate a particular course as an Extra Course, a special request is required during the normal add period outlined in the sessional dates. The Request for In-Program Course Adjustment form is available on the School of Graduate Studies website.

Courses ~~are designated~~are designated as being in one of the five categories:

Master's (Count towards the primary academic program requirements of a Master's degree)

This category identifies the courses that are to count towards the Master's degree requirements (including any additional graduate requirements or undergraduate courses specified by the supervisory committee or Department Chair).

Doctoral (Count towards the primary academic program requirements of a Doctoral degree)

This category identifies the courses that are to count towards the Doctoral degree requirements (including any additional graduate requirements or undergraduate courses specified by the supervisory committee or Department Chair).

Extra Courses (Extra Course)

This category identifies courses that do not count towards degree requirements. The student ~~has received~~has received the approval of their supervisor or program advisor and to designate the course as extra, by submitting a course designation request during the normal add period of course enrollment in a particular term. Students may petition to change the designation of an Extra Course to a Master's or Doctoral course prior to the deadline to drop a course provided that this change is supported by the supervisor and program. Attempts to change the designation after the drop date will not be approved. For this category only, if a failing grade is received then the courses (and grade) will not appear on the student's transcript unless because of academic dishonesty.

Courses that are required by the supervisory committee or the Department Chair as additional requirements in excess of the stated minimum for the program must be designated as Master's or Doctoral.

Diploma Course

This category identifies courses that are to count towards the requirements for a diploma.

Certificate Course

This category identifies courses that the student is taking as individual courses not counting towards the requirements for a diploma. EDUCATN subject area courses are not normally counted toward degree requirements unless listed as an available elective in the program requirements.

Program Completion

When a student has completed all of the program requirements (including the thesis defence) they are not normally permitted to enroll in additional courses or activities.

2.6.5 Courses Taken at Another Institution

It is possible for a graduate student registered at McMaster University to take a graduate course at another university for credit towards a McMaster degree. In all cases, the student must make a request of the Associate Dean prior to enrolling in the course to determine if it is possible to use the course towards their degree requirements. For courses at another Ontario University, a student must complete the Ontario Visiting Graduate Student (OVGS) form (see Section 5.10). For courses not covered by the OVGS agreement, a student must submit a Request for In-Program Course Adjustments form and provide documentation on the course (eg-c.g. course syllabus), an official transcript as well as confirmation by the department that the course is suitable for degree requirements. If the course is passed per the grading scheme of McMaster University (B- or higher) then a grade of "T" will show on the student's transcript. Students may not count a course taken at another institution while on a leave of absence or work term placement (co-op) or otherwise not have paid tuition at McMaster during the period that the course was ~~scheduled~~ and/or taken.

2.6.6. Audited Courses

Graduate Students may request to audit Graduate courses only; undergraduate courses may not be audited. Visiting students, exchange students, and post degree students may not audit a course. Audited courses have no academic credit and an audited course may not be retaken for credit. This requires a completed form, signed by the instructor and student's supervisor. Upon completion of the course, and subject to confirmation from the instructor that their expectations regarding the student's participation were met (i.e. that the student attended at least 80% of the class), a grade of "AUD" will be recorded on the transcript. No other grade will be assigned. Students in a course-charged program will be charged a fee to audit a course that is equivalent to the course charge of their program.

2.6.7 Required Supplementary Courses for All Graduate Students

All graduate students, including part-time students, exchange students and visiting students must complete and pass the course SGS 101 Academic Research Integrity and Ethics and SGS 201 Accessibility for Ontarians with Disabilities Act (AODA) within the first month of their first term after their admission to graduate studies at McMaster. All students are required to take and pass SGS 101 and SGS 201 in order to graduate. Students may not graduate or register in subsequent academic years without having successfully completed this course.

2.6.8 Placeholder Courses

To complete registration at least one course needs to be added for each term. If the student is not taking an academic course in a term, there are two different placeholder courses.

- SGS 700 - for students who are in programs that are costed on a per term basis
- SGS 711 - for students who are in programs that are costed on a per course basis

If a student does not add a course in each term the student will not have completed their enrollment. This will have impacts on all aspects of student life including scholarships, fee assessment and ordering transcripts.

If a student adds a placeholder course and subsequently adds an academic course the placeholder should be dropped. The placeholder will not be dropped if the only courses remaining include:

- SGS 101, and/or
- SGS 201, and/or
- Courses in the Education series - such as EDUCTN 750

Students who are here as a visiting researcher will need to enroll in SGS 302, students on an exchange who are not enrolled in any academic courses will need to enroll in SGS 702.

2.6.9 Course Grading and Weighted Average Calculation

Instructors have the discretion of marking individual components of a course with either a letter or numerical grading scheme but final course grades taken at McMaster can only be reported as either Pass/Fail or letter grades. When numerical grading is used in a course, the final course average with decimal place of 0.5 or greater should be rounded up before conversion to a letter grade. The minimum passing grade for a graduate student in any course taken is a B-, including undergraduate courses or courses taken off campus.

Table (a): Graduate Student Grading Scale (except for MBA and Master of Finance):

Grade	Points	Equivalent Percentages	Pass/Fail
A+	12	90-100	P+
A	11	85-89	P
A-	10	80-84	
B+	9	77-79	
B	8	73-76	
B-	7	70-72	
F	0	69 and under	F

Note: Grades in graduate courses are reported as letter grades. Averaging of letter grades must be done using the McMaster 12-point scale.

MBA and Master of Finance Grading Scale:

Grade	Points	Equivalent Percentages	Pass/Fail
A+	12	90-100	P+
A	11	85-89	P
A-	10	80-84	
B+	9	75-79	

B	8	70-74	
B-	7	60-69	
F	0	59 and under	F

Example of Weighted Average Calculation, using the grade points and units for courses completed:

Course Grade	Grade Points		Course Units		
A-	10	x	6	=	60
B	8	x	6	=	48
B+	9	x	3	=	27
F	0	x	3	=	0
		Total	18		135
To calculate Average: $135 \div 18$					
=7.5					

Note: Students are graded according to the type of course they are taking, for example non-MBA students who enlist in MBA courses are graded based on the MBA grading scale.

McMaster University's Policy on Graduate Course Outlines is available at:

<http://www.mcmaster.ca/policy/faculty/Conduct/GraduateCourseOutlines.pdf>
<https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

2.6.10 Incomplete Grades

For scheduled courses where the end date is known and ~~aligns to the~~ ~~complies with to~~ sessional dates, a grade must be supplied by the end of the course. Under exceptional circumstances a course instructor may approve an extension for the student for the completion of work in a course but must assign an Incomplete grade (INC) at the end of the ~~course-course~~. Normally this extension is in the range of a few weeks. A student who receives an incomplete grade must complete the work as soon as possible, and in any case early enough to allow the instructor to report the grade by the sessional deadline noted as 'Final Date to Submit Results of Incomplete Grades'. If the INC grade is not cleared by the deadline, ~~nor~~ ~~amly~~ ~~normally~~ an F grade will be entered. Milestones are not generally scheduled according to sessional dates and therefore, there is no allowance for an INC grade for such learning activities.

2.6.11 Failing a Course or Milestone

Failure in either a course or a milestone is reviewed by the appropriate Faculty Committee on Graduate Admissions and Study or the Associate Dean [Graduate Studies in the Faculty](#). The Faculty Committee on Graduate Admissions and Study or the Associate Dean ~~[Graduate Studies acting on its behalf](#)~~ requests a departmental recommendation regarding the student, and this recommendation is given considerable weight. In the absence of a departmental 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 or milestone, per the decision of the Faculty Committee on Graduate Admissions and Study. A failing grade in a Certificate, Diploma, Master's or Doctoral course remains on the transcript. Students who fail a second course or milestone will not normally be allowed to continue in the program.

2.6.12 Repeated Courses

Graduate students may not repeat courses for credit. The only cases when a repeated course will show on the student's transcript is when remediating a failing grade (see 'Failing a Course or Milestone') or taking reading/special topics courses. Reading or special topics courses generally have a generic name in the program's calendar, but students may only have a repeated course show on their transcript if each time the topic was distinctly different from others previously taken.

2.6.13 Withdrawal

A student may withdraw voluntarily from their program at any point and be considered to be in good standing. There are exceptions where a student is being investigated for a breach of university policy and may not be allowed to withdraw until concluded, such as an investigation of academic dishonesty. The withdrawal will be recorded on the student academic record and reflected on the transcript. Re-admission for a student who has withdrawn in good standing will be made in competition with all other applicants.

Students withdrawn involuntarily will normally not be permitted to seek re-admission to the same program at any future time.

2.6.14 Outgoing Exchange Students

Students on exchange programs may take graduate courses that with approved transfer credit may count towards completion of course curriculum. Any credit for these courses will depend on the student achieving a passing grade based on the Graduate Grading Scale outlined in Section 2.6.9. Students are required to maintain enrolment at McMaster by registering for SGS 702.

2.6.15 Transferring Programs

A student is accepted into a program through the admission process. With the exception of students transferring from Master's to PhD as outlined in 2.1.3 and ~~2.1.4~~, ~~2.1.4~~, students do not normally change programs. This transfer from Master to Ph.D. happens within the program the student was originally accepted to. If a student wishes to transfer into a program from a different department or faculty, they must follow the corresponding admissions process for the new program and withdraw from their original program.

Regulations for Degree Progression

3.1 General Regulations on Supervision

It is the responsibility of the department/program to ensure that every graduate student has been assigned, at all times, a supervisor or a faculty advisor or a properly constituted supervisory committee, as appropriate. The supervisor must be declared within the first 5 months of registration into the program and for Ph.D. candidates, the supervisory committee must be declared within the first 12 months of starting the study. Master's candidate may or may not have a supervisory committee formed depending on the program.

The supervisory committee will consist of at least three members. Two, including the supervisor, must be from within the department/program. A third member, whose scholarly interests include the area of the student's main interest, may be from outside the department/program. One member may be appointed from outside the University with the permission of the Vice-Provost & Dean of Graduate Studies. For more information please consult the policy mentioned below on Supervision of Graduate Work. The department/program should ensure that the members of a supervisory committee are sufficiently competent and experienced to serve at the required level. In identifying a supervisory committee, the department/program should consider the following, among other things: the balance of the committee by rank and experience; publications and other demonstrations of competence in scholarship or research on the part of the supervisor. Supervisory committees for Ph.D. candidates shall be reviewed annually by the department/program. Supervisory committee members must continue their participation on the student's committee, even while on sabbatical, unless otherwise replaced by the Department Chair or delegate.

From time to time it may be appropriate for non-McMaster faculty, e.g., industry experts to be considered for roles on the supervisory committee. In cases such as this, approval is required by the Vice-Provost and Dean of Graduate Studies or delegate. Please refer to the policy at the following link.

In FHS, committees may also include an Associate Member who would have a formal advisory role on the committee. Please click here for more details.

For other Faculties, in exceptional cases, a committees may also include an Associate Member who would have a formal advisory role on the committee. In all such cases, approval must be sought from the Vice-Provost and Dean, Graduate Studies or their delegate.

While the supervisor and student have a mutual obligation to meet on ~~an annual~~an annuala regular basis, the department/program shall ensure there is a formal regular meeting of each Ph.D. supervisory committee at least once within the reporting year (December 1-November 30), and possibly more often, to discuss the student's progress. Each Ph.D. supervisory committee must report at least annually on the student's progress and the department/program chair must forward such reports to the School of Graduate Studies for completion of the milestone. The report formally documents the supervisory committee's assessment of the progress of the student's program.

Ph.D. Supervisory Committee Meeting Timing

Ph.D. Students Transferring or Entering effective January 1st	Meeting no later than November 30 th of the same calendar year
Ph.D. Students Transferring or Entering effective May 1st	Meeting no later than November 30 th of the same calendar year
Ph.D. Students Entering September 1 st	Meeting no later than November 30 th of the next calendar year

The frequency of ~~meeting~~meetings is left to the discretion of the supervisory committee based on the progress of the student and provided that a minimum of one meeting occurs per year. A shorter duration between meetings is normal for students who are having difficulty in their academic progression and each meeting should involve an assessment of progress. Occasionally, an additional meeting that is not assessed may be requested by the supervisory committee, student, department, or Associate Dean when there is a major gap in supervision, for example upon returning from a leave of absence or if there is a change in supervisor. If a PhD student is returning from a Leave of Absence, it is suggested that the Supervisory Committee meet with the student upon their return and use the Non-Graded PhD Supervisory Committee form available on the SGS website as a tool to set goals for the coming term. A graded PhD Supervisory Committee meeting is required no later than 6 months upon their return to ensure that these goals are met or nearly completed.

The department/program should prepare a set of guidelines for supervisors and students. The guidelines should deal with the selection and functioning of supervisory committees and should cover the joint responsibilities of faculty members and graduate students. The guidelines may be attached to or incorporated in department/program handbooks which give regulations supplementary to those in the Calendar. Items relevant to graduate supervision should be approved by the appropriate Faculty Committee on Graduate Admissions and Study. A copy of the guidelines shall be given to each faculty member and each graduate student.

It is possible to change supervisors or the membership of a supervisory committee, although this is not the norm. If the direction of the research changes, membership can be changed by mutual consent of the parties involved. Supervisors and/or supervisory committee members may not resign without the department's/program's approval. A change in supervisor is at the discretion of the department/program, not the student or supervisor but if approved then the responsibility lies with the student to find the replacement, at which point a new thesis project commences. The duration of searching for a new supervisor is program specific but should not exceed more than one term in order to minimize the impact on degree progression. In such cases, any previous or on-going research involving shared intellectual property with the prior supervisor will not normally be included in the thesis due to McMaster's Joint Intellectual Property policy.

If a student feels that they are receiving unsatisfactory supervision, they should consult the Department/Program Chair or Graduate Advisor. If this avenue is not sufficient, the student is encouraged to speak with the appropriate Associate Dean of Graduate Studies about the problem. A student without supervision may be withdrawn due to the requirement of supervision to complete the degree.

Graduate students and supervisors are encouraged to familiarize themselves with the McMaster University Graduate Work Supervision Guidelines for Faculty and Students, which follow below and to list of policies, policies on accommodations available on the School of Graduate Studies website at <https://graduate.mcmaster.ca/resources> <https://gs.mcmaster.ca/current-students/resources/>.

3.2 Theses

This section pertains to the electronic thesis requirement for both research Master's and Doctoral studies. The oral examination is not described in this section and can be found in the corresponding sections for the specific degree, Master's (Section 3.3.3) and Doctoral (Section 3.4.4). Electronic theses (e-theses) are text-based PDF files and may contain non-text elements such as embedded videos and sounds. Normally, a printed paper version is no longer acceptable for degree completion.

No research for use towards the degree requirements of a Master's or Doctorate at McMaster may be treated as a secret or classified document indefinitely, but may be permitted to be embargoed for up to one year normally while the student seeks publication by a publisher or to patent their work. All e-theses will be available to readers through MacSphere.

3.2.1 Preparing a Thesis

A candidate must present a thesis which embodies the results of original research and mature scholarship. In some disciplines, the appropriate form of thesis is a book-length dissertation with chapters. In some disciplines, a "sandwich thesis" composed of journal length articles connected by general introductory and concluding chapters will be appropriate. In the case of sandwich theses involving papers with multiple authors, the student must make substantial and significant contributions to the composition of text in each paper, and to be judged to have an intellectual leadership role with respect to the overall body of work.

As a general rule, doctoral students are urged to limit their theses to no greater length than three hundred (300) pages of text (Master's thesis to less than 200 pages). Guidance documents on preparing acceptable theses are found on the

[School of Graduate Studies' website. McMaster University accepts both standard theses and 'sandwich' theses as formats for the dissertation.](#) Doctoral students and their supervisors should keep in mind that theses of extraordinary length are to be discouraged. In cases where students and their supervisors believe that responsible scholarly treatment of the thesis topic requires substantially greater length than that specified above, a written approval from the appropriate Associate Dean of Graduate Studies must be obtained before the external examiner is contacted. – [Guidance documents on preparing acceptable theses are found on the School of Graduate Studies' website. McMaster University accepts both standard theses and 'sandwich' theses as formats for the dissertation.](#)

Individual Departments or graduate programs may issue special instructions concerning the expected forms of graphs, tables, maps, diagrams, and sound and video files which may be included within the e-thesis. Hypertext links should be discouraged due to the limited duration that they remain active. Accepted forms of bibliographical reference in the particular discipline and other matters of format should be discussed with the thesis supervisor.

All copyrighted materials added into the thesis (text, figures, images, tables, etc.) exceeding 'fair dealing' requires written permission from the owner prior to thesis submission. This includes any publications by the student who has transferred ownership rights to a publisher. Students should consult with campus resources for assistance. See Section 5.4 for regulations regarding ownership.

3.2.2. Response Time for Theses Review

Supervisory committees should respond to the draft of a Ph.D. thesis within 2 months. Providing comments on individual chapters will take proportionately less time. Very long theses or chapters may take more time. There are busy periods within the academic year when the time taken to provide comments might be a bit longer than this norm. However, in no case should the response time exceed 3 months.

For Master's theses the corresponding times are 1 month and 2 months. Master's students are entitled to defend within 2 months of providing the final draft of the thesis to the department/program.

[All theses must be checked in accordance with the Research Plagiarism Checking Policy. This is expected to occur prior to coordination of the defence.](#)

3.2.3 Submitting a Thesis for Defence

A completed draft of a thesis approved by the student's supervisor and/or supervisory committee for the defence may not be altered [until ###](#) after the defence; see Section 3.3.3 and Section 3.4.4 for acceptable time limits on review and editing by supervisors.

In those instances where an examiner requests a printed copy of the thesis, it is the student's responsibility to produce a print version well before the oral examination.

3.2.4 Revision of a Thesis after Defence

It is generally common that a thesis will require some ~~minor~~ modification as a result of examiners' comments at the defence. A student has [four 4](#)-weeks after their defence date to complete these revisions and seek the approval of their supervisor and/or supervisory committee prior to submitting the final version to MacSphere. Fees may be levied past this period, but the student may still submit the document at any time afterwards.

3.2.5 Submitting a Final and Approved Thesis

All candidates for Master's or Doctoral degrees who have successfully completed their oral examinations and who have made all required revisions to the satisfaction of their supervisor must upload an electronic version of their final e-thesis to MacSphere. The e-thesis must be presented in a format acceptable to the School of Graduate Studies.

Please note that changes to an e-thesis will not be accepted after it has been uploaded to MacSphere and that the document uploaded should be the version approved by the supervisory committee after the defence. Theses may be embargoed normally for up to one year from the date of submission to MacSphere, if requested by the student and supervisor. This restriction on publication is meant to give the research team time to publish or secure the intellectual property related to their work.

Tuition fees continue to be assessed until all degree requirements are met, including the successful submission of the final approved thesis to MacSphere. If a student uploads their final thesis mid-term or -month, their tuition will be assessed to the end of that month and any future enrolment will be removed during the clear to graduate process (e.g., student uploads in February, they will be refunded for March and April). Note that there is no grace period at the end of December or April for final thesis submission and completion of degree requirements.

3.3 Regulations for Master's Degrees

Three types of Master's programs are available, although not all departments offer each type. The first is the thesis program, consisting of both course work and a research thesis. The second type entails a major research paper or project rather than a thesis, as well as course work. Finally, some programs offer a course work-only curriculum. The choice of curriculum for Masters students can either be determined at the time of application or after the student is admitted, please consult the departmental listings to see which options are available in a specific discipline.

If a department offers more than one of these types, the ability for a student to switch between them is not automatic, but is sometimes permitted. Approval of the supervisor and department chair (or graduate chair/advisor) is required. In many departments, there will be consequences for the level of financial support to the student. As well, there are likely to be consequences for the expected time to completion. Both financial support and expected time to completion should be clarified prior to approval of the change. If such a change is approved, notification should be sent to the School of Graduate Studies by the department or program, along with any change to the payroll authorization. Graduate Studies approval is not required.

Master's programs are designed for those students who can devote their full time to graduate studies. (See Section 2.5.2 for the definitions of a full-time student.) Some departments also offer part-time programs. Consult the departmental listing in this Calendar for part-time program availability.

3.3.1 Program Requirements

A Master's program involving a thesis will normally be somewhat more specialized and will involve fewer courses than is the case in a Master's program without a thesis. A course-based Master's program is constructed by departments to contain a sufficient number of courses to make possible a diversified experience, for the student.

Each graduate program establishes its own minimum course requirement, subject to the approval of the appropriate Graduate Curriculum and Policy Committee, and Graduate Council.

A student's Supervisory Committee, Supervisor, or Departmental Chair may also require those in thesis degree programs to take courses in addition to the minimum prescribed by the program's regulations. These additional courses must be relevant to the student's program. They may be taken in another academic unit/department and may be at either the undergraduate or the graduate level.

Students will be required to meet any additional requirements of the program, including special seminars or colloquia. All departmental assessment rules and practices are subject to consideration by the appropriate Faculty committee on Graduate Curriculum and Policy, and approval by Graduate Council.

Approved assessment procedures must be clearly communicated to graduate students at the earliest opportunity after registration, generally in the program handbook.

3.3.2 Program Progression

The amount of work in a regular (full-time) Master's program for a student with good preparation varies across the campus, but generally, programs involving a thesis are designed to take longer than those without a thesis. Programs with a thesis typically take sixteen to twenty-four months. Non-thesis programs are generally shorter in duration.

For students in a regular program, the permissible time for completion of a Master's degree program is limited to three years from their initial registration in the program. For those students admitted to a part-time Master's program, and who complete all degree requirements while registered part-time, the permissible time is limited to five years from their initial registration. Please note, students who start-asstart full-time and move to part-time continue to pay full-time tuition and time to completion does not get extended. Students who start-asstart part-time and move to full-time will then pay full-time tuition and the time to completion will be based on full-time status. The terms students spent as a part-time student will be adjusted for purposes of time to completion. For more informationinformation, please see Section 2.5.3 Definition of Full/Part-Time Status.

Students who run past the allotted time for program completion can be considered either Overtime or Out of Time and the terms counts for each are as follows:

Students are considered Overtime when they reach more than:

6 terms for a full-time Masters
9 terms for a part-time Masters

12 terms for a full-time Ph.D.
18 terms for a part-time Ph.D.

Students are considered Out of Time when they reach more than:

9 terms for a full-time Masters
15 terms for a part-time Masters

18 terms for a full-time Ph.D.
24 terms for a part-time Ph.D.

Each student's progress is reviewed annually by the department and on a more frequent basis by the supervisor. A student whose work is felt to be unsatisfactory (e.g., as determined by unsatisfactory or marginal or supervisory committee reports, failed courses, unsuccessful remediation attempts-attempts, failure to successfully complete other mandatory components of their program) may at any time be required to withdraw from the University. In those cases in which a student does not manage to complete the degree before the end of the time limit specified above, the University has no further obligation to provide supervision. Upon consultation with the department and on its recommendation, the student will be shown as having been "withdrawn in good standing due to time limit".

In the case of a student who had withdrawn in good standing, if a completed thesis is submitted, and is acceptable to the department, the student can be readmitted to defend the thesis. However, thesis program students who have been withdrawn in good standing should be aware that they may be required to complete additional course work before being permitted to proceed to a defence of the thesis. In all cases, the department must first declare that the submitted

thesis is ready for defense before the student will be readmitted. Students can only be readmitted to defend at the beginning of the academic term. If a student needs more than one term to complete they should be readmitted to the program and pay regular fees until all the program requirements are complete.

At the time of readmission to defend, the student will be required to pay a fee (equivalent to one term's tuition at the current part-time level 5 rate - see Section 4.1) to compensate for the costs of the defence and subsequent processing of the thesis. If a student needs more than one term to complete they should be readmitted to program and pay regular fees until all the program requirements are complete. All requests for readmission should be directed to the program for approval by the supervisor and program lead. Once approval is received, students are directed to pay the readmission fee and the department should submit the request for approval by the Associate Dean. The readmission decision is not subject to appeal.

A student enrolled in a course work or project program may also be readmitted if this is deemed acceptable by the student's department. However, course work and project program students who have been withdrawn in good standing should be aware that they may be required to retake courses in which the content is judged by their department to have changed significantly since first completion and/or may be required to take additional courses that are necessary to fulfill current program requirements.

See Section 2.5.1 for information on continuity of registration.

3.3.3 Thesis Defence

A thesis may be submitted at any time but a thesis defence may not be initiated until all other degree requirements are complete. The final date for submitting a thesis to the department for Fall or Spring Convocation is found in the Sessional Dates Section. The thesis will be examined by a committee of not fewer than three members (including the supervisor and an examiner external to the supervisory committee) who will be appointed by the department/program chair; the thesis will be defended by the candidate in an oral examination before this committee. An oral defence is a mandatory requirement for degree completion. The Vice-Provost & Dean of Graduate Studies may appoint members to these committees. The time of the defence will be set by the department/program chair; normally this will be about two weeks after the completed thesis (as an electronic file; see section 2.8) has been submitted to the department for examination.

~~Defences can take place either completely remotely, hybrid or fully in person. Students must discuss these options with their Supervisor prior to scheduling their defence and the two must agree on the format of the defence. In cases where no consensus can be reached between the student and the supervisor, the defence shall occur in person.~~
Defences can take place either completely remotely, hybrid or fully in-person. Students must discuss these options with their Supervisor prior to scheduling their defence and the two must agree on the format of the defence. In cases where no consensus can be reached between the student and the supervisor, the defence shall occur in person.

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

However, if there are two or more negative or abstaining votes, with at least one of these votes being from a member of the supervisory committee, the candidate will be deemed to have failed the defence, and a reconvened oral defence must be held at a later date. The candidate should be told as clearly as possible by the Chair and the examining committee what he/she must do to improve the defence. The reconvened defence is the candidate's final opportunity to complete the degree. Membership on the reconvened examining committee should be the same as that for the original

defense, except that one or two substitutions are permitted in order to expedite scheduling of the reconvened defence. If the defense fails a second time, that decision is final, and is not open to appeal.

After a successful defense, the candidate must make the revision suggested by the examining committee to the satisfaction of the Supervisor and the majority of the committee and then submit an electronic copy to the School of Graduate Studies via MacSphere (see Section 3.2.5). Students are normally expected to submit their final thesis within four weeks of a successful defence.

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

3.3.4 Project

In departments where there is the option of submitting a project, the department regulations must be observed. If the project is to be submitted to the University Library, preparation of the associated report shall follow the rules governing theses. Projects can be treated as courses or milestones rather than theses in this Calendar and their associated evaluation component is due by the end of term.

3.4 Regulations for the Doctor of Philosophy Degrees

The regular doctoral programs at McMaster have been designed for students who can devote full time to their studies. However, some departments at McMaster University will consider individual applicants to undertake Ph.D. studies on a part-time basis. No Department or Program is obligated to offer part-time Ph.D. work. Consult the department listings for information as to whether a part-time program is available in any particular department, or correspond with the department directly.

3.4.1 Program Requirements

Each graduate program has to establish its own minimum course requirement, subject to the approval of the appropriate Graduate Curriculum and Policy Committee, and Graduate Council.

A student's supervisory committee or Departmental Chair may also require a student to take courses in addition to the minimum prescribed by the program's regulations. These additional courses must be relevant to the student's program. They may be taken in another program and may be at either the undergraduate or the graduate level.

Students will be required to meet any additional requirements of the program, including special seminars or colloquia. All departmental assessment rules and practices are subject to consideration by the appropriate Faculty committee on Graduate Curriculum and Policy, and approval by Graduate Council.

Approved assessment procedures must be clearly communicated to graduate students at the earliest opportunity after registration, generally in the program handbook.

3.4.2 Program Progression

The minimum time in which to complete a Ph.D. program at McMaster is 9 terms beyond the bachelor's level or 6 terms beyond the master's level. However, the minimum time may be reduced by up to one year for graduate work

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

Completion of the Ph.D. degree is normally limited to 18 terms from initial registration in a regular doctoral program at McMaster. The time for completion of the Ph.D. program for those admitted to a part-time program is normally limited to 24 terms from initial registration at McMaster as a Ph.D. student.

Each student's progress is reviewed annually by the department and on a more frequent basis by the supervisory committee. The committee will assess the student's progress in their program. Students must receive a grade of at least satisfactory. If the committee reports that progress is marginal one or more times the student may be required to withdraw from the University. A student who encounters difficulties arranging a meeting of this committee should consult the chair, director, or graduate coordinator of the graduate unit in advance of the relevant deadline for doing so.

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

Please note, students who choose to move from part-time to full-time or from full-time to part-time will be governed by the time to completion and fees associated with the degree to which they were admitted. For more information please see Section 2.5.3 - Definition of Full/Part-Time Status.

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

At the time of readmission to defend, the student will be required to pay a fee (equivalent to one term's tuition at the current part-time level 5 rate - see Section 4.1) to compensate for the costs of the defense and subsequent processing of the thesis. If a student needs more than one term to complete they should be readmitted to program and pay regular fees until all the program requirements are complete. All requests for readmission should be directed to the program for approval by the supervisor and program lead. Once approval is received, students are directed to pay the readmission fee and the department should submit the request for approval by the Associate Dean. The readmission decision is not subject to appeal.

3.4.3 Comprehensive Knowledge

All Ph.D. candidates at McMaster are expected to acquire, during the course of their studies, a comprehensive knowledge of the discipline or sub-discipline to which their field of research belongs. The School of Graduate Studies does not prescribe any particular way to assess this knowledge, whether by a Comprehensive Examination or by some other format. All doctoral programs are expected to assess and provide feedback to the Ph.D. candidates, as early as possible and as frequently as possible, on the breadth or depth of their knowledge, critical thinking and independent research skills. This assessment and feedback will normally ~~begin~~ **begin and be completed** between the 12th and 20th month after the student begins doctoral-level work at McMaster University, with an upper limit of 24 months. For a part-time Ph.D. student the upper limit is 36 months. The approach to assessment and its administration are the responsibility of the program in which the student is registered, not of the student's supervisory committee.

A Comprehensive Examination or alternative assessment of comprehensive knowledge must include a provision for second opportunity for assessment should the student fail the first attempt. This second assessment is given in place of any "re-read" of a comprehensive evaluation, which is explicitly excluded from the Student Appeal Procedures. The second opportunity will normally occur between one to six months after the student was notified that they had failed the original assessment. It is preferred that it occur within the first month of a term. A failure at the second assessment will require the student to withdraw from the program. If the student decides not to take up the option of the second attempt then the failure stands.

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

3.4.4 Thesis Defence

An oral defence conducted by an examining committee is a mandatory requirement for degree completion. Normally the thesis will be distributed to committee members and examiners in an electronic format (see Section 3.2 - Theses). The oral defence will not be arranged until a majority of the supervisory committee has approved the thesis for defence and an agreed date of defense has been received.

Please note that thesis defences may not be initiated until all other degree requirements, including Comprehensive Examinations, have been completed.

Defences can take place either completely remotely, hybrid or fully in-person. Students must discuss these options with their Supervisor prior to scheduling their defence and the two must agree on the format of the defence. In cases where no consensus can be reached between the student and the supervisor, the supervisor, the defence shall occur in person.

Selection of the Examining Committee

Normally the examining committee will consist of the following members: the student's supervisor, at least two members of the supervisory committee and an external examiner. ~~The~~ The Examining Committee must not exceed five voting members. If there are more than four members on the student's supervisory committee, the additional members are welcome to attend the defence and ask questions in the time allotted for audience members. Ahead of the oral defence the external examiner will provide a written report to the Vice-Provost & Dean of Graduate Studies judging whether the written thesis is satisfactory for defence. . An Examining Committee Chair will also be present at the defence but is not considered part of the examining body. An eligible Examining Committee Chair is a tenured faculty member (or Professor Emeritus) who has supervised a doctoral student to completion, and who has also participated previously in the McMaster Ph.D. defence process.

Selection of an external examiner is the responsibility of the Vice-Provost & Dean of Graduate Studies or their delegate. To aid in that selection, the supervisory committee may be required to provide, through the student's supervisor or Chair of the Department (or equivalent), the names and contact information for potential examiner/s. In all cases the nominees must be approved by the Department Chair (or equivalent).

The nominees for external examiner must have no current primary appointments at McMaster University/affiliations or within the past 6 years, and must be at arm's length from all members of the supervisory committee and the student. The definition of 'arm's length' is as follows: The nominees should not have been a research supervisor or student of the supervisor or the student within the last 6 years; should not have collaborated with the supervisor or the student within the past 6 years, or have made plans to collaborate with these individuals in the immediate future. There also should be no other potential conflicts of interest (e.g., personal or financial).

If the external examiner, after agreeing to participate in the defence, can no longer attend the defence, the examining committee will appoint an internal examiner. An internal examiner is McMaster faculty that will read the thesis and attend the defence as an examiner. An internal examiner does not attend the defence as a proxy for the external examiner but as an ancillary examiner.

The external examiner will still provide a report and if their report includes questions for the candidate they will be assigned to someone on the committee to ask by the chair. The chair will normally assign these questions to the primary supervisor or the internal examiner who will ask them in addition to their own questions.

An internal examiner can be from the same department or another department but should have some breadth of knowledge on the topic in order to thoughtfully participate in the defence. The internal examiner must be at arm's length from the candidate and committee. The internal examiner must be selected no later than 48 hours prior to the defence for it to proceed.

Scheduling and Conducting the Oral Examination (Oral Defence)

There are blackout periods over the course of an academic year that affect defences coordinated by SGS. Please refer to the SGS sessional dates to prepare your defence appropriately.

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

The external examiner must provide a report to the School of Graduate Studies with a written assessment of the thesis at least one week before the scheduled defence. The identity of the External Examiner should not be communicated to the student until the External Examiner Report has been received by the School of Graduate Studies to maintain the integrity of the process, and the student may not contact the External Examiner unless granted permission by the School of Graduate Studies. If the report is not received in time, candidates will be given the option to postpone their defence. Whether the assessment is positive or negative, the School of Graduate Studies will send the report of the external examiner to the supervisory committee. The committee must provide a copy of the report to the student. Should the assessment be negative, the appropriate Associate Dean will communicate with the supervisory committee and student to discuss the outcome of the review. This is normally followed by a supervisory committee meeting to discuss the situation and proposed plan going forward if the external examiner indicates that the thesis is not acceptable for defence. The supervisory committee and candidate (in consultation with the Associate Dean) may wish to revise and resubmit the dissertation and proceed to the defence with the participation of the same external examiner. A second possible outcome of the review is that the associate dean will recommend to the Vice-Provost & Dean of Graduate Studies that the thesis (in its original format or revised) be reviewed by a different external examiner. A candidate may revise and resubmit the thesis only once. In all cases, despite a negative assessment, a candidate has the right to proceed to a defence.

If the external report has not been received five business days before the defence, the candidate and the committee will be notified that the defence is at risk of being cancelled.

If the external report has not been received two business days before the scheduled examination, SGS will notify the candidate that the defence will be rescheduled.

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

committee's deliberations on the student's performance at the defence. After a discussion of the examination, the Chair will ask for a vote on the success or failure of the defence.

If the examiners approve the defense, the Chair will ask the examiners to complete the Examination Report by initialing appropriately. The student will be invited back into the exam ~~for a~~for a decision. In the event that ~~minor~~ revisions are required to the thesis, the Chair of the examination committee is responsible for ensuring that (1) the candidate is advised of the revisions, if any, (2) the candidate receives and understands the 'Final Thesis Submission form' to be used by the Supervisor to confirm that the revisions have been made, and (3) the supervisor is also aware of the form. The Chair will complete and sign the Examination Report and return it to the School of Graduate Studies.

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

After a successful defense, the candidate must make the revision suggested by the examining committee to the satisfaction of the Supervisor and the majority of the committee and then submit an electronic copy to the School of Graduate Studies via MacSphere (see Section 3.2.5). Students are normally expected to submit their final thesis within four weeks of a successful defence.

Tuition fees continue to be assessed until all degree requirements are met, including the successful submission of the final approved thesis to MacSphere. If a student uploads their final thesis mid-term or -month, their tuition will be assessed to the end of that month and any future enrolment will be removed during the clear to graduate process (e.g., student uploads in February, they will be refunded for March and April).

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

Financial Matters

The full time/part time enrollment status stated in the offer letter, determines the amount of tuition and fees paid by the student. It also determines eligibility for funding and awards. Any changes to enrollment or status as a student may have impacts on tuition, funding and financial aid. It is the responsibility of the student to ensure that they are aware of these impacts prior to making any changes to their enrollment or status.

4.1 Fees for Graduate Students

(The Board of Governors reserves the right to amend fees after the printing of this statement.) These regulations apply to tuition and mandatory supplemental fees. They cover the various charges which would be incurred for reasons of late payment or late registration. The 202~~43~~⁴³-202~~54~~⁵⁴ fees schedule is in effect for a period of September 1, 202~~43~~⁴³ to August 31, 202~~54~~⁵⁴ and applies to all graduate students whether registered in regular or part-time degree programs. Please consult the Registrar's Office website for the official graduate fees.

Notes:

Students promoted to a Doctoral program from a Master's program will be considered as new admissions for the purpose of time limits for completion of the degree requirements, eligibility for financial assistance, and fee assessment.

Some international students may be eligible to pay Canadian fees depending on various immigration policies, and the Ministry Funding Manual.

Program Fees assessed on a term-by-term basis

Most students will pay regular tuition fees and these fees are assessed on a term-by-term basis. Part-time fees apply only to those students originally offered admission to a part-time program. If students change status from full-time to part-time, they will still be required to pay regular (full-time) fees. In most cases part-time fees will allow registration in up to 3 half courses per academic year, in programs where fees are costed on a term-by-term basis. Students registering in more than 3 half courses will be assessed full-time fees. In situations where a student in a part-time program completes the degree or withdraws from the university, fees for the academic session will be assessed by the number of terms or number of half courses (whichever is the greater). Term count is adjusted if student changes status from part-time to full-time at a ratio of 2:1.

If a full-time student wishes to change their status from full-time to part-time, they will still continue to pay full-time tuition fees for the entire program. The most common occurrence of this situation would be when a student gains full-time employment, changes in status to part-time will be effective at the start of term. Their mandatory supplementary fees however would be reduced to the part-time rate at the start of the next academic year.

Program Fees assessed on a course basis

Students enrolled in programs with course costed tuition will be assessed tuition fees for each course that they take. They will pay supplemental fees based on their status at the time of program entry. Course load restrictions may be required by the program based on status, please check the program handbook for these limitations.

Part-time students may not gain financial advantage over full-time students with respect to the overall cost of fees for their program as a function of their part-time status. The total cost of the part-time program cannot be less than the full-time.

Ph.D. students who have been registered as full-time for longer than the normal period of funding eligibility (as defined in 4.2.1 Financial Support for Graduate Students) will be assessed discounted tuition fees. Discounted fees only apply to Ph.D. programs.

A fee is charged for each course (including extra courses or audited courses) taken on the basis of Section 2.1.8 by persons who are not registered in a term-charged graduate program. The tuition fee for certain courses may be higher.

Leave of Absence

Students on leave of absence do not pay tuition fees for any complete months that they are on leave but do pay mandatory supplemental fees. Students who are on leave for a complete academic year do not pay mandatory supplemental fees.

Readmission

Students who have "withdrawn in good standing due to time limit" do not pay fees until readmission. Students must pay the readmission application fee to have their request considered for approval. Readmission will only take place at the start of a term for students being readmitted to program and tuition fees will be calculated based on the return date. Students readmitted to defend will be readmitted at the point that they are ready to defend. See Section 4.1.5 (Readmission Tuition Charges).

Mid-Year Admissions

Students admitted in January or ~~May~~ May will have a slightly different schedule of fees for tuition and mandatory supplemental fees.

Enquiries should be referred to Student Services: <https://registrar.mcmaster.ca/fees/>

4.1.1 Payment of Fees

In order to register a student must pay their tuition balance and all additional fees by the deadline. Details for payment methods and due dates can be found on the Student Affairs website.

4.1.2 Non-payment of Fees or Charges

Students with outstanding accounts will:

- a. not receive academic results, including but not limited to exams, grades, transcripts, diplomas; and
- b. not be permitted to register for the next academic year until the account is settled.

4.1.3 Discounted Fees - Ph.D. Students

Full-time Ph.D. students (domestic and international), who have reached term 13 or greater of their Ph.D. studies, will be charged tuition at a discounted fee rate.

4.1.4 Change in Residency

Changes in residency that occur when a student becomes either a permanent resident or Canadian citizen will have an impact on fees. These changes can only be accepted at the start of term and cannot be applied retroactively.

4.1.5 Readmission Tuition Charges

Students who do not register and pay tuition fees for any academic session are deemed to have withdrawn. These students and those who have been withdrawn in good standing due to time limit are required to apply for readmission. Master's or Ph.D. students withdrawn in good standing who are being readmitted to defend their thesis pay fees at the "Readmission to Defend" rate and are not eligible for a refund. If students do not defend in the term in which they were readmitted, their tuition reverts to the typical charges for their term count in their program including charging supplemental fees.

Students who withdrew voluntarily or did not register for an academic session and wish to apply for readmission to their academic program are readmitted at the registration status they were at the time of withdrawal and charged the current calendar rate of tuition and supplemental fees accordingly. Readmissions in this category are not eligible for the part-time rate unless the student was registered in a part-time program at the time of withdrawal.

4.1.6 Refund of Tuition Fees

A student, who completes the degree requirements, withdraws from the program, or takes a leave of absence prior to the end of the academic year will be entitled to a refund, based on the method of payment per section 4.1.1 above. If a

student uploads their final thesis mid-term or -month, their tuition will be assessed to the end of that month and any future enrolment will be removed during the clear to graduate process (e.g., student uploads in February, they will be refunded for March and April). (Note: a refund does not apply to students who are readmitted to defend.) Mandatory supplemental fees are not refundable.

4.2 Financial Assistance

4.2.1 Financial Support for Graduate Students

McMaster University aims to provide competitive funding offers to highly qualified candidates recommended for admission to our research-based graduate programs. Each program is responsible for determining the level of funding in their offers, although the School of Graduate Studies (SGS) sets a minimum level of funding for full-time doctoral studies for the first four years of full-time enrolment.

Financial support for Doctoral studies will normally be provided for the first four years of full-time enrolment, and will be comprised of funds from the admitting Faculty or graduate program, including departmental scholarships/awards, research scholarship support, and possibly employment (e.g. teaching assistant). The annual level of financial support will meet or exceed the minimum level of support set by SGS, provided all conditions stated in the Financial Support subsections below are satisfied.

Funding for students enrolled in most research-based Master's programs will normally be provided for the nominal duration of the program. There is no minimum level of funding stipulated by SGS for Master's programs.

Teaching Assistantships (TA) (or Research Assistantship-in-lieu under the collective agreement between Canadian Union of Public Employees, Local 3906, Unit 1 and McMaster University) and contract employment income are offered to many graduate students registered in full-time programs. TA duties vary according to department but will normally consist of performance in connection with undergraduate teaching, such as leading tutorials, demonstrating labs, and marking assignments. The award of a TA may vary but should not exceed 10 hours per week, plus three hours of training per term. Multiple TAs can be taken in a term, normally not exceeding 20 hours per week. TA funding is contingent on fulfillment of the employment obligations and maintaining satisfactory work performance, as stated in the letter of offer or employment contract. Please refer to section 2.5.3 regarding guidelines for maximum hours of work. Employment is paid as earned over the period in which the work is performed.

4.2.1.1 Minimum Academic Requirement for Financial Support

Only registered full-time students who maintain regular attendance on campus and meet program conditions for progression towards their degree shall continue to receive the funding outlined in their offer of admissions.

4.2.1.2 Duration of Financial Support

Normal duration for financial support in a research-based Master's programs varies from two to six terms of full-time registration, depending on the program.

Normal duration for financial support in a Doctoral program is the first twelve terms of full-time registration.

Full-time students transferring from a Master's program to a Doctoral program are eligible for financial support at the level of their original offer or at the minimum funding level set by SGS, whichever is higher, for an additional twelve consecutive terms from the time of their transfer to PhD.

There is no obligation for continued financial support exists for full-time students transferring from a Doctoral program to a Master's program.

4.2.1.3 Minimum Level of Financial Support for Doctoral Students

All full-time Doctoral students who meet the stated criteria under Section 4 shall receive financial support of a minimum of full-time tuition plus \$17,500. OSAP is excluded in the calculation of the financial support package. Examples of situations where the minimum financial support does not apply or ceases to apply are:

A student may decline all or part of the funding offer without prejudice to their admission. Where a newly enrolling student declines part of the funding package, the program must retain a copy of the written statement (either hardcopy or electronic) sent to the student acknowledging the change in financial support, which remains in effect for the length of the program. The program is not obligated to provide additional funding in compensation for the declined part(s) of the funding package.

In rare cases where a student is terminated from their employment duties (e.g. teaching assistantship), the program bears no obligation to compensate for the lost funding.

Where a successful applicant has been made an offer based on funding external to the university, the support committed to the student (by the university) for the nominal duration of their degree will be the difference between the funding minimum and the external scholarship value. In cases where an external scholarship ceases to be paid out in whole or in part, the university is not obliged to increase its financial support package.

4.2.2 Financial Payments to Graduate Students

International students must provide a clear demonstration of their means of financial support in order to obtain a study permit.

The University is required by law to deduct Canada Pension Plan and Employment Insurance premiums on all employment income and any appropriate union dues and deductions. Income Tax will be assessed on employment income only. Net earnings will be deposited bi-weekly, directly into a Canadian Bank account. A statement of your earnings is available online after each pay. The direct deposit method of payment is mandatory.

Enquiries about employment should be referred to Human Resource Services (<https://www.workingatmcmaster.ca/hr.mcmaster.ca>) 905-525-9140 ext. 22247.

If the student withdraws or graduates from the program part way through an academic year, the student is not entitled to any further portion of the award. Note that funding monies owing to McMaster, such as award/scholarship/bursary repayments, will show as an outstanding balance on their student account.

Additional University Regulations Affecting Graduate Students

5.1 Senate Policy Statements

The University has defined its expectations of students in both the academic and non-academic life of the University community and has developed procedures to ensure that all members of the community receive equitable treatment. Policies that govern academic and student life at McMaster can be found on the University Secretariat's Policies, Procedures and Guidelines webpage at the following address:
<https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

As policies are reviewed and revised on a regular basis, students are advised to check the *Policies, Procedures and Guidelines* webpage for the most up-to-date information (on the website select "students" in the Categories search field). Following are some of the policies most relevant to graduate students, available at the website above:

- [Academic Accommodation of Students with Disabilities](#)
- [Academic Accommodation for Religious, Indigenous and Spiritual Observances \(RISO\)](#)
- [Academic Integrity Policy](#)
- [Alcohol Policy](#)
- [Code of Student Rights and Responsibilities](#)
- [Discrimination and Harassment Policy](#)
- [Research Integrity Policy](#)
- [Residence Admissions Policies and Priorities](#)
- [Sexual Violence Policy](#)
- [Storm Emergency Policy](#)
- [Student Appeal Procedures](#)
- [Student Groups \(Recognition, Risk Assessment and Event Planning\), Policy on](#)
- [Tobacco & Smoke Free University Policy](#)
- [Graduate Course Management Policy](#)
- [University Aid and Awards Policy](#)

5.2 Academic and Research Integrity

The following brief statements are excerpted in part from the McMaster University Academic Integrity and Research Integrity Policies. For guidance on how to proceed in the case of suspected academic dishonesty or research misconduct, please consult the Office of Academic Integrity and the complete policies at <https://www.mcmaster.ca/academicintegrity/>. The Associate Deans of Graduate Studies are available for confidential consultations on matters related to academic and research integrity.

Academic Work

Academic work includes any academic paper, term test, proficiency test, essay, thesis, research report, evaluation, project, assignment or examination, whether oral, in writing, in other media or otherwise and/or registration and participation in any course, program, seminar, workshop, conference or symposium offered by the University.

For graduate students, comprehensive/qualifying exams, any research work, and thesis work (a thesis proposal, or thesis draft, or draft of one or more chapters) also constitute academic work and must adhere to standards of academic integrity.

Academic Dishonesty

Definition

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage.

Wherever in this policy an offence is described as depending on "knowingly," the offence is deemed to have been committed if the person ought reasonably to have known.

Students and applicants to graduate programs are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:

- a. adhering to the principles of academic integrity when submitting application materials
- b. following the expectations articulated by instructors for referencing sources of information and for group work;
- c. asking for clarification of expectations as necessary;
- d. identifying testing situations that may allow copying;
- e. preventing their work from being used by others, e.g., protecting access to computer files; and
- f. adhering to the principles of academic integrity when conducting and reporting research.

Students are responsible for their behaviour and may face penalties under the Academic Integrity or Research Integrity policies if they commit academic dishonesty or research misconduct.

Graduate students, having been deemed admissible to higher studies, are expected to be competent in the acknowledgement of other people's work, whether that work is in print or electronic media.

Graduate students are expected to understand the demands of ethical conduct of research and reporting research results and behave ethically and responsibly in conducting and reporting research. All graduate students are responsible for familiarizing themselves with the definition of research misconduct in the University's policy, namely, "a researcher must be honest in proposing, seeking support for, conducting, and reporting research; a researcher must respect the rights of others in these activities."

Research Integrity

The University states unequivocally that it demands research integrity from all of its members. Research misconduct, in whatever form, is ultimately destructive to the values of the University and society; furthermore, it is unfair and discouraging to those who conduct their research with integrity. This Policy applies to all institutional personnel. The Office of Academic Integrity is the administrative office responsible for the receipt and processing of allegations of misconduct at the investigation stage. A complete list of Policy violations can be found within the Research Integrity Policy.

5.2-3 Code of Conduct Student Rights and Responsibilities

McMaster University is a community dedicated to furthering learning, intellectual inquiry, and personal and professional development. Membership in the community implies acceptance of the principle of mutual respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it.

The ~~Code of Conduct~~~~Student code~~ *Code of Student Rights and Responsibilities* outlines the limits of conduct considered to be consonant with the goals and the well-being of the University community, and defines the procedures to be followed when students fail to meet the accepted standards.

Copies of the ~~The Code of Conduct~~ *Code of Student Rights and Responsibilities* may be obtained ~~from the website~~ at http://studentconduct.mcmaster.ca/student_code_of_conduct.html. <https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf>

For Health Sciences graduate students, a supplementary guideline, Professional Behaviour Code of Conduct for ~~Graduate~~ Learners, applies to learners in health care professions and research. This guideline outlines the professional behaviours in all academic and clinical settings that must be understood and followed.

Copies of the Professional Behaviour Code may be obtained ~~at~~ ~~from the website~~ <https://secretariat.mcmaster.ca/app/uploads/Professional-Behaviour-Code-for-Graduate-Learners-Health-Sciences-2014.pdf>.

5.3-4 Appeal Procedures

The University has a responsibility to provide fair and equitable procedures for the lodging and hearing of student complaints arising out of University regulations, policies and actions that affect students directly. The procedures described in the Student Appeal Procedures are intended to provide a mechanism to fairly address alleged injustices.

Students who wish to raise questions or who have a concern are strongly encouraged to communicate informally with their instructors, the Chair of their Supervisory Committee (or the Department Graduate Advisor where no committee exists), the Department Chair and/or the Associate Dean of Graduate Studies, the University Ombuds, or the appropriate administrative officer *before* seeking a review under the formal procedures. Experience has shown that many complaints can be resolved satisfactorily through informal communication. Students are requested to speak with the University Secretary regarding a complaint before submitting an application.

Students should seek remedies for their grievances as promptly as possible and must do so within the time limitations set out in the Student Appeal Procedures.

A Master's or Ph.D. thesis, and a Ph.D. comprehensive exam are specifically excluded from the re-read procedures identified in the Student Appeal Procedures. If a student does poorly in any of these examinations, the original examining committee is required to allow the student a second opportunity at the examination after at least a week. If the student fails on that second attempt, no additional examinations are permitted.

The Student Appeal Procedures may be found at:

http://www.mcmaster.ca/policy/Students_AcademicStudies/StudentAppeal.pdf
<https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

Students who seek special consideration should submit a Petition for Special Consideration. Petitions for Special Consideration ('Petition') and the decisions made on them are not part of this Policy. Students wishing to bring a Petition should consult the appropriate section 2.5.9 of the calendar.

5.4-5 Ownership of Student Work

In Canada, the author is the immediate owner of the copyright in an original work, except when the author is employed to create such material. 'Copyright' is an exclusive property right to publish, produce, reproduce, translate, broadcast, adapt or perform a work, as defined in the Copyright Act (R.S.C. 1985, c. C-42, as amended). For work done by a

graduate student, McMaster has the following policies related to the interpretation of copyright and other aspects of intellectual property rights. These policies distinguish in general between items done solely by the student and those undertaken as part of a joint research effort.

In the former case, the intellectual property is primarily the student's, but the University reserves certain rights as detailed in the remainder of this section. In the latter case, the intellectual property rights involve the student, the research supervisor, (and possibly other individuals as well), the University, and on occasion the financial sponsor of the research. If the work is anticipated to have commercial possibilities, it is recommended that the parties involved agree in writing beforehand on the sharing of any financial returns. The Associate Deans of Graduate Studies are available for confidential consultations on matters of ownership of student work involving faculty and/or other individuals.

5.45.1 Examinations, Reports and Papers Done as Part of Course Requirements

When work that is eligible for copyright is submitted to meet a requirement of a course, the University acknowledges the student's ownership of the copyright, but places the following conditions on the submission of the work to meet course requirements.

- a. The original physical document becomes the property of the University. This applies particularly to examination answer scripts, and may also be applied to term papers and other course work.
- b. Except for examination scripts, the University receives a royalty-free, non-exclusive licence to make copies of the work for academic purposes within the University, and to circulate the work as part of the University library collection.

5.45.2 Theses and Master's Project Reports

As with other papers, the University recognizes that the student holds copyright to the finished thesis. Copies of the thesis shall have on them in a prominent place on the title page the international copyright notice.

The student is required to sign a licence to the University library (and for Ph.D. students an additional licence to the National Library). (See Section 2.8.3) These licences grant the two libraries permission to reproduce the thesis and to circulate it, but do not affect ownership of the copyright.)

However, the University also recognizes that the ideas in the thesis will often arise from interaction with others. In some cases, this interaction will have been solely with the thesis supervisor; in other cases, a larger research team will have been involved. For this reason, it is understood that the copyright refers only to the written document of the thesis. The ideas, or commercial exploitation of the work may or may not be the exclusive property of the student. For the student who has worked closely with a supervisor, or as part of a research group, the rights to publish, the ownership of original and secondary research records, patent, or commercially exploit the results of the research are shared with the supervisor and/or the research group, and with the University. In those cases in which the work has been supported in part by research grants or contracts, there may be other conditions affecting any patent or commercial exploitation. (The student should be made aware of any such conditions before work begins.)

5.45.3 Computer Programs

Computer programs written as part of employment duties, as for example by a teaching assistant, are the property of the employer, as specified in the Copyright Act. Computer programs written as part of course work, a project or a thesis may also have value as a potentially marketable intellectual property. The University recognizes that such software may arise in two different ways, and accordingly has two policies. In setting forth these policies, it is understood that in

those cases in which software development draws upon other software owned or licensed by the University, the terms and conditions of the licence or purchase must be followed.

- a. Where a student develops such software at the direct request of a supervisor, and under supervision, it is assumed that there is joint ownership of the intellectual property rights. In such cases, it is recommended that the individuals involved co-author a working paper documenting the software, rather than including it as an appendix to a thesis or report. Prior agreement between the student and supervisor that this is to be the case would be helpful, but is not mandatory.
- b. Where a student develops such software on their own, as for example for an independent project in a course, copyright remains with the student. As a condition of using University computing facilities, the student is required to grant the University a royalty-free licence to use the software. This includes the right of the University to distribute copies of the software to McMaster faculty, staff, and students for the University's administration education and research activities. This licence does not include the right to use the software for commercial purposes or to distribute the software to non-McMaster people.

5.45.4 Research Data

As with computer software, the University recognizes that research is conducted and data are acquired in two different fashions. When the data are acquired as part of a joint or collaborative effort, such as one relying on the equipment within a laboratory, they are not solely the property of the student, although some of the data may ultimately appear in tables or appendices in a completed thesis. As a general rule, such data are the joint property of the student and the research supervisor, either of whom has the right to make them available to other individuals as well. Both student and supervisor are responsible for insuring that proper acknowledgement of the contributions of the student, supervisor, and other members of the research team is made when the data are released in any form. Students are responsible for ensuring that there is adequate documentation of their research work and findings and that their records meet granting agency, program and supervisor expectations. While original research records are normally the property of the faculty supervisor overseeing the work, students are expected to generate and properly secure adequate, original documentation, in addition to keeping personal copies, in order to ensure the integrity of their records.

When the data are acquired through the student's individual effort, and without the use of University laboratories or funding, then they are usually the property of the student making that effort. However, exceptions may occur when the student collects data using research instruments, including interview schedules and questionnaires, developed wholly or in part by the research supervisor or by some other person or agency. In such instances the right to ownership and/or use of the data may be shared among the parties involved. Given the range of possible alternatives it is not possible to set absolute guidelines in advance covering all such situations. Consequently, it is recommended that students and supervisors make clear agreements in advance concerning the ownership and use of data collected in this fashion. Ownership of data may also be affected by the terms of a research contract that has supported the work.

5.45.5 Equipment

If University resources have been applied to the construction or design of equipment, it is not the property of the student, but of the University. Equipment constructed or designed as part of course or thesis work is the property of the student if the work, materials, and workroom space have been provided by the student or other non-University source. Ownership of newly constructed equipment may also be specified in a research contract that has supported the work.

5.5-5 McMaster University Policy for Academic Accommodation of Students with Disabilities

Below are excerpts from the Academic Accommodation of Student with Disabilities policy.

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.

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

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.

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.

The complete Academic Accommodation of Student with Disabilities Policy, which includes Roles & Responsibilities, Guidelines and Procedures, Appeals and related legislation can be found [here](#).

Workplace Accommodations for graduate students who have Teaching Assistantships and other campus employment are processed through Human Resources. For the related policy, requests, and procedures, refer to Human Resources.

5.6-7 Student/Faculty Non-Disclosure Agreements

The School of Graduate Studies encourages the cooperation of faculty with the private sector. Often cooperation will permit the involvement of graduate students. When this happens, it is not unusual for a company to protect its interests by asking the faculty member and the student to sign a confidential Non-disclosure Agreement. Such agreements are signed by the McMaster Industrial Liaison Office (MILO) and apply to all members of the university including students involved in the work. These agreements can restrict conditions for a number of matters important to students, such as their wish to publish research results, the thesis defence, and the deposit of the thesis with libraries. In all cases, the restrictions are reasonable and do not clash with academic principles that require the presentation of research findings for peer assessment.

Students should be advised to discuss any non-disclosure waivers or comparable agreements with the department chair, graduate advisor, or the School of Graduate Studies, if they are concerned with the conditions.

It has been common practice, in cases where a corporation wishes to protect its interests in a discovery, to delay placing copies of a thesis in libraries for up to twelve months after the oral defence, but not for longer periods.

It has not been common practice in these same cases to limit attendance at oral defences to only examination committee members; nor has it been common practice to have examination committee members agree to non-disclosure agreements. The pertinent guiding principle is that oral defences are public events.

Students in doubt about how these norms of academic activity apply to their circumstances should approach the Vice-Provost & Dean of Graduate Studies.

5.7-8 Conflict of Interest Guidelines, School of Graduate Studies

5.78.1 General

There shall be no prohibition on the grounds of family relationship against the admission of persons as full- or part-time graduate students or against the eligibility for financial awards of such persons. Faculty members normally shall not take part in any proceedings at any level which affect the graduate standing of a spouse or other relative (including admission, financial assistance, promotion, courses of instruction, supervisory, thesis and examining committees). It is understood that the merits of each individual shall be the overriding consideration in all such cases.

5.78.2 Conflict of Interest in the Evaluation of Graduate Students

All faculty members responsible for the evaluation of graduate students have a general responsibility to the University to ensure that they are not in a position of conflict of interest (or the appearance of a conflict of interest) in their obligations to the University with regard to the nature of their relationships with graduate students. Specifically, a faculty member may not be involved in the evaluation of a graduate student if the faculty member has a close family relationship with the student (including spouse, parent, child, sibling, niece/nephew or spouses of the foregoing), if the faculty member is, or has been engaged to be married to the student, or if the faculty member has (or has had) an intimate personal relationship with the student. Evaluation includes grading course work or examinations (including the defence of a thesis) and supervision, whether as the principal supervisor or as a member of a supervisory committee.

A faculty member should question the propriety of evaluating a graduate student if there exists a distant family relationship with the student, or if the faculty member and the student maintain or have had a business relationship or any other relationship which should reasonably give cause for concern.

Questionable cases should be referred to the Vice-Provost & Dean of Graduate Studies for a decision.

5.8-9 Student Academic Records

Student academic records are the property of the University. The University has developed procedures designed to protect the confidentiality of student records. A student may have access to their file, but documents received from a third party in confidence will not be disclosed.

Transcripts are issued only with the consent of the student.

5.9-10 McMaster University Workplace and Environmental Health and Safety Policy

McMaster University is committed to provide and maintain healthy and safe working and learning environments for all employees, students, volunteers and visitors. This is achieved by observing best practices which meet or exceed the standards to comply with legislative requirements as contained in the Ontario Occupational Health and Safety Act, Environmental Protection Act, Nuclear Safety and Control Act and other statutes, their regulations, and the policy and procedures established by the University. To support this commitment both McMaster University and its employees are responsible jointly to implement and maintain an Internal Responsibility System directed at promoting health and safety, preventing incidents involving occupational injuries and illnesses or adverse effects upon the natural environment.

The University is responsible for the provision of information, training, equipment and resources to support the Internal Responsibility System and ensure compliance with all relevant statutes, this policy and internal health and safety programs. Managers and Supervisors are accountable for the safety of workers within their area, for compliance with statutory and University requirements, and are required to support Joint Health and Safety Committees. Employees are required to work in compliance with statutory and University requirements, and to report unsafe conditions to their supervisors.

Contractors and subcontractors undertaking to perform work for McMaster University must, as part of their contract, comply with all relevant workplace and environmental health and safety statutes and to meet or exceed the University's Workplace and Environmental Health and Safety Program requirements.

In addition to the ~~above stated~~above-stated managerial responsibilities, Deans, Directors, Chairs, Research Supervisors and other Managers are also accountable for the safety of students, volunteers and visitors who work and/or study within their area of jurisdiction. Students are required by University policy to comply with all University health, safety and environmental programs.

Implementation:

The authority and responsibility for the administration of procedures and programs to provide for the implementation of this policy is assigned to the Office of the Vice President, Administration.

The Risk Management Support Group is responsible for facilitating the development, implementation and auditing of the Health and Safety Programs effective under this policy. This is achieved through the implementation of a risk management system that is directed at supporting the Internal Responsibility System through the application of best practices for the management of occupational, environmental, public health and safety related risks.

The Office of the Vice President, ~~Administration~~Operations and Finance will provide reports to the University Board of Governors concerning the status and effectiveness of the Workplace and Environmental Health and Safety System and any notices of violation issued to the University regarding breaches of workplace health and safety or environmental protection statutes.

~~5.10~~11 Inter-University Cooperation - Ontario Visiting Graduate Student (OVGS)

It is possible for a graduate student registered at McMaster University to take a graduate course at another Ontario university for credit toward the McMaster degree. To do so, the student must review the Information Booklet, complete the form for an Ontario Visiting Graduate Student (OVGS) (~~both available on the Council of Ontario Universities website <http://cou.on.ca/key-issues/education/graduate-education/ontario-visiting-grad-students>~~available on the SGS website under Current Students – Forms and Policies.) ~~Students must~~ describe the course to be taken (including all relevant course codes), the term in which it will be taken, and the reasons for taking the course. Approval of the student's Department Chair and Supervisor are required before the form is submitted for approval to the School of Graduate Studies via Service Request, which will send it to the host university once approved by SGS. The course

selected must be required for the student's program, must be a graduate level course, and must not be available at McMaster University. Auditing of courses or registration for "extra" courses is not permitted. The student is subject to any regulations of their Home University with respect to the maximum number of courses which may be taken at another Ontario university. At McMaster, there is a ~~two course~~two-course maximum over the duration of the student's program. Once complete, an official transcript must be sent to the student's program office so that it can be uploaded to the Service Request SGS for the student's record to be updated.

General Information

Counselling Services

Student Wellness Centre - <https://wellness.mcmaster.ca/>

Equity and Inclusion Office - <https://equity.mcmaster.ca/>

International Student Services - ~~<https://iss.mcmaster.ca/>~~ <https://studentsuccess.mcmaster.ca/international-students/>

Ombuds Office - <http://www.mcmaster.ca/ombuds>

Office of Academic Integrity - <http://mcmaster.ca/academicintegrity/index.html>

Student Accessibility Services - <http://sas.mcmaster.ca/>

Office of the Registrar - Student Services - <https://registrar.mcmaster.ca/aid-awards/>

Student Success Centre - <http://studentsuccess.mcmaster.ca/>

Health Services

~~Environmental and Occupational Health Support Services~~ University Health and Safety - Tel . 905-525-9140 Ext. 24352

Ontario Health Insurance Card - Tel . 905-521-7825 (Service Ontario)

~~Student Wellness Centre~~ - <http://wellness.mcmaster.ca>

University Health Insurance Plan - <https://studentsuccess.mcmaster.ca/international-students/health-insurance;>
uhip@mcmaster.ca

Workplace Safety and Insurance Board Coverage for Graduate Students - ~~Working at McMaster~~ <https://hr.mcmaster.ca>

Housing and Conference Services and Hospitality Services

Conference and Event Services - <https://housing.mcmaster.ca/conference-event-services/>

Hospitality Services - <http://hospitality.mcmaster.ca>

~~McMaster Community Homes Corporation~~ - Tel . 905-578-3833; E-mail: receptionist@communityhomes.ca

Off-Campus Housing - <http://macoffcampus.mcmaster.ca> (Off-Campus Resource Centre)

On-Campus Housing - <http://housing.mcmaster.ca> (Housing and Conference Services)

Student Associations

Graduate Students Association (GSA) - <https://gsamcmaster.ca>

McMaster University Alumni Association - <http://alumni.mcmaster.ca/>

Other University Services/Facilities

Athletics and Recreation - <http://www.marauders.ca>

Bookstore ~~and Post Office~~ - <https://campusstore.mcmaster.ca/> (~~Titles Bookstore~~)

Day Care Facilities at McMaster

- McMaster Children's Centre Incorporated - <https://mcmasterchildrenscentre.wordpress.com>
- McMaster Students' Union Child Care Centre - ~~<https://www.msumcmaster.ca/services-directory/30-child-care-centre>~~ <https://msumcmaster.ca/service/childcare/>

Parking Services - <http://parking.mcmaster.ca>

Security Services - <http://security.mcmaster.ca>

University Chaplain Centre - <https://mcmasterchlaincy.org/>

Special Resource Services/Facilities

~~Centre for McMaster~~ Continuing Education - <http://www.mcmastercee.ca> <https://continuing.mcmaster.ca/>

MacPherson Institute - <http://mi.mcmaster.ca>

McMaster Media Production Services - <http://media.mcmaster.ca> <https://mps.mcmaster.ca/>

McMaster Museum of Art - <https://museum.mcmaster.ca>

Office of International Affairs - <http://oia.mcmaster.ca> <https://global.mcmaster.ca/>

University Library - <http://library.mcmaster.ca>

University Technology Services (UTS) - <http://www.mcmaster.ca/uts> <https://uts.mcmaster.ca/>

Graduate Scholarships, Bursaries and Other Awards

(<https://gs.mcmaster.ca/current-students/scholarships/>)

6.1 Overview

The University and the School of Graduate Studies supports the financial wellbeing of students in the delivery of aid and award programs, ensuring equity, consistency and transparency in administration.

The following information is intended to provide details about the various forms of scholarship support available at McMaster. Students with questions regarding financial support should contact their department or graduate program (hereafter referred to as the department) directly for assistance.

All efforts have been made to ensure the accuracy of information of awards on the School of Graduate Studies website. However, it is ultimately the responsibility of fellowship and award applicants themselves to verify program deadlines and/or requirements with external agencies. The School of Graduate Studies cannot be held responsible for any error or omissions, but would appreciate being informed of these, for correction or addition in the next edition.

6.1.1 General Regulations

Graduate students at McMaster University are expected to apply annually for external funding opportunities that may be available to them and as directed by their department.

Scholarships (including fellowships, prizes, medals and awards), academic grants and bursaries may be cancelled without notice if the conditions under which they are granted are not upheld. To hold an award at McMaster University, students must:

- Have been unconditionally admitted into the eligible graduate degree program for which funding was granted;
- Be registered full-time and progressing satisfactorily in the eligible graduate degree program; part-time students are normally not eligible to receive scholarship support;
 - 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.
- Accept the terms and conditions of the award;
- Comply with all academic regulations of McMaster University and the requirements of the scholarship and/or award;
- ~~Not hold or accept full time employment while holding the award; and~~
- Agree to have McMaster University administer the award in accordance with its policies and procedures.

In accordance with the *Freedom of Information and Protection of Privacy Act* and McMaster University's Statement on the collection of Personal Information and the Protection of Privacy, where notice is given, the University is permitted to publish an individual's name, Faculty, program and award information. McMaster University reserves the right to publish the names of recipients of most scholarships and awards. **Note:** If a student chooses to revise their consent, they must contact the School of Graduate Studies at graduatescholarships@mcmaster.ca. It is the School of Graduate Studies responsibility to update Mosaic and AwardSpring.

For the purpose of Aid and Award criteria and eligibility, references to "Woman" or "Female" include all students who identify as Woman or Female and references to "Man" or "Male" include all students who identify as a Man or Male.

6.1.2 Value and Duration of Award

The value and duration of scholarships and awards are detailed in the terms of the letter of offer or award letter. Should a successful applicant receive an internal scholarship or external award subsequent to the letter of offer, McMaster's normal practice is to adjust the contributions to the applicant's offer in such a way that the applicant benefits from the additional award, but not to the extent that it simply adds the value of the award to the original offer. The fractional financial benefit of an internal scholarship or external award varies by program but is consistent within a given program.

Any approved change in degree, program, registration, supervisor or research area must be reported to the School of Graduate Studies and may result in a change to the value and/or duration of the award. The value of some external awards must be refunded if conditions of the awards are not met.

6.2 Graduate Scholarships

Upon admission to McMaster, graduate students are automatically considered for funding by the various departments. Offers that include funding will state the amount and duration of funding, conditions for renewal (if any), terms of continued funding, and other relevant details. All funding for graduate students from the University or from individual programs will be based on satisfactory progress of the student in their program as determined by academic criteria or as specified in an offer of funding. If the student has been awarded a Graduate or Departmental Scholarship, they should be aware that the funds for this scholarship might come from funds awarded by the School of Graduate Studies and/or from the department. The student may also receive a Research Scholarship provided by funds from the supervisor. Students that have been awarded an Entrance Scholarship, should be aware that it is for the first term of study only and is not renewable. All funding is contingent on enrolment of the student.

6.2.1 Internal Awards

The University Senate, acting on behalf of generous benefactors and donors to the University, bestows academic awards, bursaries, academic grants, and travel awards on graduate students. In recognizing financial need and/or academic and/or research merit, the University requires all recipients of awards to fulfill a set of general conditions, in addition to meeting the particular terms attached to individual academic awards. The general conditions and terms have been established to ensure equity in competition and a high academic standing. Any interpretation of the conditions attached to academic awards is solely the prerogative of the Graduate Council. The University reserves the right not to grant an award in the absence of a suitable candidate, or to limit the number of awards where too few suitable candidates exist. The University also reserves the right to withdraw, or amend the terms of, any award, and/or to suspend granting of an award or to adjust the stated value of an award in years in which insufficient investment income is available due to fluctuations in investment markets. Where the terms of such an award become impossible to fulfill

through obsolescence, then the University may amend the terms to carry out the nearest possible intent of the donor while still ensuring that the benefit of the award continues.

Bursaries

Bursaries are granted on the basis of demonstrated financial need according to the principles of the Province of Ontario's Student Access Guarantee. They are intended to supplement a student's own financial contribution, parental assistance, government aid and personal loans/lines of credit to help the student to complete the academic year.

In order for students to be considered for any donor bursary, they must have completed a full-time OSAP application or another provincial government student aid application, or a standard university need profile, and they must apply to the Graduate General Bursary through AwardSpring.

Academic Grants

Academic Grants are granted on the basis of academic excellence and demonstrated financial need as stated above.

In order for students to be considered for an academic grant, they must have completed a full-time OSAP application or another provincial government student aid application, or a standard university need profile.

Internal Scholarships (including travel awards)

Internal scholarships support students registered in a specific program or Faculty through the generous contributions of our benefactors and donors, and initiatives from the School of Graduate Studies. Selection is based on academic merit and/or research excellence. Students can apply to most of the internal scholarships through ~~aid by application in~~ AwardSpring. A small number of scholarships don't have applications as they are awarded by departmental nomination as per the terms of the award. It is critical that students consult with their departments regarding eligibility, application procedures and deadlines as each department will have its own process for internal review. Departments forward their recommendations to the School of Graduate Studies for final approval.

6.2.2 External Awards Tenable at the University

External awards tenable at the University are given by federal and provincial government agencies and other private organizations that rely on McMaster University to recommend candidates, facilitate payments, and ensure compliance of terms and conditions of the award. Examples ~~of these agencies~~ include the Canadian Institute of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC), the Social Sciences and Humanities Research Council (SSHRC), and the Ontario Graduate Scholarships (OGS).

The application process for the majority of these awards is usually held one year in advance of receipt of the award (for example, competitions are held in ~~October~~ ~~the fall~~ for awards starting in May, September or January of the subsequent academic year). Applications and eligibility requirements are usually indicated on respective government agency web sites by late August. Deadlines vary by agency but normally occur in the ~~f~~Fall of each academic year.

As the recipient of a CIHR, NSERC, SSHRC, OGS or similar award, the student may be required to complete additional acceptance/refusal forms, and provide copies to their department and the School of Graduate Studies. If the student changes their status, or is granted a leave of absence, the student may be required to notify the external agency as outlined in the guidelines (or terms and conditions) of the award. It may also be the case that the external award is subject to restrictions that require altered terms of the original letter of offer, or forfeit the award.

6.3 Funding Application Deadlines

Students interested in applying for scholarships and awards should contact their home departments for specific details on the application process and department internal deadlines. Dates and information from external agencies may be

updated periodically and without notice. Changes to internal due dates within departments or programs, and the School of Graduate Studies, will be updated accordingly.

6.4 Financial Planning

A financial plan is an essential part of a university career. It can be helpful to consult with family members, a banking representative or financial aid counsellor to research financial options. Graduate students who are eligible are encouraged to apply for OSAP. For more information about OSAP, please visit the following sites: Office of the Registrar, Aid & Award and Government of Ontario - OSAP.

Governing Bodies

7.1 Senate

The University Senate consists of approximately 65 members, including the Chancellor, the President (Chair), the Vice-Presidents and Vice-Provosts, the Vice-Provost & Dean of Graduate Studies, the Faculty Deans, three members from the Board of Governors, four members from the Alumni Association, and 32 faculty members. In addition, there are 12 student members, one graduate and one undergraduate from each of the six Faculties. The students are elected by and from the students in their respective Faculties.

The Senate has ultimate responsibility for determining academic policy, which includes new academic programs, changes in curriculum, standards for admission to the University, matters arising in connection with the award of scholarships and prizes, examination policy, academic regulations, procedures for student appeals, criteria and procedures for granting tenure and promotion to faculty members, the codes of conduct for students and so on.

Website: <http://www.mcmaster.ca/univsee> <https://secretariat.mcmaster.ca/>

7.2 Graduate Council

The Graduate Council is a deliberative, administrative, and executive body responsible directly to Senate but otherwise autonomous. Its membership consists of the Chancellor, the President and Vice-Chancellor, the Provost and Vice-President (Academic), the Vice-Provost & Dean of Graduate Studies (Chair), the Associate Deans of Graduate Studies, the Faculty Deans, the University Librarian, the University Registrar, the Secretary of Senate, the Vice-President (Research and International Affairs), Manger of Finance and Administration of the School of Graduate Studies, the Associate Graduate Registrar and Secretary of the School of Graduate Studies, eighteen faculty members (three from each faculty), and twelve graduate students (two from each faculty).

The responsibilities of the Graduate Council have been specified in some detail by Senate and are outlined in the By-laws of the Senate of McMaster University and the Senate Resolutions. The more significant ones may be summarized by noting that it regulates matters concerning graduate work of common concern to the entire University, acts upon recommendations concerning graduate work from each Faculty upon matters of particular concern to that Faculty, reports to Senate on graduate matters, recommends candidates for graduate degrees, stipulates conditions for the awarding of graduate scholarships, and stipulates the departments eligible to offer graduate work.

7.2.1 Executive Committee of Graduate Council

The Executive Committee of Graduate Council is composed of the Vice-Provost & Dean of Graduate Studies (who acts as Chair), the Associate Deans of Graduate Studies as Deputy Chairs, the President and Vice-Chancellor, the Provost

and Vice-President (Academic), one faculty member from each Faculty, and the Associate Graduate Registrar and Secretary of Graduate Studies.

The Executive acts as nominating committee, academic policy committee, and on any other matters put before it by Graduate Council or the Vice-Provost & Dean. This body acts on behalf of Council in instances where there is some urgency (e.g., during the summer months when there are no regularly scheduled meetings).

7.2.2 Scholarships Committee of Graduate Council

The Scholarships Committee of Graduate Council is composed of the Associate Deans of Graduate Studies (who act as co-chairs) and faculty members (representing all six faculties). This committee is responsible for acting upon all recommendations and applications for internal endowed fellowships and scholarships, and external scholarships.

7.3 Standing Committees

7.3.1 Faculty Graduate Curriculum and Policy Committees

Each of the six Faculties has a Committee on Graduate Curriculum and Policy which is responsible for dealing with matters of policy and curriculum affecting the Faculty, including new developments, course changes, changes in degree requirements, and new programs and fields of study arising from departmental proposals. The Faculty then acts upon the recommendations of this committee.

7.3.2 Faculty Graduate Admissions and Study Committees

~~For each Faculty, there is also~~ A Faculty may have a Committee on Graduate Admissions and Study responsible for determining admissibility of any applicant on the recommendation of the department, approving each student's course program, reviewing annually the progress of each student, making necessary decisions thereon, recommending awarding of degrees, deciding upon applications from students for special consideration, and acts on the final decisions from a hearings committee for student appeals and cases of alleged academic dishonesty and research misconduct. In Faculties that do not have a Graduate Admissions and Study Committee ~~Normally,~~ the Associate Dean of Graduate Studies for the Faculty handles the matters listed above. ~~-on behalf of the committee.~~ The Secretary of all Committees, to whom business items may be addressed, is the Associate Graduate Registrar and Secretary of Graduate Studies.

May 2024 Graduate Council

New Awards

Name: The Carolyn Christine Cunliffe Memorial Scholarship in Brain Cancer Research

Terms: Established in 2023 by Colin and Diane Cunliffe, and the family and friends of Carolyn Christine Cunliffe. To be awarded to a graduate student who has made significant contributions, or demonstrates a clear potential to do so, in glioblastoma or other brain cancer research. The funds are to be awarded annually at the discretion of the Director of the McMaster Centre for Discovery in Cancer Research.

Name: The Samit & Reshma Sharma Scholarship in Nuclear Engineering, Radiation, & Medicine

Terms: Established in 2024 by The Samit & Reshma Sharma Foundation to celebrate unique nuclear research facilities including Canada's most powerful reactor & major neutron source at McMaster University. This scholarship will enhance societal knowledge & practices in nuclear research in energy and medical isotopes. To be awarded by the School of Graduate Studies to graduate students who demonstrate academic and research excellence and the most significant practical application of nuclear science in engineering, radiation physics, and medicine.

Name: The Samit & Reshma Sharma Scholarship in Health & Aging

Terms: Established in 2024 by The Samit & Reshma Sharma Foundation to celebrate McMaster University's renowned strengths in aging research. This scholarship will enhance societal knowledge & practices to optimize the health and longevity of Canadians through leading-edge research, interdisciplinarity and stakeholder collaboration. To be awarded by the School of Graduate Studies, on the recommendation from the McMaster Institute for Research on Aging (MIRA) to graduate students who demonstrate academic and research excellence and whose projects have the greatest potential for practical impact in health and aging.

Terms Changes

Name: CHEPA Doctoral Research Scholarship

Current terms:

Established in 2022 by David Feeny and George Torrance, founding members of the Centre for Health Economics and Policy Analysis (CHEPA). To be awarded by the School of Graduate Studies to doctoral students enrolled in any program, who are conducting research under the supervision of faculty members belonging to CHEPA and who demonstrate academic and research excellence. The scholarship will support PhD students who have successfully completed their comprehensive examinations. Preference will be given to students with research interests that include health-related quality of life, health technology assessment, health economics, health services research, or health policy.

New terms:

Established in 2022 by David Feeny and George Torrance, founding members of the Centre for Health Economics and Policy Analysis (CHEPA). To be awarded by the School of Graduate Studies to doctoral students enrolled in any program, who are conducting research under the supervision of faculty members belonging to CHEPA and who demonstrate academic and research excellence. The scholarship will support PhD students who have successfully completed their comprehensive examinations. Preference will be given to students with research interests that include health-related quality of life, health technology assessment, health economics, health services research, health policy or **determinants of health**.

Reason for Term Changes:

The donor wishes to make an addition to the preference statement.

TOR for GC sub-committee on Graduate Financial Support

Purpose:

1. To produce an annual report on aggregated financial support data from McMaster for GC. To do so the sub-committee will work with IRA. After consideration by GC, the data will be presented publicly in a dashboard format.
2. To discuss, as necessary, questions arising from issues of financial support for graduate students at McMaster. If charged, the committee may make recommendations to GC.

Membership (two-year term), five members. The membership of the committee will be appointed by the Vice-Provost and Dean of Graduate Studies in consultation with Associate Deans Graduate Studies from the faculties. The Vice-Provost will ensure that all Faculties have representation on the sub-committee over a four year period.

Chair (non-voting, will have a vote to break a tie on the sub-committee): a faculty member from GC or an Associate Dean Graduate Studies (ADG). If the latter, then only one additional ADG will be appointed to the sub-committee.

Two ADGs (save in the contingency where an ADG is Chair).

Two student members of GC

In addition:

Observer: GSA president

Consultant: IRA staff

Consultant: Senior Associate Registrar and Graduate Secretary SGS; Manager, Finance and Administration SGS.

Frequency of meeting:

As required but no less than one meeting in the Fall/Winter terms.



April 2024

TO: Graduate Council

FROM: Steve Hranilovic
Vice-Provost and Dean of Graduate Studies
Co-Chair, Quality Assurance Committee

RE: IQAP Cyclical Program Reviews

INTRODUCTION

The purpose of Institutional Quality Assurance Process (IQAP) program reviews is to assist academic units in clarifying their objectives and to assess curriculum and pedagogical policies, including desirable changes for future academic development. Although the primary objective for these reviews is the improvement of our academic programs, the processes that we adopt are also designed to meet our responsibility to the government on quality assurance. The process by which institutions meet this accountability to the government is outlined in the Quality Assurance Framework (QAF), developed by the Ontario Councils of Academic Vice-Presidents (OCAV). 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.

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 emerges through the self-study.

All program review reports (including self studies, review team recommendations, departmental responses, and dean's implementation plans) are submitted to McMaster's Quality Assurance Committee, a joint committee of Undergraduate and Graduate Councils. The Quality Assurance Committee assesses all submitted reports and prepares a Final Assessment Report (FAR) for each program review conducted during the previous academic session. Each FAR:

- 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;

Undergraduate Council and/or Graduate Council will review this report to determine if it will make additional recommendations.

2020 -2023 IQAP CYCLICAL PROGRAM REVIEWS

The following programs were reviewed during 2022-2023:

Graduate Programs

UNENE G. Diploma

Religious Studies

Physiotherapy MSc.

Master of Public Health

Biomedical Discovery and Commercialization

Political Science

The following programs were reviewed during 2021-2022:

Graduate Programs

History, M.A., and Ph.D.

The following programs were reviewed during 2020-2021:

Graduate Programs

Department of Health, Aging, and Society

English and Cultural Studies

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

UNENE G.Dip

Date of Desk Audit: March 23rd, 2023

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

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the UNENE program submitted a self-study in February 2023 to the Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its graduate diploma. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Engineering, and selected by the Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a desk audit on March 23rd, 2023. The review included interviews with the Vice-Provost and Dean of Graduate Studies, and leadership of the program.

The Director of the program and the Dean of the Faculty of Engineering submitted responses to the Reviewers' Report (September and November 2023 respectively). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

- **Strengths**

The review team highlights the strengths of the UNENE Graduate Diploma program:
Relevance to the sector and linkage to the UNENE M.Eng. program.

Like the UNENE M.Eng. program, the Graduate Diploma program is designed to provide opportunities for industry professionals to improve their skills and competency. This program is part of UNENE's core mission to build nuclear capacity in Canada by educating knowledgeable, highly qualified personnel.

As the review team notes, the Diploma program is also connected closely to the M.Eng. program — the same courses are taught by the same professors, with the same expectations of assessment and high standards of preparation.

Students are able to network with each other, fostering opportunities for networking within and outside of their organizations.

- **Areas for Enhancement or Improvement**

UNENE can focus further on defining the connection between the M.Eng. and Diploma programs by exploring how to facilitate and clarify the transition process between them. Engagement with industry should be enhanced by identifying specific needs and challenges that industry organizations face in developing a skilled workforce. Likewise, learning from the current industry landscape to ensure that course modules remain up to date with the most relevant information, and exploring the usage of different delivery technologies and models (including online/asynchronous elements) will facilitate the participation of more students in the program.

Implementation Plan

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

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline
<p>1. UNENE should discuss with the nuclear industry and identify what future challenges the industry believes it will face, but also challenge the industry on those areas UNENE believes are opportunities for industry, such as security, safeguards and human factors.</p>	<p>Proposed actions:</p> <ol style="list-style-type: none"> 1. UNENE is undergoing an education needs assessment with major industry organization partners, to understand challenges and future needs and how they relate to UNENE educational offerings. UNENE will collect and analyze the response data from industry to produce an education needs report, including needs at the basic level (introductory courses), intermediate level (professional development), and advanced level (graduate education — M.Eng. and Diploma). 2. UNENE organizes annual workshop attended by universities and nuclear industry organizations. UNENE will ensure that the industry continues to provide information on the topics and areas of importance to the industry, including the aforementioned areas, but much more, such as operational needs, refurbishment needs, new build needs, etc. 	<ol style="list-style-type: none"> 1. Allan Lew leading collection of data 2. Data analysis and translation for graduate education — Nik Popov, Raluca Petria 3. Organization of UNENE annual workshops – Ben Rouben 	<p>September 2024</p>

<p>2. UNENE look at migration from the M.Eng. program to the Diploma and vice versa, and examine what options there are for students.</p>	<p>Proposed actions:</p> <ol style="list-style-type: none"> 1. UNENE will develop a clear guideline/policy for migration from M.Eng. to Diploma and vice versa. 2. UNENE will bring this guideline for approval and official adoption at the level of the Education Advisory Committee. 3. UNENE will produce a general UNENE Student Handbook in collaboration with all core universities, which will include the M.Eng.-Diploma migration guideline among all other student-relevant information. 4. UNENE will make this document available to students directly as well as on the UNENE website. 5. UNENE will update this handbook yearly. 	<p>Raluca Petria, with collaboration from grad admins at other schools Oversight by Nik Popov</p>	<p>May 2024</p>
<p>3. UNENE continues to examine how modules continue to be relevant, and are updated when needed. Updates should focus on changes in the sector relevant to the Canadian Nuclear Industry, but also those which are seen as upcoming in the future, e.g SMRs, new reactor technologies, security, safeguards, human factors.</p>	<p>Proposed actions:</p> <ol style="list-style-type: none"> 1. UNENE professors regularly conduct reviews of course content to ensure relevance to current nuclear industry landscape in Canada. On an ongoing basis, UNENE will work with course professors ahead of course delivery to update material appropriately. 2. As part of the UNENE efforts to introduce an online delivery method for all UNENE graduate courses, UNENE instructors will conduct a review of the relevance of the course content, materials and delivery method. Pilot courses to perform this activity will be UN802 (upcoming Fall 2024) and UN803 (upcoming Winter 2024). 	<p>Nik Popov, Raluca Petria</p>	<p>June 2024</p>
<p>4. The Diploma and M.Eng program look at alternative methods for delivery, using asynchronous delivery. This could allow more students to take part across Canada.</p>	<p>UNENE is currently preparing an application for transition to online program delivery.</p> <p>Proposed actions:</p> <ol style="list-style-type: none"> 1. UNENE will produce and submit a proposal to the Engineering GCPC in Fall 2023 for transition 	<p>Nik Popov, Raluca Petria</p>	<p>Target dates for conversion of UN802 for online delivery: October 2023 — submission</p>

	<p>of a pilot course (UN802 — Fall 2024).</p> <ol style="list-style-type: none"> 2. UNENE has and will continue to collaborate with UN802 course professors, UNENE EAC + EAC Subcommittee, other UNENE Academics, and additional online education experts (ex., MacPherson Institute), to create a robust and engaging delivery model for UN802 that will serve as the basis for future online delivery models for all UNENE courses. 3. UNENE will collect feedback data from participants in online course UN802, including students and professors, and produce a summary document of lessons learned and areas for improvement. 4. UNENE will use the feedback data and summary of findings to produce and submit an additional proposal to the GCPC for transition of the entire UNENE education program to online delivery, including all courses at all schools. UNENE will ensure that all member schools are able to provide input and approval for the proposed changes, to ensure a smooth transition for all students. 		<p>of UN802 online proposal</p> <p>September-December 2024 — delivery of UN802 online</p>
<p>5. Given that the Diploma is delivered at the same time as the M.Eng, using the same criteria for individual module assessment, future program reviews should occur at the same time as M.Eng program reviews. This will minimize the duplication of work, and maximize effectiveness of review.</p>	<p>Proposed actions:</p> <ol style="list-style-type: none"> 1. UNENE will coordinate with McMaster University to ensure that future program reviews for the M.Eng. and Diploma programs are conducted in parallel, beginning with the M.Eng. program review scheduled for 2027-2028. 	<p>UNENE Education Program Director, UNENE Grad Admin</p>	<p>N/A</p>

Faculty Response

The Faculty greatly appreciates the time and thoughtful comments given by the review team, in regards to UNENE's graduate diploma in Nuclear Engineering. Their report and the implementation plan offered by the UNENE academic leadership has been reviewed by the Faculty. The recommendations related to updating the program content with currently emerging topics and an assessment of future challenges are well received and we fully expect the program team to tap into the expert knowledge on Nuclear Engineering found in our Faculty. The Associate Dean of Graduate Studies will be able to help coordinate these changes in content with the other associated universities in the UNENE network.

The recommendation of asynchronous delivery is not so easily implemented in this case as it presents national security risk concerns, requiring means of limiting access to non-Canadian citizens and avoid the transmitting lectures beyond the boundaries of Canada. Control over who took the program was straightforward when lectures were in-person and close to the major nuclear facilities in Ontario, since no one but employees of those facilities could attend but asynchronous delivery opens up a potential pandora's box. We are working with the program team and McMaster's lawyers to find acceptable means to follow through with this recommendation because we recognize the program needs to reach a larger cohort of students in order to remain fiscally viable.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation at the March 20, 2024, meeting. The committee recommends that the program should follow the regular course of action with an 18-month progress report and subsequent full external cyclical review to be conducted no later than eight years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Religious Studies

Date of Review: April 19th and 20th, 2023

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

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the department of Religious Studies submitted a self-study in February 2023 to the Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its graduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Social Sciences, and selected by the Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a review on April 19th and 20th, 2023. The review included interviews with the Deputy Provost; Vice-Provost and Dean of Graduate Studies, Associate Dean, Graduate Studies, Chair of the department and meetings with groups of current students, faculty and support staff.

The Chair of the Department and the Dean of the Faculty of Social Sciences submitted responses to the Reviewers' Report (July and October 2023 respectively). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

Strengths

- Faculty
- Graduate students
- Program learning outcomes
- Graduate degree level expectations
- Curriculum
- Speakers and symposia
- Seminars
- Supervision
- Inclusion of Graduate students in program governance

Areas for Improvement:

- Clarify language used to describe fields and areas
- Clarify goals and format for comprehensive exams
- Clarify expectations for the MA project
- Fifth-year funding: work towards guaranteeing students' funding for a fifth year
- Increase frequency of contact between chair of Graduate Affairs Committee and GSARS
- Language instruction: work towards the creation of a consortium of institutions to share instructors and students
- Enhance the University's resources for international graduate student support

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

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
value humanities and discursive social science in future strategic plan and vision documents (University)	Bring forward for discussion at Chairs and Directors bi-weekly meetings	Department Chair	2023-26
explore interdisciplinary programs that align with areas of research strength at McMaster and priorities of indigeneity and inclusive excellence	Ongoing consultation and brainstorming with graduate programs in Social Sciences, Humanities, Health Sciences, and Business.	Department Chair and GAC Chair	2023-2026

(Department; Faculty of Social Sciences)			
explore the feasibility of a common MA application portal (Department)	Consult with Mosaic team and SGS	Graduate Administrator	2023-24
clarify (but do not necessarily change) the curriculum, not only for its own sake, but also to foreground the cross-field pollination that already occurs in the department (Department)	Encourage discussion and proposals at GAC to be brought to the Department for discussion	GAC Chair	2023-24
form a consortium of institutions to ease barriers in language instruction for the programs' graduate students (Department; Faculty of Social Sciences)	Consult with the Dean of Graduate Studies for institutional support	Department Chair	2023-25
monitor the one-year MA degree's PLO and DLE's in relation to the two-year MA degree (Department)	Carry out an evaluation of the initial one-year MA in Summer 2024	Department Chair, GAC Chair	Summer 2024
clarify the two-year MA project objectives and requirements (Department)	To be explored and redrafted by the GAC committee	GAC Chair	2023-24
clarify and possibly revise the comprehensive exam goals and assessment format (Department)	To be explored and redrafted by the GAC committee	GAC Chair	2023-25
increase frequency of contact between the Graduate Chair and the Graduate Student Association for Religious Studies (GSARS), in the interest of developing programming that will	In early September, confirm a schedule of meetings of the GAC chair and GSARS representatives for the academic year	GAC Chair	2023-24

help rebuild departmental community			
form consortium for language instruction (Department; Faculty of Social Sciences)	See above		
explore feasibility of new area structure for three-term MA <i>only</i> (Department)	Note: The three field structure is not directly relevant to the one-year MA, as there are no field-based course requirements. No action required.		
keep CLA instructors of undergraduates who sustain fifth-year graduate-student funding (Department; Faculty of Social Sciences)	Consult with the Dean of the Faculty of Social Science about the need for a teaching permanence for our CLA instructors.	Department Chair	Conclusion of CLA contracts
support the research mission of Religious Studies (and other humanities and social sciences) with adequate acquisitions of monographs and other relevant resources, including relevant subject area staff (University)	Consultation with the University Librarian.	Chair and Library Rep.	
create a professional development course for all entering MA and PhD students (Department)	Consult with the MacPherson Institute regarding resources available through the Institute and assistance for developing in-house professional development courses	Chair of GAC	2023-24
enhance international graduate student support through a dedicated office and programs (University)	Ongoing	Department Chair and Chair of GAC	

Faculty Response

The IQAP review team consisting of external members Dr. Adnan Husain (Director, School of Religion, Queen's University) and Martin Kavka (Chair, Department of Religion, Florida State University), and internal member Dr. Tony Porter (Department of Political Science), conducted its review of the Graduate program of the Department of Religious Studies on April 18-20, 2023. I thank the reviewers for their review and recommendations regarding how to enhance the graduate program in Religious Studies. The recommendations will be helpful to both the department and me in the coming years as we undertake further efforts to strengthen the program. Herein I provide my response to the report.

The reviewers' assessment of the program is highly positive. They note in particular the high quality of the faculty participating in the program and the commitment they have to its graduate students, recent innovations introduced by the program, including a new one-year MA stream and the introduction of Islamic Studies as a concentration, and both the quality of its students and their praise for the program. However, the graduate program, like its undergraduate counterpart, faces a longer-term trend of declining enrolments as student program choices have in recent years shifted away from religious studies (and similar programs). Recent program changes can help reverse these enrolment trends (initial signs suggest an impact), and the review identifies further actions the program can take to improve the program and make it attractive for a broader array of students.

The Faculty of Social Sciences values the graduate program in Religious Studies greatly. The graduate program in the Department of Religious Studies has always been one of the strongest in the Faculty of Social Sciences and one that attracts high-quality graduate students from around the world. The Department has always rightly been proud of it. At the same time, there is a perception that the program has at times been slow to adapt to changes in the external environment, most importantly evolving student interests and falling student enrolments in both graduate and undergraduate programs in Religious Studies and associated consequences such as a smaller faculty complement.

The recent innovations noted by the reviewers together with robust department responses to the reviewer recommendations as outlined in the department response can help ensure a strong program into the future. The majority the recommendations call for action by the program/Department itself. The Faculty of Social Sciences, including both me as Dean and the Associate Dean Graduate Studies will support the program in acting on those recommendations. I focus my response on those recommendations with implications beyond the program and department.

1. A call for the university to value discursive social science in strategic and vision documents. McMaster is supportive of the humanities and social sciences, but this remains a constant challenge in the face of so many forces internal and external to the university that place priority on STEM. As Dean I work regularly with my fellow Deans and senior leaders to ensure that the social sciences and humanities are valued within McMaster.

2. Interdisciplinary programming. Interdisciplinary programming is a priority of the Faculty of Social Sciences. In recent years we have, for instance, introduced a number of interdisciplinary minors and certificates and participates in multiple university-wide interdisciplinary minors. The Department of

Religious Studies, especially at the undergraduate level, has also worked in recent years to connect with other disciplines and fields. These efforts can be expanded to the graduate level. The reviewers rightly identify potential linkages with the recently formed Indigenous Studies Department, which is itself launching a new master's program. The Faculty will support Religious Studies in such efforts.

3. Participate in Language Training Consortium. I strongly endorse this recommendation. I had spoken with the Department Chair, Dr. Celia Rothenberg, prior to the IQAP review, about the need to collaborate with regional universities to enhance opportunities for language training. She has reached out to colleagues in other universities and discussions are on-going. The Faculty of Social Sciences will readily participate in such a collaborative venture.

4. Keep CLA (Contractually Limited Appointment) Instructors to sustain funding for fifth-year students. The amount of funding support for graduate students in Religious Studies is determined by graduate enrolment. Undergraduate enrolment in courses taught by CLAs has no bearing on support available for fifth-year students.

5. Support for International Students. The university (and each Faculty) has been and continues to invest to support international students. The Faculty welcomes collaboration with the School of Graduate Students and other relevant offices on campus in such efforts targeted at graduate students.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation at the December 6, 2023, meeting. The committee recommends that the program should follow the regular course of action with an 18-month progress report and subsequent full external cyclical review to be conducted no later than eight years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Physiotherapy, M.Sc.

Date of Review: February 27th and 28th, 2023

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

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Physiotherapy M.Sc. program submitted a self-study in December 2022 to the Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Health Sciences, and selected by the Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a virtual review on February 27th and 28th, 2023. The review included interviews with the Deputy Provost; Vice-Provost and Dean of Graduate Studies, Associate Dean, Grad Studies and Research, Assistant Dean of the program and meetings with groups of current students, full-time faculty and support staff.

The Assistant Dean of the program and the Dean of the Faculty of Health Sciences submitted responses to the Reviewers' Report (May and December 2023 respectively). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

- **Strengths**

The MSc(PT) Program was identified to have several strengths. These strengths included a robust admissions process, excellent retention of students who graduate, and strong programming with the new SPIREL curriculum. Additionally, Reviewers acknowledged the diverse academic faculty that have strong and impactful research; advancements and continued plans to address justice, equity, inclusion and diversity; and leadership that is strong and recognized. The Reviewers also acknowledged the potential growth opportunities with the Northern Studies Stream (NSS) and the PT/ PhD stream.

- **Areas for Improvement**

The final Reviewers' Report identified five themes that the MSc(PT) Program could consider for enhancement during the next IQAP cycle. These themes were: enhancing evaluation processes and response rates; build on existing work to further develop the social justice, equity, diversity, inclusion and accessibility in all aspects of the Program (i.e. admissions, vision / mission/ values); enhance student support through collaborations with the central university and developing a clear pathway for who to go to for what; resource management which include reflecting on the number of sessional lecturer appointments and sustained administrative support; and curriculum renewal including monitoring student success in both academic and clinical elements and contextualizing program outcomes within the MSc(PT) Program.

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

Implementation Plan

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
<p>Establish processes to help facilitate improved response rates and optimize receiving constructive feedback from employers, graduates, clinical preceptors, and students.</p>	<p>Continue to build on work with Alumni Office from last year (2022) to engage graduates from MSc(PT) Program (graduates);</p> <p>Continue to monitor and review length of surveys for alumni, employers, and preceptors to help reduce the burden of completion;</p> <p>Maintain in-person site visits with clinical partners;</p> <p>Offer focus groups for clinical preceptors to provide a separate venue for feedback;</p> <p>Meet with students to better understand concerns and identify</p>	<p>Chair, Evaluation Committee (Lisa Carlesso)</p> <p>Director, Clinical Education (Physiotherapy) (Jasdeep Dhir)</p> <p>Director, Clinical Education (Physiotherapy) (Jasdeep Dhir)</p> <p>Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p>	<p>1 year (2023-2024)</p>

	opportunities for improvement;		
Consider ways to provide more time in program to complete surveys, offer incentives, or consider other methods such as focus groups with alumni, employers, or site visits to garner feedback.	Offer focus groups for clinical preceptors and alumni to provide a separate venue for feedback; Meet with students to better understand concerns and identify opportunities for improvement;	Director, Clinical Education (Physiotherapy) (Jasdeep Dhir) Assistant Dean (Physiotherapy) (Sarah Wojkowski)	1 year (2023-2024)
Show evidence of how feedback is considered in curriculum design/school initiatives to demonstrate actions to address recommendations.	Enhance transparency of Program Evaluation Processes to demonstrate how feedback is being considered and integrated; Create annual reporting structures for Program Evaluation that provide evidence of how feedback is considered for Program evaluation.	Chair, MSc(PT) Program Evaluation Committee (Lisa Carlesso) Director, Clinical Education (Physiotherapy) (Jasdeep Dhir) Assistant Dean (Physiotherapy) (Sarah Wojkowski)	2 years (2023 – 2025)
Continue to monitor outcomes and challenges for dual program students.	Consult with Assistant Dean (Rehabilitation Sciences), and dual degree graduates/learners of the program to understand challenges and develop collaborative plans / opportunities to address challenges more clearly; Establish a plan for and begin to monitor	Assistant Dean (Physiotherapy) (Sarah Wojkowski) Assistant Dean (Rehabilitation Sciences) (Ada Tang)	2 years (2023 – 2025)

	outcomes for dual degree students as first cohort graduates (2024).		
Consider elements of equity, diversity, inclusion and accessibility in the program vision, mission, and values.	<p>MSc(PT) Program faculty and staff will review current vision, mission, and values statements at the May 2023 Faculty Retreat and will make recommendations for revisions;</p> <p>Circulate draft revised to stakeholders (i.e. clinical preceptors, students) for further input / review</p>	Assistant Dean (Physiotherapy) (Sarah Wojkowski)	1 year (2023 – 2024)
Address the low uptake of students applying to and accepting seats through the Facilitated Indigenous Application Process (FIAP) and support uptake of the newly established Black Equity Stream (BES). Focus on ways to share positive experiences, supports available, incentives to attend and build awareness of physiotherapy within targeted communities.	<p>Review admissions data from 2018 – present to understand trends in admissions related to FIAP;</p> <p>Meet with representation from the Faculty of Health Sciences Indigenous Health Learning Lodge (IHLL) to discuss trends and possible strategies to enhance update of FIAP;</p> <p>Establish and implement a process for monitoring data associated with BES;</p> <p>Work with students, alumni, and professional partners to share information about physiotherapy</p>	<p>Chair, Admissions Committee (Greg Spadoni)</p> <p>Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p>	2 years (2023 – 2025)

	within targeted communities.		
Consider including material for orientation that addresses emergency procedures, awareness of security services, locations, and training of AED devices, first aid (physical and mental health).	<p>Review MSc(PT) Program Handbook and Orientation Week Presentations to ensure safety information / processes are present and clear;</p> <p>Adapt presentations during Orientation Week to review content related to safety processes explicitly with incoming students;</p> <p>Review current training requirements for students related to first aid and consider opportunities for enhancement.</p>	<p>Program Manager / Program Coordinator (Amanda Benson)</p> <p>Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p>	6 months (2023)
Work with central services to explore access for improved services to support MSc(PT) students for mental health, and access to services such as physical therapy and medical care, particularly during summer and when out on clinical placements.	Meet with leadership from Student Wellness to understand limitations / opportunities for enhanced summer services.	<p>Program Manager (Acting, Amanda Benson)</p> <p>Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p>	6 months (2023)
Develop a feedback/communication framework so students can be efficient at getting the help they need to succeed, and the program is getting the right feedback to make meaningful change	<p>Meet with students to better understand concerns and identify opportunities for improvement.</p> <p>Based on feedback provided from student meetings, develop a</p>	Assistant Dean (Physiotherapy) (Sarah Wojkowski)	6 months (2023)

through the appropriate committee structures.	Feedback / communication framework that allows opportunities for timely feedback.		
Consider advantages of balancing the number of sessional lecturers, volunteers with permanent teaching positions either in the form of teaching focused faculty or clinical specialists hired to teach and provide administrative support.	One year pilot of a 0.5 FTE Instructional Assistant role that will begin on July 1, 2023. This role will be associated with teaching and administration for the Clinical Lab (CL) Courses.	Vice Dean, School of Rehabilitation Sciences (Dina Brooks) Assistant Dean (Physiotherapy) (Sarah Wojkowski)	1 year (2023 – 2024)
Consider how program outcomes and terminology pertaining to expertise and advanced training are contextualized within the entry-to-practice MSc(PT)	Review Program and student outcome statements and course terminology to ensure context within entry-to-practice.	Assistant Dean (Physiotherapy) (Sarah Wojkowski)	2 years (2023 – 2025)
Explore optimal student methods for evaluations in the continued evolution of the renewed curriculum. Consider descriptors or a grade that could be shared for feedback to students in pass-fail evaluations.	Review current evaluation methods across the MSc(PT) Program to ensure alignment with course and curriculum objectives; Review of courses with Pass / Fail evaluations (i.e. clinical education / problem-based tutorial courses) to ensure descriptors are clear for what constitutes a PASS in the associated evaluations.	Assistant Dean (Physiotherapy) (Sarah Wojkowski) Director, Clinical Education (Physiotherapy) (Jasdeep Dhir)	2 years (2023 – 2025)

Faculty Response

The reviewers note many strengths of the program, including the strength of the applicants at admission and their success at graduation, and the high quality of the new SPIREL curriculum. They note that the program is well supported by faculty with strong research programs and excellent leadership. The reviewers make recommendations for improvement in five main areas.

We have reviewed the program's thoughtful response to the report and we are confident that their plan will address the recommendations appropriately.

We agree that the Facilitated Indigenous Application Process (FIAP) and Black Equity admissions processes can be important mechanisms for advancing equity and inclusion goals. The School of Rehabilitation Science has established itself as a leader in the Faculty of Health Sciences in working toward the diversity and inclusiveness of its learning and research environment. This effort is supported in concrete ways through initiatives in the Faculty and central university to support the recruitment of Black and Indigenous faculty. These include a significant investment for the funding of Black and Indigenous faculty cohort hires and the establishment of a Department of Indigenous Studies. The Faculty of Health Sciences has recruited an Associate Dean of Indigenous Health and established the Indigenous Health Learning Lodge (IHLL). The School recently collaborated with IHLL to recruit its first full-time Indigenous faculty member. Within the School, initiatives such as the Anti-Racism, Anti-Bias and Anti-Oppression (ARABO) committee offer a forum to share support and experiences among learners across rehabilitation disciplines, as called for in the reviewers' recommendations.

The reviewers make several recommendations regarding resource management. The Physiotherapy program has the advantage that it operates within the budget envelope of the entire School of Rehabilitation Science and is supported by the diversified revenues of the School.

The reviewers note how the School's leaders have been "innovative and creative" in securing resources. At the same time, the reviewers suggest expanding staff positions and consider the "balancing" of sessional and full-time teaching positions. The reviewers note that the use of sessional instructors ensures that students are being taught clinical skills by active clinicians and they also praise the research output of the fulltime faculty in physiotherapy. We agree that the balance of sessional and full-time teaching positions needs to be monitored closely.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation at the March 20, 2024, meeting. The committee recommends that the program should follow the regular course of action with an 18-month progress report and subsequent full external cyclical review to be conducted no later than eight years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Master of Public Health

Date of Review: March 2nd and 3rd , 2023

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

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Master of Public Health program submitted a self-study in February 2023 to the Vice-Provost Teaching and Learning and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its graduate program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Health Sciences, and selected by the Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a review on March 2nd and 3rd. The review included interviews with the Deputy Provost; Vice-Provost and Dean of Graduate Studies, Vice-Dean and Associate Dean, Graduate Studies, Director of the program and meetings with groups of current students, faculty and support staff.

The Director of the program and the Dean of the Faculty of Health Sciences submitted responses to the Reviewers' Report (April and June 2023). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

- **Strengths**
 - The core values and mission of the Program align closely to the University's mission.

- Application numbers are high, and the Program has reached its targeted admission numbers. Program learning outcomes are based on the Public Health Agency of Canada's Core Competencies and align with graduate degree level expectations.
- The Program curriculum, spurred by the recent 2019 strategic retreat, is well rounded, shows evidence of continuous innovation and creativity, and reflects the current state of the public health discipline.
- Modes of teaching delivery are appropriate, and emphasis is placed on exposing students to applied public health settings and related problems.
- The MPH Program also capitalizes on an accomplished faculty and has extensive links to the community.
- Student registration numbers, attrition rates, time-to- completion, graduation rates, and academic awards are all acceptable and rates of graduation, and employment post-graduation are strong with the majority of students working in the field of public health.
- The Program Director and administrative staff are highly competent and work effectively as a team.
- Academic services to support the program are also appropriate and students have access to a comprehensive assortment of resources.

Areas for Improvement

1. The Program should identify its unique “brand” and vision which will help provide a roadmap for program enhancements.
2. The Program should attempt to track the nature of its student body and increase recruitment of equity seeking groups.
3. The curricular map should be re-examined to confirm that all students will acquire the required competencies irrespective of the courses taken.
4. Reasons for the low student ratings of the Leadership and Applied Public Health should be ascertained, and appropriate corrective action taken.
5. Attempts should be made to ensure that there is no overlap between the course timings of core and elective courses.
6. The Capstone course should be reviewed to ensure its rigor and that it meets programmatic needs.
7. The number of international practicum sites should be increased and opportunities with the Global Nexis program should be leveraged.
8. The practicum search process could be improved based on student feedback to decrease student stress.
9. The needs of thesis students looking for qualitative research depth and thesis opportunities should be assessed.
10. The supervisory committees for thesis stream students’ needs to be re-assessed and should consist of full-time faculty with graduate supervisory status.
11. Data collection on practicum site experience, preceptor qualifications and student feedback should be systematized; reports from this should be reviewed annually to maintain practicum site (and supervisor) suitability.

12. The mix of core and faculty with part-time appointments teaching MPH courses should be examined and steps should be taken to ensure sustainability of this mix for the medium to long term.
13. Budget transparency should be implemented at the program level. Recommendation #
14. The availability of TA support should be ensured, especially for the faculty with part-time appointments.
15. The role of the graduate diploma in Community and Public Health and how it will impact/interact with the MPH program should be clarified.

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

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
PROGRAM LEVEL			
<p>Recommendation #1: The Program should identify its unique “brand”. Clarifying where the Program wants to be in the future will help provide a roadmap for program enhancements. This will allow the Program to be more proactive rather than reactive.</p>	<p>The program supports the idea of strengthening its brand by developing a marketing plan that better highlights: 1) the unique aspects of the program - its research and policy expertise, as well as the choice of thesis and practicum streams; 2) leverages the strategic mission that was developed by the program’s 2019 strategic mission planning exercise</p>	<p>MPH program director, core faculty members, program administrator, HEI communications manager</p>	<p>Commence marketing plan discussions in Fall 2023 and implement in 2024.</p>
<p>Recommendation #2: The Program should attempt to track the nature of its student body and increase recruitment of equity seeking groups. The review team acknowledges that this may be challenging, but nonetheless such efforts should be made.</p>	<p>The program has been thinking about diversity in admissions for the past year and partnered with a PhD student to do an environmental scan on diversity in admissions to identify measures that should be collected to track how the program can better</p>	<p>MPH Program Director, MPH program committee and Program administrative team, HEI Associate Chair FA-EDI.</p>	<p>The program will review environmental scan data starting in Fall 2023 and will initiate discussions with MPH program committee and HEI Associate Chair FA-EDI</p>

	support equity seeking groups. The program will review the environmental scan and identify potential ways that the program can improve in this area.		
CURRICULUM			
Recommendation #3: The curricular map be re-examined to confirm that all students will acquire the required competencies irrespective of the courses taken. Gaps, if any are identified, in the acquisition of competencies, should be rectified by appropriate mechanisms.	The MPH curriculum committee will form a task force to review curricular gaps	Program Director and Curriculum Committee	Beginning in the 2023 fall term, the curriculum committee will review curriculum map and identify gaps. Necessary changes will be proposed and will be brought forward to GPCC as needed.
Recommendation #4: Reasons for the low student ratings of the Leadership and Applied Public Health should be ascertained, and appropriate corrective action taken.	The curriculum committee, with participation of the HEI Associate Chair Education and Associate Chair FA-EDI, will be will review the student course evaluations, seek instructor feedback and identify, recommend, and monitor the implementation of necessary changes.	Program Director, Curriculum Committee, HEI Associate Chairs	The curriculum committee will review the feed-back in the spring, and provide recommendation within the summer; the instructor will review the recommendations in the fall, and proceed to implementation or course revisions (the latter will be presented to GPCC, if necessary, for approval within the start of the subsequent academic year).
Recommendation #5: While this is not fully under the control of the Program, attempts should be made to ensure that there is no overlap between the course timings of core and elective courses.	Student planning to take electives external to the program will be advised to plan as much ahead as possible, and will be made aware of potential clashes. Core course and internal elective delivering will be adapted as much as possible to	Program administrative team (Program Director, Curriculum coordinator and Program Administrator)	Starting in Spring/Summer 2023 the Program administrative team will conduct a mapping exercise to try and mitigate any major overlap issues

	the needs of students requesting external electives.		
Recommendation #6: Review the Capstone course to ensure its rigor and that it meets programmatic needs.	Environmental scan of MPH capstone requirements will be conducted to refine capstone report	Program Director	Summer 2023 conduct an environmental scan of MPH capstone requirements, Fall term 2023 present findings to curriculum committee for input on final suggestions/improvements
TEACHING AND ASSESSMENT			
Recommendation #7: Increase the number of international practicum sites. The program should leverage the excellent international connections of McMaster faculty; in addition, the proposed Global Nexus should be targeted in this regard.	Since the MPH program at McMaster is relatively new compared to other long-standing programs, the primary objective was to find local practicums. In 2022 we started having the first few students were approved to complete international practicums. We do think it would be beneficial to explore additional practicum sites. Therefore the program director will: 1) meet again with Gerry Wright the Executive director of Global Nexus in to explore ways to collaborate; 2) The program will re-visit the idea of having a practicum fair and explore ways to leverage HEI and program communication channels to extend relationships with new and existing practicum partners	Program Director & Program committee	Fall 2023 the program director will meet with Gerry write Winter 2024 Program will explore the idea of practicum fair and ways to better leverage communication channels to expand practicum relationships
Recommendation #8: The practicum search process could be improved based on student feedback to decrease student stress.	A process evaluation will be conducted along with student focus group to identify gaps in practicum application process	Program director and MPH curriculum coordinator	June-July 2023 the Program director and curriculum coordinator will explore ways to implement

			process evaluation in Fall – Winter 2023-2024
Recommendation #9: The needs of thesis students looking for qualitative research depth and thesis opportunities should be understood better. The program could work with other programs in FHS so students can take qualitative research courses.	There are qualitative courses offered in FHS and cross-listed at McMaster that students in HEI department can take. The Program Direction, supported by the HEI Education Council, will explore the reciprocal relationship to determine how many reserved seats can be made available. Also, HEI will undertake a Department wide review of courses offered, their uptake and their relevance to the existing programs, with the goal of ideally re-direct resources to areas of need, including qualitative research..	Program Director and Education Council	Spring/Summer 2023 Program director follow up with Educational Council and HEI faculty member to explore opportunities to develop a qualitative course in the department. Additionally during the summer 2023 term the MPH PD will reach out to allied programs to identify possibility of accessing seats for MPH, in exchange for seats in the MPH or HRM courses of interests to the allied programs.
Recommendation #10: Ensure that supervisory committees for thesis stream students consist of full-time faculty with graduate supervisory status. Faculty with part-time appointments do not meet university requirements to be part of graduate student committees.	To the program's knowledge only full-time faculty members have served as supervisors; however part-time faculty have served on committees	Program administrative team	Spring/Summer 2023 term the program administrative team will review past thesis committee membership to identify if there has been a pattern of such approval. Should there be an issue we will improve supervisory screening process on the MPH program end that will be implemented Fall 2024
Recommendation #11: Data collection on practicum site experience, preceptor qualifications and student feedback be systematized; reports from this be reviewed annually to maintain	In 2020 the program implemented InPlace to help to better track practicum related data. The PD reviews the information on practicum site experience, preceptor qualifications etc; however has the	Program director and curriculum coordinator	Starting in Fall 2024 the program committee will review practicum quality assurance processes and identify gaps for improvements

<p>practicum site (and supervisor) suitability.</p>	<p>reviews point out this can be better systematized. The program will review data points and processes to enhance processes</p>		
RESOURCES TO MEET PROGRAM REQUIREMENTS			
<p>Recommendation #12: Examine the mix of core and faculty with part-time appointments teaching the courses and take steps to ensure sustainability of this mix for the medium to long term.</p>	<p>The department is aware of the programs reliance on part-time faculty. The model has worked successfully for the world leading HRM MSc and PhD program for over 30 years. Most part-time faculties are alumni, strongly committed and providing high quality teaching. Both full and part-time faculty undergo yearly career reviews, which will be used over the next cycles to encourage full time faculty to take on teaching commitments within the MPH program.</p>	<p>HEI Chair, HEI Associate Chair Education and Program Director</p>	<p>The program director will work with the HEI Chair, the Associate Chair Education and the Educational Council starting in fall 2023 and for the subsequent years career review cycles.</p>
<p>Recommendation #13: Ensure budget transparency at the program level.</p>	<p>The Department Finance Committee will review the program budget with the Program Director and MPH core faculty as a minimum every six months.</p>	<p>HEI Chair, HEI Finance Committee and Program Director</p>	<p>As part of the current budget planning cycle, the HEI department has instituted a thorough review of the MPH budget, with participation of the Program director and core faculty members.</p>
<p>Recommendation #14: Ensure continued availability of TA support, especially for the faculty with part-time appointments.</p>	<p>The Program Director and the core faculty members will review the budget allocation to TA support, both for the internal allocation of MPH budget and to explore within the HEI educational council opportunities for cost-sharing</p>	<p>MPH Program Director, HEI Educational Council, School of Graduate Studies</p>	<p>Starting in the spring 2023 the PD and the HEI Educational Council will hold meetings with relevant stakeholders to optimize the budget availability for TAs.</p>

	models among the various Programs (and particularly HRM PhD and HP PhD)..		
QUALITY INDICATORS			
Recommendation #15: Clarify the role of the graduate diploma in Community and Public Health and how it will impact/interact with the MPH program.	GDCPH is an educational offering that is meant for learners who are looking to gain knowledge and skill in how to apply a public health lens to their current professional work or for those that want to upskill in public health. Learners who complete the diploma may then apply to the MPH and two courses taken in GDCPH can count as two elective courses in the MPH. The expected launch of GDCPH is September 2023 and a new director will be identified by the end of Spring/Summer 2023. It is expected that the new director will be able to further identify ways in which GDCPH will interact with MPH	GDCPH director and MPH program Director	By the end of 2023 Spring/Summer term, the GDCPH and MPH director will have outlined further interactions and impacts of GDCPH with MPH.

Faculty Response

We thank Drs. Monique Potvin Kent, Amardeep Thind, and Nancy Carter for their thoughtful and constructive review of the Master of Public Health (MPH) program. The reviewers note many strengths of the program, including high interest from applicants, a well-rounded curriculum, and participation by accomplished faculty. The review includes 15 recommendations for improving the program in areas that include marketing and recruitment, curriculum, and practicums. We are confident that the program leadership team is carefully considering and will respond appropriately to these suggestions.

Regarding the expansion of international practicum placements, we acknowledge that while this may be a direction to explore, the administrative, oversight, and funding requirements of such placements gives us pause. This suggestion does, however, dovetail with the reviewers' encouragement to better consider the program's "branding" and its aspirations for McMaster MPH's place in the sector. If the focus is meant to highlight public health research, then the enhancement of its thesis-stream may be a key priority. Whatever the outcome of this reassessment, the optimal size of the program is an ongoing question; the program remains quite small relative to demand, admitting fewer than 35 students per year from a pool of over 600 applications annually. The ability to expand the program will undoubtedly depend on the financial case and on the place of the program among the priorities of the Department of Health Research Methods, Evidence, and Impact (HEI). In this regard, we view the arrival of the newly approved Graduate Diploma in Community and Public Health as evidence of HEI's investment in a public health agenda with the potential to build capacity to support the MPH.

We thank the Program leaders and staff for mounting the site visit and for their ongoing contributions to excellence in graduate education in the Faculty of Health Sciences. We further thank the staff in the School of Graduate Studies for their invaluable support during this process.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation at the January 25, 2024, meeting. The committee recommends that the program should follow the regular course of action with a progress report and subsequent full external cyclical review to be conducted no later than eight years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Biomedical Discovery and Commercialization

Date of Review: April 26th and 27th, 2023

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

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Biomedical Discover and Commercialization program submitted a self-study in March 2023 to the Vice-Provost Teaching and Learning and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Health Sciences, and selected by the Vice-Provost Teaching and Learning and Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a virtual review on April 26th and 27th, 2023. The review included interviews with the Deputy Provost; Vice-Provost Teaching and Learning and Vice-Provost and Dean of Graduate Studies, Vice-Deans of the Faculty of Health Sciences, Director of the program and meetings with groups of current students, full-time faculty and support staff.

The Director of the program and the Dean of the Faculty of Health Sciences submitted responses to the Reviewers' Report (October 2023 and February 2024 respectively). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

Strengths

- The BDC & MBDC programs align very well with McMaster's Strategic Mandate.
- The 4+1 BDC-MBDC program is unique in Canada and crosses disciplines and Faculties to equip students with a unique skill set that supports an essential component of Canadian industry.
- Cooperation between the Department of Biochemistry & Biomedical Sciences and the DeGroot School of Business.
- Internationally recognized faculty members and research programs.
- Outstanding leadership within the Department and the Faculty.
- World-class facilities and instrumentation.
- Engagement of the whole faculty body in the programs, from didactic teaching to mentoring.
- The high number of MBDC students who end up finding employment in pharma/biotech.
- The balance that the program has struck in both biomedical and business training.

Areas for Improvement

- Expansion of the BDC undergraduate program via adjustment of the funding allocation prioritized by McMaster through its Strategic Mandate Agreement with the Province.
- Expansion of the MBDC program by adjustment of Admission requirements for external applicants.
- Improved alignment of the Commerce curriculum with the focus of the BDC undergraduate program.
- Clearer recognition of Biochemistry & Biomedical Sciences faculty as instructors and mentors within the program.

Implementation Plan

BBS = Department of Biochemistry & Biomedical Sciences; BDC = Biomedical Discovery & Commercialization Program; FHS = Faculty of Health Sciences

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
That the program considers ways to expand and optimize the business curriculum beyond that offered by the DeGroote School of Business, to better align with the broad range of career interests of students.	Given the recent growth of non-clinical programs in FHS with a business aspect to their training, the Director BDC will investigate the possibility of shared curriculum content and instructors.	Director, BDC	1-3 years
That the program explores the feasibility of offering an option for an 18-month or 2-year version of the graduate MBDC program, primarily to allow more non-BDC students to enter MBDC by providing a route for them to catch up on needed components of curriculum prerequisites.	The Director BDC will explore expanding the MBDC program to include an optional summer 4-month curriculum prior to the September start of the existing program to fill gaps in scientific or business training.	Director, BDC	1-3 years
That the Faculty of Health Sciences centralize advising and programming supports for students.	BDC will pass this recommendation on to the Vice-Dean Education in FHS. As FHS includes a large diversity of both clinical and non-clinical programs with very different requirements, until such time as centralized advising exists BBS will continue to provide this service directly to our Biochemistry and BDC students.	Vice-Dean Education, Faculty of Health Sciences	None, outside of scope for the BDC program.
That the program strives to maintain connections with alumni, who may be potential future employers, to stay current on relevant skill sets that should be covered by the curriculum.	This is a core value of the program, facilitated by the program CDRMs as well as the BDC Student Society. Alumni are involved in all levels of the program, including strategic review of the curriculum.	Director, BDC	Ongoing

<p>That the purposeful recruitment and integration of Biochemistry and non-Biochemistry students be continued and even formalized such that the expectations of the contributions from various types of people within a group are understood by all.</p>	<p>BBS is strongly committed to maintaining and growing successful Biochemistry and BDC undergraduate programs. A key component of this commitment is that recruitment into the BDC program is not exclusively from the Biochemistry program, but that the BDC program reflects diverse student backgrounds. Creation of an effective cohort from this diverse group of students, with individual contributions, will remain a hallmark of the BDC program.</p>	<p>Director, BDC</p>	<p>Ongoing</p>
<p>That the program fully explores the ramifications of condensing the lab course (i.e., BIOMEDDC 3C09 becoming BIOMEDDC 3C06).</p>	<p>The decision to reduce the third year BDC lab course involved a combination of pressures around available teaching space, instructor roster, balancing Biochemistry & BDC program needs, and a strong desire of the BDC students for more units dedicated to electives. The Associate Chair Undergraduate, BBS and Director, BDC will review the impact of this change to ensure there are no impacts in learning outcomes.</p>	<p>Associate Chair Undergraduate, BBS Director, BDC</p>	<p>1-3 years</p>
<p>That the program continues pushing to engage more and diverse companies as placement hosts.</p>	<p>The Director BDC and program CDRMs will continue to expand the diversity of companies involved in all levels of the BDC and MBDC curriculum and internship placements.</p>	<p>Director, BDC</p>	<p>Ongoing</p>

That the program implements a Curriculum Committee.	BBS has four educational programs (undergraduate Biochemistry & BDC, graduate Biochemistry & BDC) so a Curriculum Committee exclusively for BDC will not be implemented. The BBS as a whole will contribute to curriculum design in a series of BBS Education Retreats and the Associate Chair Undergraduate BBS will develop proposals for curriculum changes/additions, including striking sub-committees as needed.	Associate Chair Undergraduate, BBS	The first BBS Education Retreat was completed in May 2023. Curriculum review and improvement is ongoing.
That the program explores whether developing a new business course(s) that might better suit the environments that students will find themselves going into.	The Director BDC will work closely with the DeGroote School of Business to explore changes to and growth of the BDC program curriculum.	Director, BDC	1-3 years
That the program explores how contributions to group learning by individuals (biochemistry or otherwise) can be evaluated and incorporated into grading.	Fair assessment of group work is always a challenge and while assessment design for individual courses is left to the instructors, BBS will evaluate if changes are needed.	Associate Chair Undergraduate, BBS Director, BDC	1-2 years
That the program looks at starting the exercise of making undergraduate thesis placements earlier, to spread out that workload and to decrease stress near the deadlines.	Review 4 th year thesis requirements with 3rd year students in September of Fall term, providing training on obtaining a thesis placement. Initiate matching process in October of the Fall term.	Associate Chair Undergraduate, BBS + BBS Thesis Coordinator	Already implemented – Fall 2023
That the program shift some of the MBDC career preparation activities into the summer.	Initiate resume preparation, career planning training by CDRMs in July & August before September start of the MBDC program.	Director, BDC	Already implemented – Summer 2023
That the program, Department, Faculty, and University find a way to generate a far better response rate in program surveys.	The Director BDC and BDC Administrative Assistant will evaluate current survey strategies, technologies used, and addition of incentives to improve survey response rates.	Director, BDC	1 year

That the program includes more regular check-ins with students throughout the programming.	The BDC program declines this recommendation as check-ins and multi-layered mentorship are already a hallmark of the program.	Director, BDC	n/a
That very quickly the program works out who will lead the program when Dr. McArthur's current term ends.	BBS to develop a strategy to train new faculty leaders of departmental programs, including BDC. Recruitment and training of Associate Director BDC as a step towards a future Director BDC.	Chair, BBS	Already implemented – Fall 2023. An Associate Director BDC has been recruited and they will replace Dr. McArthur as Director BDC in July 2024.

Faculty Response

The reviewers note many strengths of the program, including the unique, innovative, and competitive 4+1 curriculum with links to industry, the balance of biomedical and business training, and the excellence of faculty instructors and mentors. The reviewers note some areas for improvement and make specific recommendations.

We have reviewed the program's thoughtful response to the report, and we are confident that their plan will generally address the recommendations appropriately. We have several areas of clarification below.

We note that Dr. MacArthur completes his term as director on June 30, 2024, and a new director has been selected, as of July 1, 2024.

The reviewers note that the business-focused curriculum should be expanded and improved. At inception, the program was developed within the Department of Biochemistry and Biomedical Sciences (BBS), with fee-for-service teaching provided by the DeGroot School of Business. The reviewers suggest expanding the engagement of recently hired faculty with industry experience in BBS, as well as leveraging capacity development in the new Master's of Biomedical Innovation. We agree that it is time to review the arrangements by which the business curriculum is provided.

With respect to the goal of expanding the master's program, the reviewers suggest that the program should explore whether it is possible to offer a stand-alone MBDC. We approach this suggestion with caution. Much of the innovative quality of BDC/MBDC curriculum resides in its thoughtful and efficient 4+1 curriculum. The financial and resource barriers to graduate expansion in the current funding environment offer significant barriers to the development and support of a new master's degree. It will also be important to rigorously evaluate the implied suggestion that 2 1/3 years of undergraduate training could be replaced by six to 12 months of master's curriculum.

The BDC program has indicated their intent to incorporate the curriculum review process in a department-wide manner. Given the extent of departmental support of this program and integration across faculty roles within the department, this is a reasonable plan, as long as there is a process of intentional, intermittent review of this program through that department-wide process.

The reviewers suggest more regular check-ins throughout the program; however, there is no data provided about this from the reviewers' report. We therefore defer to the program's response that there already exist multiple checkpoints in the current program.

With respect to centralization within the Faculty of important student services, such as student advising, the value proposition for moving in this direction will be reviewed in the coming year with programs, students, and Faculty leaders. Thereafter, a determination will be made of the most appropriate service model for learners in the BDC and other FHS undergraduate programs; however, all undergraduate programs should have plans to proceed with alternatives to a centralized service delivery model.

Finally, the program has provided a number of responses to other recommendations which we support at this time.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation at the March 20, 2024, meeting. The committee recommends that the program should follow the regular course of action with an 18-month progress report and subsequent full external cyclical review to be conducted no later than eight years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Political Science

Date of Review: March 21st and 22nd, 2023

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

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the department of Political Science submitted a self-study in February 2023 to the Vice-Provost, Teaching and Learning and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its graduate and undergraduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Social Sciences, and selected by the Vice-Provost, Teaching and Learning and Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a review on March 21st and 22nd, 2023. The review included interviews with the Deputy Provost; Vice-Provost, Teaching and Learning and Vice-Provost and Dean of Graduate Studies, Assistant and Associate Deans for Social Science, Chair of the department and meetings with groups of current students, full-time faculty and support staff.

The Chair of the Department and the Dean of the Faculty of Social Sciences submitted responses to the Reviewers' Report (June and July 2023 respectively). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

- **Strengths**

- Very capable faculty complement with a solid international research reputation.
 - A committed and efficient administrative support team.
 - Successful innovation in the undergraduate program over the past several years, with the addition of two new minors (nb. Specialization degrees).
 - Addition of new faculty to the Department.
 - Rigorous academic standards.
- **Areas for Improvement**
 - Graduate student program enrollment and student satisfaction.
 - Sense of community within Department and across programs.
 - Administration of Teaching Assistantships.
 - Administrative burden on staff and faculty.

Implementation Plan

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

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
1. Restructure the graduate programs to improve enrollment and student satisfaction			
(a) Consider adding a course-only stream to the MA program, to make it more attractive to students who do not desire a core research experience as part of their graduate education.	Graduate Committee will examine the options and make a recommendation to the Department in the 2023/24 academic year.	Graduate Chair Peter Nyers Graduate Committee	Fall 2023/Winter 2024
(b) Revisit the organization of the MA Colloquium so that it actually meets the objectives set for it by the Department and experienced by students (this should involve consultation with current graduate students); consider advancing the assignment of	Course will be offered by a new faculty in 2023/24 academic year and will consider revisions to course content and structure in keeping with feedback received from	Course Director Katie Boothe Graduate Committee	Summer/Fall 2023

<p>MRP supervisors to students so that they can begin to make progress on their research as early in their program as possible.</p>	<p>current instructor and through course evaluations.</p> <p>Revisions and overall student experience will be reconsidered following completion of course, including consultations with the 2023/24 cohort as they complete the course as well as consideration of past student evaluations.</p>	<p>Course Director Katie Boothe</p> <p>Graduate Committee</p>	<p>Spring 2024</p>
<p>(c) Consider making professional development a stronger component of the program, active throughout its duration; consult with current PhD students to establish how best to provide an orientation to what they consider to be the key facets of their program.</p>	<p>Will consult with PhD students as to types of professional development they are looking for and best options to provide.</p> <p>Will examine the feasibility of providing financial support to enable instructors to bring in guest lectures, workshops and/or co-instructors to provide professional development, including working with Associate Dean of Graduate Studies</p> <p>Will examine possibility of bringing in speakers to assist faculty members to incorporate non-</p>	<p>Department Chair Greg Flynn</p> <p>Graduate Chair Peter Nyers</p> <p>Graduate Committee</p> <p>Department Chair Greg Flynn</p> <p>Graduate Chair Peter Nyers</p> <p>Graduate Chair Peter Nyers</p> <p>Speakers Series Coordinator Inder Marwah</p>	<p>Summer/Fall 2023 and ongoing</p> <p>Fall 2023</p> <p>Fall 2023/Winter 2024</p>

	academic professional development into courses.		
(d) Consider increasing the number of TA-ships offered to graduate students to enhance and make more competitive McMaster’s financial offers (this should result in a reduced need for undergraduate TAs to be used)	Will examine the allocation of TA positions and possibility of (and conditions associated with) increasing number of TA-ships to graduate students.	Department Chair Greg Flynn Graduate Chair Peter Nyers TA Coordinator Todd Alway	Late Fall 2023/Early Winter 2024
(e) Consider reversing or at least reducing the clawback of scholarships which the Department levies on successful PhD scholarship applicants, as this creates unneeded animosity among students towards the program. Recommendation is outside the scope of the IQAP review.	Will consider following the report of the Grad Student Funding Task Force and Funding discussions of the FSS. Will provide an explanation to graduate students on how Department allocates and funds students, including an explanation on why it claws back funding.	Department Chair Greg Flynn Graduate Chair Peter Nyers Department Chair Greg Flynn Graduate Chair Peter Nyers	Summer/Fall 2023 Fall 2023
2. Rebuild community across programs and the department			
(a) Consult with new faculty, CLAs, and sessional instructors to determine what degree of orientation/onboarding to the Department meets their needs and expectations, and work to bring that into effect	Will consult with recent additions and new faculty members.	Department Chair Greg Flynn	Summer/Fall 2023

<p>(b) Consider working with the university to unlock space expressly purposed for graduate students, to enable them to develop a stronger sense of community; use this enhanced space to continue providing shared office space to PhD students beyond their 4th year.</p>	<p>Will consult with FSS, although this is an ongoing issue they are already working on.</p>	<p>Department Chair Greg Flynn</p>	<p>Summer/Fall 2023</p>
	<p>Working on making use of existing formal meeting space within Department more amenable to greater and more informal use.</p>	<p>Department Chair Greg Flynn</p>	<p>Summer 2023</p>
<p>(c) Provide opportunities for graduate students to meet formally and informally, with special emphasis on interactions between junior and senior PhD students. Provide more structured onboarding for graduate students about what to expect in graduate school that goes beyond the graduate student handbook</p>	<p>Will consider making more Department financial resources available to Political Science Graduate Student Association.</p>	<p>Department Chair Greg Flynn</p>	<p>Summer 2023</p>
	<p>Will consult with graduate students to determine need and interest.</p>	<p>Graduate Chair Peter Nyers</p>	<p>Summer/Fall 2023</p>
<p>3. Match TA availability to pedagogical formats</p>			
<p>(a) Consider rebalancing tutorial assignments to target this scarce resource where it is most needed, either by increasing its provision in courses at Level I and Level II, and/or reducing the number of courses that utilize TAs at Level III (in line with any collective agreement provisions). Either action will involve revising course design to maximize available TA support, for example by adopting under-used assessment methods such as</p>	<p>Will bring in pedagogical experts on methods of assessment to provide advice to faculty on course re-design.</p>	<p>Department Chair Greg Flynn</p>	<p>Fall 2023/Winter 2024 and ongoing</p>
	<p>Will examine TA allocation issues as part of course planning for 2024/25 academic year.</p>	<p>Department Chair Greg Flynn</p>	<p>Winter/Spring 2024</p>

group projects and peer assessment in Level III.			
(b) Work to reduce the numbers of undergraduate students used as TAs by expanding use of graduate students as TAs (as above).	Will examine the allocation of TA positions and possibility of (and conditions associated with) increasing number of TA-ships to graduate students.	Department Chair Greg Flynn Graduate Chair Peter Nyers TA Coordinator Todd Alway	Late Fall 2023/Early Winter 2024
4. Relieve the administrative burden on staff and faculty			
(a) Relieve the burden on administrative staff through efficiency gains, or by adding more complement to the existing staff	Will consult with administrative staff to determine needs. Will explore potential of additional administrative support with FSS.	Department Chair Greg Flynn Department Chair Greg Flynn	Summer/Fall 2023 Summer 2023
(b) Work to establish precisely the types of support which faculty require to further incorporate experiential learning into their courses, so that the university can act on these requests	Will consult with faculty members. Will bring in pedagogical experts on experiential learning to provide advice to faculty on course re-design.	Department Chair Greg Flynn Undergraduate Chair Todd Alway Department Chair Greg Flynn	Fall 2023 Winter 2024 and ongoing

Faculty Response

An IQAP review team consisting of external members Dr. Randall Germain, Carleton University and Dr. Veronica Kitchen, University of Waterloo, and internal member, Dr. Victor Satzewich (McMaster Sociology) conducted a review in March 2023 of both the undergraduate and graduate programs of the Department of Political Science. I thank the reviewers for their thorough and thoughtful review of Political Science's educational programs. The insights and recommendations provided by the review will be valuable to the Department and the Faculty as they work to improve the programs in the coming years. Herein I provide my response to that report.

Undergraduate Programs

The report provides a strong endorsement of the undergraduate programs, which have experienced considerable enrolment growth in recent years. While many factors have contributed to the enrolment growth, important contributors include the development of two specializations within the undergraduate program, the restructuring of key courses, and the commitment shown by the department and its faculty to the undergraduate program and its students. The external report identifies a need for the department to establish better the types of support required by instructors to integrate experiential learning into their courses and suggests minor changes pertaining to level 4 courses. The department can address these areas working with partners in the Faculty of Social Sciences' Careers and Experiential Education Office and MacPherson Institute staff. Finally, although directed at addressing issues related to the graduate program, recommendations regarding the TAs and related matters have implications for the undergraduate curriculum that the department will have to monitor.

Graduate Programs

The reports provides an overall positive assessment of the graduate programs and the quality of the training provided, but identifies some important concerns, including declining graduate student enrollments, particularly at the MA level, a need to enhance the student experience, space and community, and the allocation and use of TAs. The department's response to the report's recommendations outlines specific actions to be taken with respect to each recommendation. Most will be addressed within the coming academic year. Here I offer some further comment in these areas.

As the report notes, pressures on MA enrolments in political science are shared across Ontario universities, due in part to a growing number of policy-oriented professional programs. The primary recommendation to address this is to create a one-year, course-based MA program alongside the one-year MRP-based MA program already offered. In considering this, it will be important for the department to assess how the program learning goals will differ from the MRP-based option, the demand for such a degree relative to be relative to an explicit policy-oriented professional degree, and the impact such a course-only program would have on enrolment in the MRP-based program. The report identified challenges regarding graduate student space, and particularly its impact on the ability of graduate students to build a sense of community. As the department's response notes, this issue has been identified more generally within the Social Sciences. The Associate Dean Graduate Studies, Melanie Heath, and the Director of Finance and Administration, Juliette Prouse, this past year began a systematic review of graduate student space in Social Sciences. The review includes consultation with graduate students, program staff, faculty, and others as appropriate to understand how the Faculty can better meet the space needs of graduate students and graduate programs. The report identified a number of issues pertaining to TAs in the department, including the number of TAs, the balance of graduate and undergraduate TAs, the assignment of TAs across courses, and the need to better match undergraduate course designs to the availability of TAs. The TA budget in the

Faculty of Social Sciences is allocated among departments using a needs-based approach based on both a department's undergraduate course enrolments and its graduate student enrolment. Once a department receives its TA budget allocation, the department determines how best to use that budget to support both undergraduate education and its graduate students. Relative to the sizes of its undergraduate and graduate enrolments, the TA budget for the Department of Political Science is comparable to that of all other departments and programs in the Social Sciences. But because in recent years its undergraduate enrolment has been growing while its graduate enrolment has been declining, over this period the department has faced increasing pressure on its historical approach to allocating TAs among its courses. It is fully within the power of the department to modify its approach to allocating TAs and course designs to address the concerns identified by the review team. This work should involve consultation with educational developers and related staff from the MacPherson Institute.

The Department of Political Science has a deep commitment to its educational programs and to its students. I know that the department will respond thoughtfully to the recommendations provided by the review and the Faculty will support the department in this work.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation at the December 6, 2023, meeting. The committee recommends that the program should follow the regular course of action with an 18-month progress report and subsequent full external cyclical review to be conducted no later than eight years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

BA, MA and PhD programs, Department of History

Date of Review: February 15-16, 2022

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

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Department of History BA, MA and PhD programs submitted a self-study in December 2021 to the Vice-Provost Faculty and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its undergraduate and graduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Humanities, and selected by the Vice-Provost Faculty. The review team reviewed the self-study documentation and then conducted a review on February 15-16, 2022. The review included interviews with the Provost and Vice-President (Academic), Vice-Provost Faculty, Vice-Provost and Dean of Graduate Studies, Dean of Faculty of Humanities, Associate Dean, Academic and Associate Dean, Graduate Studies of Faculty of Humanities, Chair of the Department of History, Graduate and Undergraduate Chairs of the Department of History and meetings with groups of current students, full-time faculty and support staff.

The Chair of the Department of History and the Dean of the Faculty of Humanities submitted responses to the Reviewers' Report (May 2022). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

The following program strengths were identified:

The Department of History boasts excellent programs at both the undergraduate and graduate levels. In our meetings with faculty and our review of the materials provided by the Department, we were very impressed by the faculty's dedication to pedagogy and the quality of the program as well as its commitment to accessibility and its willingness to innovate and collaborate.

- The review committee recognized and praised the Department's commitment to pedagogy, the quality of History undergraduate and graduate programs, their commitment to accessibility and willingness to embrace innovation in a collaborative fashion.
- The review committee noted the 'excellent balance' struck between 'tried and true methods of instruction and assessment' and 'alternative forms' of instruction and assessment.
- Despite budgetary pressures the undergraduate program remains a high quality one. History students at McMaster have the opportunity to explore a wide range of historical themes and issues over the course of their degrees. Individual courses and the progression of courses through the program are well-designed to support the program's learning outcomes, which include fundamental skills such as research, critical thinking and analysis and written and oral communication.
- The review committee has also found the graduate programs to be vibrant; they are producing excellent scholarship (as evidence by the high publication rate of their students) and have favourable time to completion rates compared to similar institutions in Ontario.

The following areas of improvement were suggested:

- More professional development opportunities for both undergraduate and graduate students.
- Better communication between the department and students, including making sure feedback between supervisors and students is communicated in a timely fashion.
- Enhancing the existing suite of Equity, Diversity and Inclusion activities and initiatives in the Department and finding ways to further incorporate student concerns and participation in those issues.
- Further increasing the diversity and breadth of course offerings, particularly in non-Western and Indigenous history and of the pre-modern period.
- Addressing the issue of staff support, which was identified as insufficient for the existing programs and for the enhancements going forward.

More specific areas program enhancement described in the report are directly reflected in the recommendations, discussed below.

Implementation Plan

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
<u>Program:</u>			
<p>1. The Department of History is encouraged to continue its efforts towards inclusivity and Indigenization in the coming years. In particular, we encourage the department to continue its work through its EDI committee and to look for ways to engage students in these efforts.</p>	<p>The Department's EDI committee will be expanded to include an undergraduate and a graduate student representative. The EDI committee will have a formal chair (rotated annually) responsible for communication and outreach.</p> <p>Our EDI discussions have always been advertised as welcoming student participation. The committee will, however, make more efforts at outreach to both undergraduate and graduate students.</p>	<p>The Chair of the Department and the Chair of the EDI Committee.</p>	<p>The EDI Committee Chair position will be written into the Department's governance document.</p> <p>The EDI Chair each year (starting Sept. 2022) will oversee the appointment of undergraduate and graduate representatives each year.</p> <p>The EDI committee will make a point of communicating its initiatives to students through our improved communication strategy (see below).</p>
<u>Curriculum:</u>			
<p>2. Consider developing a career for historians series or other initiatives to help undergraduate students see the various ways in which their degree in History can prepare them for future employment.</p>	<p>The Department will task one colleague to serve as is professionalization facilitator. Working with the Undergraduate Chair and the Graduate Chair, the professionalization facilitator will organize some professionalization/career events each year for both</p>	<p>The Chair of the Department.</p>	<p>The Chair will appoint the professionalization facilitator when the other service commitments are assigned in the summer of each year.</p>

		undergrads and graduate students.		The professionalization facilitator will work with the Grad Chair and Undergrad Chair each year to arrange events.
3.	Consider enhancing the cohort experience for students throughout the program.	The Undergraduate Committee will consider improvements to the curriculum to improve cohort experience.	The Undergraduate Chair.	Consultations undertaken over the course of 2022-2023, with any changes to be proposed in the fall of 2023.
4.	Ensure that students are aware of the opportunity to pursue the 4th-year thesis option and of the requirements for doing so.	The Undergraduate Chair and Administrative staff will highlight these opportunities during the balloting process for seminars each year. Requirements will be more clearly explained on the balloting forms.	The Undergraduate Chair and Administrative Assistant.	Will be done annually, starting in Winter term 2023.
At the MA and PhD levels:				
5.	Reinforce expectations among Faculty regarding turn-around times for feedback on student work to ensure a more consistent supervisory experience.	The Graduate Chair will remind colleagues of the need to provide timely supervisory feedback according to the School of Graduate Studies guidelines. Grad students will be told what those guidelines are in the grad orientation session every September. The Grad Chair will encourage grad students through the Graduate Committee representative to indicate if there is a persistent problem with faculty feedback not meeting the SGS guidelines.	The Graduate Chair.	Immediately and ongoing.

6.	Introduce more professional development opportunities in the program, for example, a pass/fail professional development course or a future career series focussing on both academic careers and alternative career paths.	The professionalization facilitator (noted above) will work with the Grad Chair on future career talks and initiatives. This will be complemented by the faculty-wide graduate professionalization series recently proposed by the Associate Dean, Research and Graduate Studies.	The Chair of the Department and Graduate Chair.	See #2 above.
7.	At the PhD level, consider ways to further support students in transitioning to the job market.	The professionalization facilitator along with the Graduate Chair and Graduate Committee will explore the best way to provide such supports.	Grad Chair and Professionalization Facilitator.	Consultations undertaken over the course of 2022-2023, with proposals to be implemented in the fall of 2023.
8.	Consider ways to support PhD students who wish to embark on archival research in year two. One possible avenue might consist of reserving TAs in online courses for PhD students who need to undertake research travel.	The Chair already has done this in the past. Course offerings vary from year to year and no guarantees can be made, but we propose where possible archival research considerations will factor into TA allocations.	The Chair of the Department.	Immediately and ongoing.
9.	Improve communication with graduate students. Possible options include a digital message board or a biweekly newsletter.	A revised digital communications strategy for our students has already been proposed. A curated message board for our students (a collaboration of the UG and Grad Chairs, the admin staff, and student representatives) will be developed.	The Chair of the Department.	This is dependent on when our admin staff get full access to our website and training on how to manage it. This should happen in 2022, and so the plan is to launch the new messaging board in the fall of 2022.

<u>Teaching and Assessment:</u>				
10.	At the undergraduate level, continue to support and encourage faculty to explore new pedagogical approaches and innovative types of assessments where appropriate.	This suggestion is built into our new Department Strategic Plan (see # 14 below). Ongoing experimentation will depend to a degree on the new guidelines that the Faculty of Humanities is working on regarding its digital teaching strategy and updated methods of assessment.	The Chair of the Department and Undergraduate Chair	The Undergraduate Committee has already undertaken a discussion and provided suggestions to the department. New course proposals and innovations ongoing.
11.	Review existing TA training and consider ways to introduce discipline-specific training at the departmental level, particularly training that addresses grading History essays.	The Chair of the Department and the Grad Chair will review existing training practices and after consultation with other departments, revise the existing training regime.	The Chair of the Department and Graduate Chair.	Review and consultation over the summer and fall of 2022. Preliminary changes to be implemented in fall of 2022. Further improvements for 2023.
12.	At the graduate level, consider increasing the length of the MRP at the MA level to align with other comparable programs (40-50 pages is standard).	The Graduate Committee will review and decide what revisions the requirements of the MA MRP require.	The Graduate Chair.	Study and consultation over the course of 2022-2023. Implementation of changes in fall of 2023.
<u>Resources to meet Program requirements:</u>				
13.	In order to ensure the department's ability to meet its undergraduate and graduate learning outcomes and to maintain the quality of its academic programs and student experience, it is essential to provide additional administrative support. If the appointment of an	Administrative staffing is not directly within the Department's control. However, working with the Dean's Office, steps have already been undertaken to alleviate some of the burdens that fall on the office staff. A pilot project that centralizes reimbursements in the	The Faculty of Humanities Finance Director and the Chair of the Department.	Process underway. Full review and implementation of staffing changes should be complete by fall of 2022. Thereafter staffing will be monitored by the Chair and any further

	<p>additional staff member is not possible, other measures to consider include: hiring a graduate student on an annual basis to provide support for social media and event organization; moving the administration of the Global Peace and Justice Program out of History; and/or ensuring that the Wilson Institute for Canadian Studies does not rely on the History Department for administrative support.</p>	<p>Dean’s Office is underway. The impending retirement (June 2022) of the current Administrative Co-ordinator of the Department will trigger a review of staffing requirements and an adjustment of the terms and responsibilities of the staff.</p>		<p>adjustments proposed on an ongoing basis.</p>
14.	<p>Given the BA, MA, and PhD program learning outcomes and anticipated upcoming faculty retirements, the Department will need to begin planning for future hires. A reduction in History student numbers has allowed the Department to continue to offer a high quality program despite a reduction in faculty complement. That said, the termination of the Wilson postdoctoral fellows and loss of teaching this entailed as well as the significant number of faculty who have been seconded or have positions that come with teaching reductions means that the Department is operating with little excess capacity. The</p>	<p>As a result of our IQAP self study and associated feedback, we began the process of drafting a new Department Strategic Plan prior to the IQAP review team’s visit. The plan was drafted and discussed by both the Executive Committee and the wider department. In addition to suggestions for improving our undergraduate enrollments moving forward, including introducing new certificates directed not solely at History Majors, the plan provides a rationale for suggested hires for the next five years. These hires are effectively to replace retiring faculty, but also move us towards broadening our curricula coverage, addressing EDI</p>	<p>The Chair of the Department and the Dean of Humanities.</p>	<p>The plan was approved by the Department in May of 2022 and will be the blueprint (with changes possible if needed) for the next five years.</p>

	<p>modest rebound in History student numbers noted in the self-study (and apparent in other Ontario History departments) coupled with anticipated retirements in the coming years suggest that the Department will not be able to continue to offer its high quality programs without faculty renewal. We would urge the Department to begin planning now.</p>	<p>priorities, and supporting the two research units associated with the Department (the Wilson Institute and the Centre for Human Rights and Restorative Justice). The plan is premised on the assumption that our undergraduate enrollments remain steady and our faculty complement will not further shrink. Hires are, of course, the prerogative of the Dean of the Faculty so the plan provides rationales for the nature of the replacements we'd like to make.</p>		
<p><u>Physical resources:</u></p>				
<p>15.</p>	<p>Given that the move to the new space in the Wilson Institute has reduced interactions between MA and PhD students as well as physically separated graduate students from the rest of the department, consider ways to increase interactions and informal mentoring between PhD and MA students and better integrate both into the life of the department.</p>	<p>The Wilson Institute space will be re-organized so that all the PhDs and MAs will share the same study space (requiring the purchase of more open carrels that the PhD use) and the former MA room will be turned into a lounge/meeting space for discussion. This will allow the PhDs to be more integrated and build community.</p> <p>We also plan to revive the brown-bag lunch series of talks (grad students and faculty sharing their current research in an informal setting) in the new lounge space.</p>	<p>The Chair of the Department.</p>	<p>New carrels have been ordered (with monies provided by the Dean and from the Department's donations fund). The reorganization of the space should be complete by the end of the summer of 2022 in advance of the arrival of the new MA class in September 2022.</p> <p>Brown bag talks to resume in fall 2022.</p>

Dean's Response

The Faculty of Humanities

Let me begin my response by thanking Dr. Sofie Lachappelle (Wilfrid Laurier); Dr. Rebecca Manley (Queen's University); and our own Dr. Mark Johnstone, Dept of Philosophy, for their thoughtful and comprehensive review of History's undergraduate and graduate programs. The department also took the process very seriously, produced an excellent self-study, and has already begun moving on some of the suggested recommendations. For this work, I want to thank Dr. Stephen Heathorn, the rest of his departmental colleagues, and the department's two staff members, Ms. Debbie Lobban and Ms. Aurelia Gatto. I would also like to echo the sentiments of the reviewers with respect to the quality of my colleagues' research and teaching – and their willingness to try new things. This department was the first on campus to welcome the potential benefits of a fully online undergraduate degree, and in recent years has taken several steps to increase elective enrollments in History among non-program students and to make the program more accessible to majors. Trends in enrollments, as noted also by the external reviewers, have reflected the experiences of history departments across North America. Happily, we are currently seeing the stabilization of undergraduate enrollments here at McMaster.

Most of the recommendations cited by both the reviewers and the department do not request direct support from the dean's office, so I will respond below only where I think central supports can be helpful.

1. EDI: The department has been quite active over the past couple years in this realm. Trying to engage students more in these activities is a good suggestion. The Faculty will be launching its own Humanities Advisory Committee on Equity (ACE) this summer (2022), which should help the department learn from others and stay connected to cross-campus initiatives.
2. Careers support: This issue comes up regularly in Humanities IQAP reviews. In response, the Faculty has invested considerably in the last two years in our Humanities career services, and we should be leveraging that support for our undergraduates, in particular. In addition to two full-time staff people in our Humanities Student Experience office, we also now have an alumni engagement officer, who can support career-focused events for upper-yr students and recent alumni.

Career advice for graduate students remains a sticking point, and the Associate Dean, Graduate Studies will once again try to build support for Faculty-wide programming among the graduate chairs in 2022-23. I have concerns about already-stretched departments each trying to reinvent the wheel, when it comes to support for those completing MAs or PhDs in Humanities and looking to transition to (non-academic) careers. I would rather see a central program for all Humanities graduate students and recent alumni, but there needs to be buy-in from the programs.

3. Graduate programming and culture:

- a) I support the department's desire to improve the layout of the spaces in LRW Hall, and I have committed some funds to pay for the furniture needed.
- b) With respect to the supervisory relationship and responsibilities to review chapters within a reasonable timeframe, I would recommend that the graduate chair consider asking colleagues to use the SGS-developed supervisory relationship guide as a basis for discussion between students and their supervisors at the annual meeting. The form asks students and their supervisors to commit to certain behaviors to avoid problems such as the ones mentioned in the reviewers' report.

https://gs.mcmaster.ca/app/uploads/2020/02/supervisory_relationshipjuly_222016.pdf.

- c) The idea of archival travel during the second year is an interesting one. The financial question remains. Scholarship funds are portable, but it is not clear at present if students will be able to hold TAs, while living out of province, even if the course is fully online. The union agreed to this option temporarily during the pandemic, but it remains a topic for negotiation going forward. I also wonder about the eligibility terms for travel support. Would something like language training be eligible? I look forward to hearing further discussion of this idea.

4. Administrative staffing: the Faculty's DFA has begun to implement some changes in the Faculty's administrative structure. Given the needs identified by the chair, History was selected for a pilot program in which some of the transactional work generated in the department is being handled centrally in the dean's office. The initial experience of the pilot has been positive, and more centralization of tasks may be explored. The Faculty is also undergoing searches for several staff roles, including History's department manager. Filling this position and rethinking others should help address the department's needs.

5. Faculty complement: the department has recently been the beneficiary of a spousal appointment in Canadian history following two retirements. President Farrar's endowment of the Wilson Chair in Canadian History also ensures there will be another new appointment in Canadian history at some point in the future. At the moment the Faculty is only making a small number of TT appointments per year, but my goal is renewal to the greatest extent possible. I look forward to seeing the department's planning document.

Quality Assurance Committee Recommendation

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the Committee recommends that the History BA, MA and PhD programs should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Department of Health, Aging and Society

Date of Review: April 27 and 28, 2021

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

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Department of Health, Aging and Society submitted a self-study in April 2021 to the Vice-Provost Faculty and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its undergraduate and graduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Social Sciences, and selected by the Vice-Provost Faculty and Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a review on April 27 and 28, 2021. The review included interviews with the Provost and Vice-President (Academic), Vice-Provost Faculty, Vice-Provost and Dean of Graduate Studies, Dean of Faculty of Social Sciences, Associate Dean, Academic and Associate Dean, Graduate Studies of Faculty of Social Sciences, Acting Chair of the Department of Health, Aging and Society, Graduate and Undergraduate Chairs of the Department of Health, Aging and Society and meetings with groups of current students, full-time faculty and support staff.

The Acting Chair of the Department of Health, Aging and Society and the Dean of the Faculty of Social Sciences submitted responses to the Reviewers' Report (October 2021 and September 2022 respectively). Specific recommendations were discussed, and clarifications and corrections were presented. Follow-up actions and timelines were included.

The following program strengths were identified:

The review team noted that the department and its programs incorporate a number of strengths, including:

- The existence of a respectful, engaged, collaborative culture, and the shared values of faculty, staff, and students. This emerges in various activities incorporating commitments to critical inquiry, diversity, equity and inclusion, community-engagement, and interdisciplinary teaching and scholarship.
- A commitment to, and emphasis on, creative engagement and innovation throughout the undergraduate and graduate programs. This helping to foster, in students, personal growth and a passion for learning. This includes specifically a strong engagement with experiential learning and community engaged learning across the curriculum. The latter helps students transfer abstract learned concepts from the classroom to the 'real world'.
- Strong linkages in teaching and research with other faculties, departments and programs at McMaster University. This further promotes interdisciplinarity and the ability to pose and answer complex social and political questions.
- Student access to highly-published, and well-respected faculty and excellent research centres; the latter providing learning and research opportunities.

The following areas of improvement were suggested:

Many specific recommendations were made by the reviewers (described in the table below). But, in general:

- The review team noted that research and community opportunities for students could be extended, more clearly articulated and publicized.
- They also noted that more core capacity is required for teaching and supervising in the areas of mental health and aging

More specific areas program enhancement described in the report are directly reflected in the recommendations, discussed below.

Implementation Plan

The Department acknowledges the care, effort, and time that the reviewers put into their visit and overall review. They highlighted that the reviewers understood their department and programs - including their strengths and limits - and that they had the best interests of their students, faculty, and staff very much in mind.

The Department highlight that their responses vary in terms of both their magnitude (ranging from minor tweaks to major changes in processes or content), and their state of implementation (ranging from now completed to in progress, to yet to be discussed). They also acknowledge that development and improvement is an ongoing process, and certainly does not end with their responses here.

	Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Admissions				
1.	Reconsider the designation of the undergraduate programs as limited enrollment programs.	Traditionally we have limited our Aging and Society programs the most in terms of their enrollment numbers (due to their greater use of community resources). A review of the overall situation will be conducted by the undergraduate committee. This review will be informed by a prior scoping review of comparable programs in the faculty.	Department Chair, Undergraduate Chair and undergraduate committee	2021-2022 academic year
Curriculum (UG)				
2.	Increase opportunities for field course placements with community organizations that focus on public health, social aspects of health, and mental health.	When the Government of Ontario introduced experiential education into some of the metrics for post-secondary education a few years ago, we undertook a thorough review of our programs and courses. We were able to document that a large proportion of our courses	Undergraduate Chair and undergraduate committee	2021-2022

		<p>include an experiential component:</p> <p>All of our undergraduate students are required to take one of two courses that are centred around experiential education: HLTHAGE 3B03 - Advanced Research Inquiry or HLTHAGE 3G03 - Community Based Research.</p> <p>Many of our 4th year thesis students also do projects that include experiential education.</p> <p>Finally, we note that HLTHAGE 3EE3 – The practice of everyday life, and 3BB3 – Field Research - provide multiple opportunities with over twenty community partners.</p> <p>We will continue to monitor and seek improvement of our experiential education offerings and better communicate them to students.</p> <p>More generally, the Faculty Office has recently begun work to set up paid internship opportunities (co-ops) for Social Science students. They are going to be piloted next year, before transitioning to a situation where they are regularly offered to</p>		
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		students. The department will encourage students to take part in this initiative.		
3.	Revise the thesis course (HLTHAGE 4Z03) to incorporate more opportunities for feedback on writing (proposal and thesis) and ongoing feedback on the project.	Advice will be given to thesis supervisors that they need to provide early and continued feedback. However, on the whole, over the years supervisors have provided excellent support.	Course instructor – Gavin Andrews	2021
4.	Align writing expectations and formats (for example, APA 6 or APA 7) and provide extra academic writing supports in first and second year foundational courses.	These possibilities will be discussed in a future undergraduate committee meeting. However, we do like to provide freedom and flexibility with regard to such things as referencing styles (as long as established formats are used consistency)	Undergraduate Chair and undergraduate committee	2021-2022
5.	Consider adding inquiry-based components into HLTHAGE 1AA3 for students who enter the program through the Social Science I pathway.	We note that these courses serve a dual role of providing a foundation for students who later enter our program, but also providing an elective for students who will never be in our programs. Yet we do provide inquiry-based approaches through class discussions and small group projects based on real world health issues. We will work to incorporate more inquiry into Level I courses with balancing these dual objectives in mind (and within our resource constraints).	Course Instructor Sarah Clancy	2021-2022

Curriculum (grad)				
6.	Differentiate learning outcomes - or at least establish levels of achievement- for the one and two-year MA programs.	We already make clear the differences between our one and two-year MA programs. However, we will revisit the learning outcomes for the 1-year and 2-year programs and bring them to the fore in our program information.	Graduate Chair and graduate committee	2021-2022
7.	Increase advanced course offerings for methods and gerontology for PhD students.	The two research methods courses are mandatory for all PhD students, but we will discuss alternatives (e.g., advanced method courses or gerontology as reading courses for interested doctoral students, geared toward their dissertation)	Graduate Chair and graduate committee	2021-2022
8.	Consider ways to include community engagement for learning and research into the curriculum.	These opportunities are already widely provided, although we will be able to make them more clear in the new database (discussed below)	Department Chair	2021-2022
9.	Community opportunities might be extended further with a view to future careers – for (post)graduate students	Inquire about the possibility of a student placement officer at the Faculty level	Department Chair	2021
Curriculum (general)				
10.	Reflect on lessons learned from the move to remote teaching and learning in response to the COVID-19 pandemic that could be used to increase accessibility and remove barriers to learning.	This is an exercise that the Faculty of Social Sciences will be engaging in, and we will be an active participant.	Department Chair, Undergraduate Chair and Graduate Chair	2021-2023
Teaching and Assessment				

11.	Ensure that MRP students have the opportunity to present their work (e.g., to fellow students or the department).	We will consider an annual symposium for MRP students to present their research to their peers. We will also consider regular zoom 'drop in sessions' where one or two students can present their work at a time.	Graduate Chair and graduate committee	2021-2022
12.	Include an external member in the composition of PhD Comprehensive Examination Committees.	We do not intend to add an external member to comprehensive examination committees. We already have an arms-length chair and the process is working well.		
Resources to Meet Program Requirements				
13.	Increase the availability of scholarships for international students in the graduate program. This may require creative solutions if additional financial resources are not forthcoming.	We have already committed a substantial share of our departmental discretionary funds to international student scholarships, something that we commenced with the incoming 2020 cohort. We will continue to seek ways to enhance this.	Department Chair and Graduate Chair	2021-2022
14.	Consider increasing the undergraduate administrative assistant role to a 1.0 FTE as the program grows.	This position is one that we have been actively reviewing at regular intervals in consultation with the Dean's office. This to ensure that our staff resources are consistent with those of other departments. We will review the situation again at the end of the 2021-22 academic year.	Department Chair	September 2022
15.	Find creative ways to reduce reliance on sessional instructors and increase the number of	We have consistently monitored our use of sessional instructors, and it is not inconsistent with		

	<p>core HAS faculty with a full commitment to the undergraduate and graduate HAS programs.</p>	<p>other departments. We do not have a consistent number of courses covered by sessionals each year (which would suggest a structural problem). Instead, we have seen substantial variability from year to year, reflecting the need to cover sabbaticals and teaching releases for administrative and research purposes.</p> <p>Our department has a large number of faculty serving in administrative roles outside the department, and also a high proportion of jointly appointed faculty, which we have mitigated with Contract-Limited (CLA) Assistant Professor appointments as much as possible.</p>		
<p>16.</p>	<p>Increase teaching capacity in the areas of mental health and gerontology/aging.</p>	<p>At the time of the review we were already in the process of redressing this through our efforts to fill the vacant Gilbrea Chair in Aging & Mental Health. The search committee has now recommended a candidate, and this person will start their appointment in January 2022.</p> <p>We also are also just starting the process of searching for a tenure track faculty in the area of social psychology and mental health (jointly with the social</p>	<p>Search Committee(s)</p>	<p>January-July 2022</p>

		psychology program). The successful candidate could well have an interest in aging. We expect them to start on July 1, 2022.		
Quality Indicators				
17.	In order to both strengthen and build on the quality of successful programs, creation of full-time faculty appointments in the areas of aging and mental health are strongly encouraged.	(answer as above)	(answer as above)	(answer as above)
Program and General Enhancement				
18.	Consider eliminating the 3-year Health & Aging BA.	We have attempted to do so previously, but the program has proven to be useful for a number of students, at no additional cost to us. To explain... the curriculum is the same for the Honors 4-year degree and the 3-year BA. The 3-year BA allows students who want to move on to other education (e.g., medical school, college diploma) or the workforce, to 'have something to show' for their efforts. The only downside to the 3-year BA is that the Faculty receives a larger provincial grant amount for Honours students. We have mitigated the impact of this funding discrepancy by individually phoning eligible students each year to encourage them to transfer to Honours.		

19.	Consider differentiating the Health & Aging MA and articulating differentiated program learning outcomes to better reflect the choice between Health & Aging or Health & Society.	We will consider this possibility at a future graduate committee meeting.	Graduate Chair and graduate committee	2021-2022
20.	Create a strategic vision for the direction of the Aging & Society BA program.	We will consider this possibility at a future undergraduate committee meeting	Undergraduate Chair and undergraduate committee	2021-2022
21.	Increase faculty capacity with aging/gerontology expertise.	(answer as above)	(answer as above)	(answer as above)
22.	Increase faculty capacity with mental health and addictions expertise.	(answer as above)	(answer as above)	(answer as above)
23.	Explore creative ways to increase advanced course offerings for PhD students.	We will investigate ways that we can offer more specialized courses to graduate students that take advantage of faculty expertise.	Graduate Chair and graduate committee	2021-22
24.	Explore ways to enhance the sense of community among undergraduate students.	<p>We always work closely with HASSA (the student association) and will continue to do so. In addition, we hold dedicated sessions with direct entry cohorts to foster a sense of identity and cohesion in them.</p> <p>The first year of the direct-entry program already includes the mandatory course 1ZZ3 which is limited to those in Health & Society I. It was designed with creating a sense of community very much in mind.</p>		
25.	Increase experiential learning opportunities for applied and	These opportunities are already widely provided, though we will be able to	Department Chair	2021-2022

	community-engaged research for graduate students.	make them more clear in the new database (discussed below)		
26.	Enhance the offerings of job-readiness workshops and seminars by including a stronger focus on non-academic jobs and career pathways for undergraduate students, and expand professional workshop offerings to MA students.	We already offer a professional development seminar for PhD students which is well attended and well received. We will consider doing more in future for MA and BA students.	Undergraduate Chair, and undergraduate committee; Graduate Chair and undergraduate committee	2021-2022
27.	Integrate opportunities for building workforce skills into the undergraduate curriculum.	We feel that this would detract from the academic nature of our programs, and would be difficult to achieve given the wide-range of careers students enter from our programs		
28.	Continue working to enhance EDI within the curriculum and among HAS faculty and students.	We have addressed this by including EDI as a new standing agenda item in our monthly departmental meetings. Faculty and staff will bring EDI teaching and research issues to the group, whilst the department chair will provide updates on EDI issues at the university level	Department Chair	Ongoing
System of Governance				

29.	Provide sessional instructors with a vision/mission/principles document based on the culture and expectations in the department.	<p>We will consider this at a future undergraduate committee meeting.</p> <p>We have already created a version of the Faculty's Instructor Handbook that is specifically tailored to our department. We have started to issue this to all new sessionals and CLAs</p>	Undergraduate Chair and undergraduate committee	2021-2022
Academic Services				
30.	Think about how to more explicitly promote links with centres and networks to encourage student involvement, and possibly attract students from other units.	As suggested by the reviewers, a database of community partners, research centres, and networks will be developed and disseminated (including their varied activities offered) so that opportunities are clearer for graduate students and undergraduate students alike.	Department Chair	2021-2022

Dean's Response

The Faculty of Social Sciences

The IQAP review team consisting of external members Dr. Lynn Martin (Lakehead University) and Dr. Fabiola Aparicio-Ting (University of Calgary), and internal member Dr. Tina Moffat (Anthropology), conducted its review of the undergraduate and graduate programs of the Department of Health, Aging and Society on April 27-28, 2021. I thank the reviewers for their thoughtful review and recommendations regarding how to enhance the educational programs in Health, Aging and Society. The recommendations will be helpful to both the department and me in the coming years as we undertake further efforts to strengthen the programs. Herein I provide my response to the report.

Overall, the assessment of the Department and its educational programs is highly positive. The reviewers emphasize the respectful, engaged, collaborative culture, and strong values shared by the faculty, staff, and students; the department's commitment to critical inquiry, equity and on community-engaged, and interdisciplinary work; and the educational programs' emphases on critical thinking,

creative engagement, and innovation. The reviewers highlight the large extent of community engagement across the curriculum through multiple types of opportunities for students.

The extensive review report also offers a large number of recommendations, many of them focused on quite detailed aspects of the department and programs. In its submission the program responds to each recommendation by outlining how it will act on each, with a particular focus on those within the Department control. In this response I focus on those recommendations and areas for improvement for which the Faculty plays a critical role or where Faculty initiatives can support the department's response.

Community engagement and experiential opportunities. While noting that there are already many opportunities for community-engaged, often experiential learning, the reviewers recommend further expansion of these efforts at both the graduate and undergraduate levels. Such an evolution of community-based, experiential programming is consistent with the priorities of the Faculty of Social Sciences, which recently hired a Senior Manager for Experiential Learning and has identified as one of its strategic priorities expanded experiential learning opportunities and expanded engagement in both learning and research with our local community. These Faculty-wide initiatives can support Health, Aging and Society in its work on these aspects of its programs.

Strengthen opportunities for career development and professionalization for students. Similarly, such work aligns with the priorities of the Faculty of Social Sciences, which recently hired a Manager of Career Services to support career development and preparation by undergraduate students. This Manager will develop both careers-related programming and events, often in collaboration with department and program student societies, and individual-level career guidance. The Faculty of Social Sciences is also developing a co-op option, starting with a pilot involving three department and subsequently to be expanded to all interested departments in the Faculty. Together, we believe that expanded experiential opportunities, career counselling and career-focused events, and the co-op option will strengthen opportunities for career development and professionalization for students in Health, Aging and Society as well as across the Faculty. At the graduate level, professionalization is a high priority for the Faculty's Associate Dean, Graduate Studies and is the focus of a cross-faculty initiative of the School of Graduate Studies. This can support the Department in its own efforts in this regard.

Increase Resources Available to the Educational programs.

The reviewers identify multiple areas for which additional resources would strengthen the program. The Faculty is working with the department in each of those areas. The Faculty has increased the staffing in the undergraduate assistant role. It has increased support for the recruitment of international graduate students (a Faculty-wide initiative). It has supported the recruitment of a new faculty member with a specialization in mental health (joint with the social psychology program; start date Nov 2, 2022) and the recruitment of a new Gilbrea Chair in Aging and Mental Health whose research focuses on social dimensions of dementia (start date January 1, 2022). This hire also addresses the recommendation to strengthen capacity in aging/gerontology. Both hires will reduce reliance on sessional instructors.

In closing, I would again emphasize that Health, Aging and Society is a strong department with growing programs at both the undergraduate and graduate levels. I know that the Department will take the recommendations seriously and act on them in ways to advance its programs. The Faculty will support the Department in this work.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation, and the Committee recommends that the Health, Aging and Society undergraduate and graduate programs should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

English and Cultural Studies

Date of Review: May 13th and 14th, 2021

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

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the department of English and Cultural Studies program submitted a self-study in April 2021 to the Acting Vice-Provost, Faculty and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its undergraduate and graduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Humanities, and selected by the Acting Vice-Provost, Faculty and Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a remote review on May 13th and 14th 2021. The review included interviews with the Provost and Vice-President (Academic); Acting Vice-Provost, Faculty, Vice-Provost and Dean of Graduate Studies, Associate Dean, Grad Studies and Research, Chair of the Department and meetings with groups of current students, full-time faculty and support staff.

The Chair of the Department and the Dean of the Faculty of Humanities submitted responses to the Reviewers' Report (December 2021 and February 2022). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

Strengths

- **University Mission:** The reviewers recognized the department’s positive contribution to the university’s mission to “achieve international distinction for creativity, innovation, and excellence.”
- **Commitment to Teaching:** They praise ECS’s commitment to teaching, including the priority area of community engagement, and note students’ appreciation of faculty members’ support for them during COVID and the high quality of tutorials (reflecting dedicated TA training).
- **Research Program:** The reviewers also noted that faculty members have “robust research programs including innovative community-based, socially-engaged and interdisciplinary work,” suggesting that “the long list of faculty members’ publications, awards, grants and other honours is a clear sign of not only productivity but also high quality work being produced in the department.”
- **Top Overall Profile:** This research strength helps to explain why, in the reviewers’ words, the department “punches above its weight in terms of the size and success of its graduate program.”. They note that ECS “was described to [them], at every level, as the strongest department in the Faculty, with the best research and graduate records”.

Areas for Enhancement or Improvement

The reviewers listed several areas for improvement, with the qualifying note that some areas in which the department could improve are beyond the department’s control, due to governance structures and/or limited resources. Among the areas detailed in the recommendations below are:

- managing the balance between literary and cultural studies in graduate and undergraduate programs;
- communication to undergraduate students about these areas in relation to learning outcomes and different paths through the program;
- fostering undergraduate and graduate student community.

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

Recommendation / Proposed Follow-Up	Responsibility for Leading Follow-Up / Timeline for Addressing Recommendation
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Undergraduate Program Recommendations	
<p>Recommendation: Evaluate the balance between cultural studies and literature offerings</p>	<p>Responsibility for Leading Follow-Up: Undergraduate Curriculum Committee (UCC), Graduate Studies Committee (GSC), Cultural Studies and Critical Theory Committee (CSCTC), Department Chair, MacPherson Institute</p>
<p>Proposed Follow-Up: The department is evaluating the entire undergraduate curriculum in light of impending retirements. Managing the cultural studies/literature balance relationship will be part of those discussions. Important to note here is that many faculty members reject the idea of a dichotomy between cultural studies and literature as inconsistent with the realities of teaching in English and Cultural Studies: in keeping with the department’s strengths in “innovative community-based, socially engaged and interdisciplinary work” noted by reviewers, many of the courses taught and dissertations supervised in the department address literature, via the lenses of cultural studies and theory.</p>	<p>Timeline for Addressing Recommendation: 2021-2025 Work in the Undergraduate Curriculum Committee will begin this year towards reimagining undergraduate area requirements. Thinking through the way we address the relations and tensions between literature and cultural studies will be part of these conversations. A department retreat in 2022-2023 will focus on these issues and curricular changes, with the expectation that further changes will be necessary as more faculty members retire over the next 5 years. Consultations with the MacPherson Institute will assist in curricular (re)mapping and (re)assessing our program learning outcomes.</p>
<p>Recommendation: Ensure that students understand the relationship between these cultural studies and literature offerings</p>	<p>Responsibility for Leading Follow-Up: UCC, Graduate Chair, GSC, CSCTC, Department Chair</p>
<p>Proposed Follow-Up: The changes discussed above will go some way towards addressing this problem. However, since the report also identifies the relationship between these areas as a significant point of tension amongst some faculty, discussions at department meetings will need to go beyond specific course offerings to rethink how we see ourselves as a department (see above).</p>	<p>Timeline for Addressing Recommendation: 2021-2025 See above. One or two department meetings, in addition to the retreat described above, will focus on the question of our identity (to which the relationship between literary and cultural studies is central).</p>
<p>Recommendation: Engage in multi-year planning, with an eye to highlighting</p>	<p>Responsibility for Leading Follow-Up: UCC, Department Chair</p>

<p>student pathways through the program (see next recommendation)</p>	
<p>Proposed Follow-Up: We understand the rationale for this recommendation, which has come up in previous IQAP reviews. Though we have tried to put in place 2-year plans, unanticipated course cancellations (usually due to unexpected leaves or course release) make it impossible to guarantee course offerings over a multi-year period. However, our curricular reform process will result in a leaner program so most courses will be taught often. The curricular reform itself is a form of multi-year planning towards a self-sustaining program with a small faculty complement.</p>	<p>Timeline for Addressing Recommendation: 2021-2025 (see recommendation 1, above)</p>
<p>Recommendation: Develop suggested pathways to help undergraduate students craft cohesive, connected programs according to their main interests</p>	<p>Responsibility for Leading Follow-Up: UCC, Department Chair</p>
<p>Proposed Follow-Up: Our planned undergraduate curriculum review will include modifying requirements to offer and articulate different routes through the program reflective of students' interests.</p>	<p>Timeline for Addressing Recommendation: 2021-2025 (see recommendation 1, above)</p>
<p>Recommendation: Emphasize key skills and learning outcomes on the department website, and in all material used in communicating with and advising students.</p>	<p>Responsibility for Leading Follow-Up: UCC, Department Chair, in consultation with MacPherson Institute and the the Centre for Career Information & Experiential Education</p>
<p>Proposed Follow-Up: Identifying and describing key skills and learning outcomes will be part of/play an informing role in the process of reworking the undergraduate curriculum.</p>	<p>Timeline for Addressing Recommendation: 2021-2025 (see recommendation 1, above)</p>
<p>Recommendation: Explore the possibility of creating smaller class sizes to improve the undergraduate student experience</p>	<p>Responsibility for Leading Follow-Up: UCC, Department Chair, in consultation with Anti-Racist Teaching Practice Group^[1] and other faculty members.</p>
<p>Proposed Follow-Up: We agree with the reviewers that “small class size has a direct</p>	<p>Timeline for Addressing Recommendation: 2021-2025 (see recommendation 1, above)</p>

<p>impact on student experience and the sense of belonging”, while recognizing that faculty budgetary constraints make reducing class size difficult. Tutorials are one way to replicate the advantages of a small class. Planned curriculum restructuring will include extending the practice of allocating tutorials to select upper-year courses in which students encounter difficult subject matter (e.g., ENGLISH 3EE3 African American Literature). A survey of undergraduate students regarding their experience in the program (including but not restricted to courses) will provide us with data to support efforts to improve the undergraduate experience.</p>	
<p>Recommendation: Appoint a faculty mentor to work with students towards cohort-based events organized around student interests</p>	<p>Responsibility for Leading Follow-Up: Undergraduate Curriculum Chair, Department Chair</p>
<p>Proposed Follow-Up: This work is already underway. In 2019 the department negotiated 3-units teaching release for the UCC in the 2nd of a 2-year term to allow for the expansion of the role to encompass counselling, communications and mentoring. The revived McMaster English and Cultural Studies Undergraduate Society (MECSUS) and development of a creative writing magazine (Spectrum) are due largely to the efforts of the UCC, Cathy Gris�, who is starting the 2nd-year of her term following a year’s research leave.</p>	<p>Timeline for Addressing Recommendation: Present and ongoing</p>
<p>Graduate Program Recommendations</p>	
<p>Recommendation: Radically shrink the graduate program(s)</p>	<p>Responsibility for Leading Follow-Up: GSC, CSCTC</p>
<p>Proposed Follow-Up: Conversations have begun this year in GSC and CSCTC around reforming our graduate programs. While we note that we have already shrunk our graduate programs significantly (total PhD</p>	<p>Timeline for Addressing Recommendation: 2022-2025</p>

<p>numbers/supervisions may not reflect this change yet), current and projected reductions in faculty numbers will necessitate continued reductions. The GSC and CSCTC will deliberate and make decisions this year about the pace and degree of change, recognizing that, while reductions in program size will lead to reduced scholarship funding and, eventually, hamper program quality, these moves may be necessary for long-term sustainability of these programs in the absence of additional faculty resources and/or improvements to the “points” system</p>	
<p>Administrative/Larger Program recommendations</p>	
<p>Recommendation: Continue to pay an appropriately-skilled person to establish and maintain an engaging social media presence for the department</p>	<p>Responsibility for Leading Follow-Up: Chair of Publicity Committee</p>
<p>Proposed Follow-Up: As long as funds allow, the department pays a graduate student who's web/social media-savvy and familiar with the department/programs to serve as Web Assistant to maintain the department's social media presence.</p>	<p>Timeline for Addressing Recommendation: Present and ongoing</p>
<p>Recommendation: Reduce the secondment of ECS faculty to other units on campus, or institute a system whereby ECS is compensated for lost faculty labour^[2] so that it is not being disadvantaged or effectively penalized for its major contributions to interdisciplinary and community-based work</p>	<p>Responsibility for Leading Follow-Up: Department Chair Dean and Assoc.Deans</p>
<p>Proposed Follow-Up: A system whereby departments are compensated for the labour faculty members commit to supporting interdisciplinary programs and EDI initiatives would be welcomed, and would require the support of the Dean</p>	<p>Timeline for Addressing Recommendation: Present and ongoing.</p>

<p>and Assoc. Deans. As the university is moving to enhance interdisciplinary offerings and to enhance EDI and other initiatives in which ECS faculty have interest and expertise, moving to “withdraw [ECS faculty] from any extradepartmental Commitments” is neither practical nor desirable. Decisions about these secondments will continue to be made on a case-by-case basis in consultation with interested faculty members.</p>	
<p>Recommendation: Organize a departmental retreat, with a professional facilitator, to explore ways of improving the department’s cohesion and morale as well as the unity of the undergraduate curriculum; these discussions must also address issues of equity and diversity</p>	<p>Responsibility for Leading Follow-Up: EIO, Professional facilitator</p>
<p>Proposed Follow-Up: Consultation has already begun, via an extraordinary summer department meeting attended by most faculty members, and small group/one-on-one conversations between the Department Chair and several faculty members (including the Graduate Chair and CSCT Director) and graduate students; and between individual faculty members and students. While some expressed surprise about the magnitude of reported issues, others described damaging dynamics including bullying, related to English/CSCT tensions and to broader issues of equity and inclusion such as racism and sexism (these encompass the difficulties/demands of decolonial/anti- oppressive work as well as some resistance to those needed changes). Recognizing that the range of problems exposed will require a range of solutions and that some issues-- including widespread reports of burnout, exhaustion and low morale--are connected to broader areas of strain, the</p>	<p>Timeline for Addressing Recommendation: Already completed/ongoing:</p> <ul style="list-style-type: none"> ● summer department meeting; follow-up conversations between Chair, faculty members and students ● Graduate orientation workshop on seminar participation ● Grad Buddies peer-mentoring program <p>Planned:</p> <ul style="list-style-type: none"> ● Possible new core course for MA students ● EIO workshop (November, 2021) ● Externally facilitated workshops for faculty (January, May, 2022) ● Externally facilitated workshop for graduate students (January, 2022) ● Department Retreat (May, 2022)

<p>department is committed to addressing the identified problems. Following what some instructors were already doing in their graduate courses, the department has begun this work in graduate orientation by initiating ongoing discussions with incoming students (continued in individual classes) about inclusive and anti-oppressive practices geared towards interdisciplinary seminars. Additional graduate community and cohort-building activities, including peer mentoring are being discussed and implemented. A workshop on bullying and harassment conducted by EIO for faculty and graduate students followed by two ½-day faculty retreats and a ½-day graduate student with a professional facilitator should help to identify and ameliorate stresses that the report describes.</p>	
<p>Recommendation: The University should understand that ECS requires additional line appointments in order to participate more meaningfully in community engagement and experientially based learning.</p>	<p>Responsibility for Leading Follow-Up: Dean, Associate Dean, Undergraduate Studies, UCC, GSC, CSCTC, in consultation with MacPherson Institute, Office of Community Engagement</p>
<p>Proposed Follow-Up: We will draw on the expertise of Cathy Grisé, who has taken a lead in developing and experiential learning initiatives in the department and Faculty, to assist in curriculum development to further incorporate EE assignments into our classes, with support from an ELAP grant. The department will continue to support its offerings in Community Engagement and Experiential- Based Learning as far as possible within current constraints. We will also continue to highlight the need for additional resources to maintain and expand them.</p>	<p>Timeline for Addressing Recommendation: Ongoing</p>
<p>Recommendation: Broaden the notion of what “counts” in the point system for teaching reduction, and award additional course releases (i.e., beyond the</p>	<p>Responsibility for Leading Follow-Up: Department Chair, Anti-Racist Teaching Practice Working Group, Dean, Associate Deans, Graduate Studies & Research</p>

<p>maximum 3 credits) for those faculty who are shouldering particularly heavy workloads. BIPOC faculty, for example, often devote considerable time to mentoring and to building community relationships, and this additional work inevitably affects the amount of time they have available for research.</p>	
<p>Proposed Follow-Up: As noted above, the department would welcome a revision of the points system to recognize the labour faculty members—especially BIPOC faculty members--commit to mentoring students, EDI initiatives and other contributions to community. Plans to review departmental governance over the next two years will focus on improving transparency and recognizing and remediating uneven workloads in the department, with particular attention to ways of alleviating the disproportionate burdens placed on BIPOC faculty (many of whom are women in mid- and early career, groups who also carry relatively heavy service loads).</p>	<p>Timeline for Addressing Recommendation: 2021-2023</p>
<p>Recommendation: Change the budget model so that the department is not disadvantaged financially by recruiting international students.</p>	<p>Responsibility for Leading Follow-Up: The budget model is beyond the purview of the department. However, we will engage in ongoing discussions with the Associate Dean of Graduate Studies and Research regarding possibilities for admitting more international students to our graduate programs.</p>
<p>Proposed Follow-Up: Graduate Chair, CSCT Director, Department Chair</p>	<p>Timeline for Addressing Recommendation: January, 2022 and ongoing</p>

[1] This group was formed in May, 2020, to understand and address instances of racism in the classroom. Goals for 2021 including expanding the group’s anti-racist focus to encompass diverse forms of oppression both within and beyond the classroom and encouraging participation in the group by other interested faculty members.

[2] ECS does receive compensation for reallocated faculty labour in the form of paid course release for some faculty members involved in initiatives (significant committees, research Institutes, etc.) beyond the department. However, these contributions outside the department are not recognized in the faculty formula on which future hiring decisions are based, and while

loss of teaching may be compensated from time to time in these arrangements, the loss of the faculty member's service to the department is not recognized or compensated (often leading to many faculty members carrying a 'double burden' of service to multiple departments or programs, exacerbating the problem of burnout).

Faculty Response

Let me begin by thanking Dr. Susie O'Brien and her colleagues, including staff, and the undergraduate and graduate students in English and Cultural Studies for contributing to the self-study and to the visit by the review team. I'd also like to thank the reviewers: Dr. Siân Echard, Department of English Language and Literatures, University of British Columbia; Dr. Warren Cariou, Department of English, Film and Theatre, University of Manitoba; and the internal McMaster reviewer, Dr. Lydia Kipiriri, Department of Health, Aging & Society. We are particularly grateful for their time and energy during the pandemic.

I am not going to comment on the template provided to the review team, as it is a university-wide document that sits outside my authority. On a second matter related to the process, I would echo Dr. O'Brien's comments that it might be best not to become too wedded to the idea of virtual site visits. While we have had some success with them during the pandemic, they may unintentionally limit the effectiveness of reviews. In this case, the chair and some colleagues believed that the remote nature of the review meant that there was less opportunity to get to know the department and that the discussion of more sensitive issues was difficult in the remote environment. Recruiting students for focus groups was also more challenging during the pandemic and may have been worsened by the remote nature of the event.

I would also like to make a couple important updates to the reviewers' report here at the outset. ECS was granted a new tenured faculty appointment in 2021, and the new colleague does not have any teaching commitments elsewhere. ECS welcomed the addition of a second tenured faculty member with shared teaching and service commitments in ECS and Indigenous Studies. The department was also offered the opportunity of making a tenure-track appt in 2021, as part of a spousal arrangement, but declined further consideration of the individual, as not fitting departmental needs.

The review team quite rightly stressed the strengths of the Department. English and Cultural Studies has an especially strong reputation in the university and beyond for its successful graduate programs and its high-quality researchers and instructors. In recent years several faculty members have also made or continue to make important contributions to McMaster outside of ECS. The chair's response targets three areas of improvement for the undergraduate and graduate programs: 1) managing the balance between literary and cultural studies courses at all levels; 2) communication to undergraduate students about these areas and paths through the program; and 3) fostering community among undergraduate and graduate program students. I support all three recommendations. Below I offer some comments on the department's implementation plan.

I appreciate the time that the department, especially Dr. O'Brien, has put into the plans for several workshops, trainings, and a retreat to discuss the causes of discord identified by the reviewers. I know as well that Dr. O'Brien has also spoken to individual faculty members and has invited graduate students to share their experiences with her in confidence. I did the same, though I was not surprised that no graduate students reached out. That said I am confident that department colleagues are taking the comments of the reviewers seriously and working to understand and respond to internal tensions. I have offered some financial resources to enrich the workshops and planned retreat this year.

I also support the re-evaluation of the undergraduate curriculum. I am happy to see the Department consider the relationship between literary and cultural studies as part of that process. I agree with the plans to ask the MacPherson Institute for assistance. I would recommend further that early drafts of potential changes be shared with the Associate Dean, Academic and Assistant Dean, as they may have further ideas and help the team avoid pitfalls. For example, the review team recommended the articulation of different 'pathways' through the program. While we agree that helping students think about their progress through the major can be productive, Associate Dean Corner and Assistant Dean Osterman may be able to advise the Department on ways to do that while retaining flexibility for students. "Streams" tend to lock students into rigid sets of options. Ideally, some middle ground can be found. The idea of additional TAs will have to be carefully considered. We have Faculty-wide standards for TA allocation and additional TAs are costly.

I am grateful to see the Department's interest in community-building activities for undergraduates and graduates. This goal is on my mind as well. I am hopeful that the Faculty's new alumni outreach coordinator can assist with some of this work both within ECS and across the Faculty. She will begin meeting with chairs in early 2022.

The Department has rejected the possibility of a 'drastic reduction' in the size of the graduate program, which was mentioned by the review team as a possible way forward, though not a recommended one. The Associate Dean, Graduate Studies, has had several discussions with the ECS graduate director, Dr. Dean, over the last year or two about such options, and while there has been agreement to decrease MA intake slightly, at the moment we also agree that a radical reduction in the size of the PhD cohort is undesirable. It does make sense, however, to continue exploring ways to balance the supervisory loads across the department better.

Beyond curricular review and community building, the report and departmental response highlight the contributions that ECS faculty make to interdisciplinary programs as a concern. I have had discussions with Dr. O'Brien about concluding some faculty members' commitments elsewhere, and I also rewrote one colleague's appointment letter in 2021, as requested, to end teaching requirements outside of ECS. We have also made changes centrally to support our interdisciplinary programs. Humanities has hired a long-term CLA, and several recent TT hires have had commitments extended to our two interdisciplinary programs, GSJ and GPSJ. With Associate Dean Horn's help, we have also constructed MOAs with other departments to ensure that there are contributions to GSJ and GPSJ from across the Faculty. It is

important that we continue to seek sustainable ways to support new and existing interdisciplinary programs, but I believe we are beginning to make progress in this regard.

The department also references the burden of providing/expanding experiential education offerings to its students and the work of mentoring students, especially BIPOC students, among other EDI initiatives. I support the department's plan to review its internal governance structures, increase transparency, and balance service commitments better across its faculty complement. Investments are being made in my office that will facilitate the expansion of experiential education and student development opportunities without requiring a commensurate commitment of faculty time. This is a new initiative that will take time to grow (and the pandemic has not helped), but we now have two terrific staff members in place to work on careers/experiential education. We have also partnered with the Alumni Office to hire a Humanities alumni engagement officer, mentioned earlier, who will begin to work with departments on events connecting current and former students. She also aims to expand our alumni mentorship program. These and other initiatives will contribute to the establishment of our new Student Experience Office, which, integrating EDI commitments, will increase support for students centrally and provide support for work being done in departments.

There is no plan to revise the points system to allow for additional teaching release, but there are other changes underway that are aimed at easing the burden of faculty members involved in EDI work, which disproportionately falls to BIPOC faculty. Part of this strategy has to be the recruitment of more BIPOC faculty members. In 2021 the Faculty hired six tenured or tenure-track colleagues and one new multi-year CLA. Of these seven individuals only one is neither Indigenous nor a person of colour. There are two searches ongoing in the Faculty at the moment: one is a targeted search only open to people of colour and Indigenous candidates, and in the other deliberate measures have been taken to attract a diverse pool of candidates and the committees is aiming to appoint a BIPOC scholar. The EIO is working to better coordinate EDI initiatives across campus, and Humanities is establishing an EDI advisory committee to partner with the EIO. The university has also been investing in greater supports for BIPOC students on campus, including the newly opened Black Student Success Center. I recognize that students will continue to seek personal mentorship from supervisors and instructors, which they should, but we are hopeful that new and expanded services for students (along with greater coordination and more BIPOC faculty and staff) will also make a difference for students and the faculty who support them now.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation, and the Committee recommends that the undergraduate and graduate programs delivered by English and Cultural Studies should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.