

September 29, 2017

TO: Members of Undergraduate Council

FROM: Tamara Bates
Governance Advisor and Assistant University Secretary

RE: **Notice of Meeting**

The next meeting of Undergraduate Council will be held on **Tuesday, October 3, 2017 at 2:30 p.m., in the Council Room, Gilmour Hall (GH 111)**. The items of business to be discussed are outlined on the agenda provided with this meeting notice.

A copy of the schedule of meetings for Undergraduate Council and its standing committees is attached to the end of the meeting package.

Should you be unable to attend the meeting, please notify the University Secretariat at extension 24337 or e-mail univsec@mcmaster.ca

**McMaster University
UNDERGRADUATE COUNCIL**

**Tuesday, October 3, 2017 at 2:30 p.m.
in the Council Room (GH 111)**

A G E N D A

I MINUTES of the meeting of September 12, 2017 (forthcoming – for approval)

II BUSINESS ARISING

i. Credit/No Credit Course Option

III CHAIR’S REMARKS

IV REPORT FROM THE AWARDS COMMITTEE (attached - for approval/information)

For Approval

- i. Terms of Award for New Awards
- ii. Changes to Award Terms
- iii. New Bursaries
- iv. Changes to Bursary Terms
- v. Awards Removed from Undergraduate Calendar

For Information

- vi. Award Name Changes
- vii. Award Value Changes
- viii. 2016 Aid Year Summary Report
- ix. In-Course, Graduated and Community Contribution Award Summary Report
- x. Major University and External Awards Selection Committee Terms of Reference and Membership
- xi. Travel and Exchange Scholarship Reports

V REPORT FROM THE CERTIFICATES AND DIPLOMAS COMMITTEE (attached – for approval/information)

For Approval

- i. Revisions to Business Administration Diploma Program – Project Management and Business Analysis Concentrations
- ii. Revisions to Certificate of Completion Programs
 - a. Essentials Program – New Course: Gender-Inclusive Communication and Collaboration
 - b. Essentials Program – Revisions to ESS-836 – Project Management

For Information

- iii. New Certificate of Completion Programs
 - a. Establishment of the Foundational Educator Enhancement and Enrichment Certificate of Completion
 - b. Establishment of the Advanced Educator Enhancement and Enrichment Certificate of Completion
- iv. New Certificate of Attendance Program – Crisis and Mental Health Training

- VI PROPOSED REVISIONS TO THE UNDERGRADUATE COURSE MANAGEMENT POLICIES (attached – for approval)
- VII REPORT FROM THE AD HOC COMMITTEE ON ACADEMIC STRUCTURES FOR STUDENT SUCCESS (CASS) (attached – for approval)
- VIII OTHER BUSINESS



UNIVERSITY SECRETARIAT

- Board of Governors
- Senate

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REPORT TO UNDERGRADUATE COUNCIL FROM THE UNDERGRADUATE COUNCIL AWARDS COMMITTEE

FOR APPROVAL

(a) Terms of Award (*Attachment I and II*)

At its meetings of May 31, 2017 and September 26, 2017, the Undergraduate Council Awards Committee approved the following for recommendation to Undergraduate Council.

- (i) Terms of Award for New Awards
 - The Fred and Dorothy O'Leary Scholarship
 - The Darren Lee Pratt Memorial Award for Academic/Clinical Achievement
 - The Lino Luison and Joanne Licursi Family Academic Grant
 - The Julie Patel Foundation Academic Grant
 - The Karen M. Mason Academic Grant in Nursing
 - The Canadian Medical Association 150th Anniversary Award
 - The Dr. Robert Chu Memorial Award
- (ii) Changes to Terms of Award
 - The Edward Frank Davis Memorial Community Contribution Award
 - The William Mackenzie Memorial Prize*
 - The Robert Taylor Scholarship in Commerce
 - The Leone Betty Blackwell Memorial Book Prize
 - The Hatch Scholarship for ~~Aboriginal~~ Indigenous Students
 - The Bill Prestwich Scholarship in Medical Physics
- (iii) New Bursaries
 - The Miriam and James Kramer Bursary
 - The Dr. Freda Mamkiror Omaswa Memorial Bursary
 - The Seeta Etwaroo Memorial Bursary
 - The E. Anthony James Bursary
 - The Retired Teachers of Ontario (RTO/ERO), District 13 Bursary in Health, Aging and Society
 - The Canadian Medical Association 150th Anniversary Bursary
 - The Joseph and Joanne Lee Bursary
 - The Dr. Henry and Sylvia Wong Family Bursary
- (iv) Changes to Terms of Bursary
 - The William A. Detenbeck Bursaries
 - The Paul R. MacPherson Bursary
 - The Canadian Medical Foundation (CMF) Bursary
 - The Schenkel Medical Assistance Bursary

- (v) Awards Removed from the Undergraduate Calendar
 The Bursary for Linguistics and Languages
 The Anderson Academic Grant in Commerce
 The Gene Eleanor Fleet Bursary
 The Asante Sana Global Health Award

The Undergraduate Council Awards Committee now recommends,

that Undergraduate Council approve the terms of award for seven new awards, changes to six terms of award, eight new bursaries, changes to four terms of bursary, and the removal of four awards from the *Undergraduate Calendar* as set out in Attachment I.

FOR INFORMATION

- (b) Award Name Changes (*Attachment I and II*)
 At its meetings of May 31, 2017 and September 26, 2017, the Awards Committee received, for information, one award name change.
- (c) Awards Value Changes (*Attachment I and II*)
 At the same meetings, the Awards Committee received, for information, four award value changes.
- (d) 2016 Aid Year Award Summary Report (*Attachment III*)
 At its meeting of May 31, 2017, the Awards Committee received, for information, the 2016 Aid Year Award Summary.
- (e) In-Course, Graduand and Community Contribution Award Summary Report (*Attachment III*)
 At the same meeting, the Awards Committee received, for information, the In-Course, Graduand and Community Contribution Award Summary Report.
- (f) Major University and External Awards Selection Committee Terms of Reference and Membership (*Attachment III*)
 At the same meeting, the Awards Committee received, for information, the Major University and External Awards Selection Committee Terms of Reference and Membership.
- (g) Travel and Exchange Scholarship Reports (*Attachment III*)
 At the same meeting, the Awards Committee received, for information, the Travel and Exchange Scholarship Reports.

**Undergraduate Council
 October 3, 2017**



OFFICE OF THE REGISTRAR, STUDENT FINANCIAL AID & SCHOLARSHIPS
To Undergraduate Council
From Undergraduate Council Awards Committee
October 3, 2017

PROPOSED NEW AWARDS FOR APPROVAL

SECTION B: AWARDS FOR IN-COURSE STUDENTS

THE FRED AND DOROTHY O'LEARY SCHOLARSHIP

Established in 2017 by Jennifer O'Leary, BSc (Class of '90), MA, MLT in honour of her grandparents, Fred and Dorothy O'Leary, who though unable to attend higher education themselves, valued its role in the lives of individuals and Canadian society. This scholarship continues her grandparents' tradition of supporting education for others, and is to be awarded to an undergraduate student enrolled in the Bachelor of Health Sciences (Honours).

Value: \$1,000

THE DARREN LEE PRATT MEMORIAL AWARD FOR ACADEMIC/CLINICAL ACHIEVEMENT

Established in 2017 by Maria Pratt (Class of '98, 2004, & 2016), faculty member of the School of Nursing, in loving memory of her husband. To be awarded to an undergraduate student who has completed Level II or higher of a Nursing program who, in the judgment of the School of Nursing demonstrates academic excellence, an interest in Oncology nursing and commitment to patient and family-centered care.

Value: \$1,000

SECTION G: ACADEMIC GRANTS FOR FULL-TIME STUDENTS

THE LINO LUISON & JOANNE LICURSI FAMILY ACADEMIC GRANT

Established in 2017 by Lino Luison B.A.Hon. (Class of '79) and Joanne Licursi B.A.Hon. (Class of '79) in support of their belief that all students should have the opportunity to pursue their educational goals. To be granted to an entering student in the Honours Bachelor of Integrated Business and Humanities program who has achieved a high final admission average and demonstrates financial need.

Value: \$3,000

THE JULIE PATEL FOUNDATION ACADEMIC GRANT

Established in 2017 by the Julie Patel Foundation. To be awarded to a student in an Arts & Science program who has attained a high Fall-Winter Average and demonstrates financial need.

Value: \$1,000

CHANGES TO AWARD TERMS FOR APPROVAL

THE EDWARD FRANK DAVIS MEMORIAL COMMUNITY CONTRIBUTION AWARD

Established in 1996 by bequest in memory of Edward Frank Davis. A variable number of awards to be granted to students entering in level 2 or above in any program who have shown commitment and contribution to their community through volunteer work.

THE WILLIAM MACKENZIE MEMORIAL PRIZE*

Established in 1977 in memory of Professor William MacKenzie by his friends and colleagues. To be awarded to the student who, in the judgment of the Department of Economics, has demonstrated outstanding academic achievement in either ECON 3T03 (Economic Development: Agriculture and Population) or ECON 2F03 (Globalization and Economic The Political Economy of Development) or, in exceptional circumstances, for work in a related area.

THE ROBERT TAYLOR SCHOLARSHIP IN COMMERCE

Established by Robert Taylor, MBA (Class of '76) in 2009. To be awarded to a student in a Commerce program who, has attained the highest attains a high Fall-Winter Average.



OFFICE OF THE REGISTRAR, STUDENT FINANCIAL AID & SCHOLARSHIPS
To Undergraduate Council
From Undergraduate Council Awards Committee
October 3, 2017

PROPOSED NEW BURSARIES FOR APPROVAL

Submitted by the Office of Student Financial Aid & Scholarships

THE MIRIAM & JAMES KRAMER BURSARY

Established in 2017 by Miriam and James Kramer to assist students in continuing their studies. To be awarded to undergraduate students enrolled in any program who demonstrate financial need.

THE DR. FREDA MAMKIROR OMASWA MEMORIAL BURSARY

Established in 2016 by family, peers and friends in loving memory of Freda Mamkiror Omaswa (Class of 2004). Freda was a talented physician who loved international health, was confident and passionate about helping others, and built lasting friendships all over the world. To be awarded to a student who demonstrates financial need, and has completed at least Level I of the Life Sciences program.

Submitted by the Faculty of Health Sciences

THE SEETA ETWAROO MEMORIAL BURSARY

Established in 2017 by Brendan Singh and Chad Singh to honour their aunt, Seeta Etwaroo, and her courageous fight against cancer. To be granted to a student enrolled in the Michael G. DeGroote School of Medicine who demonstrates financial need.

Value: \$1,000

Removed From the Undergraduate Calendar for Approval

THE BURSARY FOR LINGUISTICS AND LANGUAGES

THE ANDERSON ACADEMIC GRANT IN COMMERCE

FOR INFORMATION

AWARD VALUE CHANGES

THE JUANITA LEBARRE SYMINGTON SCHOLARSHIP

~~\$800~~ \$500

THE WOMEN'S ART ASSOCIATION OF HAMILTON SCHOLARSHIPS

~~\$800~~ \$500



OFFICE OF THE REGISTRAR, STUDENT FINANCIAL AID & SCHOLARSHIPS
To Undergraduate Council from Undergraduate Council Awards Committee
October 3, 2017

PROPOSED NEW AWARDS FOR APPROVAL

SECTION G: Academic Grants for Full-Time Students

The Karen M. Mason Academic Grant in Nursing

Established in 2017 by Ross Mason ('59), in loving memory of his wife and in honour of her compassionate palliative care nurse, Mona. To be awarded to a student in the School of Nursing who has attained a high Fall-Winter Average and demonstrates financial need.

Value: \$1,000

CHANGES TO AWARD TERMS FOR APPROVAL

The Leone Betty Blackwell Memorial Book Prize

Established in 1999 by Dr. Bonnie Blackwell in memory of her mother, Leone Betty Blackwell. To be awarded to a graduating student with the highest grade in ~~EARTH SC 3P03 or ENVIRO SCI 3P03~~ EARTH SC 4P03 and ENVIR SC 4P03.

The Hatch Scholarship for ~~Aboriginal~~ Indigenous Students

Established in 2012 by HATCH. To be awarded to an ~~Aboriginal~~ Indigenous (status or non-status First Nations, Metis, or Inuit) student enrolled at McMaster University in any undergraduate program. Preference is to be given to a student enrolled in the Faculty of Engineering. These awards are renewable for three years at the same value provided the students remain enrolled in 24 units or more, and achieve a Grade Point Average of 8.0 with no failures.

The Bill Prestwich Scholarship in Medical Physics

Established in 2003 by friends, colleagues and students in recognition of Bill Prestwich and his career as a teacher and researcher. To be awarded to a student entering Level II of the Medical ~~and Biological~~ Physics program with the highest Fall-Winter Average in any Level I program.

PROPOSED NEW BURSARIES FOR APPROVAL

The E. Anthony James Bursary

Established in 2017 by E. Anthony James, B.Eng. Civil Engineering (Class of '73), in recognition of the excellent education that McMaster University provided him. To be granted to students in the Faculty of Engineering who demonstrate financial need.

The Retired Teachers of Ontario (RTO/ERO), District 13 Bursary in Health, Aging and Society

Established in 2017 by the Retired Teachers of Ontario, District 13, Hamilton-Wentworth, Haldimand in honour of the Provincial RTO/ERO's 50th Anniversary. To be awarded to a student studying in the Department of Health, Aging and Society who demonstrates financial need.

CHANGES TO BURSARY TERMS

The William A. Detenbeck Bursaries

Established in 1996 by William Detenbeck in honour of the Detenbeck Family. A variable number of bursaries to be granted to students who demonstrate that they are residents of an ~~Aboriginal~~ Indigenous community in Canada and who demonstrate financial need. (90597)

The Paul R. MacPherson Bursary

Established in 1998 by Paul R. MacPherson (Class of '57) and augmented in 2003 under the McMaster Student Opportunity Fund II initiative in support of his belief that all students should be able to pursue their educational goals. To be granted to students enrolled in any program who demonstrate financial need. Preference will be given to (i) students from Bracebridge and Muskoka Lakes Secondary School and (ii) ~~Aboriginal~~ Indigenous students from a First Nations community in Ontario.



OFFICE OF THE REGISTRAR, STUDENT FINANCIAL AID & SCHOLARSHIPS
To Undergraduate Council from Undergraduate Council Awards Committee
October 3, 2017

New Awards, Bursaries Submitted by the Faculty of Health Sciences

The Canadian Medical Association 150th Anniversary Award

Established in 2017 by the Canadian Medical Association Foundation in honour of the CMA's 150th anniversary. To be awarded to a student enrolled in the Michael G. DeGroote School of Medicine, and is Canadian citizen, permanent resident, or person with protected/refugee status. The Award will be given to students who demonstrate values of medical professionalism, including: honesty and integrity, respect, responsibility and accountability, commitment to self-improvement and collaboration. Preference may be given to members of the Canadian Medical Association.

The Dr. Robert Chu Memorial Award

Established in 2017 by Mr. Terrence Donnelly in memory of the late Dr. Robert Chu. To be awarded to a graduating student in the Michael G. DeGroote School of Medicine who is pursuing a residency program in radiology. To be awarded annually by the Faculty of Health Sciences on the recommendation of the Dean and Vice-President (or delegate) and the Chair of the Department of Radiology (or delegate).

The Canadian Medical Association 150th Anniversary Bursary

Established in 2017 by the Canadian Medical Association Foundation in honour of the CMA's 150th anniversary. To be awarded to a student enrolled in the Michael G. DeGroote School of Medicine, who demonstrates significant financial need, and is Canadian citizen, permanent resident, or person with protected/refugee status. Preference may be given to members of the Canadian Medical Association.

The Joseph & Joanne Lee Bursary

Established by Joseph (Class of '72) and Joanne Lee. To provide financial assistance for Undergraduate Medical students in the Michael G. DeGroote School of Medicine who demonstrate financial need and would like to further their education and training in the area of Inflammatory Bowel Disease or Crohn's Disease by way of an elective or research.

The Dr. Henry and Sylvia Wong Family Bursary

Established in 2017 by Dr. Henry Wong and Mrs. Sylvia Wong. To be granted to students enrolled in the Michael G. DeGroote School of Medicine who demonstrate financial need.

Changes Submitted by the Faculty of Health Sciences

The Canadian Medical Foundation (CMF) Bursary

Established in 2015 by the Canadian Medical Foundation. To be granted to students enrolled in the Michael G. DeGroote School of Medicine who demonstrate financial need. Preference will be given to ~~Aboriginal~~ Indigenous students.

The Schenkel Medical Assistance Bursary

Established in 2004 1982 to be granted to an undergraduate student in the ~~to provide books, equipment and bursaries for female students enrolled~~ in the Michael G. DeGroote School of Medicine who demonstrate financial need.

Awards Removed From the Undergraduate Calendar for Approval

The Gene Eleanor Fleet Bursary

The Asante Sana Global Health Award

FOR INFORMATION

AWARD NAME CHANGES

The Retired Teachers of Ontario ~~Hamilton/Haldimand District Prize~~ Trust Fund –Gerontology

AWARD VALUE CHANGES

The South Ontario Economic Development Council Scholarships \$2,000 \$3,500

The Stantec Consulting Ltd. Engineering Scholarship \$2,500 \$3,000

OFFICE OF THE REGISTRAR
STUDENT FINANCIAL AID & SCHOLARSHIPS
2016 AID YEAR AWARD SUMMARY REPORT

SFAS Awards Summary		
Type of Award	Awards Disbursed	Funding Disbursed
Entrance	5208	\$5,061,245
In-Course	1365	\$1,674,204
Graduand	173	\$43,755
Academic Grants	135	\$346,800

SFAS Awards by Application Summary				
Type of Award	Awards requiring an application	Funding Available	Students Awarded	Funding Disbursed
In-Course	86	\$271,305	115	\$168,500
Graduand	16	\$23,618	27	\$12,945

SFAS Bursary Summary		
Type of Award	Students Awarded	Funding Disbursed
Bursary	6585	\$9,108,161

SFAS Work Program Summary	
Program Type	Students Hired
Fall/Winter Work	524
Summer Work	409

MED Awards Summary		
Type of Award	Awards Disbursed	Funding Disbursed
All	49	\$37,854

MED Bursary Summary		
Type of Award	Students Awarded	Funding Disbursed
Bursary	383	\$1,692,559

OFFICE OF THE REGISTRAR STUDENT FINANCIAL AID & SCHOLARSHIPS

2016/17 In-course, Graduand and Community Contribution Award Recipients

Award Description	Student Name	Program Description	Level	Value*
The Accenture Inc. Scholarship	Zuriel Garcia	Civil Eng Infrastruc (B.Tech) (Co-op Program)	4	1000
The Achievement Awards of Excellence	Anthony Krukowski	Bachelor of Commerce (Honours)	3	800
The ACI (Ontario Chapter) Scholarship	Omar Ali	Civil Eng & Management CO-OP (Co-op Program)	5	500
The Air Liquide Canada Incorporated Scholarships	Melissa Larocque	Chemical Eng & BioEng CO-OP (Co-op Program)	4	1500
The Air Liquide Canada Bachelor of Technology Scholarship	Reena Fabros	Biotechnology (Co-op Program)	4	2500
The Henrietta Alderson Scholarship	Seth Lippert	Nursing (Post RPN) - Conestoga (Bachelors)	3	3500
	Jonel Mendreu	Nursing - Conestoga (Bachelors)	2	3500
The A.G. Alexander Scholarships	Ema Asler	Art History & Comm Studies (Honours)	3	5500
The W. K. Allan Memorial Scholarship	Evan Smith	Mathematics & Physics (Honours)	4	1100
The Cameron D. Allen Book Prize	Andy Chen	Geog & Environmental Sciences (Honours)	4	200
The Margaret E. Orr and Edward C. Allen Prize	Serena Salvati	English/Cultural St & Philos (Honours)	4	1000
	Daryl Watson	English/Cultural St & Linguist (Honours)	4	1000
The Alumni Association Scholarship	Michelle Brown	Anthropology (Honours)	4	400
The Alumni Canadian Geography Prize	Seoyeon Kang	Bachelor of Health Sciences (Bachelors)	3	300
The E. H. Ambrose Gold Medal	Cassidy Davis	Bachelor of Commerce (Honours)	4	
The Anthropology Prize	Jan Plonka	Anthropology (Honours)	4	100
The Herbert S. Armstrong Memorial Fund Scholarship	Kevin Yang	Earth & Environmental Sciences (Honours)	4	100
The Arts and Science Program Book Award	Robert Redelmeier	A&S and Mathematics (Honours)	2	75
The Edgar R. Ashall Scholarship	Juehea Lee	Biology & PNB (Honours)	3	200
The Atkinson Charitable Foundation Community Contribution Award	Kaitlin Mason	Sociology (Honours)	4	
The A. H. Atkinson Prize	Shannon Guo	Civil Engineering (Bachelors)	4	200
The Auburn Industrial Services Ltd. Community Contribution Award	Fule Liu	Biotechnology (Co-op Program)	3	
	Sushen Talwar	Bachelor of Commerce (Honours)	4	
The Maqbool Aziz Memorial Scholarship	Paige Maylott	English & Cultural Studies (Honours)	4	450

Award Description	Student Name	Program Description	Agenda Item IV/ Attachment III	Value*
The Bachelor of Health Sciences (Honours) Program Scholarship	Fizza Manzoor	Bachelor of Health Sciences (Bachelors)	3	1000
	Aditya Nidumolu	Bach. of Health Sciences Hon (Honours)	3	1000
	Lily Park	Bachelor of Health Sciences (Bachelors)	3	1000
	Yi Yang	Bach. of Health Sciences Hon (Honours)	4	1000
The Laura Baldwin Scholarship	Adam Blackburn	English/Cultural St & History (Honours)	4	500
The Charles Murray Ball Scholarships in Earth Sciences	Jennifer Bradley	Earth & Enviro Sciences CO-OP (Honours Co-op)	3	2300
	Xueke Chang	Earth & Environmental Sciences (Honours)	2	2300
	Victoria Propp	Earth & Environmental Sciences (Honours)	3	2300
	Ryan Threndyle	Earth & Environmental Sciences (Honours)	3	2300
	Lachlan Torrance	Biology & Enviro Sciences (Honours)	2	2300
The Bank of Montreal Humanities Multimedia Scholarships	Daven Bigelow	Multimedia (Honours)	4	1000
	David Boda	Comm Studies & Multimedia (Honours)	3	1000
	Ella Gair	Comm Studies & Multimedia (Honours)	4	1000
	Glenesha Grant	Comm Studies & Multimedia (Honours)	4	1000
	Marco Gugliucciello	Comm Studies & Multimedia (Honours)	4	1000
	Dana Hill	Comm Studies & Multimedia (Honours)	3	1000
	Jason Lau	Multimedia & Anthropology (Honours)	4	1000
	Gigi Yammine	Comm Studies & Multimedia (Honours)	4	1000
The M. Banker Bates Scholarship	Shaun Shreedhar	Bachelor of Commerce (Honours)	3	1400
The J. Douglas Bankier Memorial Scholarship	Alexandra Barker	Actuarial & Finance Math CO-OP (Honours Co-op)	4	400
	Saleh Cheema	Actuarial & Financial Math (Honours)	4	400
	John Podedworny	Actuarial & Finance Math CO-OP (Honours Co-op)	4	400
	Robert White	Mathematics & Statistics CO-OP (Honours Co-op)	4	400
The William and Lida Barns Memorial Prize in History	Simon Vacca	English/Cultural St & History (Honours)	4	150
The Rev. Allison M. Barrett Scholarship	Alison Imrie	Religious Studies (Bachelors)	3	1000
	Shawnee Matinnia	Religious Studies (Honours)	4	1000
The Dr. Chris Bart Scholarship	Milan Dave	Electrical Eng & Mgmt CO-OP (Co-op Program)	2	5000
The Basu Medal	Tyler McEvoy	Bachelor of Commerce (Honours)	4	1000
The Marion Bates Book Prize	Adam Blackburn	English/Cultural St & History (Honours)	4	85

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Bates Residence Scholarship	Yanran Xie	Physics (Honours)	2	750
The Stanley T. Bayley Scholarship in Biology	Allison Ouellette	Life Sciences (Bachelors)	3	800
The Barbara and Ronald Bayne Award	Simrah Puri	Health Studies & Gerontology (Honours)	3	450
The Lynne Beaumont Scholarship	Ashlyn Baer	Nursing - Conestoga (Bachelors)	4	1000
	Nadine McIntosh	Nursing - McMaster (Bachelors)	4	1000
The Beauty Counselors of Canada Scholarship	Andrew Kwong	Biochemistry (Biomed Res Spec) (Honours)	2	350
The Bentall Scholarships	Christopher Schankula	Software Eng & Society CO-OP (Co-op Program)	2	1500
	Annie Wu	Bach. of Health Sciences Hon (Honours)	2	1500
The Louise E. Bettger Scholarships in Music	Alyse Doucette	Music (Honours)	4	450
	Alyssa Dupuis	Music (Honours)	4	450
	Cassandra Mason	Music (Honours)	3	450
The Charu Late Bhaduri Scholarship in Nursing	Laura Hidvary	Nursing - McMaster (Bachelors)	4	1000
The J.P. Bickell Foundation Mining Scholarships	Karl Chastko	Earth & Environmental Sciences (Honours)	4	6500
	Kyra Simone	ISCI (Earth & Enviro Sc Conc) (Honours)	4	6500
The Binkley Medal	Karl Knopf	Computer Science (2nd Degree) (Honours)	4	350
The Biology Academic Achievement Awards	Sierra Barnes	Biomed Disc & Commercializatr (Honours)	2	
	Anthony D'Angelo	Chemical Biology CO-OP (Honours Co-op)	2	
	Jenny Gui	Bach. of Health Sciences Hon (Honours)	2	
	Alice Lang	Chemical Biology CO-OP (Honours Co-op)	2	
	Nikita Patel	Human Behvr(Autism&Bhvr Sc Sp) (Honours)	2	
	Roberto Pisani	Biochemistry (Honours)	2	
	Andrea Rossos	Biology (Honours)	2	
	Iflah Shahid	Chemical Biology (Honours)	2	
	Jason Tran	Biomed Disc & Commercializatr (Honours)	2	
The Abe Black Memorial Prize	Sara Ahmed	Psych., Neurosci. & Behaviour (Honours)	4	600
The Abe Black Memorial Prizes	Heather Oprey	Psych., Neurosci. & Behaviour (Honours)	4	200
	Ieta Shams	Biology & PNB (Honours)	4	200
	Amanda Venier	Psychology-NeuroSc & Behav (Honours)	4	200
The Brian Blakey Memorial Scholarship	Erika Ko	Cognitive Science of Language (Honours)	4	500

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Brian Blakey Memorial Scholarship	Nicole Schollen	Cognitive Science of Language (Honours)	4	500
The Hilda Dorothy Borman Scholarship	Cassandra Mason	Music (Honours)	3	1050
The Dr. Garth Boulter Memorial Award	Kaitlynn Daniel	Midwifery (Bachelors)	4	1000
	Kimberlee Kock	Midwifery (Bachelors)	4	1000
	Daniela Vasconcellos Mag	Midwifery (Bachelors)	4	1000
The Joan Frances Bowling Scholarships	Alyssa Dupuis	Music (Honours)	4	1500
The Mike Braga Scholarship	Loretta Janes	Anthropology (Honours)	4	1000
The Adella Margaret Bragg Scholarships	Caitlin Clause	Social Work (Honours)	2	6000
The Brantford Alumni Branch Community Contribution Awards	Laura Jin	PNB (Mental Health Spec.) (Honours)	3	
The Nicholas and Janice Brathwaite Scholarship	Corie Bain	Computer Science CO-OP (Honours Co-op)	3	120000
The Josephine Staples Brien Scholarship	Nensi Ruzgar	Bach. of Health Sciences Hon (Honours)	4	350
The Brien Scholarship in Philosophy	Rebecca Murray	Justice, Political Phil. & Law (Honours)	3	475
The Dr. and Mrs. F.R. Britton Scholarship in Mathematics	Saleh Cheema	Actuarial & Financial Math (Honours)	4	1200
	Kriffin Truong	Actuarial & Financial Math (Honours)	3	1200
The Deborah M. Brown Scholarship in Biomedical Discovery and C	Daniel Celeste	Biomed Disc & Commercializatn (Honours)	3	5000
	Christine Chow	Biomed Disc & Commercializatn (Honours)	3	5000
	Premy Shanthamoorthy	Biomed Disc & Commercializatn (Honours)	3	5000
The Burke Memorial Ring	Maryam Vaseghi-Shanjani	Biology & PNB (Honours)	4	
The CAE Scholarship in Computing and Software Engineering	Mikhail Andrenkov	Software Engineering CO-OP (Co-op Program)	3	3400
The Crispin Calvo Scholarships	Julie-Anne Lemay	Chemistry (Honours)	3	1700
	Hannah McPhee	Engineering Physics CO-OP (Co-op Program)	3	1700
The Ella Halstead Campbell Prize	Kun Lee	Music (Honours)	2	200
The Canadian Italian Business & Professional Association of Hamilt	Raffael Colonna	Bachelor of Commerce (Honours)	4	1000
	Alexander Pero	Kinesiology (Honours)	2	1000
The Canadian Italian Professional Association of Hamilton-Halton S	Owen Angus-Yamada	Bachelor of Commerce (Honours)	3	2500
The Renewable Industries Canada Scholarship	Amjad Skeik	Biotechnology (Co-op Program)	4	1000
The Canadian Society for Chemical Engineering (CSCHE) Scholarshi	Melissa Cusack Striepe	Chemical Eng & Society CO-OP (Co-op Program)	2	600
The Canadian Society for Chemistry Prizes	Scott Laengert	Chemistry (Honours)	4	
	Jiarun Wei	Biochemistry (Honours)	4	

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Canadian Society for Chemical Engineering Prize	Luke Boivin	Chem Eng & Management CO-OP (Co-op Program)	5	50
The Canadian Society for Mechanical Engineering Medal	Benjamin Miethig	Mech Eng & Management CO-OP (Co-op Program)	5	
The CANHEIT 2011 Nature of Technology Scholarship	Amanda Kelly	Eng Physics & Society CO-OP (Co-op Program)	5	1000
The Donald Oscar Cannon Scholarship	Michelle Hoang	Bachelor of Health Sciences (Bachelors)	3	2000
The Nancy Car Memorial Scholarship in Kinesiology	Martina Ghobrial	Kinesiology (Honours)	4	450
The Grace Dorothy and William P. Carpenter Award	Gregory Lech	Mechanical Eng & Management (Bachelors)	2	1500
The Elva Carrol Community Contribution Award	Joletta Cheung	Mechatronics Engineering CO-OP (Co-op Program)	3	
	Lydia Hicks	Psych., Neurosci. & Behaviour (Honours)	3	
The James Robertson Carruthers Memorial Prize	Talia Kollek	History (Honours)	4	425
The William G. Carter Scholarship in Golf	Randall Conrad	Economics (Specialist) (Honours)	2	800
The Casey Family Scholarships	Katherine Grace	Civil Engineering CO-OP (Co-op Program)	3	1000
The Norman N. Caskey Memorial Prize	Julia Loeb	Music (Honours)	3	150
The CFUW - Hamilton Past President's Prize	Alexandra Szewczyk	Chemical Eng & BioEng CO-OP (Co-op Program)	4	1000
The CFUW-Hamilton Memorial Prize in Political Science	Miruna Birsan	Pol Sci & Social Work (Bachelors)	4	1000
	Gabriela Niemczyk	Political Science (Honours)	4	1000
The CFUW - Hamilton Scholarship	Nensi Ruzgar	Bach. of Health Sciences Hon (Honours)	4	2000
The Chancellor's Gold Medal	Ryan LaRue	Chemical Eng & Management (Bachelors)	5	
The Chartered Professional Accountants of Ontario Scholarship	Julianna Deluca	Bachelor of Commerce (Honours)	3	1000
	Issac Oakie	Bachelor of Commerce (Honours)	3	1000
The Chin-Chin Award in Electroacoustic Studies/Sound Art	Robert Feurtado	Multimedia (Honours)	3	800
The CIM International Outreach Travel Award	Tiffany Got	Bachelor of Health Sciences (Bachelors)	3	1000
	Zhuo Wang	Bachelor of Health Sciences (Bachelors)	3	1000
The Citizen Action Group Award in Memory of Harry Penny	Matthew Parreira	Social Work (Bachelors)	3	1000
The City of Hamilton Economic Development Department Scholars	Cody Galez	Bachelor of Commerce (Honours)	3	800
	Thomas Kenel	Bachelor of Commerce (Honours)	3	800
	Tosh Mcevoy	Bachelor of Commerce (Honours)	3	800
	Isaac Newell	Bachelor of Commerce (Honours)	4	800
	Diana Salman	Bachelor of Commerce (Honours)	2	800
	Thomas Somodi	Bachelor of Commerce (Honours)	2	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Hugh Clark Scholarship	Collin Brown	Economics (Specialist) (Honours)	4	1950
The Class of 1937 Travel Scholarship in Arts & Science	Molly Gao	A&S and Philosophy (Honours)	3	2500
The Class of 1944 Scholarship	Alexander Dhaliwal	Integrated Science (Honours)	4	1500
The Class of 1950 Scholarship in Honours Economics	Sifat Syeda	Economics & Political Science (Honours)	4	700
The Class of 1953 50th Anniversary Scholarships	Kristin Dosen	A&S and Environmental Science (Honours)	4	1500
	Gali Katznelson	Arts & Science (Honours)	4	1500
The Class of 1966 Nursing Scholarship	Emily Slofstra	Nursing - Conestoga (Bachelors)	2	1000
The Denton Coates Memorial Scholarship	Daniella Pallisco	Materials Engineering CO-OP (Co-op Program)	4	750
	James Tedesco	Materials Engineering (Bachelors)	4	750
The Comparative Literature Prize	Daryl Watson	English/Cultural St & Linguist (Honours)	4	250
The Philip F Connell Scholarship	Fatima Shahid	Economics (Honours)	3	20000
The Elizabeth Petra Cooke Memorial Scholarship	Benjamin McGovern	Nursing (Post RPN) - Conestoga (Bachelors)	3	1000
The Beatrice Corrigan Memorial Book Prize	Lauren Tignanelli	Midwifery (Bachelors)	1	125
The Cranston Prizes	Maurana Brush	Bach. of Health Sciences Hon (Honours)	4	175
	Stephanie Sushko	Arts & Science (Honours)	3	175
The Createch Scholarship in Computer Science	Shiyu Luo	Business Informatics CO-OP (Honours Co-op)	3	1000
The Dr. Cameron M. Crowe Scholarship	Kristen Abels	Chemical Eng & BioEng CO-OP (Co-op Program)	2	5000
The CSEP/SCPE Undergraduate Student Award	Alexander Mannarino	Kinesiology (Honours)	4	
The Margaret Cudmore Scholarship in Political Science	Gabriela Niemczyk	Political Science (Honours)	4	2000
The Edwin Marwin Dalley Memorial Scholarships	Monish Ahluwalia	ISCI (Biology Concentration) (Honours)	2	800
	Sierra Barnes	Biomed Disc & Commercializatn (Honours)	2	800
	Natalie Belu	Molecular Biology & Genetics (Honours)	2	800
	Zachary Blatman	Bach. of Health Sciences Hon (Honours)	2	800
	Sonya Cui	Bach. of Health Sciences Hon (Honours)	2	800
	Elizabeth DaMaren	Mechatronics Eng & Scty CO-OP (Co-op Program)	2	800
	Anthony D'Angelo	Chemical Biology CO-OP (Honours Co-op)	2	800
	Daksh Datta	Biology & PNB (Honours)	2	800
	Shiliang Ge	Bach. of Health Sciences Hon (Honours)	2	800
	Jenny Gui	Bach. of Health Sciences Hon (Honours)	2	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Edwin Marwin Dalley Memorial Scholarships	Mark Heal	Biomed Disc & Commercializatn (Honours)	4	800
	Shannon Hoag	Comm Studies & Pol Science (Honours)	2	800
	Yaanu Jeyakumar	Bach. of Health Sciences Hon (Honours)	2	800
	Helena Koniar	ISCI (Biophysics Conc.) (Honours)	2	800
	Alice Lang	Chemical Biology CO-OP (Honours Co-op)	2	800
	Jung Lee	Computer Engineering (Bachelors)	2	800
	Yohanan Levin	Kinesiology (Honours)	2	800
	Yichen Liu	Bach. of Health Sciences Hon (Honours)	2	800
	Huilin Lu	Bach. of Health Sciences Hon (Honours)	2	800
	Owen Luo	Bach. of Health Sciences Hon (Honours)	2	800
	Parsa Mehraban Far	Bach. of Health Sciences Hon (Honours)	2	800
	Mohammad Niazmand	Bach. of Health Sciences Hon (Honours)	2	800
	Nikita Patel	Human Behvr(Autism&Bhvr Sc Sp) (Honours)	2	800
	Rina Patel	Bach. of Health Sciences Hon (Honours)	2	800
	Roberto Pisani	Biochemistry (Honours)	2	800
	Andrea Rossos	Biology (Honours)	2	800
	Phelopater Sedrak	Bach. of Health Sciences Hon (Honours)	2	800
	Krupaliben Shah	Biology (Honours)	2	800
	Iflah Shahid	Chemical Biology (Honours)	2	800
	Yina Shan	Bach. of Health Sciences Hon (Honours)	2	800
	Sophia Tao	Software Engineering (Bachelors)	2	800
	Jason Tran	Biomed Disc & Commercializatn (Honours)	2	800
	Ezra Widajat	Chemical Engineering CO-OP (Co-op Program)	2	800
	Jonas Yeung	ISCI (Physics Concentration) (Honours)	2	800
	Xi Zhang	ISCI (Biochemistry Conc.) (Honours)	2	800
The Douglas Davidson Scholarship in Genetics	Nathalie Mesa	Life Sciences CO-OP (Honours Co-op)	3	400
The D. M. Davies Prize	Hannah Clyde	Biology (Honours)	3	575
The Edward Frank Davis Memorial Community Contribution Award	Allison Chen	Bach. of Health Sciences Hon (Honours)	4	
	Christine Jo	Life Sciences (Honours)	3	

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Tony Dean Scholarship in Labour Studies	Alexandra Ferrara	Health St & Labour Studies (Honours)	4	1000
	Ornina Ochana	Labour Studies & Pol Sciences (Honours)	4	1000
The Dean's Medal for Excellence in the Humanities	Erika Ko	Cognitive Science of Language (Honours)	4	5000
	Kelly Sovereign	Communication Studies (Honours)	4	4000
	Daryl Watson	English/Cultural St & Linguist (Honours)	4	4000
	Maureen Gustafson	Anthropology & French (Honours)	4	3000
	Konstantinos Zafiridis	English/Cultural St & History (Honours)	4	3000
The Dr. Rudolf De Buda Scholarship	Zhuoran Li	Electrical Engineering CO-OP (Co-op Program)	4	1900
	Robert Valencia	Electrical & Biomed Eng CO-OP (Co-op Program)	4	1900
The DeGroote School of Business Alumni Undergraduate Scholarsh	Aahan Rashid	Bachelor of Commerce (Honours)	2	800
The Deloitte Scholarships	Baseer Anwar	Bachelor of Commerce (Honours)	4	1500
	Daljeet Cheema	Bachelor of Commerce (Honours)	4	1500
	Ahmad Khodr	Bachelor of Commerce (Honours)	3	1500
	Richard Ly	Bachelor of Commerce (Honours)	4	1500
The Margery E. Dixon Memorial Scholarship	Beatrice Hammond	Art Hist & English/Cultural St (Honours)	3	2000
The Laura Dodson Prize	Mia Kibel	Arts & Science (Honours)	4	200
The Rosemary Douglas-Mercer Memorial Prize	Camille Cotebegin	Communication Studies (Honours)	3	175
	Megan Perazzo	French (Honours)	3	175
The Dubeck Biochemistry Award	Ashley Chen	Biochem(Biomed Res Spec CO-OP) (Honours Co-op)	5	3000
The Horace A. Dulmage Prize in Philosophy	Thomas Jablonski	Cognitive Sc of Lang & Phil (Honours)	2	200
The Joan Jackson Dunbar Travel Scholarship	Kirsten Brown	English & Cultural Studies (Honours)	3	3675
The Jennifer J. Dunn Travel Scholarship in Geology	Chimira Andres	ISCI (Earth & Enviro Sc Conc) (Honours)	3	2500
	Victoria Propp	Earth & Environmental Sciences (Honours)	3	2500
The Edwards Hall Residence Scholarship	Milan Dave	Electrical Eng & Mgmt CO-OP (Co-op Program)	2	750
The Clara I. Elman Scholarship	Katelyn Cabral	Nursing - Conestoga (Bachelors)	3	2500
The Clara I. Elman Travel Scholarship	Ayden Dermenjian	Nursing - McMaster (Bachelors)	3	2000
The Clara I. Elman Scholarship	Lara Dobbins	Nursing - McMaster (Bachelors)	3	2500
	Madison Ertsinian	Nursing - McMaster (Bachelors)	3	2500
	Erin Mawhinney	Nursing - McMaster (Bachelors)	3	2500

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Environmental Issues Prize	Ashleigh Patterson	Geography (Honours)	4	100
The Gabriele Erasmi Travel Scholarship to Italy	Tess Hudson	Cognitive Science of Language (Honours)	3	1000
The John P. Evans Travel Scholarship	Eric Lim	Pol Sci & Religious Studies (Honours)	4	1500
The Susan Farley and Beth Farley-Groves Scholarship	Grace Martin	Health Studies & Gerontology (Honours)	3	1000
The Christine Feaver Scholarship in Economics	Alejandra Recio-Greenwel	A&S and Economics (Honours)	4	1000
The Federation of Chinese Canadian Professionals (Ontario) Educat	Catherine Lambert	Chemical Biology CO-OP (Honours Co-op)	5	1000
	Spencer Williams	Arts & Science (Honours)	4	1000
The Neil Forsyth Prize	Navid Rahmani	Materials Engineering CO-OP (Co-op Program)	4	120
The Barbara Francis Scholarship	Alexia Olaizola	Arts & Science (Honours)	3	400
The Harold and Gertrude Freeman Scholarship in French	Sabrina Merulla	French & Sociology (Honours)	4	1000
The French Government Book Prize	Nicole Hamel	Kinesiology (Honours)	4	
	Laura McNabb	Music (Music Cognition) (Honours)	4	
	Travis Sutherland	Chemical Biology (Honours)	4	
The French Scholarship	Anna Maria Buzzelli	French (Honours)	4	6000
The Klaus Fritze Memorial Prize	Alice Li	Chemistry CO-OP (Honours Co-op)	3	350
The Merrill Francis Gage Scholarships	Janelle Burton	Music (Honours)	3	500
	Wen Jennifer Lin	Music (Music Cognition) (Honours)	4	500
	Bethany Puccia	Music (Honours)	4	500
	Olga Vilкова	Music (Honours)	3	500
	Simon Vacca	English/Cultural St & History (Honours)	4	425
The Samuel Geller Memorial Book Prize	Simon Vacca	English/Cultural St & History (Honours)	4	425
The R. Louis Gentilcore Prize	Ashleigh Patterson	Geography (Honours)	4	550
The Gwen George Award	Zachary Blatman	Bach. of Health Sciences Hon (Honours)	2	1500
	Le Huang	Bach. of Health Sciences Hon (Honours)	2	1500
	Andrea Rossos	Biology (Honours)	2	1500
The German Consulate Toronto Book Award	Runze Li	Linguistics & Philosophy (Honours)	4	
The J. L. W. Gill Prizes	Christopher Gubbels	BioPhysics (Honours)	4	325
	Mahdiya Hameer	Kinesiology (Honours)	4	325
	Scott Laengert	Chemistry (Honours)	4	325
	Briony Lago	Chemical Biology CO-OP (Honours Co-op)	4	325

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The J. L. W. Gill Prizes	James Lai	ISCI (Biology Concentration) (Honours)	3	325
	Moiz Mikail	Chemical Biology (Honours)	4	325
	Da Ming	Actuarial & Financial Math (Honours)	4	325
	Heather Oprey	Psych., Neurosci. & Behaviour (Honours)	4	325
	Justin Parker	Kinesiology (Honours)	4	325
	Ieta Shams	Biology & PNB (Honours)	4	325
	Rebecca Voth	Biology & PNB (Honours)	4	325
	Jiarun Wei	Biochemistry (Honours)	4	325
	Teresa Ziegler	Kinesiology Exit Degree (Bachelors)	3	325
The George P. Gilmour Memorial Scholarship	Spencer Williams	Arts & Science (Honours)	4	325
The Gilmour Memorial Prize	Jaclyn Spitzig	Bach. of Health Sciences Hon (Honours)	4	125
The Governor General's Academic Medal	Alexander Dhaliwal	Integrated Science (Honours)	4	
	Emily Farquharson	Civil Engineering CO-OP (Co-op Program)	4	
The Daphne Etherington Graham Memorial Scholarship in History	Jaime Dennison	Classics & History (Honours)	4	1000
The Daphne Etherington Graham Memorial Scholarship in English	Emily Falcone	English & Cultural Studies (Honours)	3	975
The J. E. L. Graham Medal	Sandra Makino	Sociology (Bachelors)	3	
The H. B. Greening Book Prize	Janelle Burton	Music (Honours)	3	100
The James R (Jamie) Greilich Memorial Scholarship	Paige Maylott	English & Cultural Studies (Honours)	4	5000
The Gupta Family International Scholarships	Guanhua Lu	Chemistry CO-OP (Honours Co-op)	3	1500
	Chenna Wang	Nursing - McMaster (Bachelors)	3	1500
	Ziyue Wang	Actuarial & Financial Math (Honours)	3	1500
The Rick D. Hackett Scholarship in Human Resources Management	Ailish McGilly	Bachelor of Commerce (Honours)	4	1300
The Amelia Hall Gold Medal	Troy Abrams	English/Cultural St & Thtr/Film (Honours)	4	
The Ross Hume Hall Memorial Scholarship	Ashley Chen	Biochem(Biomed Res Spec CO-OP) (Honours Co-op)	5	500
The Ruth and Jack Hall Prize	Weiyuan Bao	Computer Engineering CO-OP (Co-op Program)	4	225
The Ronald K. Ham Memorial Prize	Joshua Feather	Materials Eng & Management (Bachelors)	5	125
The Hamilton Industrial Scholarship	Thomas Burrows	Biomed Disc & Commercializatn (Honours)	4	800
The Hamilton Chemical Association Prize	Tyler Or	ISCI (Chem Biology Conc) (Honours)	3	150
The Hamilton and District Heavy Construction Association Scholars	Jared Molnar	Civil Eng & Management CO-OP (Co-op Program)	5	1000

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Hamilton Utilities Corporation Award	Nicholas Aubry	Chem Eng & Management CO-OP (Co-op Program)	4	1000
	Katharine Clark	Actuarial & Financial Math (Honours)	2	1000
The Bill and Ria Hart Scholarship	Andy Chen	Geog & Environmental Sciences (Honours)	4	1000
	Alexander Furukawa	Biology & Enviro Sciences (Honours)	4	1000
The Donald Hart Scholarship	Ahmad Choucair	Bachelor of Commerce (Honours)	3	500
The Alise Alexanian Hassel Memorial Scholarship	Alexandra Walker	Studio Art (Honours)	4	800
The Hatch Scholarships	Kristen Abels	Chemical Eng & BioEng CO-OP (Co-op Program)	2	32000
	Emma Buller	Chemical Eng & BioEng CO-OP (Co-op Program)	4	48000
	Christina Hassey	Chemical Eng & BioEng CO-OP (Co-op Program)	3	32000
	Jung Lee	Computer Engineering (Bachelors)	2	32000
	Hannah McPhee	Engineering Physics CO-OP (Co-op Program)	3	32000
	James Rose	Chemical Eng & BioEng CO-OP (Co-op Program)	3	32000
	Cody Vanderkooi	Civil Engineering & Management (Bachelors)	3	32000
The Hatch Scholarship for Aboriginal Students	Erin Beddie	Actuarial & Financial Math (Honours)	3	32000
	Annika Butler	Indigenous St & Pol Sci (Honours)	2	32000
	Vivian Sim	Psych., Neurosci. & Behaviour (Honours)	3	32000
The Hawkrigg Family Scholarship in Business	Nicole Goricanec	Bachelor of Commerce (Honours)	3	7500
	Taylor Grenning	Bachelor of Commerce (Honours)	3	7500
	Rachel Incretolli	Bachelor of Commerce (Honours)	2	7500
The Damian Miguel Headley Community Contribution Awards	Adam Merlo	Bach. of Health Sciences Hon (Honours)	4	
	Aditya Nidumolu	Bach. of Health Sciences Hon (Honours)	3	
The Hedden Hall Residence Scholarship	Yohanan Levin	Kinesiology (Honours)	2	750
The Rudy Heinzl Community Contribution Award	Brooke Jones	Kinesiology (Honours)	4	
	Michele Zaman	Life Sciences (Honours)	4	
The Anna Marie Hibbard Scholarship	Chris Lygouras	Physics (Honours)	2	1500
The Dr. Shigeaki Hinohara Scholarship	Nadine McIntosh	Nursing - McMaster (Bachelors)	4	2400
The Dr. Thomas Hobley Prize	Gabriela Niemczyk	Political Science (Honours)	4	300
The Professor Terrence Hoffman Scholarship	Melissa Cusack Striepe	Chemical Eng & Society CO-OP (Co-op Program)	2	5000
The Dr. Harry Lyman Hooker Scholarships	Sara Ahmed	Psych., Neurosci. & Behaviour (Honours)	4	1500

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Dr. Harry Lyman Hooker Scholarships	Angela Andersson	Comm Studies & Multimedia (Honours)	3	1500
	Sama Anvari	Bach. of Health Sciences Hon (Honours)	3	1500
	Senuri Aponso	Biology & PNB (Honours)	3	1500
	Morgan Archer	Chem Eng & Management CO-OP (Co-op Program)	3	1500
	Muhammad Asif	Electrical Eng & Mgmt CO-OP (Co-op Program)	3	1500
	Magdalene Au	Bachelor of Health Sciences (Bachelors)	3	
	Shawn Aultman	Mechanical Engineering (Bachelors)	4	1500
	Kritika Badhan	Life Sciences (Honours)	4	1500
	Katherine Barclay	Civil Engineering & Management (Bachelors)	5	1500
	Ranveer Battu	Bachelor of Commerce (Honours)	4	1500
	Adam Bernardo	Chemical Biology CO-OP (Honours Co-op)	5	1500
	Shivad Bhavsar	Electrical & Biomedical Eng (Bachelors)	4	1500
	Milica Bijelic	Political Science (Honours)	4	1500
	Grace Bocking	Sociology (Honours)	4	1500
	Farazdak Bohra	Medical Physics CO-OP (Honours Co-op)	5	1500
	Daniel Borins	Psych., Neurosci. & Behaviour (Honours)	3	1500
	Francesco Bozzo	Bachelor of Commerce (Honours)	3	1500
	Karanbir Brar	Bachelor of Health Sciences (Bachelors)	3	1500
	Laura Brown	Anthropology (Honours)	3	1500
	Dalton Budhram	ISCI (PNB Concentration) (Honours)	3	1500
	Jason Chan	Actuarial & Financial Math (Honours)	4	1500
	Thomas Chang	Biomed Disc & Commercializatn (Honours)	3	1500
	Srimann Chari	Chemical Biology (Honours)	3	1500
	Yuan Chen	Bachelor of Commerce (Honours)	3	1500
	Reenu Chhokar	Nursing - McMaster (Bachelors)	4	1500
	Ahmad Choucair	Bachelor of Commerce (Honours)	3	1500
	Ryan Chu	Biology (Honours)	4	1500
	Stuart Collins	Geography (Honours)	4	1500
	Patrick Daley	Mathematics & Physics (Honours)	4	1500

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Dr. Harry Lyman Hooker Scholarships	Nina Deljunco	Nursing - McMaster (Bachelors)	3	1500
	Noel Devaere	Chem Eng & Management CO-OP (Co-op Program)	3	1500
	Manreet Dhaliwal	Biology (Honours)	4	1500
	Katelyn Dixon	Physics CO-OP (Honours Co-op)	5	1500
	Andrew Ekladius	Electrical Engineering CO-OP (Co-op Program)	3	1500
	Wisam El-hassan	Automotive & Vehicle Eng Tech (Co-op Program)	4	1500
	Norhan Elsaadawy	Biology & PNB (Honours)	4	1500
	Yu Feng	Bach. of Health Sciences Hon (Honours)	3	1500
	Allison Gemmill	Bach. of Health Sciences Hon (Honours)	4	1500
	Tiffany Got	Bachelor of Health Sciences (Bachelors)	3	1500
	Ryan Gotesman	Bach. of Health Sciences Hon (Honours)	4	1500
	Mathusan Gunabalasinga	Chemical Biology CO-OP (Honours Co-op)	3	1500
	Kaaran Gupta	Life Sciences (Honours)	3	1500
	Maureen Gustafson	Anthropology & French (Honours)	4	1500
	Michelle Hoang	Bachelor of Health Sciences (Bachelors)	3	1500
	Alison Imrie	Religious Studies (Bachelors)	3	1500
	Maisy Jefferson	Civil Engineering & Management (Bachelors)	5	1500
	Manisha Jogendran	Life Sciences (Honours)	4	1500
	Kathleen Johnson	Civil Engineering & Society (Bachelors)	5	1500
	Madelaine Jong	Kinesiology Exit Degree (Bachelors)	3	1500
	Namita Kalra	Life Sciences (Bachelors)	3	1500
	Nikolina Kapor	Cognitive Science of Language (Honours)	3	1500
	Michael Kirchin	Biology (Honours)	4	1500
	Erika Ko	Cognitive Science of Language (Honours)	4	1500
	Milan Kordic	Electrical Eng & Mgmt CO-OP (Co-op Program)	5	1500
	Adam Kowalczyk	Chemical Biology CO-OP (Honours Co-op)	5	1500
	Anthony Krukowski	Bachelor of Commerce (Honours)	3	1500
	Lindsay Labrash	Life Sciences CO-OP (Honours Co-op)	3	1500
	Katelyn Labrosse	Nursing - McMaster (Bachelors)	3	1500

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Dr. Harry Lyman Hooker Scholarships	Scott Laengert	Chemistry (Honours)	4	1500
	James Lai	ISCI (Biology Concentration) (Honours)	3	
	Darius Lameire	Biochemistry (Honours)	4	1500
	Ryan LaRue	Chemical Eng & Management (Bachelors)	5	1500
	Jeremy Lempert	Mech Eng & Management CO-OP (Co-op Program)	4	1500
	Xinglin Li	Bachelor of Health Sciences (Bachelors)	3	1500
	Eric Lim	Pol Sci & Religious Studies (Honours)	4	1500
	Isabella Linares Riano	Bachelor of Commerce (Honours)	4	1500
	William Luders	Mechatronics Engineering CO-OP (Co-op Program)	3	1500
	Jordan Lupo	Bachelor of Health Sciences (Bachelors)	3	1500
	Christina Ma	Bachelor of Health Sciences (Bachelors)	3	1500
	Arjuna Maharaj	Life Sciences (Honours)	3	1500
	Adam Marr	ISCI (Chemistry Concentration) (Honours)	3	1500
	Kevin Maynard	Arts & Science (Honours)	4	1500
	John Monteith	Chemical Biology CO-OP (Honours Co-op)	3	1500
	Sneha Moraes	Political Science (Honours)	4	1500
	Rebecca Murray	Justice, Political Phil. & Law (Honours)	3	1500
	Cody Nason	Bachelor of Commerce (Honours)	3	
	Alexia Olaizola	Arts & Science (Honours)	3	1500
	Heather Oprey	Psych., Neurosci. & Behaviour (Honours)	4	1500
	Tyler Or	ISCI (Chem Biology Conc) (Honours)	3	1500
	Alexander Otto	Physics (Honours)	4	1500
	Benjamin Owens	Labour Studies (Honours)	3	1500
	Jonathan Panuelos	ISCI (Math & Stat Conc) (Honours)	3	1500
	Justin Parker	Kinesiology (Honours)	4	1500
	Phillip Pastolero	Engineering Physics (Bachelors)	3	1500
	Sudipkumar Patel	Biochemistry (Honours)	3	1500
	Nicholas Pellizzari	Bachelor of Commerce (Honours)	3	1500
	Garth Preston	Physics CO-OP (Honours Co-op)	5	1500

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Dr. Harry Lyman Hooker Scholarships	Geetha Ramachandran	Life Sciences (Honours)	4	1500
	Erik Reimers	Engineering Physics CO-OP (Co-op Program)	3	1500
	Kelly Rodrigues	Life Sciences (Honours)	4	1500
	Elizabeth Russell	Nursing - McMaster (Bachelors)	4	1500
	Michael Sekenda	Kinesiology (Honours)	3	1500
	Bushra Shahrin	Kinesiology (Honours)	4	1500
	Charnjyot Sidhu	Bachelor of Commerce (Honours)	4	1500
	Nikhita Singhal	Bachelor of Health Sciences (Bachelors)	3	
	Lavan Sivarajah	Life Sciences CO-OP (Honours Co-op)	5	1500
	Kelly Sovereign	Communication Studies (Honours)	4	1500
	Michael Sun	Bach. of Health Sciences Hon (Honours)	3	1500
	Salman Surangiwala	Life Sciences (Honours)	3	1500
	Jessica Trac	Electrical & Biomed Eng CO-OP (Co-op Program)	3	1500
	Ana Tratnik	Nursing - McMaster (Bachelors)	3	1500
	Thomas Tripp	Kinesiology (Honours)	3	1500
	Kriffin Truong	Actuarial & Financial Math (Honours)	3	1500
	Haley Tucker	Nursing - McMaster (Bachelors)	4	1500
	Michael Tucker	Eng Physics & Management (Bachelors)	5	1500
	Deanna Turner	Nursing (Basic Accelerated) (Bachelors)	4	1500
	Christina Ugge	Studio Art (Honours)	3	1500
	Carly Van Kessel	Bachelor of Commerce (Honours)	3	
	Levi Vanherk	Bachelor of Commerce (Honours)	3	1500
	Rebecca Voth	Biology & PNB (Honours)	4	1500
	Mai Wageh	Kinesiology (Honours)	4	1500
	Max Wallen	Civil Eng & Management CO-OP (Co-op Program)	4	1500
	Bridget Wang	Kinesiology Exit Degree (Bachelors)	3	1500
	Jacob Wells	Economics (Honours)	4	1500
	Gerrit Westenberg	Electrical Engineering CO-OP (Co-op Program)	4	1500
	Harrison Winch	A&S and Physics (Honours)	3	1500

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Dr. Harry Lyman Hooker Scholarships	Peter Wojdylo	Engineering Physics (Bachelors)	3	1500
	Michael Xie	Bachelor of Health Sciences (Bachelors)	3	
	Fang Xu	Bachelor of Commerce (Honours)	3	1500
	Mike Xue	Bachelor of Health Sciences (Bachelors)	3	
	Jessica Yeung	Kinesiology (Honours)	3	1500
	Michael Youssef	Bach. of Health Sciences Hon (Honours)	3	1500
	Chris Zhang	Biochemistry (Honours)	3	1500
	Haoran Zhang	Chemical Engineering CO-OP (Co-op Program)	3	1500
	Teresa Ziegler	Kinesiology Exit Degree (Bachelors)	3	
	Zhaoxin Zou	Life Sciences (Honours)	3	1500
The Bertram Osmer Hooper Scholarship	Christina Ugge	Studio Art (Honours)	3	250
The Nina Louise Hooper Scholarship	Alexander Dhaliwal	Integrated Science (Honours)	4	500
The Hughes Scholarship	Andre St Pierre	Music (Honours)	4	200
The Human Rights Award	Archita Srivastava	Bach. of Health Sciences Hon (Honours)	4	275
The Humanities Medals for Special Achievement	Ryan Dorsman	History & Political Science (Honours)	4	
	Nimra Khan	Cognitive Science of Language (Honours)	4	
	Jason Lau	Multimedia & Anthropology (Honours)	4	
The William D. G. Hunter Prize	Ceviel Alizadeh-Najmi	Bachelor of Commerce (Honours)	4	500
	Adriaan De Visser	Bachelor of Commerce (Honours)	4	500
	Dmitri Dobrov	Bachelor of Commerce (Honours)	4	500
	Andrew Kwast	Bachelor of Commerce (Honours)	4	500
	Mackenzie Thomson	Bachelor of Commerce (Honours)	3	500
	Sean Wilson	Economics (Honours)	3	500
The Hurd Medal	Elaine Guo	Economics (Honours)	4	
The Paul Hypher Prize	Cody Galez	Bachelor of Commerce (Honours)	3	250
The Intermetco Limited Scholarship	Jeremy Lempert	Mech Eng & Management CO-OP (Co-op Program)	4	600
The Inter-Residence Council Scholarship	Mohammad Niazmand	Bach. of Health Sciences Hon (Honours)	2	400
The Municipal Chapter of Hamilton, IODE, Muriel E. Skelton Award	Joseph Felix	Studio Art (Honours)	1	150
	Jessica Jacob	Bach. of Health Sciences Hon (Honours)	2	150

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Iroquois Trophy	Ying Yu	Mechanical Engineering (Bachelors)	4	
The H. L. Jackson Memorial Scholarship	Patrick Daley	Mathematics & Physics (Honours)	4	425
The Edward Jenkins Award	Patrycja Wojcik	Biology (Physiology) (Honours)	2	5000
The Herbert M. Jenkins Prize	Elliott Yee	Arts & Science (Honours)	4	150
The Jensen Medal	Wei Sheng	Biology & Pharmacology CO-OP (Honours Co-op)	5	
The A.I. Johnson Scholarship	Colin O'Brien	Mechanical Eng & Management (Bachelors)	5	1000
The Lawrence and Kathleen Johnston Memorial Prize	Anthony Kaas	Anthropology (Honours)	3	250
The Robert H. Johnston Undergraduate Scholarship in History	Christina Shibish	English/Cultural St & History (Honours)	2	800
The Frank E. Jones Prize	Seo Park	Sociology (Honours)	4	100
The Dr. Ronald V. Joyce "Amazing" Grace Awards	Shicheng Jin	Bachelor of Health Sciences (Bachelors)	3	2500
	Joo Park	Bach. of Health Sciences Hon (Honours)	3	2500
	Jessica Yeung	Kinesiology (Honours)	3	2500
The Dr. Ronald V. Joyce Awards for Athletes	Ahmed Shamiya	Kinesiology (Honours)	4	2500
	Jeffrey Tweedle	Civil Eng & Management CO-OP (Co-op Program)	5	2500
The Junior League of Hamilton-Burlington, Inc. Community Contrib	Carmen Chan	Med Rad Sci Radiation Therapy (Bachelors)	3	
	Stephanie Cheon	Bachelor of Health Sciences (Bachelors)	3	
	Amr Saleh	Bach. of Health Sciences Hon (Honours)	3	
	Madeeha Wyne	Kinesiology (Honours)	4	
The Jury Prize	Alison Dobslaw	History & Anthropology (Honours)	3	1500
The K. Mac Group Scholarship	Shao Zhang	Bachelor of Commerce (Honours)	4	2500
The Stanford N. Katambala Earth Sciences Prize	Supriya Singh	ISCI (Earth & Enviro Sc Conc) (Honours)	4	75
The Ernest Robert Mackenzie Kay Scholarships	Kosalan Akilan	Life Sciences (Bachelors)	4	3000
	Funing Lin	Chemical Biology CO-OP (Honours Co-op)	4	3000
	Manjot Sunner	Biochemistry (Honours)	3	3000
The Gerald L. Keech Medal	Karl Knopf	Computer Science (2nd Degree) (Honours)	4	
The Robert Alan Kennedy Scholarship	Yuan Chen	Bachelor of Commerce (Honours)	3	475
The Mary E. Keyes Residence Scholarship	Kristen Abels	Chemical Eng & BioEng CO-OP (Co-op Program)	2	750
The George P. and Leatha M. Keys Scholarship	Vanessa Bierling	Mathematics & Statistics CO-OP (Honours Co-op)	4	750
	Jonathan Panuelos	ISCI (Math & Stat Conc) (Honours)	3	750

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Karl Kinanen Alumni Prize in Gerontology	Jenna Gaskin	Health Studies & Gerontology (Honours)	4	50
	Hillary Quantrill	Health Studies & Gerontology (Honours)	4	50
The Kinesiology Prize	Stephen Toepp	Kinesiology (Honours)	4	100
The Kinesiology Prizes	Stephen Toepp	Kinesiology (Honours)	4	100
	Mai Wageh	Kinesiology (Honours)	4	100
The Lorna and Alvin Kinnear Scholarship	Alexandre D'Souza	Chemical Eng & BioEng CO-OP (Co-op Program)	4	3000
The Kit Memorial Scholarship	Mina Ahmad Khalil	English & Cultural Studies (Honours)	3	200
The KPMG Scholarship	Alyssa Morrison	Bachelor of Commerce (Honours)	4	3400
The J. Beverly Krugel Scholarships in German Language Studies	Jacob Bailey	Bach. of Health Sciences Hon (Honours)	4	1500
	Luke Bayer	Biology (Honours)	4	1500
	Ellen Mack	Classics & Linguistics (Honours)	3	1500
	Hilton Maurer	Mathematics & Statistics (Honours)	4	1500
	Kaiden Penney	Social Work (Honours)	2	1500
	Scott Van Wetten	History (Honours)	4	1500
	Brandon Vukovich	Cognitive Science of Language (Honours)	2	1500
	Kaitlyn Zarccone-Beam	Linguistics (Honours)	4	1500
	Minyi Zhu	Bachelor of Commerce (Honours)	3	1500
	Weiyuan Bao	Computer Engineering CO-OP (Co-op Program)	4	2000
	Kody Kazda	Chemical Engineering CO-OP (Co-op Program)	4	10000
	Umatheny Umatheva	Chemical Eng & BioEng CO-OP (Co-op Program)	5	10000
The Ruth Landes Prize	Maureen Gustafson	Anthropology & French (Honours)	4	100
The Latin Prize	Ellen Mack	Classics & Linguistics (Honours)	3	150
The Gary Lautens Memorial Scholarship	Sasha Dhesi	Justice, Political Phil. & Law (Honours)	2	4000
	Rachel Katz	Philosophy & Biology (Honours)	3	4000
The Donald Lavigne Memorial Scholarship	Karolina Iskra	Nursing (Post RPN) - Conestoga (Bachelors)	3	800
	Melanie Precious	Nursing (Post RPN) - Mohawk (Bachelors)	3	800
The E. Doris Lawrence Scholarship	Alma Boukhaled	French & Linguistics (Honours)	4	2200
The Sam Lawrence Prize	Ranveer Battu	Bachelor of Commerce (Honours)	4	175
The James B. Lawson Scholarship	Luke Bayer	Biology (Honours)	4	150

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Ray Lawson Scholarships	Ryan LaRue	Chemical Eng & Management (Bachelors)	5	275
	Max Wallen	Civil Eng & Management CO-OP (Co-op Program)	4	275
The Paul Lee-Chin Scholarship	Raymond Liu	Bachelor of Commerce (Honours)	2	1000
The Linguistics Prize	Kathryn Brown	Indigenous St & Linguistics (Honours)	4	250
The Linguistics and Languages Travel Scholarship	Brandon Vukovich	Cognitive Science of Language (Honours)	2	925
The Claude G. Lister Scholarship	Fang Xu	Bachelor of Commerce (Honours)	3	625
The Feliks Litkowski Prize in Political Science	Sneha Moraes	Political Science (Honours)	4	850
The John N.A. Lott Scholarship in Biology	Manreet Dhaliwal	Biology (Honours)	4	500
The Allan Ludbrook Memorial Scholarship	Lizuarte De Sousa	Music (Honours)	4	1000
	Jinyoung Lee	Music (Honours)	2	1000
	Pamela Pender	Music (Honours)	3	1000
	Leanne Tees	Music (Honours)	3	1000
	Brandon Wild	Music (Music Cognition) (Honours)	4	1000
The MacGibbon Scholarship	Jezeræ Stewart	Economics (Bachelors)	3	500
The William Mackenzie Memorial Prize	John Merrall	Economics (Honours)	4	425
The Bert MacKinnon Memorial Scholarship	Hannah Roche	Bach. of Health Sciences Hon (Honours)	4	800
The Betty MacMillan Prize	Grace Bocking	Sociology (Honours)	4	150
The Alec John Royston MacMillan Memorial Community Contributi	Saly Halawa	Bach. of Health Sciences Hon (Honours)	4	
The Agnes and John MacNeill Memorial Prize	Adam Blackburn	English/Cultural St & History (Honours)	4	200
The Catherine MacNeill Prize	Mimi Deng	Bach. of Health Sciences Hon (Honours)	4	175
The MAPS Gold Medal	Sandra Makino	Sociology (Bachelors)	3	
The Eleanor Dornbush Marples Prize in Theatre & Film Studies	Jiunn Kang	Economics & Theatre & Film St (Honours)	3	125
The Matthews Hall Residence Scholarship	Sophia Tao	Software Engineering (Bachelors)	2	750
The John and Helen Maxwell Scholarship	Mouhanad Babi	Chemical Biology (Honours)	4	5000
	Alice Li	Chemistry CO-OP (Honours Co-op)	3	5000
	Christopher McChesney	Chemical Biology CO-OP (Honours Co-op)	3	5000
The John Mayberry Scholarship	Brandan Burr	Chem Eng & Management CO-OP (Co-op Program)	5	1000
	Kody Kazda	Chemical Engineering CO-OP (Co-op Program)	4	1000
The Charon Burke McCain Memorial Scholarship	James Beverley	Arts & Science (Honours)	4	500

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Charon Burke McCain Memorial Scholarship	Mackenzie Gillies	A&S and Political Science (Honours)	4	500
The William J. McCallion Scholarships	Kevan Clifford	Psychology-NeuroSc & Behav (Honours)	3	250
	Sheila Cook	French (Bachelors)	3	250
	Lynda DiPietro	Humanities (Bachelors)	1	250
	Karin Fish	Multimedia (Honours)	3	250
	Brandon Gage	Power & Energy Eng Tech (Co-op Program)	4	250
	Stjepan Gotic	Software EngineeringTechnology (Co-op Program)	3	250
	Ronnie Magar	Civil Eng Infrastruc (B.Tech) (Co-op Program)	4	250
	Jan Plonka	Anthropology (Honours)	4	250
	Ashley Redshaw	Social Work (Honours)	2	250
	Konstantinos Zafiridis	English/Cultural St & History (Honours)	4	525
The McGregor-Smith-Burr Memorial Scholarship	Alison Imrie	Religious Studies (Bachelors)	3	
The R. C. McIvor Medal	Tina Kocic	Classics & PNB (Honours)	4	500
The Alexander Gordon McKay Scholarship	Tina Kocic	Classics & PNB (Honours)	4	200
The A.G. McKay Prize in Classical Studies	Daksh Datta	Biology & PNB (Honours)	2	750
The McKay Hall Residence Scholarship	Sarah Robertson	Nursing - Mohawk (Bachelors)	4	600
The Janet McKnight Award	Christian Dimaria	Physics (Honours)	3	500
The A. B. McLay Scholarship in Physics	Tristan Goodwill	ISCI (Physics Concentration) (Honours)	4	575
The Boyd McLay Scholarship in Physics	Daryl Watson	English/Cultural St & Linguist (Honours)	4	250
The Walter Scott McLay Scholarship	Daniel Ionico	History & Anthropology (Honours)	4	1000
The Evelyn Ruth McLean Scholarship in Canadian History	Anmolpreet Kaur	Nursing - Conestoga (Bachelors)	4	300
The McMaster Nursing Alumni Memorial Prize	Victoria Giglio	Biology (Honours)	4	
	Madeline McDonald	Kinesiology (Honours)	4	
	Andrew Pople	Life Sciences (Honours)	4	
	Kevin Maynard	Arts & Science (Honours)	4	1000
The McMaster University Futures Fund Graduand Scholarship	Matthew Fortino	Bachelor of Commerce (Honours)	3	1800
	Timothy Knight	Physics CO-OP (Honours Co-op)	4	1800
	Kevin Maynard	Arts & Science (Honours)	4	1800
	Christina Shibish	English/Cultural St & History (Honours)	2	1800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The McMaster University-Hong Kong Foundation International Sch	Ziqi Gao	Chemical Engineering CO-OP (Co-op Program)	3	1000
	Ziyi Jin	Software Eng (Embedded) CO-OP (Co-op Program)	3	1000
	Keqi Li	Math & Stat (Stat Spec) (Honours)	3	1000
The McMaster University Retirees Association Prize	Geena Gentilotti	Health Studies & Gerontology (Honours)	2	550
The McMaster University Retirees Association Scholarship	Grace Martin	Health Studies & Gerontology (Honours)	3	2000
The Donald G. McNabb Scholarship	Briony Lago	Chemical Biology CO-OP (Honours Co-op)	4	925
The Simon McNally Scholarship	Hanen Al-kadhally	Civil Engineering CO-OP (Co-op Program)	3	650
	Balkaran Bains	Civil Engineering CO-OP (Co-op Program)	3	650
	Amana Bouzrara	Civil Engineering CO-OP (Co-op Program)	3	650
	Cody Vanderkooi	Civil Engineering & Management (Bachelors)	3	650
The John D. McNie Achievement Award of Excellence	Bryce Bogie	Psych., Neurosci. & Behaviour (Honours)	4	800
The Peter McPhater Memorial Scholarship	Alexandra Walker	Studio Art (Honours)	4	450
The Medical-Surgical Excellence in Clinical Nursing Award	Lauren Locco	Nursing - McMaster (Bachelors)	3	250
The Audrey Evelyn Mephram Award	Keerthana Kirichandran	Health Studies & Gerontology (Honours)	4	1200
	Natalie Meisenburg	Health Studies & Gerontology (Honours)	4	1200
	Sara Pourkhatai	Health Studies & Gerontology (Honours)	4	1200
The Merriam School of Music Scholarship	Bethany Puccia	Music (Honours)	4	1000
The Middleton/Walker Prize in Sedimentary Geology	Erin Gibbons	Earth & Environmental Sciences (Honours)	4	1000
The J. J. Miller Prize	Nabil Hawwa	Biology (Honours)	4	575
The Dr. F. A. Mirza Scholarship	Dariusz Wodala	Civil Eng & Management CO-OP (Co-op Program)	3	250
The Moffat Family Prize	Kyra Simone	ISCI (Earth & Enviro Sc Conc) (Honours)	4	300
The Molson Scholarship in Environmental Studies	Supriya Singh	ISCI (Earth & Enviro Sc Conc) (Honours)	4	1100
The Robert John Morris Community Contribution Awards	Zuriel Garcia	Civil Eng Infrastruc (B.Tech) (Co-op Program)	4	
The Michael J. Morton Memorial Book Prize	Derrick Hastings	Chemistry (Honours)	4	175
The Motorola Software Engineering Scholarship	Riley McGee	Software Engineering CO-OP (Co-op Program)	3	1500
The Moulton College Scholarship	Yue He	Bachelor of Commerce (Honours)	3	1000
	Nikolas Novak	Software Eng & Mgmt CO-OP (Co-op Program)	3	1000
	Varun Srivatsav	Bachelor of Health Sciences (Bachelors)	3	1000
	Colleen Tang Poy	PNB (Mental Health Spec.) (Honours)	4	1000

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Moulton Hall Residence Scholarship	Shiliang Ge	Bach. of Health Sciences Hon (Honours)	2	750
The Anne Murray Scholarship	Kaitlyn Zarcone-Beam	Linguistics (Honours)	4	300
The Helen K. Mussallem Community Contribution Award	Jing Hu	Nursing - McMaster (Bachelors)	3	
	Nandini Nandeesha	Nursing (Basic Accelerated) (Bachelors)	4	
The P. L. Newbigging Prize	Madison Krofchick	Psychology (Bachelors)	3	100
The P.L. Newbigging Scholarship	Rajat Bhargava	Biology & PNB (Honours)	2	375
The Newcombe Prize in Peace Studies	Shewit Buzuayne	Health Studies & Peace Studies (Honours)	3	300
	Brittany Farr	Peace Studies & Labour Studies (Honours)	4	300
The Dr. O.W. Niemeier Scholarship	Selena Braund	Nursing - Conestoga (Bachelors)	3	1100
	Anne Clayton	Nursing - McMaster (Bachelors)	3	1100
The Robert Nixon Scholarship	Austin Strutt	History (Honours)	4	575
The Jeanne and Peter Nolan Award	Meagan Walker	Religious Studies & Social Wrk (Bachelors)	4	1000
The Derry Novak Prize	Nicholas Dorman	History & Political Science (Honours)	3	800
	Michelle Zhitomirsky	A&S and Economics (Honours)	3	800
The Ontario Association of Social Workers Prizes	Christina Lee	Hlth, Aging & Soc & Social Wrk (Bachelors)	4	500
	Katelyn Rush	Social Work (Bachelors)	3	500
The Fredric P. Olsen Book Prize	Jacob Pierscianowski	Chemical Biology CO-OP (Honours Co-op)	4	150
The Ontario Professional Engineers Foundation for Education Gold	Emily Farquharson	Civil Engineering CO-OP (Co-op Program)	4	
The Ontario Professional Engineers Foundation for Education Unde	Carmen Bracho	Mech Eng & Management CO-OP (Co-op Program)	4	1500
	Andrew Rodenburg	Mechanical Engineering CO-OP (Co-op Program)	3	1500
	Eric Tran	Mechatronics Eng & Mgmt CO-OP (Co-op Program)	3	1500
	Kaijie Zhang	Electrical & Biomed Eng CO-OP (Co-op Program)	4	1500
The Order Sons of Italy Scholarship- Trieste Lodge #4 Scholarship in	Danielle Corcoran	Life Sciences (Honours)	4	1000
The Connie O'Shaughnessy Memorial Prize	Daljeet Cheema	Bachelor of Commerce (Honours)	4	425
	Kayli Culig	Bach. of Health Sciences Hon (Honours)	4	425
	Kayla Martin	Social Sciences (Level 2) (Bachelors)	2	425
	Natacha Ngo	Kinesiology (Honours)	4	425
The Parker Canada Division Engineering Excellence Award	Jacob Novis	Mech Eng & Management CO-OP (Co-op Program)	4	1000
The F. W. Paulin Scholarship	Richard Darlington	Civil Eng & Management CO-OP (Co-op Program)	5	1500

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The PCL Scholarship in Engineering and Management	Nausheen Abid	Civil Eng & Management CO-OP (Co-op Program)	4	1000
The Irene Pearce Scholarship	Olga Vilkova	Music (Honours)	3	1500
The Harry L. Penny Prize	Kartika Mehan	Hlth, Aging & Soc & Social Wrk (Bachelors)	4	100
The Pevensing Scholarship	Talia Jacob	Arts & Science (Honours)	4	1000
	Mia Kibel	Arts & Science (Honours)	4	1000
The Pioneer Energy LP Gerontology Prize	Natalie Charette	Gerontology (Honours)	4	45
	Jenna Gaskin	Health Studies & Gerontology (Honours)	4	45
	Lucas Keesmaat	Gerontology & Sociology (Honours)	4	45
	Angela Marcin	Gerontology (Honours)	4	45
	Hillary Quantrill	Health Studies & Gerontology (Honours)	4	45
	Gia Tran	Health Studies & Gerontology (Honours)	4	45
The Pioneer Energy LP Prize in Nursing	Elizabeth Russell	Nursing - McMaster (Bachelors)	4	250
	Alyssa Te	Nursing - McMaster (Bachelors)	4	250
The Pioneer Energy LP Scholarship	Grace Currie	Health Studies & Gerontology (Honours)	4	1000
	Jenna Gaskin	Health Studies & Gerontology (Honours)	4	1000
	Keerthana Kirichandran	Health Studies & Gerontology (Honours)	4	1000
The Pioneer Energy LP Leadership Community Contribution Award	Syed Daud	Life Sciences (Honours)	4	
The Pioneer Energy LP Prize	Jenna Gaskin	Health Studies & Gerontology (Honours)	4	400
The Pioneer Energy LP Leadership Community Contribution Award	Audrey Tan	Health Studies & Gerontology (Honours)	4	
The Brian Pocknell Memorial Scholarship	Kate Garcia	French & Music (Honours)	3	750
The Political Science Prize	James Ankers	Political Science (Honours)	4	200
The Political Science Honours Essay Prize	Adam Chiaravalle	Political Science (Honours)	4	100
The Bill Prestwich Scholarship in Medical Physics	Kushal KC	Medical Physics (Honours)	2	800
	Jenasee Mynerich	Medical Physics CO-OP (Honours Co-op)	2	800
The Gordon and Jane Price Community Contribution Awards	Avrilynn Ding	Bach. of Health Sciences Hon (Honours)	4	
	Nadia Hua	Bach. of Health Sciences Hon (Honours)	4	
	Cheuk Yin Kristy Yiu	Continuing Student - Hlth Sci (Continuing)	9	
The Les Prince Residence Scholarship	Annie Wu	Bach. of Health Sciences Hon (Honours)	2	750
The Provost's Honour Roll Medal	Kristen Abels	Chemical Eng & BioEng CO-OP (Co-op Program)	2	

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Provost's Honour Roll Medal	Monish Ahluwalia	ISCI (Biology Concentration) (Honours)	2	
	Sara Ahmed	Psych., Neurosci. & Behaviour (Honours)	4	
	Muhammad Akhtar	Bach. of Health Sciences Hon (Honours)	4	
	Mikhail Andrenkov	Software Engineering CO-OP (Co-op Program)	3	
	Khatija Anjum	Bach. of Health Sciences Hon (Honours)	4	
	Sama Anvari	Bach. of Health Sciences Hon (Honours)	3	
	Morgan Archer	Chem Eng & Management CO-OP (Co-op Program)	3	
	Muhammad Asif	Electrical Eng & Mgmt CO-OP (Co-op Program)	3	
	Magdalene Au	Bachelor of Health Sciences (Bachelors)	3	
	Weiyuan Bao	Computer Engineering CO-OP (Co-op Program)	4	
	Natalie Belu	Molecular Biology & Genetics (Honours)	2	
	Rachel Bierbrier	Bachelor of Health Sciences (Bachelors)	3	
	Christopher Bonneau	Bach. of Health Sciences Hon (Honours)	4	
	Karanbir Brar	Bachelor of Health Sciences (Bachelors)	3	
	Collin Brown	Economics (Specialist) (Honours)	4	
	Jasmine Chahal	Bach. of Health Sciences Hon (Honours)	4	
	Godwin Chan	Biomed Disc & Commercializatn (Honours)	4	
	Stephanie Cheon	Bachelor of Health Sciences (Bachelors)	3	
	Ellen Connelly	Chemical Biology (Honours)	4	
	Anthony D'Angelo	Chemical Biology CO-OP (Honours Co-op)	2	
	Sharef Danho	Bach. of Health Sciences Hon (Honours)	4	
	Daksh Datta	Biology & PNB (Honours)	2	
	Robert De Santis	Bach. of Health Sciences Hon (Honours)	4	
	Noel Devaere	Chem Eng & Management CO-OP (Co-op Program)	3	
	Alexander Dhaliwal	Integrated Science (Honours)	4	
	Sachin Doshi	Biomed Disc & Commrciliztn-Exit (Bachelors)	3	
	Yule Duan	Bach. of Health Sciences Hon (Honours)	4	
	Yu Feng	Bach. of Health Sciences Hon (Honours)	3	
	Alexandra Finstad	Economics (Specialist) (Honours)	4	

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Provost's Honour Roll Medal	Shiliang Ge	Bach. of Health Sciences Hon (Honours)	2	
	Allison Gemmill	Bach. of Health Sciences Hon (Honours)	4	
	Sana Gill	Bach. of Health Sciences Hon (Honours)	4	
	Tristan Goodwill	ISCI (Physics Concentration) (Honours)	4	
	Tiffany Got	Bachelor of Health Sciences (Bachelors)	3	
	Ryan Gotesman	Bach. of Health Sciences Hon (Honours)	4	
	Elena Grbac	Bach. of Health Sciences Hon (Honours)	4	
	Elysia Grose	Bachelor of Health Sciences (Bachelors)	3	
	Samuel Gurupatham	Bach. of Health Sciences Hon (Honours)	4	
	Ning Hao	Bach. of Health Sciences Hon (Honours)	4	
	Julia Heighton	Bach. of Health Sciences Hon (Honours)	3	
	Ruo Chen Huang	Bachelor of Health Sciences (Bachelors)	3	
	Mikael Jagan	Bach. of Health Sciences Hon (Honours)	4	
	Christine Jo	Life Sciences (Honours)	3	
	Savar Kaul	Biomed Disc & Commercializatn (Honours)	4	
	Alexandra Kilian	Bachelor of Health Sciences (Bachelors)	3	
	Nicole Kim	Bach. of Health Sciences Hon (Honours)	3	
	Michael Kirchin	Biology (Honours)	4	
	Abirami Kirubarajan	Bachelor of Health Sciences (Bachelors)	3	
	Helena Koniar	ISCI (Biophysics Conc.) (Honours)	2	
	Andrew Kwong	Biochemistry (Biomed Res Spec) (Honours)	2	
	Gabriel Lam	Bach. of Health Sciences Hon (Honours)	4	
	Darius Lameire	Biochemistry (Honours)	4	
	William Langley	Bach. of Health Sciences Hon (Honours)	4	
	Anne-Sophie Laramée	Bach. of Health Sciences Hon (Honours)	4	
	Ryan LaRue	Chemical Eng & Management (Bachelors)	5	
	Liam Lawrence	Engineering Physics (Bachelors)	4	
	Grace Lee	Bach. of Health Sciences Hon (Honours)	4	
	Juehea Lee	Biology & PNB (Honours)	3	

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Provost's Honour Roll Medal	Zion Lee	Biochemistry (Honours)	4	
	Jeremy Lempert	Mech Eng & Management CO-OP (Co-op Program)	4	
	Yohanan Levin	Kinesiology (Honours)	2	
	Alice Li	Chemistry CO-OP (Honours Co-op)	3	
	Xinglin Li	Bachelor of Health Sciences (Bachelors)	3	
	Yichen Liu	Bach. of Health Sciences Hon (Honours)	2	
	Huilin Lu	Bach. of Health Sciences Hon (Honours)	2	
	Owen Luo	Bach. of Health Sciences Hon (Honours)	2	
	Jordan Lupo	Bachelor of Health Sciences (Bachelors)	3	
	Chris Lygouras	Physics (Honours)	2	
	Christina Ma	Bachelor of Health Sciences (Bachelors)	3	
	Kristen McFadyen	Kinesiology (Honours)	4	
	Parsa Mehraban Far	Bach. of Health Sciences Hon (Honours)	2	
	Taylor Mehta	Bach. of Health Sciences Hon (Honours)	4	
	Adam Minich	Bach. of Health Sciences Hon (Honours)	3	
	Karim Mithani	Bach. of Health Sciences Hon (Honours)	4	
	Joyce Moore	Bach. of Health Sciences Hon (Honours)	4	
	Ron Movilla	Bach. of Health Sciences Hon (Honours)	4	
	Kristen Munro	Bach. of Health Sciences Hon (Honours)	4	
	Shane Natalwalla	Bach. of Health Sciences Hon (Honours)	4	
	Mohammad Niazmand	Bach. of Health Sciences Hon (Honours)	2	
	Shuang Niu	Bach. of Health Sciences Hon (Honours)	3	
	Alexia Olaizola	Arts & Science (Honours)	3	
	Christopher Olesovsky	Bach. of Health Sciences Hon (Honours)	4	
	Rex Park	Bach. of Health Sciences Hon (Honours)	4	
	Justin Parker	Kinesiology (Honours)	4	
	Anuj Patel	Bach. of Health Sciences Hon (Honours)	4	
	Bhavit Patel	Electrical & Biomed Eng CO-OP (Co-op Program)	4	
	Melissa Phuong	Bach. of Health Sciences Hon (Honours)	4	

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Provost's Honour Roll Medal	Ashlyn Pinto	Bach. of Health Sciences Hon (Honours)	4	
	Roberto Pisani	Biochemistry (Honours)	2	
	Katarina Poletto	Bach. of Health Sciences Hon (Honours)	4	
	Eliza Pope	Bach. of Health Sciences Hon (Honours)	4	
	Sophie Poznanski	Bach. of Health Sciences Hon (Honours)	4	
	Danial Qureshi	Life Sciences (Honours)	4	
	Sabitha Rajaruban	Biology (Honours)	4	
	Raheem Remtulla	Bach. of Health Sciences Hon (Honours)	4	
	Madeleine Rudolph	Biomed Disc & Commercializatn (Honours)	4	
	Nensi Ruzgar	Bach. of Health Sciences Hon (Honours)	4	
	Aarti Sayal	Bach. of Health Sciences Hon (Honours)	4	
	Christopher Schankula	Software Eng & Society CO-OP (Co-op Program)	2	
	Phelopater Sedrak	Bach. of Health Sciences Hon (Honours)	2	
	Iflah Shahid	Chemical Biology (Honours)	2	
	Nikhita Singhal	Bachelor of Health Sciences (Bachelors)	3	
	Michael Sun	Bach. of Health Sciences Hon (Honours)	3	
	Yi Sun	Continuing Student - Hlth Sci (Continuing)	9	
	Cameron Taheri	Bachelor of Health Sciences (Bachelors)	3	
	Audrey Tan	Health Studies & Gerontology (Honours)	4	
	Terence Tang	Bach. of Health Sciences Hon (Honours)	4	
	Sophia Tao	Software Engineering (Bachelors)	2	
	Colin Vandenhof	Bach. of Health Sciences Hon (Honours)	4	
	Adam Wade-Vallance	Bach. of Health Sciences Hon (Honours)	3	
	Mai Wageh	Kinesiology (Honours)	4	
	Peter Wojdylo	Engineering Physics (Bachelors)	3	
	Annette Wong	Bach. of Health Sciences Hon (Honours)	4	
	Frederick Wong	Bach. of Health Sciences Hon (Honours)	4	
	Annie Wu	Bach. of Health Sciences Hon (Honours)	2	
	Michael Xie	Bachelor of Health Sciences (Bachelors)	3	

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Provost's Honour Roll Medal	Mike Xue	Bachelor of Health Sciences (Bachelors)	3	
	Jonas Yeung	ISCI (Physics Concentration) (Honours)	2	
	Sophia Ykema	Arts & Science (Honours)	4	
	Nicole Yokubynas	ISCI (Biochemistry Conc.) (Honours)	4	
	Michael Youssef	Bach. of Health Sciences Hon (Honours)	3	
	Yijie Yu	Bach. of Health Sciences Hon (Honours)	4	
	Haichao Zhang	Biology & PNB (Honours)	4	
	Zi Zhao	Bach. of Health Sciences Hon (Honours)	4	
	Yu Hang Zheng	Bach. of Health Sciences Hon (Honours)	4	
	Christal Zhou	Chemical Biology (Honours)	4	
The Psychology Society Prizes	Adam Aue	Psych., Neurosci. & Behaviour (Honours)	4	70
	Waverley Birch	Biology (Honours)	4	70
	Norhan Elsaadawy	Biology & PNB (Honours)	4	70
The PricewaterhouseCoopers Canada Scholarships	Danielle Burnison	Bachelor of Commerce (Honours)	3	2500
	Ula Jibrini	Bachelor of Commerce (Honours)	3	2500
	Hooreya Zaidi	Bachelor of Commerce (Honours)	3	2500
The Dr. John A. Pylypiuk Scholarship	Alison Dobslaw	History & Anthropology (Honours)	3	700
The Helen Ray Scholarship in Fine Arts	Emily Kester	Studio Art (Honours)	2	2000
The Lloyd Reeds Prize	Natalie Armstrong	Geography & Enviro Studies (Honours)	4	100
	Erin Gibbons	Earth & Environmental Sciences (Honours)	4	100
	Sarah-Marie Hugh	Geography & Social Work (Bachelors)	4	100
The Sharon Reeves Scholarship	Andre St Pierre	Music (Honours)	4	425
The Religious Studies Prize	Shawnee Matinnia	Religious Studies (Honours)	4	100
The Drs. Jolie Ringash and Glen Bandiera Renaissance Award	Kira Leigh Gossack-keena	Medicine (Bachelors)	3	25000
	Talia Jacob	Arts & Science (Honours)	4	25000
The Retired Teachers of Ontario Hamilton/Haldimand District Prize	Jia Lu	Bach. of Health Sciences Hon (Honours)	2	200
The Ella Julia Reynolds Scholarships	Adam Blackburn	English/Cultural St & History (Honours)	4	1000
	Simon Vacca	English/Cultural St & History (Honours)	4	1000
	Konstantinos Zafiridis	English/Cultural St & History (Honours)	4	1000

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Alma and Wil Rice Memorial Scholarship	Mark Mackie	Kinesiology (Honours)	3	2000
The Gladys Richards Scholarships	Mina Ahmad Khalil	English & Cultural Studies (Honours)	3	2000
	Paige Maylott	English & Cultural Studies (Honours)	4	2000
The Jack Richardson Memorial Scholarship	Dominika Jazwiec	Social Psychology (Honours)	3	400
The Herbert A. Ricker Scholarships	Omar Ali	Civil Eng & Management CO-OP (Co-op Program)	5	2500
	Vanessa Bierling	Mathematics & Statistics CO-OP (Honours Co-op)	4	2500
	Luke Boivin	Chem Eng & Management CO-OP (Co-op Program)	5	2500
	Liam Lawrence	Engineering Physics (Bachelors)	4	2500
	Juehea Lee	Biology & PNB (Honours)	3	2500
	Ieta Shams	Biology & PNB (Honours)	4	2500
The Stanley Robertson Scholarship	Matthew Csordas	Chemical Eng & BioEng CO-OP (Co-op Program)	2	2500
The Ronald J. Rolls Scholarship	Morgan Potter	English/Cultural St & Peace St (Honours)	2	2000
The Rosart Properties Incorporated Scholarship	Edward Donato	Geography (Honours)	4	325
The Abraham Isaac Rosenberg Memorial Prize	Serena Salvati	English/Cultural St & Philos (Honours)	4	225
The Morris and Sarah Rosenhead Memorial Prize	Madison Brockbank	Social Work (Honours)	2	125
The Rotary Club of Burlington Central Community Contribution Aw	Elizabeth Barna	Sociology (Bachelors)	3	
	Ushma Purohit	Life Sciences (Honours)	3	
The Rotary Club of Hamilton Scholarship	Noel Devaere	Chem Eng & Management CO-OP (Co-op Program)	3	575
The Rotary Club of Hamilton A.M. Community Contribution Award	Tessa Dickison	Cognitive Science of Language (Honours)	3	
	Maylynn Ding	Bachelor of Health Sciences (Bachelors)	3	
	Gavin Paniccia	Psych., Neurosci. & Behaviour (Honours)	3	
The Rotary Club of Hamilton Community Contribution Award	Kayli Culig	Bach. of Health Sciences Hon (Honours)	4	
	Tiffany Got	Bachelor of Health Sciences (Bachelors)	3	
	Fady Zekry Hanna	Kinesiology (Honours)	4	
The Ellen Bouchard Ryan Scholarship	Keerthana Kirichandran	Health Studies & Gerontology (Honours)	4	400
The Leona Allerston Ryan and Gordon Henry Stevens Memorial Sc	Laura McNabb	Music (Music Cognition) (Honours)	4	525
The E. Togo Salmon Prize in History	Sarah Castelli	History (Bachelors)	3	200
The Noel Sandusky Memorial Book Prize	Nicholas Dorman	History & Political Science (Honours)	3	150
The Saturn of Hamilton East Community Contribution Awards	Christelle Ah Sen	Life Sciences (Honours)	4	

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Saturn of Hamilton East Community Contribution Awards	Nirsan Kunaratnam	Kinesiology (Honours)	4	
	Milica Milakovic	Life Sciences (Honours)	4	
The Hilda Savage Memorial Scholarship	Mikhail Andrenkov	Software Engineering CO-OP (Co-op Program)	3	500
The Larry Sayers Prize in East Asian History	Brittany Luccitti	History (Honours)	4	275
The Dr. Sina Sazgar Memorial Scholarship	Renee Lemmond	Biology & Enviro Sciences (Honours)	4	1000
	Marta Skreta	Chemical Biology (Honours)	3	1000
The Fedor Schneider Scholarship in Italian	Alexander Danesi	Life Sciences (Honours)	3	2000
	Erin Deborba	Cognitive Science of Language (Honours)	3	2000
	Vanessa Del Monaco	Sociology (Honours)	3	2000
	William Gillespie	Biochemistry (Honours)	3	2000
	Tess Hudson	Cognitive Science of Language (Honours)	3	2000
The School of Arts Scholarship in Music	Keiko Gutierrez	Music (Music Cognition) (Honours)	3	1000
The Schulich Leader Scholarship	Melissa Cusack Striepe	Chemical Eng & Society CO-OP (Co-op Program)	2	80000
	Alexander Dhaliwal	Integrated Science (Honours)	4	60000
	Erika Kropf	Biology & PNB (Honours)	2	60000
	Liam Lawrence	Engineering Physics (Bachelors)	4	80000
	Jessica Loiseau	Human Behaviour (Honours)	2	60000
	Garth Preston	Physics CO-OP (Honours Co-op)	5	60000
	Marta Skreta	Chemical Biology (Honours)	3	60000
The Science Alumni Scholarships	Victoria Claggett	Life Sciences (Honours)	3	500
	Suraj Mahida	Life Sciences (Honours)	3	500
	Ushma Purohit	Life Sciences (Honours)	3	500
	Manjot Sunner	Biochemistry (Honours)	3	500
	Salman Surangiwala	Life Sciences (Honours)	3	500
The Science Class of 1997 Legacy Community Contribution Award	Ashley Chen	Biochem(Biomed Res Spec CO-OP) (Honours Co-op)	5	
The Sheila Scott Scholarship for Brandon Hall	Huilin Lu	Bach. of Health Sciences Hon (Honours)	2	750
The Sheila Scott Scholarship in English	Alexandra Marcaccio	A&S and English/Cultural St (Honours)	4	800
The Sheila Scott Scholarship for Wallingford Hall	Yina Shan	Bach. of Health Sciences Hon (Honours)	2	750
The Larry Sefton Scholarships	Erin Cardwell	Philosophy & Labour Studies (Honours)	4	500

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Larry Sefton Scholarships	Vanessa Muraca	Labour Studies (Honours)	4	500
	Benjamin Owens	Labour Studies (Honours)	3	500
The Grace Senra-Fontes Memorial Prize	Nandini Nandeeshia	Nursing (Basic Accelerated) (Bachelors)	4	250
The Margaret A. Service Book Prize	Portia Li	Life Sciences (Honours)	2	120
The Louis J. Shein Scholarship	Xiaochen Du	Linguistics (Honours)	4	375
The Shell Canada Prizes in Engineering and Management	Julie Arrey	Chem Eng & Management CO-OP (Co-op Program)	5	300
	Ryan LaRue	Chemical Eng & Management (Bachelors)	5	300
	Benjamin Miethig	Mech Eng & Management CO-OP (Co-op Program)	5	300
The Shell Canada Scholarships in Engineering and Management	Julie Arrey	Chem Eng & Management CO-OP (Co-op Program)	5	1100
	Meredith Brooks	Chemical Eng & Management (Bachelors)	5	1100
	Michael Dimmick	Electrical Eng & Mgmt CO-OP (Co-op Program)	5	1100
The Shenstone Prize	Chris Lygouras	Physics (Honours)	2	200
The Shimco Scholarship	Carmen Bracho	Mech Eng & Management CO-OP (Co-op Program)	4	2500
The Gerald and Verna Simpson Memorial Scholarship	Harrison Winch	A&S and Physics (Honours)	3	600
The Meena and Naresh Sinha Community Contribution Award	Aisha Tousif	Computer Engineering CO-OP (Co-op Program)	3	
The Richard Slobodin Prize	Jason Lau	Multimedia & Anthropology (Honours)	4	100
The Patricia L. Smye Memorial Scholarship	Samar Hossain	Psychology & Social Work (Bachelors)	3	400
	Jasmine Sodia	Psychology & Social Work (Bachelors)	3	400
The Social Sciences Scholarship for Leadership in Diversity	Sifat Syeda	Economics & Political Science (Honours)	4	1000
The Social Work Prize	Kimberley Adrovez	Social Work (Bachelors)	2	100
The Society of Chemical Industry Merit Award	Luke Boivin	Chem Eng & Management CO-OP (Co-op Program)	5	
	Scott Laengert	Chemistry (Honours)	4	
	Yi Liu	Biochemistry (Biomed Res Spec) (Honours)	4	
The Sociology Prize	Sandra Makino	Sociology (Bachelors)	3	100
	Laura Stothart	Sociology & Social Work (Bachelors)	4	100
The Somerville Scholarships	Rem Aziz	Chemical Biology CO-OP (Honours Co-op)	5	800
	Nabil Mitha	Bachelor of Health Sciences (Bachelors)	3	800
	Isabel Shamsudeen	Bach. of Health Sciences Hon (Honours)	4	800
The Robert Sowerby Memorial Scholarship	Shannon Hager	Civil Eng Infrastruc (B.Tech) (Co-op Program)	3	150

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Marnie Spears Scholarship	Sachin Doshi	Biomed Disc & Commrciliztn-Exit (Bachelors)	3	1200
The S. L. Squire Scholarships	Wenlong Chen	Mathematics & Statistics (Honours)	2	850
	Bartosz Syroka	Mathematics & Statistics (Honours)	2	850
The Stantec Consulting Ltd. Engineering Scholarship	Lauren Mcgregor	Civil Eng & Society CO-OP (Co-op Program)	2	3000
The Clarence L. Starr Prize	Emily Slofstra	Nursing - Conestoga (Bachelors)	2	150
The Anne Stein Memorial Prize	Sarah Mantini	Sociology & Social Work (Bachelors)	4	125
	Matthew Parreira	Social Work (Bachelors)	3	125
The Judith Sternthal Scholarship	Julianna Deluca	Bachelor of Commerce (Honours)	3	2000
The Mabel Stoakley Scholarship	Alexia Olaizola	Arts & Science (Honours)	3	425
The Stobo Scholarship	Karanbir Brar	Bachelor of Health Sciences (Bachelors)	3	325
The Marie L. Stock Scholarship	Anna Maria Buzzelli	French (Honours)	4	450
The Mark John Stojcic Scholarship	Vincenzo Cordi	Materials Engineering CO-OP (Co-op Program)	4	1800
	Ali Waseem	Materials Eng & Society (Bachelors)	4	1800
The Swiss Minister to Canada Book Prizes	Audrey Tan	Health Studies & Gerontology (Honours)	4	
	Lauren Tignanelli	Midwifery (Bachelors)	1	
	Scott Van Wetten	History (Honours)	4	
The Juanita Lebarre Symington Scholarship	Riley Vanderzee	Studio Art (Honours)	3	500
The T.H.B. Symons Prize in Canadian Studies	Milica Bijelic	Political Science (Honours)	4	500
The Dr. Andrew Szendrovits Memorial Scholarship	Carly Van Kessel	Bachelor of Commerce (Honours)	3	450
The Robert Taylor Scholarship in Commerce	Jasman Gill	Bachelor of Commerce (Honours)	2	1000
	Ali Zia	Commerce (Bachelors)	1	1000
The Taylor's Education Group Entrance Scholarship	Jiunn Kang	Economics & Theatre & Film St (Honours)	3	20000
The Ten Broeke-Bensen Memorial Scholarship	Zachary Rudge	Justice, Political Phil. & Law (Honours)	4	1000
The Theatre & Film Studies Book Prize	Roshan Bashar	Mechanical Engineering CO-OP (Co-op Program)	2	
The Dr. David Thompson Scholarship	Haley Glavina	Software Engineering (Bachelors)	2	5000
The Hugh R. Thompson Memorial Prize	Jennifer Bradley	Earth & Enviro Sciences CO-OP (Honours Co-op)	3	250
The Dr. R. A. Thompson Prize in Mathematics	Jason Chan	Actuarial & Financial Math (Honours)	4	300
The Michael Thomson Memorial Book Prize	Emily Kovach	Cognitive Sc of Lang & French (Honours)	2	50
	Darya Lemiashkova	Biochemistry (Honours)	4	50

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Stephen F. H. Threlkeld Community Contribution Award	Luke Bayer	Biology (Honours)	4	
The Tinnerman Palnut Engineered Products Scholarship in Mechani	Vincent Phan	Electrical Engineering CO-OP (Co-op Program)	2	3000
The TKK Inc. Community Contribution Awards	Yiming Tu	Civil Engineering (Bachelors)	4	
The Graham Ronald Toop Scholarship	Zachary Rudge	Justice, Political Phil. & Law (Honours)	4	500
The Corelene Helen Tostevin Scholarships	Rebecca Giebat	Nursing (Basic Accelerated) (Bachelors)	4	250
	Amanda LeRoux	Nursing (Basic Accelerated) (Bachelors)	4	250
	Katherine McLean	Nursing (Basic Accelerated) (Bachelors)	4	250
	Siobhan Skippen	Nursing (Basic Accelerated) (Bachelors)	4	250
	Deanna Turner	Nursing (Basic Accelerated) (Bachelors)	4	250
The John Toth Memorial Prize	Jeanne Allen	Classics (Honours)	4	50
	Joel Gamble	Bachelor of Health Sciences (Bachelors)	3	50
The Frank and Carol Tristani Scholarship	Linda Archila	Kinesiology (Honours)	2	2500
The John H. Trueman Scholarship	Jessica Jacob	Bach. of Health Sciences Hon (Honours)	2	250
The John H. Trueman Prize	Konstantinos Zafiridis	English/Cultural St & History (Honours)	4	250
The Roger Trull Community Contribution Award	Andrew Nguyen	Biology (Honours)	4	
The Thomas Truman Memorial Prize	Patrisha Georgakopoulos	Political Science (Honours)	4	75
The UBS Global Assets Management (Canada) Company Communit	Shawn Khan	Bachelor of Health Sciences (Bachelors)	3	
	Zi Zhao	Bach. of Health Sciences Hon (Honours)	4	
The University Achievement Award	Mirella Bijaoui	Philosophy (Honours)	2	800
	Lianna Braham	Molecular Bio & Genetics CO-OP (Honours Co-op)	5	800
	Dawn Hewitt	Music (Music Cognition) (Honours)	4	800
	Karanvir Khanna	Power & Energy Eng Tech (Co-op Program)	4	800
	Yehudah Krauss	Economics (Honours)	4	800
	Andrew Pidutti	Chemical Biology (Honours)	4	800
	Harkamal Saggu	Power & Energy Eng Tech (Co-op Program)	4	800
	Adam Sandler	Gerontology (Honours)	3	800
The University Prizes for Special Achievement	Miranda Carlson-Strain	A&S and Anthropology (Honours)	4	500
	Niru Dhawan	Bachelor of Commerce (Honours)	4	500
	Nicholas Dushenko	Nursing - McMaster (Bachelors)	4	500

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University Prizes for Special Achievement	Adam Kliber	Mathematics & Statistics (Honours)	4	500
	Brittany Morim	Nursing - McMaster (Bachelors)	4	500
	Aishwarya Raval	Bachelor of Commerce (Honours)	4	500
	Madeleine Rudolph	Biomed Disc & Commercializatn (Honours)	4	500
	Nensi Ruzgar	Bach. of Health Sciences Hon (Honours)	4	500
	Ryan Stevenson	Arts & Science (Honours)	4	500
	Celeste Suart	Biomed Disc & Commercializatn (Honours)	4	500
The University Scholarships	Darar Abdissa	Power & Energy Eng Tech (Co-op Program)	4	250
	Kimberley Adrovez	Social Work (Bachelors)	2	250
	Eric Bijsterveld	Power & Energy Eng Tech (Co-op Program)	3	250
	Lizuarte De Sousa	Music (Honours)	4	250
	Anthony Fazzari	Power & Energy Eng Tech (Co-op Program)	4	250
	Claire Kirkby	English & Cultural Studies (Honours)	4	250
	Rebecca Owen	Manufacturing Eng Technology (Co-op Program)	4	250
	Laszlo Polyak	Justice, Political Phil. & Law (Honours)	3	250
	Hilary Prince	Comm Studies & Pol Science (Honours)	2	250
	Akash Shah	Manufacturing Eng Technology (Co-op Program)	4	250
	Julia Vamos	Pol Sci & Social Work (Bachelors)	3	250
	Graham Vanevery	Chemical Eng & Management (Bachelors)	1	250
	Leslie Veale	English & Cultural Studies (Honours)	2	250
	Daniel Waring	Civil Eng Infrastruc (B.Tech) (Co-op Program)	4	250
	Zoe Abbotttate	Kinesiology (Honours)	3	800
The University (Senate) Scholarships	Alaa Abdelhamid	Sociology (Honours)	3	800
	Allison Abdilla	Chemistry CO-OP (Honours Co-op)	5	800
	Walid Abdulaziz	Med Rad Sci Radiography (Bachelors)	3	800
	Ahmad Abo Alya	Mech Eng & Management CO-OP (Co-op Program)	4	800
	Ali Abu Helal	Biochemistry (Honours)	4	800
	Ishan Acharya	Mechanical Engineering CO-OP (Co-op Program)	3	800
	Ishaq Aden-Ali	Electrical Engineering CO-OP (Co-op Program)	3	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Elizabeth Adeyinfa	Bachelor of Commerce (Honours)	3	800
	Ishan Aditya	Bach. of Health Sciences Hon (Honours)	4	800
	Hasan Afzal	Automation Engineering Tech (Co-op Program)	4	800
	Hoda Ahmed	Bachelor of Commerce (Honours)	3	800
	Azra Alagic	Political Science (Honours)	4	800
	Osamah Al-Gayyali	Continuing Student - Science (Continuing)	9	800
	Thuraya Al-haideri	Bachelor of Commerce (Honours)	3	800
	Syed Ali	Bach. of Health Sciences Hon (Honours)	4	800
	Ceviel Alizadeh-Najmi	Bachelor of Commerce (Honours)	4	800
	Or Almog	Software Engineering CO-OP (Co-op Program)	3	800
	Pouya Arefi	Biology (Physiology) (Honours)	4	800
	Kristian Ashali	Nursing - McMaster (Bachelors)	4	800
	Muhammad Asif	Life Sciences (Honours)	3	800
	Taha Aslam	Biomed Disc & Commercializatn (Honours)	3	800
	Ema Asler	Art History & Comm Studies (Honours)	3	800
	Adam Aue	Psych., Neurosci. & Behaviour (Honours)	4	800
	Kaitlin Auld	Health Studies (Honours)	4	800
	Derek Auyeung	Biochemistry (Honours)	4	800
	Sara Awid	Math & Stats (Stat Spec CO-OP) (Honours Co-op)	5	800
	Julie Ayad	PNB (Mental Health Spec.) (Honours)	3	800
	Amina Badr	Bachelor of Commerce (Honours)	3	800
	Sukhleen Bal	Life Sciences (Honours)	3	800
	Pyravi Balakrishnan	Life Sciences (Honours)	4	800
	Shannon Barham	Social Work (Honours)	3	800
	Alexandra Barker	Actuarial & Finance Math CO-OP (Honours Co-op)	4	800
	Peter Bartosik	Engineering Physics (Bachelors)	4	800
	Anastasiya Batig	Biomed Disc & Commercializatn (Honours)	3	800
	Nicole Bauman	Cognitive Science of Language (Honours)	3	800
	Neha Behal	Sociology & Social Work (Bachelors)	4	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Gabrielle Bernardin	Bachelor of Commerce (Honours)	3	800
	Chaitanya Bhatt	Bach. of Health Sciences Hon (Honours)	4	800
	Chirayu Bhatt	Biochemistry (Biomed Res Spec) (Honours)	3	800
	Ming Bi	Bach. of Health Sciences Hon (Honours)	4	800
	Rachel Bierbrier	Bachelor of Health Sciences (Bachelors)	3	800
	Victoria Bilbily	Software Eng(Game Design)CO-OP (Co-op Program	4	800
	Felicia Binotto	Biology & PNB (Honours)	3	800
	Victoria Birnie	Biology (Honours)	4	800
	Megan Bittner	Kinesiology (Honours)	3	800
	Tanner Blomme	Justice, Political Phil. & Law (Honours)	4	800
	David Bobrowski	Bachelor of Health Sciences (Bachelors)	3	800
	Bryce Bogie	Psych., Neurosci. & Behaviour (Honours)	4	800
	Mary Bohn	ISCI (Biochemistry Conc.) (Honours)	3	800
	Michelle Boivin	Bachelor of Commerce (Honours)	3	800
	Cole Bowerman	PNB (Mental Health Spec.) (Honours)	3	800
	Kyle Breukelman	Automotive & Vehicle Eng Tech (Co-op Program)	4	800
	Jonathan Brown	Software Engineering CO-OP (Co-op Program)	3	800
	Kirsten Brown	English & Cultural Studies (Honours)	3	800
	Taylor Browne	Bachelor of Commerce (Honours)	4	800
	Letitia Brubacher-Cressm	PNB (Mental Health Spec.) (Honours)	4	800
	Aaron Bruinsma	Electrical Eng & Society CO-OP (Co-op Program)	4	800
	Nathan Buccella	Civil Eng & Management CO-OP (Co-op Program)	5	800
	Adam Buffett	Bachelor of Commerce (Honours)	3	800
	Alexis Bullock	Biochemistry (Honours)	4	800
	Alisha Butani	Philosophy (Honours)	3	800
	Rebecca Butkevicius	Bachelor of Commerce (Honours)	4	800
	Shewit Buzuayne	Health Studies & Peace Studies (Honours)	3	800
	Loryn Byres	ISCI (Biology Concentration) (Honours)	4	800
	Inah Canlapan	Actuarial & Finance Math CO-OP (Honours Co-op)	5	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Mariana Canzi Almada La	PNB (Origins Research Spec.) (Honours)	4	800
	Andrew Cao	Biochemistry (Honours)	3	800
	Lindsey Carfrae	Biomed Disc & Commercializatn (Honours)	4	800
	Cameron Carruthers	Mech Eng & Management CO-OP (Co-op Program)	4	800
	Jade Case	Bachelor of Commerce (Honours)	3	800
	Joseph Cevallos	Bachelor of Commerce (Honours)	4	800
	Emily Chambers	Classics & Anthropology (Honours)	3	800
	Shelby Champion	Medical Physics (Honours)	4	800
	Godwin Chan	Biomed Disc & Commercializatn (Honours)	4	800
	Hoi Chan	Bachelor of Commerce (Honours)	4	800
	Maverick Chan	Arts & Science (Honours)	3	800
	Shirley Chan	Biology (Physiology) (Honours)	3	800
	Shu Martin Chan	Civil Eng & Management CO-OP (Co-op Program)	5	800
	Keerthana Chandran	Chemical Eng & BioEng CO-OP (Co-op Program)	5	800
	Kathleen Charlesworth	Physics CO-OP (Honours Co-op)	5	800
	Tonuka Chatterjee	Biochemistry (Honours)	3	800
	Cheryl Che	Nursing - McMaster (Bachelors)	4	800
	Saleh Cheema	Actuarial & Financial Math (Honours)	4	800
	Yunwen Chen	Nursing - McMaster (Bachelors)	3	800
	Stephanie Cheon	Bachelor of Health Sciences (Bachelors)	3	800
	Pak Ho Cheung	Computer Engineering CO-OP (Co-op Program)	3	800
	Timothy Cheung	Chemical Biology CO-OP (Honours Co-op)	3	800
	Adam Chiaravalle	Political Science (Honours)	4	800
	Cassandra Chidiac	Chemical Eng & BioEng (Bachelors)	4	800
	Brandon Chin	Chemical Biology CO-OP (Honours Co-op)	5	800
	Christopher Chiu	Arts & Science (Honours)	4	800
	Klaudia Chmiel	Justice, Political Phil. & Law (Honours)	4	800
	Sung Min Cho	Bachelor of Health Sciences (Bachelors)	3	800
	Dexter Choi	Bach. of Health Sciences Hon (Honours)	3	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Jasmine Choi	Biology (Physiology) (Honours)	4	800
	Ricky Chow	PNB (Mental Health Spec.) (Honours)	4	800
	Samantha Chow	Life Sciences (Honours)	4	800
	Stephanie Chow	Life Sciences (Honours)	3	800
	Adam Christopher	Life Sciences (Honours)	4	800
	Evangeline Clark-Lepard	Integrated Science (Honours)	4	800
	Emma Clements	Nursing (Basic Accelerated) (Bachelors)	4	800
	Kirstie Cockwell	Nursing (Basic Accelerated) (Bachelors)	4	800
	Natalie Cohen	Biomed Disc & Commercializatn (Honours)	3	800
	Marissa Colacitti	Automation Engineering Tech (Co-op Program)	4	800
	Carly Colasimone	Social Psychology (Honours)	4	800
	Carmen Continisio	Chemistry (Honours)	4	800
	Micaela Corcoran	Justice, Political Phil. & Law (Honours)	4	800
	Anthony Corrente	Geography (Honours)	4	800
	Rachel Costin	Life Sciences (Bachelors)	3	800
	Emily Coulson	Kinesiology (Honours)	4	800
	Jollyn Cristobal	Nursing - McMaster (Bachelors)	3	800
	Kien Crosse	Bachelor of Health Sciences (Bachelors)	3	800
	Darui Cui	Bachelor of Commerce (Honours)	3	800
	Kayli Culig	Bach. of Health Sciences Hon (Honours)	4	800
	Brittany Cuypers	Kinesiology (Honours)	4	800
	Grishma Dabas	PNB (Mental Health Spec.) (Honours)	3	800
	Alejandra Dalmus	Bachelor of Commerce (Honours)	3	800
	Joshua Damonte	Bachelor of Commerce (Honours)	3	800
	Biren Dave	Biochem(Biomed Res Spec CO-OP) (Honours Co-op)	4	800
	Ephraim David	Biology & PNB (Honours)	4	800
	Jamie Day	Anthropology (Honours)	4	800
	Sehaz Dayal	Electrical & Biomed Eng CO-OP (Co-op Program)	3	800
	Kristina De Clara	Classics & Linguistics (Honours)	3	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Adriaan De Visser	Bachelor of Commerce (Honours)	4	800
	Emily DeHaas	Bach. of Health Sciences Hon (Honours)	4	800
	Andrew Deligianis	Bachelor of Commerce (Honours)	3	800
	Mimi Deng	Bach. of Health Sciences Hon (Honours)	4	800
	Emily Detzler	Nursing (Basic Accelerated) (Bachelors)	4	800
	Shishir Dhakal	Chem Eng & Management CO-OP (Co-op Program)	3	800
	Rachna Dhanjal	Biomed Disc & Commercializatn (Honours)	3	800
	Christian Di Biagio	Chemical & Physical Sciences (Bachelors)	4	800
	Alexandra Di Domenico	Bachelor of Commerce (Honours)	3	800
	Leanne Dias	Eng Physics & Management CO-OP (Co-op Program)	4	800
	Tessa Dickison	Cognitive Science of Language (Honours)	3	800
	Elizabeth Digiacomio	Nursing - McMaster (Bachelors)	3	800
	Julianna Diller	Sociology & Social Work (Bachelors)	4	800
	Christian Dimaria	Physics (Honours)	3	800
	Avrilynn Ding	Bach. of Health Sciences Hon (Honours)	4	800
	Julian Dollak	Sociology (Honours)	3	800
	Brittany Donadel	Life Sciences (Honours)	4	800
	Jia Dong	Electrical Eng & Mgmt CO-OP (Co-op Program)	4	800
	Sachin Doshi	Biomed Disc & Commrciliztn-Exit (Bachelors)	3	800
	Stella Doytchinova	Psychology-NeuroSc & Behav (Honours)	3	800
	Amanda Dreise	Studio Art (Honours)	3	800
	Deion D'Souza	Biochemistry (Honours)	4	800
	Yule Duan	Bach. of Health Sciences Hon (Honours)	4	800
	Lisa Duivesteyn	Bach. of Health Sciences Hon (Honours)	4	800
	Corinne Duperrouzel	Chemistry CO-OP (Honours Co-op)	4	800
	Kristina Durka	Studio Art (Honours)	4	800
	Sophia Emerson	Chemical Eng & BioEng CO-OP (Co-op Program)	4	800
	Vivian Esmailzadeh	Biotechnology (Co-op Program)	4	800
	Erik Etzler	Biology & PNB (Honours)	4	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Katrina Fackelmann	Kinesiology (Honours)	3	800
	Rotimi Fadiya	Electrical & Biomed Eng CO-OP (Co-op Program)	4	800
	Mary Faheim	Kinesiology Exit Degree (Bachelors)	3	800
	Biran Falk-Dotan	ISCI (Math & Stat Conc) (Honours)	4	800
	Angela Fan	Biology (Honours)	3	800
	Henry Fan	Chemical Biology (Honours)	4	800
	Yuying Fan	Biology (Honours)	3	800
	Aisha Farooq	Biochemistry (Honours)	3	800
	Joshua Feather	Materials Eng & Management (Bachelors)	5	800
	Veronica Fedorovich	Bachelor of Commerce (Honours)	4	800
	Daniel Fellows	Bachelor of Commerce (Honours)	3	800
	Jennifer Feltham	Nursing - McMaster (Bachelors)	4	800
	Emily Feng	Biochem(Biomed Res Spec CO-OP) (Honours Co-op)	3	800
	Yi Feng	Nursing - McMaster (Bachelors)	4	800
	Hilary Ferguson	Actuarial & Finance Math CO-OP (Honours Co-op)	3	800
	Eric Ferreira	Biotechnology (Co-op Program)	3	800
	Inna Feshtchenko	Bachelor of Commerce (Honours)	4	800
	Philip Finlayson	Biotechnology (Co-op Program)	4	800
	Robert Fisher	Biotechnology (Co-op Program)	3	800
	Alexandra Florescu	Bach. of Health Sciences Hon (Honours)	3	800
	Olin Flydorf	Automation Engineering Tech (Co-op Program)	4	800
	Charlotte Forde	Classics (Honours)	4	800
	Matthew Fortino	Bachelor of Commerce (Honours)	3	800
	Shyanne Fournier	Biology (Honours)	4	800
	Joanna Freeman	Nursing - McMaster (Bachelors)	3	800
	Erin Fu	Bach. of Health Sciences Hon (Honours)	4	800
	Chelsea Futers	Midwifery (Bachelors)	4	800
	Dina Fyxon	Communication Studies (Honours)	3	800
	Shelby Gahagan	Nursing (Basic Accelerated) (Bachelors)	4	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Joel Gamble	Bachelor of Health Sciences (Bachelors)	3	800
	Molly Gao	A&S and Philosophy (Honours)	3	800
	Kate Garcia	French & Music (Honours)	3	800
	Kristine Gargaritano	Biology (Honours)	4	800
	Martine Ghazouli	Political Science & Sociology (Honours)	4	800
	Mahan Ghodrati	Biology (Honours)	4	800
	Alyssa Giannotti	Biology (Honours)	3	800
	Erin Gibbons	Earth & Environmental Sciences (Honours)	4	800
	Rebecca Giebat	Nursing (Basic Accelerated) (Bachelors)	4	800
	Shivneet Gill	Chemical Biology CO-OP (Honours Co-op)	4	800
	John Gillies	Automotive & Vehicle Eng Tech (Co-op Program)	4	800
	Mackenzie Gillies	A&S and Political Science (Honours)	4	800
	Joshua Gilmour	Electrical Engineering CO-OP (Co-op Program)	3	800
	Lydia Ginsberg	Life Sciences (Honours)	3	800
	Oyindamolaoluwa Giwa	Chemical Engineering CO-OP (Co-op Program)	3	800
	Yuan Bo Gong	Social Psychology (Honours)	3	800
	Daryl Gonsalves	Political Science (Honours)	4	800
	Megan Goodland	Engineering Physics CO-OP (Co-op Program)	3	800
	Fiona Gordon	Culture St & Crit Th & Philos (Honours)	4	800
	Anna Goshua	Bach. of Health Sciences Hon (Honours)	3	800
	Annik Gougeon	Math & Stats (Stat Spec CO-OP) (Honours Co-op)	5	800
	Ian Gough	Chemical Eng & BioEng CO-OP (Co-op Program)	4	800
	Laura Green	ISCI (PNB Concentration) (Honours)	3	800
	Brooke Greenbaum	Sociology & Social Work (Bachelors)	4	800
	Aneesa Grewal	Justice, Political Phil. & Law (Honours)	3	800
	Gagandeep Grewal	Nursing - McMaster (Bachelors)	4	800
	Jaskarn Grewal	Bachelor of Commerce (Honours)	4	800
	Ryan Grilli	Life Sciences (Honours)	3	800
	Elysia Grose	Bachelor of Health Sciences (Bachelors)	3	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Christopher Gubbels	BioPhysics (Honours)	4	800
	Shannon Guo	Civil Engineering (Bachelors)	4	800
	Peter Gysbers	Physics CO-OP (Honours Co-op)	5	800
	Michael Haagsma	Chemical Engineering (Bachelors)	4	800
	Sheharyar Hakeem	Life Sciences (Honours)	3	800
	Mahdiya Hameer	Kinesiology (Honours)	4	800
	Nicole Hamel	Kinesiology (Honours)	4	800
	Marco Handa	A&S and Mathematics (Honours)	3	800
	Erin Haney	Life Sciences CO-OP (Honours Co-op)	3	800
	Alicia Hanman	Biology & Pharmacology CO-OP (Honours Co-op)	3	800
	Sandra Hanna	Kinesiology (Honours)	4	800
	Verina Hanna	Bach. of Health Sciences Hon (Honours)	4	800
	Brynley Hanson-Wright	ISCI (PNB Concentration) (Honours)	3	800
	Sami Harb	Kinesiology (Honours)	4	800
	Christopher Harrison	Economics (Specialist) (Honours)	4	800
	Malcolm Hartman	Bach. of Health Sciences Hon (Honours)	4	800
	Kirsten Harvey	Kinesiology (Honours)	3	800
	Muhammad Hasan	Psych., Neurosci. & Behaviour (Honours)	4	800
	Christina Hassey	Chemical Eng & BioEng CO-OP (Co-op Program)	3	800
	Xi He	Classics (Honours)	3	800
	Julia Heighton	Bach. of Health Sciences Hon (Honours)	3	800
	Kyle Heyblom	Chemical Engineering CO-OP (Co-op Program)	3	800
	John Hlady	Bachelor of Commerce (Honours)	3	800
	Harald Hoang	Bachelor of Commerce (Honours)	3	800
	Kathy Hoang	PNB & Sociology (Honours)	4	800
	Timothy Holford	Computer Engineering CO-OP (Co-op Program)	3	800
	Hannah Hopper	Kinesiology (Honours)	3	800
	Nafis Hossain	Biochemistry (Honours)	4	800
	Jiani Hou	Bachelor of Commerce (Honours)	4	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Jillian Howden	Nursing - McMaster (Bachelors)	3	800
	Arthur Hsueh	Bachelor of Commerce (Honours)	3	800
	Ruo Chen Huang	Bachelor of Health Sciences (Bachelors)	3	800
	Sarah-Marie Hugh	Geography & Social Work (Bachelors)	4	800
	Kiana Hylton	Biochemistry (Honours)	4	800
	Lucia Iannantuono	Electrical Engineering CO-OP (Co-op Program)	3	800
	Gregory Iarusso	Political Science (Honours)	4	800
	George Ibrahim	Kinesiology (Honours)	4	800
	Kathleen Ingram	Chemical Eng & BioEng CO-OP (Co-op Program)	5	800
	Victoria Ivankovic	Kinesiology (Honours)	4	800
	Mikael Jagan	Bach. of Health Sciences Hon (Honours)	4	800
	Maryam Jatoi	Med Rad Sci Ultrasonography (Bachelors)	4	800
	Pedram Javidan	Bachelor of Health Sciences (Bachelors)	3	800
	Elizabeth Jenkins	Kinesiology (Honours)	4	800
	Gregory Jewell	Justice, Political Phil. & Law (Honours)	4	800
	Zhi Xian Jiang	Biochemistry (Honours)	4	800
	Emily Johnson	Health Studies & Gerontology (Honours)	3	800
	Katelyn Johnstone	A&S and English/Cultural St (Honours)	3	800
	Serena Jones	Actuarial & Financial Math (Honours)	3	800
	Matthew Jordan	A&S and Mathematics (Honours)	4	800
	Hetshree Joshi	Biochemistry (Honours)	4	800
	Brendan Kaas	Engineering Physics CO-OP (Co-op Program)	4	800
	Yekaterina Kachurina	Cognitive Science of Language (Honours)	3	800
	Mona Kalantar	Life Sciences (Honours)	3	800
	Pavannoor Kalkat	Bachelor of Commerce (Honours)	3	800
	Jiunn Kang	Economics & Theatre & Film St (Honours)	3	800
	Justin Kapinski	Software Engineering (Bachelors)	4	800
	Julian Karolidis	Bachelor of Commerce (Honours)	3	800
	Moustafa Kasem	Chem Eng & Management CO-OP (Co-op Program)	5	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Tomas Kaukinen	Bachelor of Commerce (Honours)	3	800
	Savar Kaul	Biomed Disc & Commercializatn (Honours)	4	800
	Emily Kaunismaa	Biology & PNB (Honours)	3	800
	Gurleen Kaur	Biology & PNB (Honours)	4	800
	Hannah Kearney	Life Sciences (Honours)	4	800
	Lucas Keesmaat	Gerontology & Sociology (Honours)	4	800
	Megan Kelly	Psych., Neurosci. & Behaviour (Honours)	3	800
	Mary Kerepcich	Bachelor of Commerce (Honours)	4	800
	Dennis Kerling	Mech Eng & Management CO-OP (Co-op Program)	4	800
	Alexander Kerzner	Mathematics & Statistics (Honours)	3	800
	Zahra Khalesi	PNB (Mental Health Spec.) (Honours)	4	800
	Shereen Khattab	Kinesiology (Honours)	4	800
	Heather Kilgour	Nursing - McMaster (Bachelors)	4	800
	Alexandra Kilian	Bachelor of Health Sciences (Bachelors)	3	800
	Jiin Kim	Bachelor of Health Sciences (Bachelors)	3	800
	Kwang Kim	Biomed Disc & Commercializatn (Honours)	3	800
	Nicole Kim	Bach. of Health Sciences Hon (Honours)	3	800
	Abirami Kirubarajan	Bachelor of Health Sciences (Bachelors)	3	800
	Gavin Kisun	Manufacturing Eng Technology (Co-op Program)	4	800
	Sarah Kleiboer	Biology & Pharmacology CO-OP (Honours Co-op)	5	800
	Karl Knopf	Computer Science (2nd Degree) (Honours)	4	800
	Tina Kocic	Classics & PNB (Honours)	4	800
	Ramina Koma	Bachelor of Commerce (Honours)	3	800
	Matthew Konski	Mech Eng & Management CO-OP (Co-op Program)	4	800
	Gurkarmjit Kooner	Mechatronics Engineering CO-OP (Co-op Program)	4	800
	Erika Kovacs	Health Studies (Honours)	4	800
	Dominika Kovaleva	Biology (Honours)	3	800
	Alex Koziarz	Bach. of Health Sciences Hon (Honours)	4	800
	Henry Krahn	A&S and Philosophy (Honours)	3	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Michael Ku	PNB (Mental Health Spec.) (Honours)	4	800
	Sharumathy Kunasekaran	Biomed Disc & Commercializatn (Honours)	3	800
	Carolyn Kuo	Biology (Honours)	3	800
	Mitchell Kurnell	Eng Physics & Society CO-OP (Co-op Program)	4	800
	Michael Kwok	Life Sciences (Honours)	3	800
	Daniel Lamanna	Kinesiology (Honours)	4	800
	Victoria Lamond	Anthropology (Honours)	3	800
	Andre Laranjeiro	Medical Physics CO-OP (Honours Co-op)	5	800
	Clara Laratta	Studio Art (Honours)	3	800
	Kaitlyn Lascelles	Bachelor of Commerce (Honours)	4	800
	Lukasz Laskowski	Medical Physics CO-OP (Honours Co-op)	3	800
	Kimberley Lau	Bach. of Health Sciences Hon (Honours)	4	800
	Leanne Lau	Linguistics (Honours)	4	800
	Tammy Lau	Biochemistry (Honours)	3	800
	Dominik Lauks	Actuarial & Finance Math CO-OP (Honours Co-op)	5	800
	Tomas Lazarou	Chemical Biology CO-OP (Honours Co-op)	5	800
	Cherk Lee	Computer Science CO-OP (Honours Co-op)	4	800
	Christopher Lee	Mechanical Eng & Society CO-OP (Co-op Program)	4	800
	Jeanie Lee	Kinesiology (Honours)	3	800
	Munil Lee	Bach. of Health Sciences Hon (Honours)	3	800
	Rachel Lee	Biology (Honours)	4	800
	Darya Lemiashkova	Biochemistry (Honours)	4	800
	Katie Lemon	Nursing (Basic Accelerated) (Bachelors)	4	800
	Andrew Lennie	Kinesiology (Honours)	4	800
	Tyra Lennie	Justice, Political Phil. & Law (Honours)	3	800
	Ben Li	Bachelor of Health Sciences (Bachelors)	3	800
	Jennifer Li	Chemical Biology CO-OP (Honours Co-op)	5	800
	Xiaomeng Li	Chemical Biology CO-OP (Honours Co-op)	5	800
	Yizi Li	Nursing - McMaster (Bachelors)	4	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Anna Liang	Biochem(Biomed Res Spec CO-OP) (Honours Co-op)	5	800
	Qihong Liao	Bachelor of Health Sciences (Bachelors)	3	800
	Julia Liberale	Life Sciences (Honours)	3	800
	Kelvin Lin	Software Eng & Mgmt CO-OP (Co-op Program)	3	800
	Wen Lin	Chemical Biology CO-OP (Honours Co-op)	5	800
	Yizi Lin	Bachelor of Commerce (Honours)	4	800
	Amelie Litalien	Biology (Honours)	4	800
	Luke Little	Bachelor of Commerce (Honours)	3	800
	Hsin Liu	Bach. of Health Sciences Hon (Honours)	4	800
	Manwai Liu	Kinesiology (Honours)	3	800
	Yi Liu	Biochemistry (Biomed Res Spec) (Honours)	4	800
	Lindsay Lockhart	Med Rad Sci Radiation Therapy (Bachelors)	4	800
	Sumiya Lodhi	Life Sciences (Honours)	4	800
	Julia Loeb	Music (Honours)	3	800
	Michelle Lohbihler	Biochemistry (Honours)	3	800
	Andrew Lonsdale	Arts & Science (Honours)	3	800
	Ming Wai Priscilla Loo	Studio Art (Honours)	3	800
	Allison Lovell	Nursing (Basic Accelerated) (Bachelors)	4	800
	Alice Lu	Bach. of Health Sciences Hon (Honours)	3	800
	Di Lu	Biology & Pharmacology CO-OP (Honours Co-op)	5	800
	Marissa Lu	Life Sciences (Bachelors)	3	800
	Christina Lubinsky	Nursing (Basic Accelerated) (Bachelors)	4	800
	Nicholas Luchak	Bachelor of Commerce (Honours)	3	800
	Kaiwen Luo	Bachelor of Commerce (Honours)	4	800
	Kristie Luong	Life Sciences (Honours)	4	800
	Jing Ma	Bachelor of Commerce (Honours)	4	800
	Kyle MacDonald	Mathematics & Statistics (Honours)	4	800
	Samantha Macdonald	Anthropology (Honours)	4	800
	David Macfarlane	Classics & History (Honours)	4	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Mackenzie Macht	Midwifery (Bachelors)	4	800
	Anita Macias	Political Science (Honours)	4	800
	Angela MacKay	Sociology (Honours)	3	800
	Meghna Mahajan	Nursing - McMaster (Bachelors)	4	800
	Suraj Mahida	Life Sciences (Honours)	3	800
	Fariha Mahmood	Chemistry CO-OP (Honours Co-op)	5	800
	Mohammad Malik	Biotechnology (Co-op Program)	4	800
	Sanjit Mann	Automotive & Vehicle Eng Tech (Co-op Program)	4	800
	Thulasie Manokaran	Biology (Honours)	4	800
	Elysia Martini	Arts & Science (Honours)	4	800
	Mandeep Marway	Biotechnology (Co-op Program)	4	800
	Nicole McDermott	Justice, Political Phil. & Law (Honours)	4	800
	Madison Mcdonald	Political Science (Honours)	4	800
	Tyler McEvoy	Bachelor of Commerce (Honours)	4	800
	Sheldon McGinn	Nursing (Basic Accelerated) (Bachelors)	4	800
	Carter McInnis	Chemical Biology (Honours)	4	800
	Sarah McIntosh	Mechatronics Engineering (Bachelors)	3	800
	Dakota Mckay	Actuarial & Finance Math CO-OP (Honours Co-op)	3	800
	Steven Mckiel	Engineering Physics CO-OP (Co-op Program)	3	800
	Tyler McLaughlin	Biochemistry (Honours)	4	800
	Katherine McLean	Nursing (Basic Accelerated) (Bachelors)	4	800
	Steven McMaster	Bachelor of Commerce (Honours)	3	800
	Elliott McMillan	Nursing (Basic Accelerated) (Bachelors)	4	800
	Kartika Mehan	Hlth, Aging & Soc & Social Wrk (Bachelors)	4	800
	Taylor Mehta	Bach. of Health Sciences Hon (Honours)	4	800
	Bassem Mekhaeil	Life Sciences (Honours)	3	800
	Sahar Merchant	Sociology (Honours)	4	800
	Linda Merkhai	Sociology (Honours)	4	800
	Nathalie Mesa	Life Sciences CO-OP (Honours Co-op)	3	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Owais Mian	Bach. of Health Sciences Hon (Honours)	4	800
	Karolina Michalowski	Kinesiology (Honours)	3	800
	Moiz Mikail	Chemical Biology (Honours)	4	800
	Andrew Mikhail	Kinesiology (Honours)	3	800
	Brynn Millar	Political Science (Honours)	4	800
	Cameron Miller	Justice, Political Phil. & Law (Honours)	3	800
	Thomas Millman	Mechanical Engineering (Bachelors)	4	800
	Scott Mills	Bachelor of Commerce (Honours)	3	800
	Sylvia Mills	Life Sciences (Honours)	4	800
	Curtis Milo	Software Eng (Embedded) CO-OP (Co-op Program)	4	800
	Da Ming	Actuarial & Financial Math (Honours)	4	800
	Adam Minich	Bach. of Health Sciences Hon (Honours)	3	800
	Adhora Mir	Biology (Honours)	3	800
	Diana Miranda	Life Sciences (Honours)	3	800
	Nitesh Mistry	Mech Eng & Management CO-OP (Co-op Program)	3	800
	Catherine Mitcham	Nursing (Basic Accelerated) (Bachelors)	4	800
	Jay Mitchell	Kinesiology (Honours)	4	800
	Sahand Mohammadi	Life Sciences (Honours)	4	800
	Joyce Moore	Bach. of Health Sciences Hon (Honours)	4	800
	Lillian Morgan	Life Sciences (Honours)	3	800
	Alyssa Morrison	Bachelor of Commerce (Honours)	4	800
	Eva Mueller	Chemical Eng & BioEng (Bachelors)	5	800
	Emma Mulholland	A&S and Biology (Honours)	3	800
	Alisha Mullings	Nursing - McMaster (Bachelors)	4	800
	Kristen Munro	Bach. of Health Sciences Hon (Honours)	4	800
	Dasha Mykhaylova	Life Sciences (Honours)	4	800
	Jonah Nadler	A&S and PNB (Honours)	4	800
	Rivalia Naidoo	Life Sciences (Honours)	4	800
	Leah Nairn	Kinesiology (Honours)	3	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Humaira Nakhuda	Life Sciences (Honours)	4	800
	Andrew Nashed	Bach. of Health Sciences Hon (Honours)	4	800
	Bao Nguyen	Economics (Specialist) (Honours)	4	800
	Tina Nham	Science Exit Degree (Bachelors)	4	800
	Harjot Nijjar	Mechatronics Eng & Mgmt CO-OP (Co-op Program)	3	800
	Simran Nijjar	Automation Engineering Tech (Co-op Program)	3	800
	Kirsten Nikel	ISCI (Biology Concentration) (Honours)	3	800
	Shuang Niu	Bach. of Health Sciences Hon (Honours)	3	800
	Kwasi Nkansah	Biology (Honours)	4	800
	Salmi Noor	Bach. of Health Sciences Hon (Honours)	4	800
	Laura Nugent	Sociology & Social Work (Bachelors)	4	800
	Matthew Nugent	ISCI (Physics Concentration) (Honours)	3	800
	Michelle Nuttley	Life Sciences (Honours)	4	800
	Megan O'Brien	Nursing - McMaster (Bachelors)	4	800
	Oluwabunmi Ogbaran	Bachelor of Commerce (Honours)	4	800
	Emily Oldfield	Med Rad Sci Radiography (Bachelors)	4	800
	Oluwatosin Ologunagba	Nursing - McMaster (Bachelors)	4	800
	Laila Omar Nazir	Medical Physics CO-OP (Honours Co-op)	4	800
	Alyssa Orkin-Fenster	Software Eng (Game Design) (Bachelors)	4	800
	Kate Oyston	Communication Studies (Honours)	4	800
	Alana Page	Bachelor of Commerce (Honours)	3	800
	Kirill Pankov	Biomed Disc & Commercializatin (Honours)	4	800
	Julia Pantaleo	ISCI (Chem Biology Conc) (Honours)	3	800
	Daniel Parent	Eng Physics & Management CO-OP (Co-op Program)	3	800
	Erika Parente	Political Science (Honours)	4	800
	Tishya Parikh	Arts & Science (Honours)	4	800
	Joo Park	Bach. of Health Sciences Hon (Honours)	3	800
	Rex Park	Bach. of Health Sciences Hon (Honours)	4	800
	Seo Park	Sociology (Honours)	4	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Morgan Parnell	Social Work (Honours)	3	800
	Michael Parvizian	Bachelor of Health Sciences (Bachelors)	3	800
	Jasneet Passi	Nursing - McMaster (Bachelors)	3	800
	Anuj Patel	Bach. of Health Sciences Hon (Honours)	4	800
	Ujjval Patel	Actuarial & Finance Math CO-OP (Honours Co-op)	3	800
	Vivek Patel	Biology (Honours)	4	800
	Blake Patterson	Chemical Engineering & Society (Bachelors)	3	800
	Thomas Patterson	Bachelor of Commerce (Honours)	4	800
	Shannon Pearson	Social Psychology (Honours)	3	800
	Andy Peng	Chemical Biology CO-OP (Honours Co-op)	3	800
	Wei Peng	Chemical Engineering CO-OP (Co-op Program)	4	800
	Anja Perc	Social Psychology (Honours)	4	800
	Ronald Perinpanayagam	Kinesiology (Honours)	4	800
	Matthew Perri	Bachelor of Commerce (Honours)	3	800
	Ryan Peters	Science Exit Degree (Bachelors)	3	800
	Nicholas Piccolo	Chemical Engineering CO-OP (Co-op Program)	3	800
	Jacob Pierscianowski	Chemical Biology CO-OP (Honours Co-op)	4	800
	Ajay Plaha	Biochemistry (Biomed Res Spec) (Honours)	4	800
	Maxim Poddoubnyi	Electrical Engineering CO-OP (Co-op Program)	4	800
	John Podedworny	Actuarial & Finance Math CO-OP (Honours Co-op)	4	800
	Mario Poncetovar	Engineering Physics CO-OP (Co-op Program)	3	800
	Dylan Post	Mech Eng & Management CO-OP (Co-op Program)	5	800
	Sarah Potter	PNB & Sociology (Honours)	4	800
	Vidya Prakash	Justice, Political Phil. & Law (Honours)	3	800
	Christian Pretto	Biomed Disc & Commercializatn (Honours)	4	800
	Ian Prins	Software Eng & Mgmt CO-OP (Co-op Program)	3	800
	Jesse Provost	ISCI (Math & Stat Conc) (Honours)	4	800
	Christina Puccinelli	Biology & PNB (Honours)	4	800
	Giancarlo Pukas	Bach. of Health Sciences Hon (Honours)	3	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Robisa Pulendrarajah	Life Sciences CO-OP (Honours Co-op)	5	800
	Harveer Punia	Nursing - McMaster (Bachelors)	4	800
	Jaisil Punnasseril	Life Sciences (Honours)	4	800
	Varun Puri	Arts & Science (Honours)	4	800
	Tongchen Qu	Bachelor of Commerce (Honours)	4	800
	Darren Quan	Political Science (Honours)	3	800
	Hillary Quantrill	Health Studies & Gerontology (Honours)	4	800
	Malaika Qureshi	Life Sciences (Honours)	3	800
	Marija Radenovic	Psych., Neurosci. & Behaviour (Honours)	3	800
	Chamu Rajasekera	Software Eng(Game Design)CO-OP (Co-op Program	3	800
	Shruti Ramesh	Arts & Science (Honours)	4	800
	Natalia Ramirezvillota	Bachelor of Commerce (Honours)	3	800
	Adam Rankin	Civil Eng & Management CO-OP (Co-op Program)	4	800
	Coomal Rashid	Biology (Honours)	4	800
	Stephanie Rattray	Nursing - McMaster (Bachelors)	4	800
	Austin Read	Chemical Biology CO-OP (Honours Co-op)	3	800
	Hatim Rehman	Software Engineering CO-OP (Co-op Program)	3	800
	Hossein Rejali	Electrical & Biomedical Eng (Bachelors)	4	800
	Raheem Remtulla	Bach. of Health Sciences Hon (Honours)	4	800
	Joshua Riley	Anthropology (Honours)	4	800
	Samony Riyaz	Automation Engineering Tech (Co-op Program)	3	800
	Raja Rizwan	Life Sciences (Honours)	4	800
	Brayden Robinson	Bachelor of Commerce (Honours)	4	800
	Robert Rodford	Life Sciences (Honours)	4	800
	Carter Rolland	Mechanical Engineering CO-OP (Co-op Program)	3	800
	Adam Rose	Electrical Engineering CO-OP (Co-op Program)	4	800
	Madeleine Rudolph	Biomed Disc & Commercializatn (Honours)	4	800
	Brandon Rufino	Electrical & Biomed Eng CO-OP (Co-op Program)	3	800
	Stefany Ruggiero	Kinesiology (Honours)	3	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Martin Rupes	Mechatronics Eng & Mgmt CO-OP (Co-op Program)	3	800
	Sabrina Russ	Justice, Political Phil. & Law (Honours)	4	800
	Luke Ryan	Nursing (Basic Accelerated) (Bachelors)	3	800
	Veronica Sacco	Arts & Science (Honours)	4	800
	Muskaan Sachdeva	Bach. of Health Sciences Hon (Honours)	4	800
	Jessica Sadri-Gerrior	Kinesiology (Honours)	3	800
	Danyal Saeed	Bachelor of Health Sciences (Bachelors)	3	800
	Kulsum Saeed	Life Sciences (Honours)	3	800
	Amna Saigal	Life Sciences CO-OP (Honours Co-op)	3	800
	Nicole Sala	Nursing - McMaster (Bachelors)	4	800
	Mitchell Salisbury	Bachelor of Commerce (Honours)	3	800
	Caelen Salisbury-White	Peace Studies & Religious St (Honours)	4	800
	Sarah Sandor	A&S and Molecular Bio & Gen (Honours)	3	800
	Matthew Saric	Bachelor of Commerce (Honours)	4	800
	Leah Sather	A&S and Molecular Bio & Gen (Honours)	3	800
	Gordon Savic	Biotechnology (Co-op Program)	4	800
	David Saweris	Mechanical Engineering CO-OP (Co-op Program)	4	800
	Christina Scavuzzo	Life Sciences (Honours)	3	800
	Jenna Schlorff	Bach. of Health Sciences Hon (Honours)	4	800
	Heidi Schneider	Geography (Honours)	3	800
	Nicole Schollen	Cognitive Science of Language (Honours)	4	800
	Keri Schrader	Bachelor of Commerce (Honours)	3	800
	Holly Schweitzer	Economics & Mathematics (Honours)	3	800
	Caleb Seward	Life Sciences (Honours)	3	800
	Sam Shafiee	Actuarial & Financial Math (Honours)	3	800
	Nishwa Shah	Bach. of Health Sciences Hon (Honours)	4	800
	Faruk Shaikh	Kinesiology (Honours)	3	800
	Arjun Sharma	Life Sciences (Bachelors)	3	800
	Manu Sharma	Life Sciences CO-OP (Honours Co-op)	5	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Nischal Sharma	Life Sciences (Honours)	3	800
	Rahul Sharma	Biochem(Biomed Res Spec CO-OP) (Honours Co-op)	3	800
	Jordan Shaw	Bachelor of Commerce (Honours)	4	800
	Emily Sheppard	A&S and Political Science (Honours)	4	800
	Daniella Sherman	Social Psychology (Honours)	3	800
	Muhammad Shoaib	Chemical Biology CO-OP (Honours Co-op)	5	800
	Healey Shulman	Life Sciences (Honours)	4	800
	Harjot Sidhu	Life Sciences CO-OP (Honours Co-op)	5	800
	Tegbir Sidhu	Kinesiology (Honours)	3	800
	Sophia Silverton	Arts & Science (Honours)	3	800
	Melanie Silvestro	Justice, Political Phil. & Law (Honours)	4	800
	Maria Simmons	Studio Art (Honours)	4	800
	Julia Simpson	Nursing - McMaster (Bachelors)	3	800
	Stephanie Skanes	Biochemistry (Honours)	3	800
	Natalie Sloof	Kinesiology (Honours)	4	800
	Nathan Smith	Automotive & Vehicle Eng Tech (Co-op Program)	4	800
	Kaiwen Song	Bachelor of Health Sciences (Bachelors)	3	800
	Lily Southcott	Chemical Biology CO-OP (Honours Co-op)	5	800
	Allison Spadoni	Classics & Anthropology (Honours)	4	800
	Noah Spencer	Arts & Science (Honours)	3	800
	Jaclyn Spitzig	Bach. of Health Sciences Hon (Honours)	4	800
	Maxwell Stafford	Bachelor of Commerce (Honours)	3	800
	Jeremy Stanford	Automation Engineering Tech (Co-op Program)	4	800
	Julianna Stangroom	ISCI (Biology Concentration) (Honours)	4	800
	Sean Stel	Electrical Eng & Mgmt CO-OP (Co-op Program)	4	800
	Rosalyn Stetler-Bozek	Bachelor of Commerce (Honours)	3	800
	Madeline Steynor	Bachelor of Commerce (Honours)	3	800
	Laura Stothart	Sociology & Social Work (Bachelors)	4	800
	Austin Strutt	History (Honours)	4	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Peter-john Stypa	Electrical Eng & Mgmt CO-OP (Co-op Program)	5	800
	Raiya Suleman	Bachelor of Health Sciences (Bachelors)	3	800
	Stephanie Sushko	Arts & Science (Honours)	3	800
	Alexander Sutherland	Chemical Engineering (Bachelors)	3	800
	Vidushi Swarup	Life Sciences (Honours)	4	800
	Claire Sweeny	A&S and Music (Honours)	3	800
	Lamia Syed	Justice, Political Phil. & Law (Honours)	3	800
	Saifuddin Syed	Biotechnology (Co-op Program)	3	800
	Parwinder Taank	Mathematics & Statistics CO-OP (Honours Co-op)	5	800
	Cameron Taheri	Bachelor of Health Sciences (Bachelors)	3	800
	Amar Takrani	Kinesiology (Honours)	4	800
	Karan Talwar	Life Sciences (Honours)	4	800
	Johnson Tan	Mathematics & Statistics CO-OP (Honours Co-op)	3	800
	Jason Tang	Justice, Political Phil. & Law (Honours)	3	800
	Maria Tauqir	Biology (Physiology) (Honours)	4	800
	Jack Templeton	Bachelor of Commerce (Honours)	3	800
	Emily Thompson	Nursing - McMaster (Bachelors)	3	800
	Mackenzie Thomson	Bachelor of Commerce (Honours)	3	800
	Sarah Thornley	Geography & Social Work (Bachelors)	4	800
	Courtney Tidd	Cognitive Science of Language (Honours)	3	800
	Matthew Togmus	Bachelor of Commerce (Honours)	3	800
	Amanda Tran	Life Sciences (Honours)	4	800
	Maxwell Tran	Bach. of Health Sciences Hon (Honours)	4	800
	Lindsey Trotter	Cognitive Science of Language (Honours)	3	800
	Catherine Truong	Life Sciences (Honours)	4	800
	Longyin Tse	Kinesiology (Honours)	3	800
	Elliot Tung	Social Psychology (Honours)	3	800
	Paula Turner	Anthropology (Honours)	4	800
	Evan Ubene	Chem Eng & Management CO-OP (Co-op Program)	3	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Katherine Van	Biochemistry (Honours)	3	800
	Samantha Van Every	Med Rad Sci Radiography (Bachelors)	4	800
	Zachary Van Galen	Civil Engineering & Management (Bachelors)	4	800
	Marcel Vanbeilen	Bachelor of Commerce (Honours)	3	800
	Cody Vanderkooi	Civil Engineering & Management (Bachelors)	3	800
	Julia Varanese	Cognitive Science of Language (Honours)	4	800
	Lindsay Varkey	Anthropology & Sociology (Honours)	4	800
	Diana Vasquez-cruz	Bachelor of Commerce (Honours)	4	800
	Robert Ventresca	Civil Eng & Management CO-OP (Co-op Program)	4	800
	Winston Vernon	Electrical Engineering CO-OP (Co-op Program)	4	800
	Flora Vieira Zamora	Nursing (Basic Accelerated) (Bachelors)	4	800
	Jesse Vine	Automation Engineering Tech (Co-op Program)	4	800
	Ian Vishnu	Chemical Biology CO-OP (Honours Co-op)	3	800
	Matthew Vukovic	Eng Physics & Management (Bachelors)	5	800
	Adam Wade-Vallance	Bach. of Health Sciences Hon (Honours)	3	800
	Felicia Wagler	Nursing - McMaster (Bachelors)	3	800
	Kathryn Waite	Anthropology (Bachelors)	3	800
	Catherine Walsh	Nursing - McMaster (Bachelors)	4	800
	Dominic Wang	Bach. of Health Sciences Hon (Honours)	4	800
	Yijia Wang	Bachelor of Commerce (Honours)	3	800
	Zhi Wang	Mechanical Engineering CO-OP (Co-op Program)	4	800
	Ziqi Wang	Bachelor of Health Sciences (Bachelors)	3	800
	Christine Wardell	Life Sciences (Honours)	4	800
	Stephanie Warden	Nursing (Basic Accelerated) (Bachelors)	4	800
	Brendan Wehby-Malicki	Social Psychology (Honours)	3	800
	Jiarun Wei	Biochemistry (Honours)	4	800
	Valerie Welch	Nursing (Basic Accelerated) (Bachelors)	4	800
	Robert White	Mathematics & Statistics CO-OP (Honours Co-op)	4	800
	Ginny Wiken	Nursing - McMaster (Bachelors)	4	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Sean Wilson	Economics (Honours)	3	800
	Matthew Winters	Civil Eng & Management CO-OP (Co-op Program)	3	800
	Michelle Wiskar	Actuarial & Finance Math CO-OP (Honours Co-op)	4	800
	Dariusz Wodala	Civil Eng & Management CO-OP (Co-op Program)	3	800
	Peter Wojnicki	Chemical Biology (Honours)	3	800
	Andrew Wong	Kinesiology (Honours)	3	800
	Brenton Wong	Bach. of Health Sciences Hon (Honours)	4	800
	Cynthia Wong	Biochemistry (Biomed Res Spec) (Honours)	3	800
	Mitchell Wong	Eng Physics & Management CO-OP (Co-op Program)	3	800
	Stanley Wong	Biology (Honours)	4	800
	Kristin Wright	Bachelor of Health Sciences (Bachelors)	3	800
	Nicholas Wright	Mech Eng & Management CO-OP (Co-op Program)	3	800
	Vince Wu	Biochem(Biomed Res Spec CO-OP) (Honours Co-op)	3	800
	Quinlan Wylie	Biochem(Biomed Res Spec CO-OP) (Honours Co-op)	5	800
	Max Xia	Kinesiology (Honours)	3	800
	Jesse Xiao	Med Rad Sci Radiography (Bachelors)	4	800
	Wen Xie	Bachelor of Commerce (Honours)	3	800
	Richard Xu	PNB (Mental Health Spec.) (Honours)	4	800
	Kaidi Yan	Bachelor of Commerce (Honours)	3	800
	Nicole Yan	Biomed Disc & Commercializatn (Honours)	3	800
	Tianxiao Yang	Mechanical Engineering CO-OP (Co-op Program)	4	800
	Wid Yaseen	Biology & PNB (Honours)	4	800
	Francis Yavitt	Chemical Eng & BioEng (Bachelors)	5	800
	Elliott Yee	Arts & Science (Honours)	4	800
	Isaac Yellan	Molecular Bio & Genetics CO-OP (Honours Co-op)	4	800
	Yulika Yoshida-Montezum	Molecular Bio & Genetics CO-OP (Honours Co-op)	4	800
	Hang Yu	Bachelor of Health Sciences (Bachelors)	3	800
	Ruixuan Yu	Bach. of Health Sciences Hon (Honours)	3	800
	Hwa Yun	Biology & Pharmacology CO-OP (Honours Co-op)	3	800

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The University (Senate) Scholarships	Shanshan Yun	A&S and History (Honours)	3	800
	Myshal Zaheer	Bachelor of Commerce (Honours)	3	800
	Sarah Zaki	Psych., Neurosci. & Behaviour (Honours)	4	800
	Katrina Zanetti	Nursing (Basic Accelerated) (Bachelors)	4	800
	Oscar Zaranek	Multimedia (Honours)	4	800
	Chen Zhang	Bachelor of Health Sciences (Bachelors)	3	800
	George Zhang	Electrical Engineering CO-OP (Co-op Program)	3	800
	Kailai Zhang	Bachelor of Health Sciences (Bachelors)	3	800
	Qian Hui Zhang	Bachelor of Commerce (Honours)	4	800
	Yilin Zhang	Biology (Honours)	4	800
	Menger Zhao	Nursing - McMaster (Bachelors)	3	800
	Zi Zhao	Bach. of Health Sciences Hon (Honours)	4	800
	Zhengyang Zhou	Bachelor of Health Sciences (Bachelors)	3	800
	Tyler Zimmer	Life Sciences (Bachelors)	3	800
	Karl Zimmermann	Chemical Eng & BioEng CO-OP (Co-op Program)	5	800
	Sara Zukowski	Nursing (Basic Accelerated) (Bachelors)	4	800
	Noah Zwiep	Mechatronics Eng & Mgmt CO-OP (Co-op Program)	3	800
	Victoria Zyma	Mechanical Engineering CO-OP (Co-op Program)	4	800
The Vale Canada Ltd. Scholarship in Environmental Science	Kevin Yang	Earth & Environmental Sciences (Honours)	4	2000
The Vale Canada Ltd. Scholarship in Materials Engineering	Alyssa Haas	Materials Eng & Society CO-OP (Co-op Program)	2	1900
The Valley City Manufacturing Co. Ltd. Scholarships	Christine Jo	Life Sciences (Honours)	3	1600
	Andrew Kwong	Biochemistry (Biomed Res Spec) (Honours)	2	1600
The Varey Scholarship	Emily Chambers	Classics & Anthropology (Honours)	3	275
The Allan R. Veall Scholarship in Environmental Economics	Ali Sina Ahmadi	Economics (Honours)	4	1000
The Jim Waddington Prize in Physics & Astronomy	Georgia Thomas	Physics CO-OP (Honours Co-op)	2	1000
	Yanran Xie	Physics (Honours)	2	1000
The Walker / Middleton Fieldwork Scholarship	Shelley Rottenberg	Geog & Environmental Sciences (Honours)	3	500
The Waller Family Music Cognition Scholarship	Dawn Hewitt	Music (Music Cognition) (Honours)	4	2000
The Waller Family Music Scholarship	Laura McNabb	Music (Music Cognition) (Honours)	4	2000

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The WalterFedy Engineering Scholarship	Colin O'Brien	Mechanical Eng & Management (Bachelors)	5	2500
The Melinda Wapshaw Achievement Award	Brittany Farr	Peace Studies & Labour Studies (Honours)	4	300
The F. W. Waters Scholarship in Philosophy	Serena Salvati	English/Cultural St & Philos (Honours)	4	750
The F. W. Waters Scholarship in Philosophy for Part-Time Students	Charles Bakker	Philosophy (Honours)	3	250
The Sam Watson Memorial Community Contribution Award	Gali Katznelson	Arts & Science (Honours)	4	
	Ryan Peters	Science Exit Degree (Bachelors)	3	
The Viola E. Webster Foreign Study Award	Sameera Singh	Philosophy & PNB (Honours)	3	2500
The Ralph Weekes Scholarship	Raffi Thomasian	Economics (Honours)	4	800
The Westcast Industries Continuous Learning Community Contributi	Vanessa Raponi	Materials Eng & Mgmt CO-OP (Co-op Program)	4	
The Howard P. Whidden Scholarship	Laura McNabb	Music (Music Cognition) (Honours)	4	1500
The Whidden Hall Residence Scholarship	Xi Zhang	ISCI (Biochemistry Conc.) (Honours)	2	750
The R. M. Wiles Memorial Book Prize	Beatrice Hammond	Art Hist & English/Cultural St (Honours)	3	250
	Pamela McIntyre	English & Cultural Studies (Honours)	4	250
The T. Russell Wilkins Memorial Scholarships	Seana Adams	Bach. of Health Sciences Hon (Honours)	3	4600
	Elizabeth Digiacomio	Nursing - McMaster (Bachelors)	3	4600
The Marjorie and Charles Wilkinson Scholarship	Alison Imrie	Religious Studies (Bachelors)	3	450
The Thomas E. Willey Scholarship	Scott Van Wetten	History (Honours)	4	400
The Allan and Joy Williams Community Contribution Award	Paige Maylott	English & Cultural Studies (Honours)	4	
The Williamson Family Commerce Scholarship	Sameen Mumtaz	Bachelor of Commerce (Honours)	2	1500
The Steve Wilson Scholarship in Corporate Finance	Quinn Lees	Bachelor of Commerce (Honours)	3	2000
The David Winch Memorial Scholarship	Noah Greenspoon	Peace Studies & Religious St (Honours)	3	500
The Women's Art Association Scholarships	Safiyyah Figaro	Studio Art (Honours)	2	500
	Sarah Sproule	Studio Art (Honours)	3	500
The Lindy Wee Wong International Outreach Award	Shicheng Jin	Bachelor of Health Sciences (Bachelors)	3	1000
	Suhasini Rao	Bach. of Health Sciences Hon (Honours)	4	1000
The Woodstock Hall Residence Scholarship	Christopher Schankula	Software Eng & Society CO-OP (Co-op Program)	2	750
The Wouters Family Scholarship	Michelle MacDonald	Hlth, Aging & Soc & Social Wrk (Bachelors)	4	1000
The Ivor Wynne Memorial Prize	Elizabeth Jenkins	Kinesiology (Honours)	4	250
The Marguerite Z. Yates Scholarship	Christine Jo	Life Sciences (Honours)	3	225

Award Description	Student Name	Program Description	Agenda Item IV Attachment III	Value*
The Yates Scholarships	Rem Aziz	Chemical Biology CO-OP (Honours Co-op)	5	800
	Raees Cassim	Bachelor of Health Sciences (Bachelors)	3	800
	Angela Chen	Kinesiology (Honours)	2	800
	He Chen	Bach. of Health Sciences Hon (Honours)	3	800
	Valerie Cui	Bachelor of Health Sciences (Bachelors)	3	800
	Nicole Falzone	Bachelor of Health Sciences (Bachelors)	3	800
	Xue Jiang	Bachelor of Health Sciences (Bachelors)	3	800
	Andreea Kiss	Bach. of Health Sciences Hon (Honours)	2	800
	Celia Kwan	Bach. of Health Sciences Hon (Honours)	4	800
	Anna Lee	Bach. of Health Sciences Hon (Honours)	2	800
	Annie Mak	Biochem(Biomed Res Spec CO-OP) (Honours Co-op)	2	800
	Anika Shah	Life Sciences (Honours)	2	800
	Megan Wang	Bachelor of Health Sciences (Bachelors)	3	800
The Gladys A. Young Scholarship	Tristan Goodwill	ISCI (Physics Concentration) (Honours)	4	1600
The Manuel and Lillian Zack Scholarship	ELEANOR Mannell	Nursing (Post RPN) - Conestoga (Bachelors)	4	1800
The Zenon Environmental Community Contribution Awards	Saad Amjad	Electrical Engineering CO-OP (Co-op Program)	4	
The Zoom Media Community Contribution Awards	Mei Lin Chen	Bach. of Health Sciences Hon (Honours)	4	
	Malcolm Hartman	Bach. of Health Sciences Hon (Honours)	4	

* blank award values indicate non-monetary awards

Thursday, September 21, 2017

**Student Financial Aid & Scholarships
Major University & External Awards Selection Committee
As of September 21, 2017**

The Committee is responsible for the selection of the recipients of the following scholarships.

- Rhodes Scholarship
- Renaissance
- Killam Fellowship Exchange Program
- University-wide Travel Scholarships by application
- Graduand & In-course Scholarships by application

Current UCAC Chair: Dr. Ruth Chen, Associate Professor, School of Nursing

2015/16 Chair: Ken Coley, Associate Dean, Faculty of Engineering

MEMBERSHIP

<u>NAME</u>	<u>DEPT.</u>	<u>FACULTY</u>
William Allender	Marketing	Business
Sandra Colavecchia	Sociology	Social Science
Carolyn Eyles	School of Interdisciplinary Science	Science
John MacLachlan	Geog. & Earth Science	Science
Lynn Martin	Nursing	Health Sciences
Karen McGarry	Anthropology	Humanities
Zahra Motamed	Asst. Prof.	Engineering
Bridget O'Shaughnessy	Economics	Social Sciences
Dmitry Pelinovsky	Math & Stats	Science
Kalai Saravanamuttu	Chemistry	Science
Mary Silcox	English&Cult.Stud.	Humanities
Matt Valeriote	Math/Stats	Science
Doug Welch	Vice-Provost and Dean of Graduate Studies	

TRAVEL & EXCHANGE SCHOLARSHIP REPORTS

2015 Summer

Aria Azizi

THE MARIA CHAN SCHOLARSHIPS FOR INTERNATIONAL STUDIES IN BUSINESS

Established in 1999 by Professor Luke Chan and his family in support of students in the DeGroote School of Business who wish to pursue academic studies abroad. A variable number of scholarships to be awarded to students participating in one of McMaster's formal exchange programs who, in the judgment of the Faculty of Business, demonstrate notable academic achievement.

Value: \$1,000

2015 Fall

Rachel Bierbrier

THE CIM INTERNATIONAL OUTREACH TRAVEL AWARD (HSC)

Established in 2006 by Michael P. Smith and CIM Limited. To be awarded to a student in the Bachelor of Health Sciences (Honours) program who will be taking Health Sciences courses in the following Spring/Summer or in the following Fall/Winter terms which include travelling and volunteering in underdeveloped, disadvantaged areas outside of Canada. The student must demonstrate contributions to the betterment of life through special initiatives.

Value: \$1,000

2015-16 Fall/Winter

Emily Buddo

THE DISCOVERY OF LANGUAGES STUDY ABROAD SCHOLARSHIP (H)

Established in 2011 by Linda White B.A. (Class of '80), M.A. (Class of '83). To be awarded to a student who has completed at least 30 units beyond Level I in a program in the Department of Linguistics & Languages or the Department of French, and who has attained notable academic standing. The purpose of the scholarship is to assist students with travel and study for academic credit during the Fall/Winter terms in a country where English is not the first language. Preference given to those who are participating in one of McMaster's formal exchange programs.

Value: \$2,500

Mackenzie Crumb

THE LINGUISTICS AND LANGUAGES TRAVEL SCHOLARSHIP

Established in 1991 by the Department of Modern Languages and Linguistics. To be awarded to a student who has completed at least 30 units beyond Level I in a program in Cognitive Science of Language or Linguistics and who, in the judgment of the Department of Linguistics and Languages, has attained notable academic standing. The purpose of the scholarship is to assist with travel expenses to study and travel abroad. Priority will be given to a student participating in the Humanities Study Elsewhere Program.

Value: \$925

Vanessa Ho

THE SCOTIABANK COMMERCE EXCHANGE PROGRAM AWARDS

Established in 2011 by Scotiabank in support of students in the DeGroote School of Business who wish to pursue academic studies abroad. To be awarded to students who demonstrate notable academic achievement and are participating in one of McMaster's formal exchange programs in the DeGroote School of Business in a country in which Scotiabank has operations.

Value: \$2,500

2016 Summer

Kathleen Johnson

THE RONALD WILLIAM MERKEL TRAVEL SCHOLARSHIP IN ENGINEERING

Established in 2008 by Brad Merkel, B.Eng.Mgt. (Class of '85). To be awarded to a student in the Faculty of Engineering who, in the judgment of a selection committee, demonstrates high academic achievement and is pursuing either a study, work or co-op placement outside of North America or an international relief or development project in an underdeveloped, disadvantaged area outside of North America. Preference to be given to a student involved with Engineers without Borders.

Value: \$2,500

Alexandra Kilian

THE T. RUSSELL WILKINS MEMORIAL SCHOLARSHIPS

Established in 1963 by bequest of Mrs. T. Russell Wilkins (B.A. '18 Brandon, M.A. '32), daughter of former Chancellor Howard P. Whidden, in memory of her husband, Dr. T. Russell Wilkins (Class of '11). Two scholarships to be awarded to students in their penultimate level of an Honours program in Arts and Science, Health Sciences or Science who have demonstrated outstanding academic achievement. In addition, the students should demonstrate a lively interest in the humanities and in the human and social implications of scientific developments. The purpose of the scholarship is to enable the winners to spend the summer before the final Fall/Winter session in travel and study outside Canada.

Value: \$4,600

Eric Lim

THE JOHN P. EVANS TRAVEL SCHOLARSHIP

Established in 1991 by many friends, colleagues, students and graduates of McMaster University as a tribute to John (Jack) P. Evans upon his retirement as Associate Vice-President, University Services and Secretary of the Board of Governors in recognition of his 25 years of outstanding contribution to the University Community. To be awarded to a student who has completed at least 30 units beyond Level I of an Honours program with notable academic standing and has demonstrated a scholarly interest in some aspect of Asian languages, history or cultures, with preference being given to a student wishing to study in China.

Value: \$1,500

Nadine McIntosh

THE CLARA I. ELMAN TRAVEL SCHOLARSHIPS

Established in 2006 by Clara I. (Graham) Elman (Class of '46), Faculty member in the School of Nursing from 1949 to 1953. To be awarded to students who are enrolled in Level III of a B.Sc.N. program and who will be completing a Level IV clinical course in a Canadian outpost placement.

Value: \$2,000

Dominic Wang

THE T. RUSSELL WILKINS MEMORIAL SCHOLARSHIPS

Established in 1963 by bequest of Mrs. T. Russell Wilkins (B.A. '18 Brandon, M.A. '32), daughter of former Chancellor Howard P. Whidden, in memory of her husband, Dr. T. Russell Wilkins (Class of '11). Two scholarships to be awarded to students in their penultimate level of an Honours program in Arts and Science, Health Sciences or Science who have demonstrated outstanding academic achievement. In addition, the students should demonstrate a lively interest in the humanities and in the human and social implications of scientific developments. The purpose of the scholarship is to enable the winners to spend the summer before the final Fall/Winter session in travel and study outside Canada.

Value: \$4,600

2016 Fall

Danielle Burnison

THE SCOTIABANK COMMERCE EXCHANGE PROGRAM AWARDS

Established in 2011 by Scotiabank in support of students in the DeGroote School of Business who wish to pursue academic studies abroad. To be awarded to students who demonstrate notable academic achievement and are participating in one of McMaster's formal exchange programs in the DeGroote School of Business in a country in which Scotiabank has operations.

Value: \$2,500

2016 Winter

Megan Abbey

THE A.G. ALEXANDER SCHOLARSHIPS

Established in 1938 and augmented in 1946 by Sir Douglas Alexander, and members of his family, in memory of Archibald Grieg Alexander. A variable number of scholarships to be awarded to students who have completed Level I and an additional 30 - 75 units on the basis of excellence in an Honours program in the Faculty of Humanities. The purpose of the scholarships is to enable the recipients to study outside Canada during the twelve months prior to the final Fall/Winter terms.

Value: \$5,500 each

Xiucheng Wang

THE JOHN P. EVANS TRAVEL SCHOLARSHIP

Established in 1991 by many friends, colleagues, students and graduates of McMaster University as a tribute to John (Jack) P. Evans upon his retirement as Associate Vice-President, University Services and Secretary of the Board of Governors in recognition of his 25 years of outstanding contribution to the University Community. To be awarded to a student who has completed at least 30 units beyond Level I of an Honours program with notable academic standing and has demonstrated a scholarly interest in some aspect of Asian languages, history or cultures, with preference being given to a student wishing to study in China.

Value: \$1,500

The CIM International Travel Award

Rachel Bierbrier

The mission of the International Vaccine Access Center (IVAC) at Johns Hopkins Bloomberg School of Public Health in Baltimore, USA is, “*to accelerate global access to life-saving vaccines through development and implementation of evidence-based policies.*” The center focuses on translating evidence into accessible information of use to policy makers for vaccine introduction decisions. I interned at this world-renowned institution from September 2015 to December 2015.

The internship consisted of two diverse projects. The first included advocacy for World Pneumonia Day. The goal of World Pneumonia Day is to raise awareness of the global burden of pneumonia and to advance pneumonia on the global agenda. Many are not aware that pneumonia is the leading killer of children under five globally. I learned how to strategically communicate information as I worked with IVAC’s Policy, Advocacy and Communications team. The second project was a systematic review on PCV13 – a vaccine for pneumococcal pneumonia. Being a part of the systematic review process taught me to synthesize data in order to provide important high-level evidence.

Overall, I thoroughly enjoyed studying abroad and grew from the sojourn at Johns Hopkins. This exposure was a critical additional component to my education at McMaster. Not only did I have the opportunity to work with and learn from exceptional individuals at another leading institution but I also experienced another university’s culture and participated in exciting and meaningful projects. I returned to McMaster a more mature and confident student. I greatly appreciate the generous support from McMaster and the Faculty of Health Sciences to pursue this internship. It would not have been possible without the CIM International Travel Award.

Maria Chan Intl Studies in Bus

Aria Azizi

Dear generous donor,

It goes without saying that I am eternally thankful for this scholarship. Exchange has changed the way I think, deal with problems and live. The four and a half months in Lille and the rest of Europe were very life-altering as I realized that we don't live to work, we work to live. With that being said, I shifted my life to do things I enjoy and am passionate about, stress less and live more. I think we often forget that everyone has the same 24 hours. We must make the most of it, and at the same time enjoy it. I returned to McMaster with an attitude to continue the lifestyle I thoroughly enjoyed and had been accustomed to in Europe. And I can tell you – it works fine on this side of the pond too.

Thank you for new friends in new places. Thank you for 31 cities in 17 countries. Thank you for 26 flights and 32 train rides. For the airport busses that were more expensive than the flights. Thank you for the countless pain au chocolates (chocolate croissants) and baguettes. For the photos that I'll cherish forever. Thank you for the opportunity to take 14 niche marketing courses. Thanks for all those late nights, studying or having fun. Thanks for the Goulash in Hungary, the Tapas in Spain, the Beer in Dublin. Thank you for Christmas in Sweden. And for the flight home.

Thank you for opening my eyes to a world with so many different perspectives and thinking styles. Thank you for an experience of a lifetime.

Best Regards,

Aria Azizi

1. **Your Specs:** What program are you in at McMaster, what courses did you take abroad and what credits will you receive? Give some history as to your academics, amount of course flexibility, etc assuming a student in your own program is reading the guide.

Specs:

Name: Emily Buddo

Program at McMaster: Cognitive Science of Language

Exchange School: Amsterdam University College (part of the University of Amsterdam)

Courses Taken while Abroad:

- Addiction
- Global Leadership
- History and Heritage of the Dutch Golden Age
- Performing Arts (Music – Singing)

All of these transferred back as elective courses.

I was lucky enough to be able to take all electives while I was abroad. This year (fourth year), I have had to take many of my course requirements to be able to graduate on time but it was doable and worth it in my case. Amsterdam University College is a very small school, all classes are in one academic building and there are around 1000 students in the school (around half are Dutch and half are full-time international students).

2. **Classes:** What was the class structure & learning like in the courses you took abroad? How was it like to learn and discuss with your international peers?

The class sizes at Amsterdam University College (AUC) were much smaller than I have been used to at McMaster. All of them were capped at a maximum of around 25 students but most of my classes had less than 15. This made for a very personal experience. All of my professors knew my name, and I got to know quite a few of my classmates.

All courses had ongoing assessment (similar to McMaster). This meant that I had at least 5 assessments throughout the semester in each course. There was usually a midterm and a final exam as well as a final paper and a presentation in each class. The fifth assessment varied per class. AUC prides itself on being the excellent and diverse people and I really enjoyed hearing perspectives from all of my international peers. An example of this is during my Addictions class we could discuss drug policies in our own countries. I ended up writing my final paper about how the Netherlands should adopt similar anti-smoking policies to Canada as I noticed that there were many more young smokers in the Netherlands than in Canada. Having five assessments throughout the term can also have its cons if you are wanting to travel a lot, because you could be missing a critical class. Also you're not allowed to miss more than 5 of each class so if you're going abroad to travel more than study then perhaps AUC is not the best choice.

Since we had such small class sizes we were able to do some really amazing things. For Global Leadership class I interviewed a local manager/leader who works internationally. This was to study global leadership through a case study and build theory from the bottom up. In my performing arts class, we all had to write our own songs and ended up performing in a private studio on one of the most famous streets in the Netherlands. There were also field trips in all of my classes – for Dutch History we did a city walk, museum visit, and visits to nearby towns (the Hague and Leiden). For Addiction, we met with former and current drug addicts to see what a nearby organization was doing to support drug users in the city, and get them off the streets. For performing arts, we went to see the Opera in downtown Amsterdam. All of these were paid for by the university as well (bonus!). These trips really helped me to get to know the city and gave me the opportunity to connect with and learn from locals of all ages and backgrounds.

3. Housing: Did you live on or off-campus? Outline the benefits/negatives of your housing situation. Would you choose to live there again knowing now what the accommodation is like?

I lived on campus. All students who attend Amsterdam University College (not the University of Amsterdam) must live in their one residence building on campus. It makes for a wonderful living and learning community. There were multiple committees (what we would call clubs) that regularly put on events in the building – i.e. dormsessions brought in local musical talent once a month. It was free and hosted it in a conveniently close common room. They also hosted yoga sessions multiple times a week. I really enjoyed the experience because everyone you met in classes and all of your friends were never too far away. Additionally, the residence building is only about a seven-minute walk to the academic building. This was really nice for going home between classes for meals or when the weather was insane and you weren't able to bike. I guess one negative of living at AUC is that you are not in the city centre, and it is not super picturesque – you're not living on a canal or anything. However, you are only about a 10-minute bike ride to the historic canals of the city (25 minutes to the city centre). I think that students who attended the University of Amsterdam instead of AUC were much more spread out around the city so there was probably less opportunity to live close to your class mates etc. I would still make the choice to go to AUC and live in their dorms if I had to do it over again.

4. Host City & University: campus atmosphere, clubs and opportunities to get involved, public transit options (local and for travel abroad), city biking, shopping areas, bar scene, best areas to explore, outdoor markets, local festivals, etc.)

The campus atmosphere was fairly nice. I personally enjoyed learning and living with a much smaller community. There was always someone that you knew at dorm parties or in the Academic Building. I personally did not get involved in any clubs but there are many committees (clubs) that you could potentially get involved with. I am very involved at McMaster and took this semester as a bit of a break from having lots of responsibility. As such, I mostly attended events that were planned by others at the school. These included poetry readings, parties at the student run AUCafé (they serve 1 euro beers), other social events to local clubs

put on by the Solace Party board and much more. I also went on the Junket (a club name) trip to Prague over Easter Break. This was an incredible (and affordable) experience. I think the trip was 70 euros and included 2 nights in hostel and 2 overnight buses from our dorms to our hostel in Prague. This was where I made some great friendships with Dutch students. I also attended the TedxAU College event and really enjoyed the night at Bimhuis – a jazz hall right by central station.

The primary mode of transportation in the Netherlands is of course the bike. I purchased my bike at the start of the semester and used it throughout the whole term. (Some are not so lucky as bike theft is huge in the Netherlands). My advice would be to get a bike that will do the job but isn't too nice, additionally to park it in well-lit places, and to keep it inside overnight if possible. I personally loved biking everywhere in the city and wish it was safer to do so in Canada. For travelling abroad there is a train stop on campus that takes you right to the airport for around 5 euros.

I had many favourite places in the city. I loved the Albert Cuyp market where I bought everything from fresh vegetables, to discount birkenstocks, to formal dresses, to amazing feta spreads (peppadew was my favourite). There was also Dappermarkt that was closer to where I lived in the East (Oost) that was also a great market if you just wanted to get food. I also enjoyed spending time on Leidseplein when I wanted to go out with friends. We had a favourite jazz café there called café Alto. Other favourite places were different cafés in the east end of town where I would go to study. De jonge admiral, and coffee and coconuts were my two favourites. Also, you must check out the Turkish food in Amsterdam – there are super cheap Turkish markets where you can buy your vegetables, but also the Turkish restaurants are great. Try kapsalon – it is basically fries with Turkish döner meat on it with garlic sauce and tomatoes and cheese. It's basically the Amsterdam poutine and is only in the Netherlands (as far as I know).

When you're in the Netherlands you'll also discover Kings Day. This is the Dutch equivalent of Canada day or St. Patrick's Day. Celebrating Kings Day in downtown Amsterdam could be one of my absolute favourite memories during exchange. Everyone dresses up in orange and drinks together in the streets. There are lots of free music festivals and people driving through the canals on boats. It's just a great celebration. Also, in my experience everyone was very civilized. I also spent St. Patrick's Day in Ireland during exchange and honestly enjoyed Kings Day more. If you end up going on exchange somewhere close to the Netherlands I highly recommend attending Kings Day.

5. **Cost of Living:** How much did your exchange actually cost?! Where did the money go (main expenses), what resources did you pull from (scholarships). Advice for budgeting while on exchange. Advice regarding registering with local banks, best places for a good deal, areas to save....

Residence – 309euros a month around 460 candian eqivalent when I was there. – ended up being around 2600 I believe.

Groceries – about the same as Hamilton

Alcohol – cheaper than Hamilton

Bike – 75 euros including bike lock – had to pay for some maintenance

The actual cost of living I didn't find that much more expensive than living in Hamilton. The expensive part were the weekend trips and vacations throughout the experience. This can vary quite a bit. I think that I spent around \$10,000 all together.

I applied to the Discovery of Languages Study Abroad Scholarship which I used to cover tuition. This was a huge help.

I banked with ING while I was there, the school recommended it and set up appointments for us all when we arrived. AUC and UvA both are super helpful when you first arrive and throughout the semester. This makes a huge difference and really makes you feel welcome.

6. **Culture & Community:** What visible and invisible aspects of the local culture did you notice, either immediately or with time? What did you learn about the local host community; its history, values and/or aspirations?

I noticed that the Dutch are not as openly friendly as Canadians, however they will be friendly if you approach them first. Pretty much everyone can speak passible English in the Netherlands, however after some time, you notice that you miss things culturally. I absolutely love the culture and the city in Amsterdam. However, if I chose to go back there for a longer period of time I think that I would make it a larger priority to learn more passible Dutch than what I had learned on Duolingo.

7. **Why Study Abroad:** Has a term or year abroad benefited you, either personally, professionally or academically? Has it changed your perspective of the world, its people and places?

My semester in Amsterdam is without a doubt my favourite semester of university. I have gained further independence, problem solving skills, lasting international friendships, an appreciation for differing cultures and opinions, not to mention it was incredibly fun in the process. Travelling to different cities on a budget requires lots of problem solving when things don't go as planned. I remember being in Berlin and the train that we had planned to take

wasn't coming. This required that we problem solve and determine an alternate route to get where we wanted to go. It was a bit frustrating but in the end my friends and I worked it out together. I also gained a lot of independence. I did have the opportunity to travel on my own for a short period which meant I had to figure out what my priorities were and then plan (or not) accordingly. I remember taking an overnight train from Munich back to Amsterdam in a cabin with 4 other older men. I remember feeling very alone in that moment however I made it through the night and back to Amsterdam and was quite proud of myself.

Additionally, I gained many friends from all over the world. I became close with many other exchange students during our orientation, however throughout the semester I also became close with Dutch locals and other full-time international students. Having friends from all over the world makes for funny conversations about slang and customs but the best part is that I know that if I went to Australia, Germany, back to the Netherlands, or many different places in North America, I'd have a great place to crash with an even better friend. These friends are especially incredible because they were there while I did all of this growing and self-discovery. No one understands better than them how amazing exchange really is.

In addition, in my classes, I was exposed to many different perspectives that help me expand my thinking to have a more global mindset. For example, in my Additions class I think I learned the benefits of having more liberal and decriminalizing drug policies. However, I also got to share my opinion about how there should be other stricter drug policies that are more similar to Canada. Going on exchange did not come without consequence – leaving a spot on the skating team for example was something that was very difficult for me. However, I know that it was a once-in-a-lifetime experience. I have come away with more confidence in who I am and gained invaluable skills. I am so incredibly grateful for the experience it entailed and would strongly recommend it to everyone.

8. Photos: Send us your best photos of the university to include in the 'photo' section of the online search database.





In September of 2015, I was lucky enough to begin a year abroad in Lyon, France, at the Université Lumière Lyon 2. Having always planned an exchange year as one of my university goals, I think it was truly impossible to expect all the benefits that I could've potentially gained from studying abroad, making it an even more valuable experience than I could've imagined. I had heard many stories of meeting friends from around the world and travelling cheaply and consistently, but even these factors exceeded my expectations. Studying abroad not only helped me to experience another culture, but the independence that came with it helped me to gain more confidence in my academic life and social life, and has shaped my future goals to involve primarily the learning of new languages.

When I first arrived, I was in almost disbelief at the city of Lyon (it is still the most beautiful city I have visited). Every ten minutes, you can find a new beautiful part of the city: it is full of fountains, squares, beautiful architecture, river quays, look-out points, and there is some sort of festival or market every week. Having been insecure about my French level at the beginning, the amount of French was intimidating, but I was also excited to know that after one year I was going to improve dramatically.

I stayed in a student residence, which happened to be comprised of 80% international students, and this significantly affected my social life in Lyon. I did not hang out with as many French people as I imagined before my exchange, but getting to know people from elsewhere in the world had its own benefits: Ways of thinking that are produced from different cultures can only be understood by speaking with people who have completely different backgrounds, languages, and values from you, and can change your mentalities significantly if you let them. Countries like Romania, Brazil, and Nigeria now have appeal to me that they never had before, and so do the languages that are spoken there. I have begun taking Spanish lessons this year at Mac as a result, and have hopes to move to Brazil to learn Portuguese in the near future. Spending a year living with people my age who already know 3 or more languages set an entirely new bar for me.

Despite my lack of French friends, my French still improved dramatically thanks to school, daily activities such as grocery shopping and dealing with transportation, and the French friends that I did have. I also babysat a French boy for six months, and that helped my language level a lot as well. Improving my French was the most important thing to me during this year, and so I was determined to speak it whenever possible, even with other Anglophones. Some friends and I visited other French cities and French-speaking countries like Switzerland and Morocco, and it felt great to be able to communicate in multiple countries around the world in another language.

I do often miss Lyon, but I am also so happy to be home where I can apply all that I've learned in the past year. I can see things that were once normal to me from an outsider's perspective, being more attentive to people's accents, and the normalities of living in Hamilton, Ontario. I am proud to say that Lyon, France was my home for a certain amount of time (although I'm still in awe of how I ended up in such a beautiful place).

I hope to return to Lyon soon, to improve my French even further and reconnect with the friends that I made there. I feel much more confident in my language skills, and am willing to use them professionally (if there's anything I learned during my exchange, it is that one of my greatest and most valuable skills is my English level!). Being on exchange was expensive and difficult at first, but everything came together quickly and I now wonder what my life would be like if I hadn't chosen to go. It was a year of challenges and changes, but most importantly improvements, and gave me a clearer image of who I want to be in the future, personally and professionally.

The Scotiabank Commerce Exchange Award: The University of Bristol

Vanessa Ho
November 2, 2016

The Scotiabank Commerce Exchange Award
Vanessa Ho

Your Specs

I am an Honours Commerce student at McMaster University, specializing in Human Resources. I went to the University of Bristol in England from January – May 2016 for one semester abroad. While studying at the University of Bristol, I took EFIM20005 Management Science, EFIM20012 Taxation, and EFIM20019 Public Management. With the approval from the DeGroote School of Business, **EFIM20005 Management Science** was a course equivalent for **COMMERCE 3QA3**. Likewise, with the approval from the Department of Social Sciences, **EFIM20012 Taxation** was a course equivalent for **ECON 3C03**. As per my request, **EFIM20019 Public Management** became transfer credits for three non-commerce electives. This is because although I took three courses abroad, they were worth 60 CATS in total, which was equivalent to 15 McMaster units.

As I am an Honours Commerce student, the mandatory courses were difficult to find equivalents for at the host university in terms of semesters they were offered and their availability due to students filling the courses before hand as we chose courses after the official school registration when we arrived at the university. This meant I had to take a lot of my mandatory courses in my first semester prior to my semester abroad while utilizing my course credits abroad as non-commerce elective course credits. Having the courses transfer over as non-commerce elective course credits is beneficial for those with designation requirements and still need to take specific commerce courses at McMaster before they are eligible for the designation, such as CHRP hopefuls like myself. However, should you want to transfer courses that have no equivalents, like I did with EFIM20019 Public Management, you have the option of transferring them as non-commerce or commerce electives.

Classes

It is important to remember that school systems vary worldwide. Specifically, in England, academic programs tend to be 3-years in duration rather than the 4-year duration we are used to for undergraduates. That being said, two of my three courses were relatively small in which I could see everyone's face and the teacher had the ability to memorize students name. The Public Management Course had less than 25 students while the Taxation course had about 40 – 50 students. The Management Science course had far more students and was a scene I was familiar with: a little more than a full KTH B135 and less than a full CNH 104.

I had tutorials for all three of my courses, which met once a week for an hour. A helpful difference in tutorials is that at the University of Bristol, tutorials were led by the person who runs the course which means that it is guaranteed that your inquiries will be answered with a trusted response. For the Taxation course, an 'Exercise' class was also scheduled once a week for an hour in which the lecturer went over additional practice material from the course. This course also had an optional 'Clinic' that occurred once an hour every other week as a drop in for students with questions.

In my Public Management and Taxation courses, I was asked to discuss my answers amongst peers quite often and I found this to be a great opportunity not only educationally, but also to meet new people that are open to interacting, as per the lecturer's request. You can ask them about the school norms to help yourself adjust. I found that my peers were relatively

The Scotiabank Commerce Exchange Award Vanessa Ho

prepared for discussions and quite intellectual individuals and the interesting education system that England has adopted may be a reason for this. When I overheard other's conversations and even when my friend group surrounded me in my accommodation, I noticed that people tend to discuss intellectual and relevant topics such as current events and intelligent opinion pieces. For someone who is more interested in discussing pop culture over dinner after spending a few hours in class, this was a shock to me but also enlightened me on what issues people on the other side of the world face and what interests them. People were quite friendly when you reached out and talked to them. Beware the British accent however, there are variations in accents and some are harder to understand than others, which will lead you to smiling and nodding quite often.

Housing

I applied and was approved for university accommodation at the University of Bristol and lived in the Clifton Hill House. It was a 15-minute walk from the centre of campus. This was a catered accommodation, which meant meals were offered twice a day at designated times. The main reason I chose to live in some form of university accommodation was so I didn't need to worry about furniture while the benefit of the catered accommodation was that I didn't need to worry about grocery shopping and purchasing cooking utensils. However, as they only fed me twice a day – breakfast and dinner on weekdays/breakfast and lunch on weekends and holidays – I still purchased food at least once a day. This was a con in terms of spending more money on food in addition to the extra amount I paid to live in a catered accommodation so in the end, it wasn't worth it. Also, as my classes did not start until noon but breakfast was only until 9AM, I would miss breakfast almost all the time but I was paying for it, which was quite annoying. This is also the case on days where I have left the city to travel. They would not prepare meals over long holidays, such as our three-week Easter holiday, so what are you really paying for during those three weeks? Additionally, I was unaware that different university accommodations had different contract end dates and the one I lived in had the extended contract in which I left on May 27, 2016 but my accommodation contract did not end until July 9, 2016 so I paid for an extra month and there was no negotiation about this. The contract end date is also ridiculous in which the school year ended on June 13, 2016 so it is an obvious ploy for your money. Similar to McMaster, university accommodation tends to house first year students and they tend to be loud and go out every night so if you are looking for a more mature setting, you are best off trying to find off-campus housing.

I would not choose to live in the Clifton Hill House or any other university accommodation if I had known what I know now. Instead, I would arrive earlier to look for off-campus housing that is furnished. This would have saved a lot of money in the long run. If you are worried that you will be unable to find accommodation upon arrival, you can always apply for university accommodation as a back up and if/when you do find off-campus housing, you can decline the accommodation offered by the university – it's always good to have a backup plan.

Host City & University

The atmosphere on campus is quite peaceful. Everyone seems very relaxed, there's not a

The Scotiabank Commerce Exchange Award Vanessa Ho

big feeling of people rushing by you on the roads to get to class. It is also very easy for students to get involved. There are numerous clubs at the University of Bristol and every imaginable interest is covered. Joining clubs is a great way to meet people with similar interests. For individuals that enjoy sports, it is very easy to join a sports team at the University of Bristol and compete against schools within Europe. I have many friends who went for exchange in the second semester and were able to join the girls/co-ed volleyball team and attended tournaments in Paris, France during holidays so it is very possible to join a somewhat varsity sports team. However, the sport culture at the University of Bristol does not seem to dominate as much as we may be used to at McMaster in which we idolize varsity athletes.

Down by the waterfront is where I found there to be a lot of nightlife. There were a lot of people in their jackets, drinking on the benches outside of restaurants in the freezing nights of April because it's always patio season for them. Places like The Apple, which is a cider pub on a boat, are great places to go with friends and socialize and experience the drinking culture England has to offer.

Cost of Living

My round trip flight to and from Heathrow Airport and Toronto Pearson International Airport was about \$1000. The coach buses I took to get from Heathrow to Bristol was \$50 - \$85, depending on how early I had booked the tickets in advance. After the bank transfer fees, the total cost of my catered university accommodation was \$7,638.38 – definitely where most of my money went. For meals that the accommodation did not supply and snacks I bought myself quite often, I will give that an estimated total of \$650. Due to the fact that I am afraid to check my bank account to check the cost of my travels, I will just average each point of interest to be \$500 for accommodation and flights so with 12 places, that equates to \$6000. Food was definitely the most expensive part of any trip abroad, especially when water isn't free as a drink option in many European countries, but I tried to eat whatever was inexpensive as suggested through Google searches. To my total for travelling while abroad, I will add \$1000 for food as well as money I spent on souvenirs and local transportation. This gives me a total cost of \$7000 for travelling during my studies. My grand total then would be almost \$15,750 for the 5 months I studied abroad. This is a relatively heavy dent in one's bank account and I definitely felt its impact while travelling and watching my wallet. I received RESP, OSAP, and a total of \$3,500 in scholarships (Exchange Grant and the Scotiabank Commerce Exchange Award) as well as a \$1000 Beale-Lincoln-Hal Exchange Bursary. These are the resources I had to assist with my expenses in addition to my own savings. However, a lot of the OSAP and RESP funds I received went into paying off my McMaster tuition so those weren't as useful for pooling money from to pay for my expenses abroad.

Skyscanner became my homepage when studying abroad and planning my travels. If you do intend to travel, plan as early as possible to ensure you get the cheapest flights. Remember to research prices of alternative travel routes such as buses and trains to ensure you are getting the best deal, time and money wise. HostelBookers is also a great site to utilize when looking for accommodation while travelling on a budget. I did not have a travel budget, which is a dangerous thing to do. I went with my mantra quite often of "never being this close to European countries again" and going with the flow but at the same time, I never lived in luxury and I always went

The Scotiabank Commerce Exchange Award Vanessa Ho

where it was cheapest to fly according to Skyscanner and lived in affordable hostels. Cheap flights tend to leave on Wednesdays so keeping things like this in mind when choosing your courses can be helpful. Free Walking Tours are offered in almost all cities and are a good way to explore a city on foot and get a quick run through of important/popular attractions at no cost. You also tend to meet other tourists while on the walk so it's a great way of meeting other travellers if you are alone or just want to socialize.

As a Scotiabank client, I was able to draw cash from certain bank machines around Europe and not be charged a service fee. The Scotiabank equivalent in Bristol was Barclays which was easily accessible by the university. That being said, I did not sign up for a local bank account during my time abroad. Paying my university fees without a local bank account was the difficult bit but PaytoStudy was offered by the university and was a helpful tool for that matter. If you are interested in a gym membership while you are on exchange, you are only able to purchase memberships at any gym with a local bank account.

If you're looking for good food deals, Sainsburys and Tesco are your go-tos. Primark for clothing is a must; I guarantee it will be the cheapest place you will shop. I found it to be great for shoe addicts. If you're looking for bedding and home items, Primark has a great home section and is priced well. I initially went to Wilko for my home items thinking it was the cheapest but definitely check out Primark first. Wilko is still great for less home decorative and more home cleaning products such as liquid detergents and tissue boxes.

There are a lot of phone companies in England. I used Three and that was mediocre. A benefit of Three was that you were able to use your phone while roaming in certain countries and not get charged. Although this was true, I found it difficult to access the internet in certain parts of countries and this really annoyed me when I was lost and reliant on my phone's map directions, rather than a paper map. Asda Mobile and Vodafone were also used by some of my friends. The easiest area to save in this case is your phone plan. Do you really need unlimited texting and calling when you are abroad? Things like Facebook Messenger exist for you to communicate with those around you so look for deals and be smart and logical about what you choose to spend your money on.

Culture and Community

Bristol, the United Kingdom, and European countries are heavy in the smoking and drinking culture. In European countries, I often noticed cigarette machines beside many storefronts, which made me ponder how intensely those countries take their age regulations.

Graffiti is a popular art form in Bristol and popular artists such as Banksy have art littered throughout the city. There are walking tours for individuals interested in graffiti.

Overtime, I noticed that topics such as pop culture and sports are less openly discussed. During meals times, my friend group would discuss current events regarding the Syrian refugees or historical encounters, things North Americans are desensitized to because it's not happening to us. I was uncomfortable being the one in conversations that lacked knowledge and was often noted as a classic North American that was quite clueless.

I noticed a lack of chain restaurants within England and European countries. Small coffee

The Scotiabank Commerce Exchange Award
Vanessa Ho

shops and restaurants had more business than the costly Costa and Café Nero chains. Pub quizzes are also quite a popular activity in Bristol in which the Students' Union held a 'Pub Quiz' night every Monday, alongside other pubs in the area. The phrase 'How are you?' is non-existent and is instead, replaced with 'You alright?' which definitely puzzled me on how to formulate a response.

Why Study Abroad

Although a term abroad left a huge dent in my wallet, I regret nothing. The multiple scholarships and grants applied towards my exchange experience was extremely helpful as there were many moments during my experience where I would check my bank account and reconsider all the choices I had made leading up to that very moment. Coming from a single parent household, I have never been used to a life of luxury and have never left the country, let alone by myself for 5 – 6 months. I gained a better perspective on where places are in the world and what world events are occurring. I learned how important it is to have map-reading skills and not rely on an iPhone that easily dies when using Google Maps while trying to adventure through cities. I learned things about myself under various travelling circumstances like that being hangry is a real thing for me and at times, I can be difficult to travel with due to my objective-oriented mindset in which I want to accomplish a lot in one day and get annoyed when I don't. I learned that it's okay not to have a plan sometimes and being adaptable and going with the flow is more important than following strict itineraries. I learned that it's okay and even more relaxing to travel alone and not have to depend on other people when making plans. I learned that people can be kind, even when it doesn't benefit them, and that's how I should aspire to act. That being said, I look forward to helping incoming exchange students the best I can because I know how hard it is to find the best spots in a new place you temporarily call home and I only wish the best experience for anyone who is coming into and leaving from McMaster University.

My Travel Scholarship Report

For my travel experience, I completed three months (May-July 2016) at Hatch as a Water Vacation Student in Brisbane, Australia. Hatch is a global consulting firm that supplies engineering, project and construction management, process and business consulting and operational services to the mining, metallurgical, energy and infrastructure industries.

At the Hatch Brisbane Office, I worked with the Water Team. The Water Team conducts water management assessments for mines in Australia to meet environmental regulations. My job as a Water Vacation Student involved assisting with water balance models for mine sites. I derived catchment areas in GIS software using site data and determined land use areas within catchments. I also utilized two different types of modeling software to rebuild and modify water balance models for project work. I helped analyze water balance model results and assisted with preparing presentation documents for clients. All of these tasks relate to my final year Civil Engineering courses that I am taking during 2016-2017 and the area I hope to focus on in my career (the water/environmental sector).

One of the goals I had for this experience was to explore the idea of what it means to be a ‘global engineer.’ As a member of Engineers Without Borders (EWB) Canada, we use the concept of a ‘global engineer’ a lot but I wanted to experience for myself what it means. Additionally, I realized that if I work for Hatch as a career, I might have to travel for months at a time. I was not sure if this is something I really want to do. I came to two main conclusions from my time in Australia. The first is that you do not need to travel to consider yourself a ‘global engineer.’ I think the strongest global engineers will “think global but act local” in their careers. However, I also realized that I love to travel. This was one of the best experiences of my life, and I would love the opportunity to travel more as part of my career.

Outside of my work at Hatch, I also had the opportunity to attend meetings and events for EWB Australia. It was very beneficial seeing how the goals of EWB Australia differ from the goals of EWB Canada. I came back with many great ideas to implement during my continued involvement with EWB Canada this year.

T. Russell Wilkins Memorial Scholarship (Report)

Recipient: Alexandra Kilian
Student number: 001308254

I am truly grateful to have received the T. Russell Wilkins Memorial Scholarship, which allowed me to pursue an internship at the Sax Institute in Sydney, Australia, from May-August 2016. In travelling to Australia, I hoped to conduct health systems strengthening research with a focus on health system equity and delivery of health services to minority or marginalized groups, facilitate knowledge exchange between Australian and Canadian institutions and engage in research-based advocacy.

I specifically wanted to pursue research that explored the mental health and wellbeing of Aboriginal populations, as this is a shared issue in both Canada and Australia. Aboriginal populations in Canada and Australia have experience trans-generational trauma from the destructive processes of colonization and continue to experience systematic social marginalization and exclusion. During my time in at the Sax Institute, I worked with the team conducting the “Study of Environment on Aboriginal Resilience and Child Health (SEARCH)”. The SEARCH project partners with Aboriginal communities in order to collect longitudinal data to better understand how and why the existing health disparities come about and subsequently work with relevant stakeholders and community members to drive change in response to the results of the data. The project is a powerful tool by which research-based advocacy occurs. The research team from the Sax Institute supports the Aboriginal community through research by answering questions that are identified as necessary by the community. For example, the first phase of the project identified high rates of middle ear infections among Aboriginal youth. In response, the Sax Institute was able to secure funding to promote community screening, which allows for early intervention and treatment of Aboriginal children.

During my time as a member of the SEARCH team, I had the opportunity to support data collection in Aboriginal Controlled Community Health Services. Until leaving for Australia, I had only worked in a traditional ‘western’ university research setting. This cross-cultural experience was formative for me, as a future health researcher, as cultural values significantly affect understanding and presentations of health and, in particular, mental health. I learned how to ask questions regarding cultural differences in a respectful, non-imposing manner. I learned to ask for feedback and to thank community members for taking the time to share their stories and cultures with me. Working in a cross-cultural setting made me more appreciative of the importance of listening and learning respectfully when interacting with others and these are values that I will certainly carry forth into all environments in which I find myself. I left Australia feeling an immense amount of respect and gratitude for as well as a deep connection to the Aboriginal communities where I worked. I am incredibly grateful to have been welcomed into the Aboriginal communities and to have had a chance to learn from community members. Working with the SEARCH team, I was able to recognize the importance of true collaboration in research. Genuine collaboration with stakeholders, in this case the representatives of Aboriginal communities, increases the likelihood that the research results will be translated to initiatives with positive outcomes for the community. As such, I will ensure that my future projects consider collaboration as their foundation.

During my time in Australia, I had a chance to represent McMaster University, on the global stage, as I gave an oral presentation at The Emerging Health Policy Conference at the Menzies Center for Health Research at the University of Sydney. My work has also resulted in two papers that are currently being prepared for publication. These papers present the seriousness of the problem and propose evidence-based potential solution that, if adopted by professionals and health services, may contribute to developing more equitable health service delivery for Aboriginal young people. The two papers have the potential to help the Sax Institute advocate for changes in health service delivery for Aboriginal people in Australia and can be used by others who are working in Aboriginal health service delivery.

I am immensely grateful for the T. Russell Wilkins Memorial Scholarship, which has enabled a unique experience and set the stage for my future research work. I am currently working on connecting with groups in Canada to better understand Canadian systems for Aboriginal health service delivery. In doing so, I hope to be able to identify gaps that can be supplemented by my learning in Australia. The scholarship enabled an experience that armed me with a wide range of transferable skills and a broader perspective on various health and social issues. I am now a stronger communicator, a better leader and a more compassionate scholar. All of these characteristics will allow me to make a truly positive impact in any settings where I work. In the future, I hope to work to strengthen our health system. In Canada, our health system will be required to undergo significant change and transformation; strong leadership will be required to ensure that the transformation increases the equity and accessibility of our health system, while considering economic and social factors. This experience is directly applicable and will help me become a part of a positive transformation of our country's health care system.

Report of Travel Activities

In February 2016, I was heartbroken to learn that McMaster's Department of Linguistics decided to cut its second and third year Japanese language courses. Language is the key to truly understanding another culture, and I desperately needed Japanese in order to pursue my career goals of fostering mutual understanding in the Asia-Pacific region through academic research and diplomacy. As such, I sought summer language programs and stumbled upon the Middlebury Language Schools, an eight-week intensive language program based in Middlebury College in rural Vermont.

At first, my peers were confused as to why I was going to rural America to learn Japanese, instead of Japan. But the Middlebury Language Schools are internationally renowned for their excellence in language pedagogy and their use of the Language Pledge. This pledge is signed by students upon arrival and forces them to only speak the language they came to learn even outside the classroom. Violators who speak English are expelled from the school. This strict and intensive program is known for improving fluency in a matter of weeks. In comparison, the structure of language schools in Japan surround foreign students with other foreigners who speak English, and improvements are not as significant.

When I first started the program at Middlebury, I had a difficult time talking with other people in Japanese since I was used to speaking English to communicate. Whereas the Japanese language courses I took at McMaster were taught in English, all the courses at Middlebury were taught in Japanese, despite my incomplete proficiency. I was often forced out of my comfort zone and had to work extra hard to learn and apply the language in real life. The professors also focused on teaching us skills applicable to life in Japanese society and academia, such as nuances in different conversation styles, methods of analyzing and presenting statistical studies, and the proper way to write a thesis, all in Japanese. In addition, the Japanese language school had daily extracurricular activities related to Japanese culture such as the tea ceremony, Japanese sign language, and calligraphy, which enriched my cultural understanding of Japan. Major recreational events were held such as Karaoke parties and a summer festival, full of Japanese food, and traditional activities. At the school's talent show, I served as the Master of Ceremonies and made announcements in Japanese. The principal invited guest lecturers from various backgrounds, such as performers of Rakugo (traditional Japanese comedy performances), a Japanese boat craftsman, a scholar on medieval Japanese poetry, and a scholar on Japanese-American relations.

By being forced to only speak Japanese and engaging in learning about Japan inside and outside the classroom, my cultural understanding and language proficiency increased exponentially. I now feel much more confident about reading, speaking, and writing Japanese and am more prepared to study or work in Japan. Because of the intensive academic nature of the program, I encountered many difficulties, but enjoyed overcoming them and learning more about myself as a person. Middlebury attracted some of the highest achieving students and hardworking teachers I have ever met, and my various discussions with them expanded my horizons and inspired me to achieve new goals. Thus, I am extremely grateful to McMaster University for awarding me The John P. Evans Travel Scholarship, which helped offset the expensive costs of travel.

This past summer, I spent three months in Dawson City, Yukon completing my second last professional practice placement of the McMaster Nursing program. Learning in an unfamiliar Northern community proved to be full of formal and informal learning opportunities.

In Dawson City, an average week for me included two 12-hour shifts of professional practice, a 4-hour online McMaster PBL class, and schoolwork related to these two courses. My professional practice placement was in Emergency Department of the small centre of Dawson City Community Hospital (DCCH), which had recently transitioned from Nursing Station to acute care centre. At DCCH, I began to understand the joys and challenges of working in a small community and constantly practiced nursing at the intersection of acute care and community care. It has helped me understand how Northern/remote living can affect health and furthered my interest in Global Health and working in Northern locations.

I also had free time to enjoy the new places surrounding and the new people I met everyday. Dawson's population in the summer booms with tourism and an influx of seasonal workers to support the tourism and mining industries. Consequently, every time I opened my door, there was the opportunity to meet new people and locals including people of the self-governing Tr'ondëk Hwëch'in First Nation. My mom came up to visit and it was a joy to explore Yukon further with her, as well as go on a brief road trip to Alaska! There were many community events and festivals that I attended and/or volunteered at, as well as countless ways to enjoy the outdoors. The beauty of Yukon was effortless, vast, wild and incomparable. There was even a thriving agricultural community thanks to the magnificent extended hours of sunlight, and the ability to buy fresh produce felt like home to me. I enjoyed the lifestyle, which felt deliberate, slower-paced, and community oriented.

In reflection, this summer spent in Dawson City was the beginning of my future in Northern/remote nursing and a tremendous opportunity to grow my independence and my understanding of who I am. I am very appreciative of the support that I received from McMaster University, the School of Nursing, and the generous donors who value supporting students such as myself on these journeys of challenge and learning. Thank you!

The T. Russell Wilkins Memorial Scholarship – Report

I arrived in Blantyre, Malawi in June to a brisk, chilly breeze. I stepped off the plane directly on to the runway in a scene reminiscent of a B-list movie, with a traveller landing in Africa ready to explore the safaris and wildernesses. The moment disappeared as quickly as it came. The owner of the lodge I stayed at for the duration of my trip pulled up to meet me outside the airport in a snow white Nissan Altima. I sat in the front on a leather seat with the air conditioning and an electronic beat blasting at me, all while watching images of unfinished brick shelters and villagers walking along the side of the road with baskets on their heads flash by me.

Most of my time was spent in the Queen Elizabeth Central Hospital. It is Malawi's largest hospital and it attracts a number of medical students and researchers, largely from the United Kingdom and the Netherlands. I worked with the research team at the hospital's malnutrition ward. This ward admits children (i.e. < 18 years old) with severe acute malnutrition (SAM). SAM is diagnosed when the circumference of a child's upper arm is less than 13.5 cm, or when their weight, depending on their height, is below a certain threshold. My task was to design a simple and intuitive electronic form that would be used to take key information from patient files (there are 12,000 in total). These forms are currently being used by the research team working there, and they are aiming to complete the recording process by next year. Despite following standardized treatment protocols established by the WHO, the mortality rate at the ward (and in other malnutrition wards around the world) is approximately 30%. The hope is that this information can be analyzed to find what factors are contributing to this high death rate.

I was able to explore parts of Malawi with students who were also staying in the same lodge. The dichotomy between the rich and poor in the country was quite apparent. For example, we hiked up some of the mountains in the Blantyre region guided by a local mountain ranger. During our hike, our eyes frequently wandered towards the gun slung over his shoulder, which he carried in case of hunters. His job was to preserve the mountain's wildlife and forestry, which was quickly being depleted. When visiting the southern coast of Lake Malawi known as Cape Maclear, we lounged in a hot tub of a resort run by French migrants while children from surrounding communities played homemade drums, hoping to get our attention through the cracks of the fence segregating us. While driving to the Majete Wildlife Reserve, we passed by several villages. In the outskirts, we often passed by landfills which were piled with plastic water bottles, bottles of Coca-Cola, and bags of Lay's chips.

The same questions came up in my mind throughout this trip: "What caused these issues?" "How can these be solved?" I spent a large amount of time discussing politics with co-workers. The previous government had been swept up in a scandal known as 'Cashgate', where an estimated \$250 million dollars of foreign aid was discovered to be missing and presumed to be in the hands of politicians and their associates. I realized that many of my co-workers did not spend much time considering the government. Some felt it only brings unnecessary frustration, since they felt they could do little to make an impact. Instead, they focused on their own goals and aspirations, which frequently involved immigrating or retiring.

As one of the world's poorest countries, Malawi's development has been slow. However, the people I have met have not given up. Though they often aspire to immigrate, they still love their country. Malawi is beautiful, and the relatively simplistic lifestyle was a breath of fresh air. There are many treasures in the country that have been well-preserved, and many are still fighting to preserve them: from the mountain rangers fighting to protect the mountain range, to my co-workers fighting to keep and improve their universal healthcare system. I hope I can return one day with the skills and knowledge of a medical resident to become more involved with care at the hospital, and to help my friends as they continue to fight.

Scotiabank Commerce Exchange Award
Fall 2016 Semester Travel Report

Danielle Burnison

Throughout my four-month exchange at Bridgewater State University (BSU) in Massachusetts, I consistently reminded myself of the goals I developed while writing my personal statement for the Scotiabank Commerce Exchange Award. My entire piece focused on my desire to explore opportunities that would advance my dream of working as a Chartered Professional Accountant and Certified Public Accountant in both Canada and the United States. I spoke about taking courses that would further my knowledge about USA, exploring the country's natural beauty, and visiting the nation's capital in Washington, D.C. I also discussed my hopes for personal growth and achievement during my study abroad.

Now that I am back at McMaster University for the Winter 2017 semester and I have the chance to look back on my time studying near Boston, Massachusetts, I sincerely believe that I accomplished everything I set out to in my personal statement. Through the financial support from the Scotiabank Commerce Exchange Award, I was not only able to enroll in courses ranging from American government and politics to the geology of U.S. National Parks and Monuments, I was also able to take part in the Global Village Residential Learning Community on campus. The International Student and Scholar Services at BSU selected approximately 25 international students to live and learn together in this community in one of the best residence halls on campus. I had the opportunity to experience cross-cultural learning with students from around the globe, including American students. I was also selected to be the Vice President of the International Culture Club, where I led discussions on cultural diversity, hosted campus wide events celebrating worldly differences, and assisted in the development of club budgets.

The Scotiabank Commerce Exchange Award, along with the Killam Fellowships Award administered by Fulbright Canada, facilitated my ability to travel to five different states across the United States and two Massachusetts State Parks. These travel experiences, including trips to Boston, Chicago, Portland in Maine, Washington, D.C., and San Antonio and Austin in Texas allowed me to learn so much more about USA than any textbook would ever allow. There is something special about experiencing a place yourself through the local culture, food, customs, and even the state museums and capitol buildings. I am truly grateful to have been granted the opportunity of experience.

In summary, the past four months spent below the border have been the most remarkable times I have ever experienced. I surely learned more than I ever would have imagined, and the growth opportunities throughout my journey have been nothing short of extraordinary. I wish to express my sincerest thanks to Scotiabank for making this entire experience a possibility, along with the Undergraduate Council Awards Committee for instilling the confidence that I represented the vision of a DeGroote Commerce student who could reach success while studying abroad and make the McMaster University community proud.

Exchange Scholarship Report
Megan Abbey
A.G. Alexander Scholarship

In the winter term of January to June 2016 I went on exchange to the University of Leeds in England. The A.G. Alexander scholarship was a key component of my exchange, as it allowed me to travel and experience so much more while I was away.

I chose to apply the scholarship towards travel experiences I would remember and value for the rest of my life. While some chose to visit as many countries as possible, I chose to visit a select number of countries and worry less about budget. Simply put, the scholarship enabled me to enjoy my travel experiences more because I fully immersed myself in the local culture, rather than worrying about my limited budget. The ability to travel regardless of budget is incredible, but the ability to stay in centrally located accommodation and enjoy delicious local cuisine was a true gift.

A great deal of my anxiety before the exchange was centered on the fact that I had never travelled alone before. Visiting a foreign country, where the language, geography, and customs were unfamiliar, was my main source of apprehension for the exchange. The A.G. Alexander scholarship eased much of this anxiety because I felt more financially secure while I was travelling. I was much less hesitant to make an international call or use data roaming to get directions. I truly believe the scholarship allowed me to step further outside my comfort zone, because I was able to reason that I could recover more easily in difficult situations.

Thanks to the A.G. Alexander scholarship, I was able to travel to Dublin, London (four times!), Paris, Madrid, Barcelona, Venice, and Greece. The photos and mementos I have from these trips still make me smile every day. Thank you to the Alexander family and the Undergraduate Council Awards Committee for granting me this scholarship.

John P. Evans Travel Scholarship & Exchange Grant

Xiucheng Wang

Going to Nagoya, Japan as an exchange student was one of the most exciting things I did in McMaster University.

When I was studying in Japan, I have expanded my international horizontals a lot. Through talking with my professors and Japanese schoolmates, and travelling in different cities, I know more culture and tradition of Japan. Additionally, I made many friends who are from many different countries, such as Russia, Lithuania, and Portugal and so on. We talked a lot and shared lots experience in our life. And I learned a lot from their experience, such as how to run a small business, how the life was like in Sweden, why Russian's university was hard to enter.

Also, I became much more independent than before. Being away from home and living in an unfamiliar city was a great opportunity for me to try and be more self independent. Everything in Japan was new, including the language and daily food. I used many different ways to learn how to survive in such a new country. I made many Japanese friends and they helped me a lot about my daily life. I learned that I could write down Chinese words (Kanji) to Japanese people when they did not understand what I was saying. I learned how to read a map and subway line quickly every time I went to a new city. I learned how to see if the food was on discount and what was the earliest time to get fresh food in Japanese supermarket. And my independence ability increased a lot through these.

Studying abroad means you are almost on your own since it starts. I realized that I should maximize my personal skills and keep learning new ones. And I did learn many new skills unconsciously. I felt more easily to talk with strangers even we did not share the same language, but sometimes body language was one of the most important tools to use during a communication. Also, to always keep a heart willing to study new things helped me a lot when studying elsewhere. I believe that everything I learned in Japan changed me a lot, and would help me a lot in my future business career.

Overall, I obtained a lot being an exchange student such as knowledge, connections with variety of different people that may help me in my future, and improved many personal aspects while living alone. It is hard to write everything down on the paper about my exchange experience within the limited time and length, actually, it could be written into a book and that is what I am trying to do in the near future. Going exchange in Japan is a precious and unforgettable memory in my life.

**REPORT TO UNDERGRADUATE COUNCIL
FROM THE
UNDERGRADUATE COUNCIL
CERTIFICATES AND DIPLOMAS COMMITTEE**

FOR APPROVAL

I Revisions to Business Administration Diploma Program – Project Management and Business Analysis Concentrations (Attachment I)

At its meeting of September 26, 2017, the Undergraduate Council Certificates and Diplomas Committee approved, for recommendation to Undergraduate Council, revisions to the Project Management and Business Analysis Concentrations within the Business Administration Diploma program. The program is offered in partnership with Global Knowledge, who has initiated some proposed minor changes to courses. Among the more significant change is the reduction of contact hours for Course 2923 - Agile Project, which does not affect the number of contact hours required for the concentration. Course 8986 is being closed and replaced by the similar Course 5056 – Business Writing Essentials.

The Undergraduate Council Certificates and Diplomas Committee now recommends,

that Undergraduate Council approve the proposed revisions to the Project Management and Business Analysis Concentrations within the *Business Administration Diploma* program as recommended by the Centre for Continuing Education and set out in Attachment I.

II Revisions to Certificate of Completion Programs (Attachment II)

- i. Essentials Program – New Course: Gender-Inclusive Communication and Collaboration**
- ii. Essentials Program – Revisions to ESS-836 – Project Management**

At the same meeting, the Certificates and Diplomas Committee approved, for recommendation to Undergraduate Council, the establishment of a new course, *Gender-Inclusive Communication and Collaboration* and revisions to the existing course *ESS-836 – Project Management*. The new course will assist learners to assess issues and strategies related to gender inclusion in their workplace. The revisions to the Project Management course are minor. The core content and learning outcomes are the same or similar, but the instructional design and description have been refreshed. These courses have been assessed for academic credit as electives toward the *Business Administration Diploma* program, with a value of 0.5 units each.

The Undergraduate Council Certificates and Diplomas Committee now recommends,

that Undergraduate Council approve the establishment of a new course *Gender-Inclusive Communication and Collaboration* and revisions to *ESS-836 – Project Management* as elective credit toward the *Business Administration Diploma* program as recommended by the Centre for Continuing Education and set out in Attachment II.

FOR INFORMATION

III New Certificate of Completion Programs (Attachment III)

- i. **Establishment of the Foundational Educator Enhancement and Enrichment Certificate of Completion**
- ii. **Establishment of the Advanced Educator Enhancement and Enrichment Certificate of Completion**

At its meeting of September 26, 2017, the Undergraduate Council Certificates and Diplomas Committee received information about the establishment of two new Certificate of Completion programs offered through the McPherson Institute. The *Foundational Educator Enhancement and Enrichment Certificate of Completion* and *Advanced Educator Enhancement and Enrichment Certificate of Completion* programs are targeted toward McMaster faculty members and sessional instructors, as well as staff members who have an instructional role.

IV New Certificate of Attendance Program – Crisis and Mental Health Training (Attachment IV)

At the same meeting, the Undergraduate Council Certificate and Diplomas Committee received information about a new *Crisis and Mental Health Training Certificate of Attendance* program. This non-academic program is targeted toward students, faculty, staff and members of the community and will provide programming in a variety of industry-recognized courses that can lead to industry certification from an external body.

**Undergraduate Council
October 3, 2017**

To: Certificate and Diploma Committee, September 26, 2017
From: Lorraine Carter, Director, Centre for Continuing Education
Re: Changes in Programs Involving the Centre for Continuing Education and Global Knowledge

Important Context

1. At the present time, McMaster Centre for Continuing Education, working in collaboration with Global Knowledge, a worldwide leader in IT and business skills training, offers a
 - (i) Diploma in Business Administration with a concentration in Project Management and
 - (ii) Diploma in Business Administration with a concentration in Business Analysis.

In order to earn one of the two concentrations, the student completes 18 days of courses (seven courses) through Global Knowledge and the five core courses for the Business Administration diploma offered by the Centre for Continuing Education.

The courses completed through Global Knowledge represent nine elective credits towards the Diploma in Business Administration, and are noted as transfer credits on the student's transcript. As an example, Global Knowledge' Course 2923 or Agile Project Management has required students to attend four days of classes. These four days are then combined with days completed in other courses for a total of 18 days. When the student has done this, he or she has earned nine elective credits to use as a concentration in the Business Administration Diploma.

2. In the Business Analysis program offered by Global Knowledge, to date, the business communications course has been called Course 8986 Report & Proposal Writing.
3. To date, Global Knowledge awards McMaster University Advanced Certificates and McMaster University Associate Certificates in the following professional areas: Business Analysis, Program Management, Consulting Skills, and Project Management.

Informational Change, Request for Approval

Relative to the above, the following changes are in process:

1. Global Knowledge has redesigned Course 2923 or Agile Project condensing it from four days to three days. While the learning outcomes remain the same, contact hours are reduced. Given that the number of days of study (18 days) a student must complete to earn nine elective credits toward the project management concentration remains the same, this item is submitted to the Committee **for information**.

2. Global Knowledge is presently retiring Course 8986 Report & Proposal Writing and replacing it with a course called 5056 Business Writing Essentials. There are no changes in the length of the new course/number of days. The learning objectives also remain the same. This item is submitted **for approval.**
3. CCE is in active discussion with Global Knowledge about the names of the certificates issued. The changes will reflect McMaster's revised Certificate and Diploma Policy (May, 2017).

Appendix 1– Global Knowledge Project Management Courses

Students must complete at least 7 courses (equivalent to at least 18 days of education) - at least 3 courses must be from the “core” group.

Nexient Course Code	Global Knowledge Course Titles	Days (1 day equals 7 contact hours)	Comments (Changes)	Core/Elective
PM01	Project Management	3	Title change (formerly Managing Projects)	Core
PM02	Project Management, Leadership and Communication	3	Slight title change (formerly Project Leadership, Management and Communications)	Core
PM03	Schedule and Cost Control	4	Slight title change (formerly Scheduling and Cost Control)	Core
PM04	Risk Management	3	No changes	Core
PM05	Contract Management Principles and Practices	3	No changes	Core
PM06	Quality for Project Managers	3	No changes	Core
PM08	Applied Project Management	5	Replaces PM07: Project Management Application. Note: Since only some of the PM07 course objectives are included in PM08, PM08 will be approved by the DeGroote School of Business.	Elective
PM11	IT Project Management	4	Title change (formerly Managing IT Projects) and duration increase. Duration change - formerly 3 days	Elective
PM12	IT Risk Management	3	No changes	Elective
PM17	Agile Project Management	3	Duration change - formerly 4 days	Elective
PM22	Introduction to Project Management	2	No changes	Elective
PM23	Finance for Non Financial Professionals	3	Title change (formerly Financial Management for Project and Contract Managers)	Elective
PM26	Negotiation Skills for Project Managers	3	No changes	Elective
PM80	Establishing and Managing the Project Management Office	3	Slight title change (formerly Establishing a Project Management Office). Duration change - formerly 2 days	Elective
PM83	Project Troubleshooting and Recovery	3	Title change (formerly Rapid Assessment and Recovery of Troubled Projects)	Elective
PM85	Program Management	3	No changes	Elective
PM86	Leading Complex Projects	3	No changes	Elective
PM91	Earned Value Management	3	Duration change - formerly 2 days	Elective
PM94	Project Portfolio Management	4	new course – will be approved by the DeGroote School of Business	Elective

To: Certificate and Diploma Committee

From: Lorraine Carter, Director, Centre for Continuing Education

Re: CCE request to approve to retire Global Knowledge course 8986 Report and Proposal Writing (2 days) and replace it with Global Knowledge course 5056 Business Writing Essentials (2 days)

Date: September 26, 2017

The table below demonstrates the equivalence of the learning objectives in the two courses.

Learning Objectives	
8986 Report and Proposal Writing – 2 days	5056 Business Writing Essentials – 2 days
<ul style="list-style-type: none"> Identify the value of different types of reports and proposals, and explore common problems found with them 	<ul style="list-style-type: none"> Write clear, concise, and organized emails Write well-structured briefs and reports
<ul style="list-style-type: none"> Identify the prime objectives and outcomes of your report or proposal 	<ul style="list-style-type: none"> Identify the characteristics of a well-written proposal
<ul style="list-style-type: none"> Analyze your intended audience in terms of knowledge, needs and attitudes 	<ul style="list-style-type: none"> Assess audience needs: The writing process, planning your message, setting a communication objective, identify stakeholder needs and preferences
<ul style="list-style-type: none"> Map out preliminary content, and identify and develop solutions for obstacles 	<ul style="list-style-type: none"> Select the most appropriate modality for your message: Business communication modalities
<ul style="list-style-type: none"> Structure the opening, body and summary of your report or proposal 	<ul style="list-style-type: none"> Apply best practices and grammar rules to your writing: Language convention and Grammar basic
<ul style="list-style-type: none"> Develop an executive summary 	<ul style="list-style-type: none"> Write an executive summary
<ul style="list-style-type: none"> Illustrate data, statistics and information 	<ul style="list-style-type: none"> Plan content based on scenario
<ul style="list-style-type: none"> Use effective grammatical structure and write in a clear, concise manner 	<ul style="list-style-type: none"> Build effective sentences and turn them into paragraphs: Structuring sentences, transitions, meaning and connotation, active vs. passive voice
<ul style="list-style-type: none"> Differentiate between fact and opinion 	<ul style="list-style-type: none"> Peer review/proofread documents
<ul style="list-style-type: none"> Edit your documents using an editing checklist 	<ul style="list-style-type: none"> Edit a proposal: evidence-based support and elements of a proposal

- Structure and write letters and mini-reports and proposals

- Elements of a report

Business Writing Essentials

Duration: 2 Days – Course No. 5056 – Workshop Outline

Workshop Overview

Writing ability is a core business skill that not all professionals are comfortable with. This course will teach you the tools and techniques to write clearly and concisely.

Define and streamline your writing process, using the path to understanding model to set the stage for audience analysis. Identify your audience and determine their needs in order to adapt your style and tailor powerful messages that are appropriate in format and tone.

Structure your content to support objectives. Create powerful openings and conclusions, and construct compelling sentences and paragraphs to retain attention. Recognize and correct common grammar mistakes as you review and edit using the 6 Cs method.

From business announcements to executive summaries, learn to refine your business writing style to get the results you need.

Who Should Attend?

- Business professionals
- IT and Non-IT Project Managers
- Project Coordinators
- IT Project staff
- Business Analysts
- System Analysts
- IT directors

Course Description

1: Write a Baseline Email

2: Apply Best Practices

- Business writing
- Business style
- Business writing best practices
- 6 Cs

3: Assess the Audience

- The writing process
- Planning your message
- Setting a communication objective
- Assessing your audience
- The path to understanding
- Analyzing your audience
- Identifying stakeholder needs and preferences

4: Plan the Content

- Planning your message
- Structure

5: Find the Language Convention Problems

- Language conventions
- Grammar basics
 - Misplaced modifiers
 - Punctuation
 - Capitalization

6: Build Effective Sentences and Paragraphs

- Structuring sentences
- Transition
- Structuring paragraphs
- Word choice
- Usage
- Literally
- Meaning and connotation
- Words to use carefully
- Active vs. passive voice
- Bullets vs. numbering
- Trim your writing

7: Write a Project Update

- Project updates
- Writer's block

8: Write an Announcement

- Announcements

9: Select Appropriate Level of Tone and Formality

- Formal vs. informal writing
- Tone
- Delivering bad news

10: Handle Written Conflict

- Sources of conflict
- Writing in conflict situations
- Managing conflict

11: Edit a Proposal

- Proposals
- Evidence-based support
- Elements of a proposal

12: Select a Modality

- Business communication modalities

13: Write an exec Summary

- Reports
- Elements of a report
- Exec summaries

14: Revisit Your Email Writing Skills**After the Workshop, You Will Be Able To:**

- Write clear, concise, and organized emails
- Write well-structured briefs and reports
- Identify the characteristics of a well-written proposal
- Select the most appropriate modality for your message
- Apply best practices and grammar rules to your writing
- Assess audience needs
- Plan content based on scenario
- Build effective sentences and turn them into paragraphs
- Peer review/proofread documents

Other Features

- Group size is recommended to a maximum of 12 students
- We highly recommend to bring a laptop to class should you prefer working on your device or bring an external drive if you wish to save the documents that will be completed during the in-class exercises.
- Participants will receive a Global Knowledge Certificate of Completion

Undergraduate Certificate & Diploma Committee Course Submission

A. Department & Program Information (Complete all fields):

Department:	Centre for Continuing Education
Program Name:	Essentials Programs
Name of Representative:	Nancy Buschert
Nature of Submission:	New course
Effective Date:	December 1, 2017
Submission Date:	September 26, 2017

B. Course Details (Complete all fields):

Course Title:	Gender-Inclusive Communication and Collaboration
Is this course currently offered?	No
Existing Course Code:	
Course Unit Value:	Choose an item. 0.5
List Course Pre-requisites (if applicable):	N/A
Cross listed courses (if applicable):	N/A

C. New Course (Complete all fields):

Course Description:

In this course, we recognize the significance of gender diversity training but go beyond it to become gender-inclusive. First, we distinguish between the biological-driven aspects of our behavior from the socially and culturally entrenched ones, likening it to an iceberg. Next, using organizational studies and through interactive learning activities, we examine the interplay in how gender shapes the workplace and its organizational culture, from our communication patterns, perceptions of hierarchy and power, to our networking, collaboration and leadership styles. Then, we use various insights from researchers, organizational development experts

Undergraduate Certificate & Diploma Committee Course Submission

and thought leaders to showcase workplaces that are more gender-diverse and gender-inclusive in their culture and decision-making. As a key learning outcome and takeaway, learners will be given a diagnostic tool that can help assess the relative gender inclusion at their workplace and learn strategies to help create more gender-inclusive workplaces.

Course Content/Rationale (outline major topics and subtopics to be covered in the course):

- Distinguish between sex and gender
- Gender as performance, involving visible traits, conscious and unconscious behaviours
- Gender fluidity, identity, diversity, as human rights concerns
- How gender affects workplace (communication, interpersonal behaviours, leadership, hierarchy and power)
- How gender-inclusive communication and collaboration enhances workplace and worker experience

Statement of Purpose (briefly explain how the course fits into the program):

With increasing attention and learning around diversity, inclusivity and biases, this course will complement existing Essentials course offerings under the Communication Essentials, Leadership Essentials, and Team Essentials Programs.

Course Delivery (outline the format of the course (i.e. in-class, online, blended), and how the will be delivered/presented to learners:

In-class delivery utilizing lecture, group discussion, and activities

Method of Evaluation (describe the evaluation methods for the course, and provide a percentage breakdown (if applicable):

1. Pre-work assignment (due at beginning of class) 20%
2. In-class participation of learning activities: 40%
3. Post-class learning reflection assignment (due after class ends): 40%

D. Course Revision (Complete applicable fields): **N/A**

Revised Course Title:

Revised Course Description:

Revised Unit Value:

Choose an item.

Undergraduate Certificate & Diploma Committee Course Submission

Revised Course Learning Objective(s):

Revised Course Content (major topics):

Rationale for Revision:

E. Course Cancellation (Complete all fields): N/A

Rationale for Cancellation:

F. Statement from Faculty

Please see attached memo.



DATE: September 18, 2017

TO: Nancy Buschert, Program Manager, CCE

FROM: Frances Tuer, HR & Management, DeGroote School of Business

SUBJECT: Evaluation of *Gender-Inclusive Communication and Collaboration* Proposal for the Centre for Continuing Education (CCE)

I have reviewed the proposal for the new course, *Gender-Inclusive Communication and Collaboration*, to be cross-listed in the Communication, Leadership and Team Essentials Programs, offered through the Centre for Continuing Education (CCE). I have examined the submission document and it is my finding that the course addition for the three Essentials Programs are appropriate and meet the standards necessary for an academic program with courses of 0.5 unit value. Note, one day and two-day Essentials courses may be used towards elective credit in the Business Administration Diploma.

My examination of content covered in the new course, as well as the teaching and evaluation methods, concurs that the proposed course is of appropriate intellectual rigor to warrant a 0.5 unit value. The academic submission indicates that the course will be taught by qualified individuals (possessing a master's degree or equivalency), as defined by Undergraduate Council Certificate and Diploma requirements. The students taking the program's course will meet the minimum requirements set out in the Policy on Certificates and Diplomas for Undergraduate Council.

In conclusion, I support the addition of this course to the Communication, Leadership and Team Essentials Programs. The only suggestion I would make is to discuss evidence of gender discrimination in HR practices (hiring, succession planning, compensation, and so on). Gender discrimination results in refusal to hire, occupational segregation, and pay inequity, to name just a few of the issues that would undermine gender-inclusive communication and collaboration.

Sincerely,

A handwritten signature in cursive script, appearing to read "Frances Tuer".

Cc: Dr. Sue McCracken, Associate Dean (Academic), DeGroote School of Business



DATE: September 18, 2017

TO: Dr. Lori Campbell
Chair, Certificate & Diploma Committee

FROM: Lorraine Carter
Director, Centre for Continuing Education

RE: Essentials Program – Project Management Course (ESS-836)

This memo outlines some changes to an Essentials course entitled “Project Management” (ESS-836). Essentials courses can be used to earn a Certificate of Completion.

This course is being redesigned due to the former instructor’s withdrawal from teaching and her associated ownership of the curriculum. CCE contracted a new instructor to redesign the course, and CCE will retain ownership of the redesigned curriculum for the future.

The course redesign is minor. The description has been refreshed, and the learning outcomes remain similar. While the new instructor’s organization of the agenda and instructional design has changed from the previous course, the core content still represents the original curriculum as there is universal similarity in what a Project Management Institute (PMI)-aligned introductory course includes. Individuals who have completed the previous version of the course would find this redesigned offering to be a duplication of their past learning.

The changes are described below:

Original Description

As organizations, along with their products and services become more complex, there is a greater need for the discipline of Project Management. Based on the Project Management Institute’s (PMI) standards and guidelines, this course is an excellent introduction to the art and science of Project Management.

Redesigned Description

This 2-day practical Project Management course is designed to align with the Project Management Institute’s (PMI) current standards and guidelines. Attendees will benefit from a combination of lecture, discussion and hands-on exercises and develop an understanding of project Management fundamentals.

Public and Private sector industries are facing increasing pressure to deliver products and services more effectively. Project management is recognized as a tool to assist in this requirement.

Original Learning Outcomes

- Develop an understanding of projects and project management,
- Introduce tools, techniques and processes to assist in managing projects,
- Build skills and knowledge in applying the techniques using a neutral case study,
- Discuss issues, ideas, concerns and successes regarding project management.

Redesigned Learning Outcomes

- Develop an understanding of projects and project management and the associated language
- Introduce real world tools and processes to assist in managing projects,
- Develop and practice practical skills via a hands-on case study, that can be immediately applied on real-world projects

Educator Enhancement and Enrichment Program

Proposal for 2 Certificates of Completion

**Submitted to:
Undergraduate Council – Certificates and Diplomas
Sept 18, 2017**



EDUCATOR ENHANCEMENT & ENRICHMENT PROGRAM

The MacPherson Institute is pleased to launch the new ***Educator Enhancement & Enrichment Program leading to two Certificates of Completion.***

This new program offered by the MacPherson Institute is designed to allow McMaster University educators to improve and enhance their teaching and learning practices in ways that are responsive and flexible to their own needs and interests. Participants in the program will select the seminar and topics and practicum options that are most relevant to their development.

The program components are designed in such a way that they encourage participants to consider the courses they teach, and identify changes that can improve learning, increase retention, and the enrich the student experience.

In order to meet the varying needs of McMaster instructors, we have created two Certificates of Completion, which are described below.

Foundational Educator Enhancement & Enrichment – Certificate of Completion

To earn this certificate of completion, participants are required to:

- 1) Attend FIVE (5) seminar topics, each requiring FIVE (5) contact hours (25 hours total)
- 2) Submit FIVE (5) reflective assignments, one for each seminar series attended, to be submitted within THREE (3) weeks of completing the seminar
- 3) Complete the Foundational Capstone Portfolio Seminar (5 hours)
- 4) Submit the Foundational Capstone Portfolio for final evaluation (pass/fail evaluation)

Advanced Educator Enhancement & Enrichment – Certificate of Completion

To earn this certificate of completion, participants are required to

- 1) Have completed and been awarded the **Foundational Educator Enhancement & Enrichment – Certificate of Completion**
- 2) Attend THREE (3) additional seminar topics, each requiring FIVE (5) contact hours (15 hours total)
- 3) Attend and complete one Advanced Practicum (10-24 hours)
- 4) Complete the Advanced Capstone Portfolio Seminar (5 hours)
- 5) Submit the Advanced Capstone Portfolio for final evaluation (pass/fail evaluation)

SEMINARS

Seminar Structure:

Each seminar requires attendance in each of the following 3 class meetings (5 hours total):

Meeting A) Theory, content, and sharing resources (2 hours)

Meeting B) Practical application and feedback (2 hours)

Meeting C) Reflection and synthesis of learning (1 hour)

Seminar Evaluation:

Each seminar will have several opportunities for formative evaluation built in through activities such as active learning, presentations with peer and facilitator feedback, applied worksheets to plan and implement changes within their courses, etc. Participants in the seminar will submit a reflective narrative no later than 3 weeks following the final session of the seminar. The reflection will include the following:

Context:

- *Why the participant initially registered for this particular seminar.*

Lessons learned:

- *What were key points learned from the seminar.*
- *What did the participant find most satisfying or challenging about this process.*

Looking ahead:

- *Consider how their participation in this seminar will impact their future instruction.*
- *What changes the participant intends to make to their teaching as a result of participating in this seminar.*

The reflections will be assessed on a pass/fail basis by facilitators of the program. The assessors will examine the narratives for thoughtful, in-depth, reflective responses that describe their learning, and inform of the proposed changes to their teaching.

Teaching in Active Learning Classrooms

Contact Hours: 5

Active Learning Classrooms are spaces designed to support teaching and learning in an atmosphere conducive to engaging students actively in their own learning. Teaching in these spaces, however, may be different than teaching in a traditional classroom.

Participants in this 3-part seminar will leave the sessions with several ideas to effectively teach in McMaster's Active Learning Classrooms and will have practiced teaching in an active learning approach that fits one's discipline.

Teaching Effectively Online

Contact Hours: 5

This seminar is appropriate for faculty and instructors who are looking to introduce new online teaching strategies or refine existing ones - whether their course context be web-facilitated, blended, or fully online. Participants in this 3-part seminar will leave sessions with guiding resources, new ideas for effectively teaching online, and will have the opportunity to practice and obtain peer feedback on an online teaching strategy of relevance to their course context.

Assessment Strategies

Contact Hours: 5

Do you ever feel that you are receiving blank stares from your students? Are you looking for a way to gauge their understanding that can be completed during class time? Join us for an upcoming seminar series that will provide techniques and useful discussions for Classroom Assessment Techniques (CATs). By the end of the seminar series you will develop the tools to measure students' comprehension in real time.

Student Engagement and Motivation

Contact Hours: 5

Creating a classroom space where students are excited to learn can be a challenge. This 3-part seminar will explore techniques to deeply involve students in their own learning, encourage them to be leaders in their own success and discuss ways to create a lively and dynamic classroom which meets the needs of a diverse group of learners.

Increasing Student Interactions Online

Contact Hours: 5

Designing and maintaining online student interactions is increasingly an important part of teaching. This workshop focuses on how to improve the quality of online discussions, effective use of social media, and strategies for engaging students through digitized course content.

Creating and Working with Video for Teaching

Contact Hours: 5

While the amount of video content and its use in education has grown exponentially, creating effective videos can seem overwhelming. This workshop aims to help you create and curate video content using tools that are readily available on your computer.

Collecting Student Feedback

Contact Hours: 5

Participants in this seminar will be introduced to various techniques and strategies to collect feedback on student learning, as well as their own teaching approaches and practices. As part of the three-part seminar, participants will collect student feedback in their current courses with the aim to make small changes in their teaching to enhance student learning and engagement.

Introduction to Scholarship of Teaching & Learning (SoTL)

Contact Hours: 5

Participants will have the opportunity to learn about different conceptions, frameworks, and methodologies that inform the Scholarship of Teaching and Learning in higher education and explore examples of SoTL within their own disciplines.

Advanced Topics in the Scholarship of Teaching & Learning (SoTL)

Contact Hours: 5

This session will provide an opportunity for colleagues to design and undertake a small-scale piece of SoTL research within their discipline using an established framework. It will be co-developed/designed in response to needs identified from participants attending the Intro to SoTL session in Oct-Dec 2017.

Accessibility in Teaching & Learning

Contact Hours: 5

Teaching accessibly is something everyone can do, but it can sometimes be difficult to know where or how to start. This seminar will provide participants with opportunities to explore different approaches to accessibility and accommodation, apply principles of universal design to existing teaching materials, and exchange constructive feedback with other instructors.

Teaching Squares

Contact Hours: 5

Teaching Squares are an opportunity for faculty to gain new insight into their teaching through a process of reciprocal classroom observation and self-reflection. Four faculty members from across campus will create a "teaching square" and invite one another to observe their classes. This seminar will culminate in a one hour follow-up meeting where participants can reflect on what they observed and the feedback that they received from the other participants in their teaching square.

Teaching and Assessment in Large Classes

Contact Hours: 5

As enrollment increases many instructors find themselves teaching to a great number of students each year. In this 3-part seminar we will discuss techniques for 'scaling up' classroom activities, assessment strategies which are practical for large groups and maintain academic rigor.

Course Refinement

Contact Hours: 5

A Course Refinement is a process where one or two MacPherson staff come to your class to anonymously collect honest, useful, personalized, formative, and timely student mid-term feedback. The feedback is consolidated and returned directly to the instructor, along with consultation and discussion regarding possible enhancements or suggestions.

ADVANCED PRACTICUM OPPORTUNITIES

Instructional Skills Workshops (ISW)

Contact Hours: 24

Independent Work Hours: 6

The ISW is designed to enhance the teaching effectiveness of both new and experienced educators. Participants review basic ideas about teaching, check current practices, and try new strategies and techniques. During the 3-day workshop, participants design and conduct three “mini-lessons” and receive verbal, written and video feedback from other workshop participants.

Evaluation: The model of this internationally recognized workshop is based on peer feedback, and is developmental in nature; that is, participants enhance their instructional skills as much as they can within the timeframe of the workshop. There is no minimum standard required. The workshop will be assessed on a pass/fail basis; participants who fully participate in the workshop will pass.

Course (re)Design Seminar (CrDS)

Contact Hours: 15

Independent Work Hours: 5

The Course (re)Design Seminar aims to engage and support academic staff in the design or redesign a course. The Seminar includes facilitated sessions on course design topics, including constructive alignment, learning outcomes and assessment; the Seminar also includes dedicated time for individual work and/or peer feedback and/or consultation time.

Evaluation: This seminar is developmental in nature; that is, participants enhance their course design skills as much as they can within the timeframe of the workshop. There is no minimum standard required. The workshop will be assessed on a pass/fail basis; participants who fully participate in the workshop will pass.

Scholarship of Teaching and Learning Project or Independent Project

Contact Hours: 10

Independent Work Hours: 10 – 50 (depending on project)

Participants will engage in a self-directed study on a teaching and learning topic of their choice, selecting either a project with a research focus (e.g., literature review, research proposal, grant proposal), or an applied focus (e.g., develop and distribute a resource). The work will be supported via consultations and feedback from a MacPherson Institute Educational Developer. Participants will be expected to identify a venue through which they will share their work.

Evaluation: Through a presentation or written piece, participants will indicate why they chose their topic (rationale), what they learned from the literature, their analytical process, and any implications, considerations, or recommendations based on their research. The presentation/written piece will be assessed on a pass/fail basis.

CAPSTONE PORTFOLIOS

Foundational Capstone Portfolio Seminar

Contact Hours: 5

After participants have completed at least five seminars, they are invited to prepare a reflective portfolio outlining (i) the seminars in which they have participated, (ii) what they have learned through their participation in the seminars, and (iii) what they have changed in their teaching practice as a result of their involvement in the seminars.

Evaluation: Capstone Portfolios will be read and assessed by program facilitators on a pass/fail basis. An evaluation scheme will be provided to participants to outline expectations.

Advanced Capstone Portfolio Seminar

Contact Hours: 5

After participants have completed the Foundational EEE program, an advanced practicum, and an additional 3 seminars, they are invited to prepare a reflective portfolio outlining (i) the seminars in which they have participated, (ii) what they have learned through their participation in the seminars and practicum experience, and (iii) what they have changed in their teaching practice as a result of their involvement in the program.

Evaluation: Capstone Portfolios will be read and assessed by program facilitators on a pass/fail basis. An evaluation scheme will be provided to participants to outline expectations.



DATE: September 13, 2017

TO: Dr. Lori Campbell
Chair, Certificates and Diplomas Committee

FROM: Lorraine Carter
Director, Centre for Continuing Education

RE: Crisis and Mental Health Training Program

This submission represents a new program to be offered by the Centre for Continuing Education called “Crisis and Mental Health Training.”

As a professional development program, the goal of the program is to enhance the skills of current CCE and undergraduate students, staff, faculty, and community members in the areas of crisis and mental health.

Course offerings will include industry-recognized certifications such as ASIST, Mental Health First Aid, safeTALK, and Safe Management Crisis Intervention. Non-Violent Crisis Intervention (CPI) may also be offered.

Participants will earn a Certificate of Attendance that acknowledges that an individual has completed a course at McMaster University that does not have the status of an academic course or program. The certifying body that accredits the individual offering (such as the Mental Health Commission of Canada) will issue the industry certification.



Policies, Procedures and Guidelines

Complete Policy Title:
Undergraduate Course Management Policies

Policy Number (if applicable):
N/A

Approved by:
Senate

Date of Most Recent Approval:
June 4, 2014

Supersedes/Amends Policies dated:

- **Senate Resolutions on Course Outlines – last revised date: June 14, 1995**
- **Guidelines for Student Evaluation – last revised date: March 10, 2004**
- **Examination Ban – last revised date: March 1995**
- **Academic Integrity Statement for Course Outlines – last revised date: April 13, 2005**
- **Turnitin.com Guidelines – last revised date: April 13, 2005**
- **Retention of Examination Papers and Other Graded Materials – last revised date: May 13, 2009**
- **Undergraduate Course Management Policies – last revised date: April 9, 2014**

Responsible Executive:
Associate Vice-President (Faculty)

Enquiries:
[University Secretariat](#)

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

UNDERGRADUATE COURSE MANAGEMENT POLICIES

PURPOSE

This document brings together policies approved by the Senate of McMaster University related to the management of undergraduate courses. These policies are intended to communicate clearly the University's expectations with regard to the responsibilities of both students and instructors and to assist students in planning ahead and managing their time and resources accordingly. Each section addresses a separate issue and the appendices provide additional useful information.

This policy summarizes instructor responsibilities in regard to undergraduate courses. The University expects instructors to clearly communicate their course expectations so students are able to plan ahead and manage their time accordingly. Additionally, undergraduate students should normally be assessed more than once and receive feedback early enough to make decisions.

Section A	Course Outlines
Section B	Due Date Restrictions
Section C	Maximum Value of Academic Assessments
Section D	Early Feedback
Section E	Returning Marked Work and the Posting of Grades
Section F	Retention of Examination Papers and Other Graded Material
Section G	Authenticity/Plagiarism Detection
Section H	Accommodations and Petitions
Section I	Conflict of Interest
Related Policies	

Appendix I	Components of a Course Outline
Appendix II	Approved statements language for information to be included for inclusion in course outlines
Appendix III	McMaster University Grading Scale
Appendix III	Examples of course outlines

SECTION A: COURSE OUTLINES

A course outline sets the expectations for students and what they can expect in terms of instruction the course experience they will receive, the format in which the course will be delivered and the knowledge and skills that can be gained. The outline introduces the course and the instructor and sets out the expectations of the instructor so that students are aware of how they will learn, what level of participation will be expected and how they will be assessed. Instructors are responsible for ensuring course outlines are compliant with all policies.

1. Since Calendar descriptions of courses are necessarily brief, instructors are required to provide students with a more detailed course outline describing the administrative and academic details of the course. Such outlines are to be made available to students at the beginning of the course and must be kept on file for 10 years in the department administering the course.

2. Students will expect the course to unfold as described in the course outline and will plan their time and resources accordingly. As questions or concerns during the course will be referred back to the course outline, instructors are encouraged to anticipate issues that might arise and specify how those issues will be addressed (e.g., late submission of assignments, missed tests).
3. If it becomes necessary to make changes to some part of the course during the term, reasonable notice and communication between the instructor and students is critical. Students should be provided with an explanation and an opportunity to comment. The instructor is encouraged to use multiple communication methods with students (e.g. class announcements, ~~message sent to an~~ e-mail message sent to the class through Mosaic, ~~list~~, message posted on the course web-site or A2L, etc.).

The arrangement proposed in the course outline should not be interpreted in a way that discourages flexibility in course presentation and organization exclusive of grade weighting. If an instructor wishes to reserve decisions to be made as the course progresses, that intention should be stated in the course outline [for example, ~~see the final paragraph on page 11 which begins, "At certain points in the course it may make good sense to modify the schedule. The instructor may reserves the right to modify elements of the course and will notify students accordingly (in class, on the course website)]....."~~].

Any changes related to evaluation must be made in consultation with the Department Chair.

The University reserves the right to change dates and/or deadlines etc. for any or all courses in the case of an extreme circumstance, such as an emergency situation or labour disruption.

4. Instructors must include the following in their course outlines:
 - a) the Academic Integrity statement, and
 - b) the Academic Accommodation of Students with Disabilities statement, and
 - c) the Requests for Relief for Missed Academic Term Work statement, and
 - d) the Academic Accommodation for Religious, Indigenous or Spiritual Observances statement, and
 - e) the Extreme Circumstances statement.

Instructors are asked to make announcements encouraging students to discuss the implementation of their accommodations with you as soon as possible.

Courses requiring online access/work or courses which will be checking student work for plagiarism, should include the "Language for Use in Courses with an On-Line Element" and/or the "Authenticity/Plagiarism Detection Language" statements in the course outline.

All of the above statements can be found in Appendix II of this policy.

5. Instructors must ensure course outlines include the components shown in Appendix I.

Administrative Details	
<ul style="list-style-type: none"> • Contact information • Office hours or how/when available • Session and term of the class 	<p><i>If applicable include:</i></p> <ul style="list-style-type: none"> • TA and/or Course Coordinator contact information • Website address or alternative methods of communication
Course and Learning Objectives	
<ul style="list-style-type: none"> • List of course and learning objectives (by the end of the course, what should the students know, be able to do, value, demonstrate, etc.) 	
Materials & Fees	
<ul style="list-style-type: none"> • List of all required materials e.g. textbooks, materials (calculators (use McMaster standard calculator), art supplies, etc). • Any additional expenses which may be required (e.g., digital learning resources, trips) 	
Course Overview and Assessment	
<ul style="list-style-type: none"> • A clear breakdown of the course requirements or expectations including the weight given to each and due date (if possible) • How work is to be submitted • Policy on missed work, extensions, and late penalties 	<p><i>If applicable include:</i></p> <ul style="list-style-type: none"> • Final exam (specify if a final is included, and whether it tests cumulative knowledge) • Weekly breakdown of class topics and readings • Attendance requirements • Class participation expectations • Group work expectations and how group work will be evaluated • Grade adjustment techniques • Where possible, include the criteria to be used in evaluating a student's work
Additional statements – see Appendix I	
<ul style="list-style-type: none"> • Academic Integrity statement – see Appendix I • Academic Accommodation of Students with Disabilities statement – see Appendix I • Requests for Relief for Missed Academic Term Work statement • RISO policy statement • Notice regarding possible course modification • Any other policy relevant to the course 	<p><i>If applicable include:</i></p> <ul style="list-style-type: none"> • Authenticity/Plagiarism statement – see Appendix I • On line statement for courses requiring online access or work – see Appendix I • Reference to Research Ethics

For sample course outlines please see Appendix III.

SECTION B: DUE DATE RESTRICTIONS

Academic assessments and due dates are described in course outlines except where other University policies apply, e.g., SAS accommodations, deferred exams, etc. Restrictions are placed on due dates to enable students to plan their work load.

1. Due dates for all term work must be on or before the final day of classes for courses with a final examination. For courses with no final examination, academic assessments can be due on or before the final date of examinations.
2. Test, exams and take home exams worth more than 10% cannot be assigned or due during the last 5 days of classes plus the days(s) between the end of classes and the beginning of examinations. Assignments worth more than 10% that are assigned at the beginning of the course and noted on the course outline can be due during this time period.
3. Academic assessments cannot be due during the December holiday break or the fall and winter mid-term recesses, with the exception of deferred exams scheduled by the Office of the Registrar.

SECTION C: MAXIMUM VALUE OF ACADEMIC ASSESSMENTS

1. Student learning in undergraduate courses should be assessed on more than one occasion. To that end, no single academic obligation (e.g., essay, test, examination, etc.) should have a value of more than 75% of the final grade without approval from the Department Chair or Associate Dean's Office. Clinical, placement, thesis and capstone courses are exempt.
2. For students requiring relief from an academic obligation, it is at the discretion of the instructor to determine the nature of the relief. In cases such as this, students can be offered the choice of another assessment or the option of writing a final examination which may be worth more than 75% of the course grade.

SECTION D: EARLY FEEDBACK

When students are aware of their progress early in a course they can make informed decisions.

1. All students should receive feedback regarding their progress prior to the final date by which a student may cancel the course without academic penalty.
2. For the majority of undergraduate courses this feedback must equal a minimum of 10% of the final grade.
3. For supervised study, thesis, capstone, inquiry, and independent research/study courses, clear and early feedback must also be provided.

SECTION C: ASSESSMENT BAN

1. Purpose:

The Assessment Ban is intended to enable students to continue to attend classes and start preparing for examinations held during the official University examination period. The Assessment Ban does not apply to the M.D., B.H.Sc. (Midwifery), B.H.Sc. (Physician Assistant), or to Levels 2 and above of the Medical Radiation Sciences programs

- a) There is a university wide ban on examinations and tests in the final week of classes: see below for exemptions. Each year the dates will be listed in the SESSIONAL DATES section of the *Undergraduate Calendar*. The ban covers the last five days of classes plus the day or days between the end of classes and the beginning of exams.

2. Application:

- a) Assignments worth more than 10% of the final course grade that are assigned at the beginning of term and noted on the course outline can be due during the Assessment Ban period.
- b) Assignments worth more than 10% of the final course grade cannot be assigned during the Assessment Ban period.
- c) Tests and exams cannot be scheduled during the Assessment Ban period.
- d) Take home exams worth more than 10% of the final course grade cannot be assigned or due during the Assessment Ban period.

3. Exemptions:

- a) Tests, including lab tests, are exempt when:
- the test is held in the normal class or lab time slot AND
 - the test is worth no more than 10% of the final course grade.
- b) Requests for a waiver of the ban must be approved by the Faculty or Program Office before being considered by Undergraduate Council.

SECTION E: RETURNING MARKED WORK AND THE POSTING OF GRADES

It is always preferable to return marked work or grades directly to students either electronically or physically. However, if there is a need to return marked work to students in an indirect manner or to post grades, the work must be returned and the grades posted in a manner designed to protect the anonymity of the students. All posting of final grades will note that the grades are unofficial until released by the Office of the Registrar.

SECTION F: RETENTION OF EXAMINATION PAPERS AND OTHER GRADED MATERIAL

Department Chairs (or Director of a School or Program) are responsible for ensuring that final examinations and all other graded material not meant to be returned to students, and the instructor's record of how the final grades in a course were determined, are retained for at least one year after last use, and remain accessible to the Department Chair for that period.

This policy applies to all instructors. Sessional lecturers and those retiring or otherwise leaving the service of the University must notify their immediate supervisor of the on-campus storage location of the material.

SECTION G: AUTHENTICITY/PLAGIARISM DETECTION TURNITIN.COM

1. McMaster University approves the use of software to check authenticity of academic work Turnitin.com for the following reasons:

- a) prevention – if students know their academic work is being checked for plagiarism, they will hopefully use proper citation methods
- b) protection of honest students and their work
- c) detection – with the type of technology in common use today, it is necessary to use a detection tool which checks academic work against the internet, scholarly publications and previously submitted assignments to McMaster and other institutions.

2. Guidelines for the use of Turnitin.com:

- a) papers/assignments should be submitted via Avenue to Learn (A2L) or Turnitin.com may be subject to a plagiarism and similarity check using an interface with Turnitin.com only with the student's knowledge;
- b) the instructor should indicate that Turnitin.com will be used in the course outline and/or on the assignment details;
- c) the use of Turnitin.com cannot be mandatory*. If a student refuses to submit their his or her work to A2L or Turnitin.com for plagiarism detection, he or she they cannot be compelled to do so and should not be penalized. Instructors are advised to accept an electronic and/or hard copy of the assignment and grade it as per normal methods. The assignment can be subjected to a Google search or some other kind of detection method search engine if the instructor wishes.

* Some students object to the use of Turnitin.com because of ownership issues. All work submitted to Turnitin.com becomes part of their database and is used to check authenticity of other student's assignments. Some students object to their work being put in the database and others object to their work being used by Turnitin.com.

SECTION H: ACCOMMODATIONS AND PETITIONS

1. Instructors are expected and required to support all McMaster University Policies. As per the Policy on Academic Accommodation of Students with Disabilities, instructors cannot ask or require medical notes from students. A student may be allowed modifications to academic obligations, including deadlines, under the following circumstances:

(a) *Accommodation on the basis of disability, religion, family status, or other human rights-related grounds.* Accommodation decisions are normally made through a collaborative process

involving the student, Student Accessibility Services (SAS) (if disability related), the instructor, and possibly the Faculty Office and/or the Equity and Inclusion Office (EIO).¹

(b) *Relief from the consequences of missed term work or examinations based on compelling personal, family or medical circumstances.* A student may self-declare an illness or other personal situation granting themselves relief from academic work under certain conditions using the McMaster Student Absence Form (MSAF) process. For all other compelling circumstances, the student is required to request relief from their Faculty Office. If the petition is granted, the faculty office will notify the instructor of the time period for which the student has been granted an approved absence. It is at the discretion of the instructor to determine the nature of the relief, bearing in mind re-weighting one component of the grade to 75% of the final grade or more is discouraged without approval from the Department Chair.

2. Instructors are encouraged, where possible, to design Academic Obligations (assessments) in a manner that anticipates the need for modifications for some students and that protects the academic integrity of the course. For example, preparing and scheduling a make-up mid-term test, anticipating that deadlines may need to be extended, preparing a deferred exam, etc.
3. Instructors are encouraged to adopt Universal Design principles and practices to ensure the course is accessible and that assessments are designed with flexibility where possible. The MacPherson Institute located in Mills Library is available to assist instructors.
4. If a student brings an informal request directly to the instructor, the instructor is encouraged to re-direct the student to the appropriate office. Usually the correct office is the Faculty/Program Office, except in the case of disability related or other human rights- related requests, in which case students should be directed to SAS. Any request to instructors for additional modification beyond what has been formally granted, should be directed back to the appropriate office.

SECTION I: CONFLICT OF INTEREST GUIDELINES

Faculty members and University officers normally shall not take part in any proceedings at any level which affect the academic standing of an immediate family member (spouse, common-law partner, parent, in-law, sibling, child or step-child). Such proceedings include admission, scholarships, financial assistance and reviewing. There shall be no restriction against a student registering in a course taught by an immediate family member. In all such cases, however, the instructor must inform his/her Department Chair who shall ensure that arrangements are made for an appropriate assessment of the student's performance involving a qualified person or persons other than the instructor.

RELATED POLICIES:

¹ Accommodations may or may not affect the academic obligations outlined in the course outline. For example, an accommodation may be that the student receive the course material in an alternate format or bring a service animal to class.



1. The Freedom of Information and Protection of Privacy Act (FIPPA) applies to universities. Instructors should take care to protect student names, student numbers, grades and all other personal information at all times. For example, the submission and return of assignments and the posting of grades must be done in a manner that ensures confidentiality - see <http://www.mcmaster.ca/univsec/fippa/fippa.cfm>
2. [Academic Integrity Policy](#)
3. [Academic Accommodation of Students with Disabilities Policy](#)
4. [Student Code of Rights & Responsibilities](#)
5. [Research Ethics Policy](#)
6. Risk Management Policy for field trips – see [Field Trip and Electives Planning and Approval Program Safety During Academic or Research Field Work??](#)
7. [Conflict of Interest Guidelines – Undergraduate Studies and Graduate Studies](#)
8. [Rights and Responsibilities of Undergraduate Students During Work Stoppages that Substantially Disrupt Academic Activities](#) – Work Stoppages that Substantially disrupt Academic Activities, Rights and Responsibilities of Undergraduate Students
9. Storm Emergency Policy and Procedures
10. Fair Dealing Policy
11. Guidelines for Digital Learning Resources



APPENDIX I: COMPONENTS OF A COURSE OUTLINE

Administrative Details	
<ul style="list-style-type: none"> Contact information Office hours or how/when available Session and term of the class 	<p><i>If applicable include:</i></p> <ul style="list-style-type: none"> TA and/or Course Coordinator contact information Website address or alternative methods of communication
Course and Learning Objectives	
<ul style="list-style-type: none"> List of course and learning objectives (by the end of the course, what should the students know, be able to do, value, demonstrate, etc.) 	
Materials & Fees	
<ul style="list-style-type: none"> List of all required materials e.g. textbooks, materials (calculators (use McMaster standard calculator), art supplies, etc). Any additional expenses which may be required (e.g., digital learning resources, trips) 	
Course Overview and Assessment	
<ul style="list-style-type: none"> A clear breakdown of the course requirements or expectations including the weight given to each and due date (if possible) How work is to be submitted Policy on missed work, extensions, and late penalties 	<p><i>If applicable include:</i></p> <ul style="list-style-type: none"> Final exam (specify if a final is included, and whether it tests cumulative knowledge) Weekly breakdown of class topics and readings Attendance requirements Class participation expectations Group work expectations and how group work will be evaluated Grade adjustment techniques Where possible, include the criteria to be used in evaluating a student's work
Additional statements – see Appendix I	
<ul style="list-style-type: none"> Academic Integrity statement –see Appendix I Academic Accommodation of Students with Disabilities statement –see Appendix I Requests for Relief for Missed Academic Term Work statement RISO policy statement Notice regarding possible course modification Any other policy relevant to the course 	<p><i>If applicable include:</i></p> <ul style="list-style-type: none"> Authenticity/Plagiarism statement –see Appendix I On-line statement for courses requiring online access or work –see Appendix I Reference to Research Ethics



APPENDIX II: APPROVED LANGUAGE FOR COURSE OUTLINES

1. ACADEMIC INTEGRITY LANGUAGE FOR COURSE OUTLINES

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

1. ~~TURNITIN.COM~~ AUTHENTICITY/PLAGIARISM DETECTION LANGUAGE FOR COURSE OUTLINES

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. ~~plagiarism~~. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or to Turnitin.com must still submit an electronic and/or hardcopy copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

2. LANGUAGE FOR USE IN COURSES WITH AN ON-LINE ELEMENT

In this course we will be using X. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

X = e-mail, Avenue to Learn (A2L), LearnLink, WebCT, web pages, capa, Moodle, ThinkingCap, etc.

3. ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES LANGUAGE

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

5. REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

6. ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request, including the dates/times needing to be accommodated and the courses which will be impacted, to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

7. EXTREME CIRCUMSTANCES

The Instructor and University reserves the right to modify elements of the course during the term. The University may change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email, the McMaster Daily News website and course websites weekly during the term and to note any changes.

APPENDIX III: MCMASTER UNIVERSITY GRADING SCALE

Grade	Equivalent Grade Point	Equivalent Percentages
A+	12	90-100
A	11	85-89
A-	10	80-84
B+	9	77-79
B	8	73-76
B-	7	70-72
C+	6	67-69
C	5	63-66
C-	4	60-62
D+	3	57-59
D	2	53-56
D-	1	50-52
F	0	0-49

APPENDIX III: SAMPLE #1

HISTORY 1B03

The Americas and the World: From the Colonial Period to the Twentieth Century

FALL 2006

Professor Anita Holiday
007 Chester New Hall, x. 12345
bondjames@mcmaster.ca
Office Hours: ~~Wednesday, 1:00-2:00 or by appointment.~~

Lectures: ~~Monday, Thursday, 12:30-1:20, TSH/B128~~

Important Note:

~~This course uses WebCT to post the course outline, assignments, and other notices. Go to <http://webCT.mcmaster.ca> to find out how to log on to the course's home page.~~

Course Description:

~~This course examines the creation and nature of the Atlantic world, from the Columbian encounter in the fifteenth century to the middle of the nineteenth century and the emergence of new political and social organizations. In bringing together the histories of Europe, Africa, and the Americas, the course prepares students to undertake more specialized studies in the history of the Atlantic world. Readings include articles written by leading scholars in the field of Atlantic history as well as primary sources. The course will be organized in weekly lectures and discussions.~~

Course Objectives:

- ~~By the end of this course students should be able to,~~
- ~~• define, describe and analyse key events and themes in the history of the Americas~~
 - ~~• demonstrate critical reading skills, particularly in the area of evaluating historical arguments and interpretations~~
 - ~~• apply historical research skills introduced in class~~
 - ~~• demonstrate verbal communication skills through regular discussions~~

Required Texts:

~~These are available at Titles, the university bookstore.~~

- ~~1. Timothy J. Shannon, *Atlantic Lives: A Comparative Approach to Early America* New York: Pearson Longman, 2004.~~
- ~~2. Carol Berkin and Betty S. Anderson, *The History Handbook*. Boston: Houghton Mifflin, 2003.~~
- ~~3. Philip D. Curtin, *The Rise and Fall of the Plantation Complex: Essays in Atlantic History*. 2nd edition. New York: Cambridge University Press, 1999; 1990.~~
- ~~4. Sidney W. Mintz, *Sweetness and Power: The Place of Sugar in Modern History*. New York: Penguin Books, 1986.~~
- ~~5. Courseware package.~~

Course Evaluation:

***Tutorial Participation* ————— 15%**

Students are expected to attend every tutorial and to be prepared to discuss the assigned weekly readings. Students must participate regularly to receive a good grade in this section of the course; attendance alone will not be enough. Students who have a legitimate and documented reason for missing a tutorial must submit a brief paper based on the readings for that week to receive participation credit for the missed class. (These papers should be approximately 750 words in length, or around 3 pages.) The tutorial leader will set the assignment. This assignment is in addition to the discussion paper that may also be due in the tutorial.

Note about changing tutorials:

If you need to change tutorials, contact Joe Smith or Jane Doe in the History Department office, CNH, 6th floor (next to the elevators).

***Library Assignment* ————— 5%**

A library class will be held on September 28th, during the lecture period, in TSH/B128. Attendance is mandatory. A library assignment will be distributed during this session and must be completed and submitted during tutorial the following week.

***Discussion Papers* ————— 20% (2 x 10%)**

Students are to submit ~~two~~ **(2)** brief discussion papers. The papers should be 3-4 pages in length (or approximately 850 to 1,000 words). In each paper, students will respond to a question based on the course readings. These papers are designed to help students with the weekly readings and to help them participate in the tutorial discussions. The papers are due at the beginning of the tutorial. Late papers will not be accepted, unless students have a legitimate and documented reason.

Discussion paper 1 is due in lecture, October 12th.

Discussion paper 2 is due in tutorial, in the week of October 30th.

Discussion paper 1: Answer question 4, p. 124, in Shannon. In answering this question, you must develop and prove an argument. The paper must be properly referenced, with footnotes and a bibliography (these are not included in the required page length). More detail to follow in class.

Discussion paper 2: Compare the arguments and main themes in the articles by Beckles and Galenson. In this paper, you must develop and prove an argument. The paper must be properly referenced, with footnotes and a bibliography (these are not included in the required page length). More detail to follow in class.

***Essay* ————— 30%**

Students will submit a paper based on Sidney Mintz's *Sweetness and Power* (the assignment will be distributed later in the term). The papers should be 7-8 pages in length (or approximately 1,750 to 2,000 words).

This assignment is due November 23rd.

***Final Examination* ————— 30%**

The final examination will be held during the examination period at the end of semester.

Written Work and Late Submissions:

All written work will be marked on grammar, clarity of writing, and organization, as well as content and analysis. More details about the marking scheme are posted on the course website. All essays must be properly referenced, with footnotes and a bibliography. Use the Turabian (Chicago) style for referencing; examples can be found at [McMaster University Library Guides](#) or in Berkin and Anderson, chapter 11. Students are encouraged to visit the Centre for Student Development to improve their essay skills (MUSC B107; x24711). For information about the Writing Clinic and the Centre's other services, visit the Centre's website: <http://csd.mcmaster.ca>. Chapter 12 in Berkin and Anderson is also useful.

All written work must be submitted in tutorial, on the due date. Do not submit essays by email and do not slide them under the instructor's door. Late assignments will be penalized 5% a day (weekends will count as one day). Late penalties will not be waived unless your Faculty/Program Office advises the instructor that you have submitted to that office the appropriate documentation to support your inability to submit the work by the due date.

Academic Integrity:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

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2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities:

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140, ext. 2865 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

At certain points in the course it may make good sense to modify the schedule outlined below. The instructor reserves the right to modify elements of the course and will notify students accordingly (in class and post any changes to the course website).

SCHEDULE OF READINGS AND LECTURES

~~September 7~~ — ~~Introduction to course~~
~~_____~~ ~~No tutorials this week~~

~~September 11~~ — ~~Europe before 1492~~

~~September 14~~ — ~~First Contacts: Africans and Europeans~~

~~_____~~ ~~No tutorials this week~~

~~_____~~ ~~Reading:~~

~~_____~~ ~~"Introduction: What is Atlantic History?," in Shannon, pp. 1-5~~

~~_____~~ ~~Carol Berkin and Betty S. Anderson, *The History Handbook*. Boston: Houghton Mifflin, 2003, pp. 1-24~~

~~September 18~~ — ~~European Expansion~~

~~September 21~~ — ~~The Caribbean Experiment~~

~~_____~~ ~~No tutorials this week.~~

~~_____~~ ~~Reading:~~

~~_____~~ ~~Curtin, chapters 1, 2, 3~~

~~September 25~~ — ~~The Conquest of Mexico and South America~~

~~September 28~~ — ~~Library class. Attendance is mandatory.~~

~~_____~~ ~~Note: Tutorials start this week.~~

~~_____~~ ~~Reading:~~

~~_____~~ ~~David Watts, "Early Hispanic New World Agriculture, 1492-1509" (courseware)~~

~~_____~~ ~~Berkin and Anderson, pp. 36-45.~~

~~October 2~~ — ~~Exploitation and Settlement in Spanish America~~

~~October 5~~ — ~~Competition for the Americas~~

~~_____~~ ~~Tutorial Reading:~~

~~_____~~ ~~Curtin, chapters 4 and 5~~

~~_____~~ ~~Shannon, pp. 107-125.~~

~~_____~~ ~~*Discussion paper 1 due in tutorial [changed to Oct 12th]~~

~~October 9~~ — ~~Thanksgiving. No class.~~

~~October 12~~ — ~~Buccaneers and the Balance of Power in the Americas~~

~~_____~~ ~~Reading:~~

~~_____~~ ~~Curtin, chapter 7~~

~~_____~~ ~~Marcus Rediker, "'Under the Banner of King Death': The Social World of Anglo-American Pirates, 1716-1726" (courseware)~~

~~_____~~ ~~*Note: no tutorials this week.~~

October 16 ————— **The Reformation and English Exploration**

October 19 ————— **The Dutch and the French in the Americas**

————— **Tutorial Reading:**

————— Shannon, pp. 127-147.

————— ****Tutorials should discuss the questions on pp. 145-6.**

October 23 ————— **Atlantic Economies**

October 26 ————— **Colonies of Exploitation and Settlement**

————— **Tutorial Readings:**

————— Hilary Beckles, "A 'Riotous and Unruly Lot': Irish Indentured Servants and Freemen in the English West Indies, 1644-1713" (courseware) David Galenson, "Economic Aspects of the Growth of Slavery in the Seventeenth-century Chesapeake" (courseware)

————— ***Discussion paper 2 due in tutorial [changed to week of Oct 30th]**

October 30 ————— **Settling the Colonies: European Migration**

November 2 ————— **Africa and the Slave Trade**

————— **Tutorial Reading:**

————— Curtin, chapter 3, 9.

————— Shannon, pp. 65-83.

————— ****Tutorials should discuss the questions on p. 82.**

November 6 ————— **Agriculture and Slavery**

November 9 ————— **Cultural Exchanges**

————— **Tutorial Reading:**

————— Curtin, chapters 6, 8, 10

————— Mintz, "Introduction," and chapters 1-3.

November 13 ————— **Africa, Slavery and Europe**

November 16 ————— **Resistance to Slavery**

————— **Tutorial Reading:**

————— Mintz, chapters 4-5

November 20 ————— **The American Revolution and the Atlantic World**

November 23 ————— **The Spread of Revolution: France and St. Domingue**

————— **Tutorial Reading:**

————— Curtin, chapters 11, 12

————— Shannon, pp. 208-228.

————— ****Tutorials should discuss questions on p. 227.**

————— ***Note: The essay is due on November 23rd**

~~November 27~~ — ~~The Spread of Revolution: Spanish America~~

~~November 30~~ — ~~The End of Slavery~~

~~Tutorial Reading:~~

~~Curtin, 13, 14~~

~~John Thornton, "'I am the Subject of the King of Congo': African Political Ideology and the Haitian Revolution" (courseware) Stanley Engerman, "Emancipations in Comparative Perspective: A Long and Wide View" (courseware)~~

~~**Tutorials should compare the arguments and main themes in the articles by Thornton and Engerman. What factors led to the end of slavery?~~

~~December 4~~ — ~~Summary and Review~~

APPENDIX III: SAMPLE #2

Physics 1B03 Sections 1–3 Course Outline for Term 1 2006–2007

Home page: <http://www.physics.mcmaster.ca/phys1b03/>

This course is an introduction to the physics of particles and waves. We begin by studying the classical mechanics of point particles with a particular emphasis on work and energy. The course then continues with the physics of waves, especially the wave properties of light, and an exploration of the physical properties of fluids. Applications in the life sciences are included. The application of these ideas in modern physics is the main subject matter of Physics 1B03.

Instructors:

Sections 1, 2	I. Loveteaching	ABB 002	45678	asdf@mcmaster.ca	Office Hours Wednesdays 12:00–2:00
Sections 3	R. U. Sleeping	ABB 003	56789	jklh@mcmaster.ca	Office Hours Thursdays 9:30–11:30

Required Texts:

Physics for Scientists and Engineers with Modern Physics, A Strategic Approach, Randall D. Knight,
Pearson/Addison Wesley, 2004.
Physics 1B03 Practical Exercises & Supplementary Material, September 2005.

Calculator:

Only the McMaster Standard Calculator will be permitted in tests and examinations. This is available at the McMaster Bookstore.

Course Aims:

- To come to appreciate that equations don't solve physics problems—ideas solve physics problems!
- To move beyond being able to recite the laws of mechanics to being able to use them.
- To understand that a wide range of problems can be tackled with a few basic concepts.

Course Objectives:

By the end of this course students will be able to:

- Define, describe and apply the laws of mechanics
- Demonstrate a conceptual approach to problem solving in physics
- Apply basic physics concepts to solve a wide range of problems
- Use common language to explain solutions to physics problems

Format:

- Each class meets three times per week. The format is similar to that of inquiry courses in which the topics will be discussed amongst the members of the class.
- There will be assignments most weeks. We will be using the software tool called Computer Assisted Personalized Approach (CAPA). This tool generates individualized assignments for you to print. Later, you can enter your answers which the program will grade. CAPA is accessed through WebCT.

- There will be two tests on the evenings of the weeks indicated below. You will be informed of the actual time and location at a later date.
- The material studied in class is supported by practical exercises. There are practical sessions every week each lasting 2 hours. All the sessions are in BSB B114.

Marking Scheme:

Assignments	7.5%
Tests	30%
Class Activity & Quiz	5%
Practical Exercises	12.5%
Exam	45%

Missed Lab Work:

Lab work missed due to illness or personal circumstances may be made up. You must submit appropriate documentation (e.g. note from physician) to your Faculty/Program office. It is your responsibility to follow up with the lab supervisor. No mark will be entered for the missed work unless the Faculty/Program office gives its approval.

Academic Dishonesty:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities:

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140, ext. 2865 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

In case of discrepancy between the online and handout version of the course outline, the handout version shall be taken as correct.

Schedule of Topics:

Week		Topic	Chapters	Practical Exercise
begins	Number			
Sep 4	1	Kinematics	1	
Sep 11	2	Uncertainties, Kinematics	2 & 4	Uncertainties / Data Studio
Sep 18	3	Newton's Laws	5.1-5.4, 5.6	Kinematics in One Dimension
Sep 25	4	Newton's Laws	6.1-6.3, 8	Forces I
Oct 2	5	Momentum; TEST1—Oct 6, 2005	9.1-9.5	Forces II
Oct 9	6	Momentum; Energy;	9 & 10.1-10.6	No lab
Oct 16	7	Energy; Work	10 & 11.1-11.5, 11.9	No lab
Oct 22	8	Work, Simple Harmonic Motion	11 & 14.1-14.6	Impulse and Momentum
Oct 30	9	Simple Harmonic Motion, Waves	14 & 20.1-20.5	Conservation of Energy
Nov 6	10	Waves, Superposition; TEST2—Nov 10, 2005	20 & 21.1-21.8	Simple Harmonic Motion
Nov 13	11	Superposition, Interference	21 & 22.1-22.2	Waves, Reflection and Superposition
Nov 20	12	Interference, Fluids	22 & 15.1-15.5	Interference of Two Waves
Nov 27	13	Fluids	15	Interference of Light Waves
Dec 4	14	Fluids; Catch-up, review	15	



UNIVERSITY SECRETARIAT
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REPORT TO THE UNDERGRADUATE COUNCIL AWARDS COMMITTEE FROM THE UNDERGRADUATE COUNCIL AD HOC COMMITTEE ON ACADEMIC STRUCTURES FOR STUDENT SUCCESS

FOR APPROVAL

In February 2016, the Task Force on the Future Directions for the Faculties of Humanities, Social Sciences and Science released its report, commonly known as the *Warner Report*, outlining, at a high level, a number of options that might be pursued within and across the Faculties of Humanities, Science and Social Sciences to enhance the learning environment and remove barriers to flexible, interdisciplinary study and collaboration. Following its release, two committees were struck to review the issues raised in the *Warner Report*. The Committee on Programming in the Arts and Science Faculties (PASF) addressed removing barriers, promoted interdisciplinary studies and identified core competencies to be embedded in the undergraduate curriculum across the Faculties of Humanities, Social Sciences and Science. The *PASF Report* was completed and released in the spring of 2017. The Undergraduate Council Ad Hoc Committee on Academic Structures for Student Success (CASS) was struck to investigate options for interdisciplinary study and removing barriers to student success, as well as to review the *General Academic Regulations*. These Committees worked simultaneously and their overlapping mandates were managed with the assistance of project management from Andrea Thyret-Kidd, who sat on both committees. The *PASF Report* focussed specifically on the three Arts and Science Faculties and many of their recommendations were directed to CASS to examine implementation University-wide.

CASS broke down its mandate into two phases, one focussed on a full review of the General Academic Regulation, and the second to review undergraduate academic structures in the context of the issues raised in the *Warner Report* and the *PASF Report*.

Recommendations 4, 7, 13, and 14 are presented to Undergraduate Council for discussion. These recommendations are primarily related to operational or administrative tasks that will improve communication to students about not only their deadlines and responsibilities, but also the options available to them to make the most of their learning experiences at McMaster and on the utilization of tools that will enable the Faculties to gauge student demand for courses and plan for enrolment based on that demand.

Recommendations 1, 2, 3, 5, 12, and 15 are rooted in changes to the academic regulations that serve to promote student success. Some of these recommendations are already being implemented and others reflect of changes proposed as revisions to the *Undergraduate Course Management Policies*. Many of these recommended changes are actually quite minor, but potentially will have a significant impact on student success. Among the more substantial changes proposed is the introduction of a regulation to limit the number of times a student can repeat a course. CASS strongly felt that placing such a limit on repeated courses will encourage students who are struggling

to satisfy entry or program requirements to evaluate their aspirations and to explore other options through which they may find greater success. The proposed global revisions to the *General Academic Regulations* in Recommendation 5 are primarily housekeeping. No changes are being made to the regulations themselves; the revisions were focused on ensuring that the regulations are clearly stated and on removing purely informational or instructional text as much as possible. The revisions will be made available to members of Undergraduate Council for review, but they will be brought forward for approval, with all proposed regulation changes, through the Undergraduate Council Curriculum and Admissions Committee.

Recommendation 11 sets out proposed guidelines for prerequisites and requires a review of course prerequisites by departments and programs, and during curriculum reviews, to ensure that prerequisites are not being used for purposes other than student success. On approval, the curriculum guidelines will be incorporated into general curriculum guidelines and templates used during the annual curriculum review.

Recommendation 6 calls for a review of the processes related to deferred examinations. The Committee raised concern that the current processes are not conducive to student success. CASS, however, recognised that an in-depth investigation into the issue would be beyond the scope of the Committee's mandate. It is recommended, therefore, that Undergraduate Council strike an ad hoc committee to review deferred examinations, with the understanding that, given the current workload of Undergraduate Council, such ad hoc committee may not begin its work for some months.

Recommendations 8, 9, and 10 address the structure of undergraduate degrees at McMaster. These recommendations follow from those set out in the *Committee on Programming in the Arts and Science Faculties (PASF) Report*, and that Undergraduate Council has approved. The focus of the recommendations set out in the *PASF Report* was specifically related to programing in the Faculties of Humanities, Science, and Social Sciences. CASS has reviewed the PASF recommendations in the context of options for program structure University-wide and has made modifications to those recommendations. Struck at the last meeting of Undergraduate Council, the Ad Hoc Committee on a Major and Two Minors Pathway has already begin its work to review the options for a major and two minors pathway in these three Faculties and will, as part of its mandate (revised at the last meeting of Undergraduate Council), review the options for such a degree structure for all Faculties. As the structure of the "major" component of the pathway is directly related to the structure of the proposed "double major" pathway (which is strictly renaming of the current Combined Honours degree pathway), the Ad Hoc Committee will also examine the implications for considerations such as degree designation and "home" Faculty in the context of the "double major" pathway as well. CASS spent considerable time discussing the role of three-year degrees at McMaster and determined that it was beyond the scope of the Committee's mandate to explore the issue in sufficient depth to make a recommendation on the University's strategy for three-year degrees. Therefore, CASS recommends that Undergraduate Council strike an ad hoc committee to review three-year degrees, with the understanding that, given the current workload of Undergraduate Council, such ad hoc committee may not begin its work until the 2018-2019 Academic Year.

The Undergraduate Council Ad Hoc Committee on Academic Structures for Student Success now recommends,

that Undergraduate Council approve the overall direction of the Report of the Ad Hoc Committee on Academic Structures for Student Success, and that Undergraduate Council approve Recommendations 6, 8, 9, 10, and 11, as set out in the attached.

**Undergraduate Council
October 3, 2017**

Undergraduate Council Ad Hoc Committee on Academic Structures for Student Success (CASS) Report

Dr. David Wilkinson (Chair)

Dr. Susan Searls Giroux

Dr. Lori Campbell

Dr. Joseph McDermid

Dr. Michelle Macdonald

Dr. Bhagwati Gupta

Dr. Nancy Bouchier

Dr. Doug Welch

Dr. Michael Thompson

Dr. Hongjin Zhu

Ms. Kristina Kuhnert (latterly replaced by TBD)

Ms Mona Khalid (latterly replaced by Ms Adina Silver)

Ms. Melissa Pool

Ms. Joanne Smith

Ms. Sophia Holness

Ms. Amanda Baldwin

Ms. Stephanie Baschiera

Ms. Elizabeth Williams

Ms. Trish Sullivan

Ms. Tamara Bates

Ms. Andrea Thyret-Kidd

Contents

Terms of Reference.....	3
Scope.....	3
Out of Scope.....	4
Committee Membership.....	4
Background	4
Overview	5
Early Feedback and Intervention for Success	6
Initiatives which encourage student success.....	6
Last Day for Cancelling Courses without Failure by Default	7
Early Feedback Policy	7
Repeating Failed Courses & Upgrades	8
Mosaic Communications.....	10
General Academic Regulations	10
Deferred Examinations	12
Degree Structure.....	13
Interdisciplinary Learning.....	13
Degree Structure and Nomenclature.....	13
Major and Two Minors.....	17
Three Year Degrees.....	18
Barriers to Student Progress	19
Prerequisites	19
Graduation Guarantee	20
Opening Seats in Courses.....	21
Wait Lists.....	22
Challenge for Credit	22
Summary of Recommendations.....	24
Appendix A: Repeated Course Information	29
Appendix B: Data on Minors	32
Appendix C: Data on Three Year Degrees	41

Terms of Reference

McMaster's undergraduate regulations were last comprehensively reviewed in 1991. In reviewing previous committee work, there are surprising similarities with the issues of today: the desire for regulations which are simple, clear and easy to administer while encouraging interdisciplinary learning.

The campus has changed considerably in the past 25 years and over time the academic regulations have been modified and adjusted without reviewing the whole. It is time for the regulations to be comprehensively reviewed for today's context.

The Ad Hoc Committee was asked to examine the University's undergraduate academic regulations and to propose ways in which they can be improved while considering the following:

- Encouraging interdisciplinary learning
- Evaluating what inhibits students from progressing through their degree
- Producing clear and simple regulations that are easy for students, faculty and advisors to understand and communicate, and which create as little administrative work as necessary
- Producing open and flexible regulations that enable students to be successful including possible ways to change directions without undue penalty
- Considering how any recommended changes may affect students planning to undertake graduate studies, as well as any impact on the graduate academic regulations
- Creating regulations that require only limited resources for record keeping, business processes, and student advising, and which do not place a financial burden on the institution
- Evaluating which regulations need to be communicated to students in the calendar

Scope

Includes all undergraduate academic regulations.

What do McMaster's Academic Regulations currently include?

- University regulations
- Academic standing and program requirements
- Petitions for special consideration
- Requests for relief for missed academic term work
- Examinations
- Grading system
- Graduation
- Records policy, transcripts
- Faculty academic regulations

Review could also include:

- Term structure
- Value of units/credits
- Academic calendar e.g., single vs. multiple calendars
- Undergraduate Course Management Policies
- Undergraduate Examination Policy

- Other policies or practices as required by the committee

Out of Scope

- Undergraduate academic awards

Committee Membership

Chair:	David Wilkinson	Provost & Vice-President (Academic)
Members:	Lori Campbell	Associate Dean, Social Science
	Joseph McDermid	Acting Associate Dean, Engineering
	Michelle Macdonald	Faculty member, Health Sciences
	Nancy Bouchier	Faculty member, Humanities
	Bhagwati Gupta	Faculty member, Science
	Hongjin Zhu	Faculty member, Business
	Melissa Pool	Registrar
	Mona Khalid	Undergraduate student, Science
	Kristina Kuhnert	Undergraduate student, Humanities
	Doug Welch	Vice-Provost & Dean of Graduate Studies
	Michael Thompson	Associate Dean of Graduate Studies (Engineering)
Ex-Officio	Susan Searls-Giroux	Vice-Provost, Faculty
Consultants	Joanne Smith	Assistant Dean (Studies), Science
	Sophia Holness	Senior Manager, UTS
	Amanda Baldwin	Senior Manager, UTS
	Trish Sullivan	Senior Associate Registrar, Systems & Records
	Stephanie Baschiera	Associate Registrar & Graduate Registrar
	Elizabeth Williams	Academic Advisor, Humanities
University Secretariat	Tamara Bates	Governance Advisor & Assistant University Secretary
Project Manager	Andrea Thyret-Kidd	Office of the Provost

Background

The Committee began its work by reviewing the Terms of Reference and focusing on the purpose of the Committee “to examine the University’s undergraduate academic regulations and propose ways in which they can be enhanced to encourage student success and more flexible pathways to a degree”. The *General Academic Regulations* have not been comprehensively reviewed since the 1992 *Report of the Ad Hoc Committee to Review the Academic and Programme Regulations (CRAPR Report)*.

In early 2016, the Task Force on Future Directions for the Faculties of Humanities, Social Sciences and Science released its report which “highlighted solutions and opportunities aimed at enhancing the learning environment for students and removing barriers, both perceived and real, to interdisciplinary and cross-Faculty collaboration in teaching, research and administrative services” across the three Faculties. The report commonly became known as the *Warner Report*. Subsequently, two committees were struck to examine the options proposed in the report. The Committee on Programming in the Arts and Science Faculties (PASF) addressed removing barriers, promoted interdisciplinary studies and identified core competencies to be embedded in the undergraduate curriculum across the Faculties of Humanities, Social Sciences and Science. The *PASF Report* was completed and released in the spring of 2017. The Undergraduate Council Ad Hoc

Committee on Academic Structures for Student Success (CASS) was struck to investigate options for interdisciplinary study and removing barriers to student success, as well as to review the *General Academic Regulations*. These committees worked simultaneously and their overlapping mandates were managed with the assistance of project management from Andrea Thyret-Kidd who stood on both committees. The *PASF Report* focussed specifically on the three Arts and Science Faculties and many of their recommendations were directed to CASS to examine implementation University-wide.

CASS divided its mandate into two phases, first examining the general academic regulations and secondly looking at the issue of academic structures in light of the *PASF Report* and its recommendations. Several working groups were formed to examine specific sections of the general academic regulations in accordance with the terms of reference. The groups also reviewed calendar language from other universities and/or spoke with relevant individuals and groups on campus (the Associate Deans Group, the SAS office, etc.). The groups presented their findings, thoughts and recommendations to the larger CASS committee. Through these investigations and presentations six themes clearly emerged:

1. Student success
2. Communication with students
3. Inclusive & flexible, clear & simple regulations
4. Interdisciplinary Learning
5. Flexible pathways
6. Barriers to student progress

These themes are tied closely to the Committee's mandate of improving student success through clearer articulation of simplified regulations, greater opportunities for flexibility within programs and interdisciplinary learning, and reducing barriers to progress within degree programs. All of the following CASS recommendations have a basis in at least one of these themes and many of them cross over into multiple themes.

Overview

As noted above the academic regulations and their supporting processes and procedures have not been subjected to a holistic review for over two decades. Much has changed over the intervening years – from a wide range of new programs and options, to new pedagogical approaches and linkages to non-curricular learning, along with the impact of technology on education, communications and student engagement. The committee began its deliberations from a perspective that these and other changes in the world that impact students, faculty and staff would provide a motivation for changes to the academic regulations and processes. It is imperative that any changes proposed should be motivated by a desire to enhance opportunities for students to be successful and for faculty and staff to be better enabled to encourage and support that success. Academic regulations and their associated processes and procedures are important tools that both enable and regulate the progression of students through the university towards graduation credentials, primarily degrees but also including certificates and degree components such as minors. Like any tool however, academic regulations can be applied in ways beyond those originally intended and that are inconsistent with the overall aims of the institution. For example, course prerequisites, whose notional function is to ensure that students only take courses for which they have received adequate preparation have sometimes been used as a tool to manage cohorts or to block enrolments based on financial exigency. Once restrictions are put into place they are rarely reviewed to determine if they are still warranted or if a more direct approach

may have become available. Therefore, over time the regulations become cluttered and rife with unintended consequences. In the course of our initial investigations the committee came to realize that in comparison with many other Ontario universities, and in particular other members of the U6, we offered less flexibility to our students in terms of pathways, ability to change direction and “breadth of learning” opportunities. This served as a strong incentive to the committee to address these challenges.

An additional component of the committee’s work revolved around the issue of communications. The regulations need not only to be clear and concise. We need to be able to communicate them to students, faculty and staff effectively and interactively, using tools through which students conduct their daily lives. In some cases the regulations have become so cumbersome that even the staff charged with their implementation have difficulty navigating them. This places a significant overhead on the system which, if removed, will enable staff in student services roles to dedicate more of their energy to helping students imagine and implement pathways that meet their goals and aspirations. The committee recognized the need to replace the current calendar and regulations with an interactive tool that will become linked to and supported by Mosaic. In this way we hope that students will be better able to understand both what they can do and what they need to do to complete their programs of choice.

Early Feedback and Intervention for Success

Initiatives which encourage student success

Two initiatives are currently underway that encourage student success and which the Committee found to be very beneficial.

All Faculties, with the exception of Engineering, offer a Level I for credit course, aimed at helping students navigate the transition to university. Typically, these offerings serve as a required course. The curriculum varies but, in general, prepares students for a university career, highlighting available resources and providing a skill set for life-long learning. The courses should be evaluated for consistency and consideration given to mandating completion for all students. The Committee believes the courses can be quite helpful for students making the adjustment to university and should be utilized to their maximum potential.

The Faculty of Science has developed a strategy to improve student success through early identification of first year students who are not doing well academically. Instructors teaching Level I courses are required to report midterm marks to the Office of the Associate Dean. The grades are reviewed and students who are struggling and/or projected to fail one or more courses are contacted to come into the office for academic advising. The goal is to provide early intervention for students who are struggling in order to prevent them from failing Level I and to improve their success overall. This will in turn improve student retention. Often the advice given to students is difficult for them to hear, but can be effective. Students who were successful in high school are often shocked to hear that they are in danger of failing one or more courses and that they would be better to focus on fewer courses by reducing their course load. Early intervention can prevent a lost year and can help minimize the long-term effect of a bad start. The most challenging aspect of this strategy is the collection of grade information early enough in the term so that an evaluation can be made regarding the best next steps for the student. Instructors could also provide the Office of the Associate Dean with a list of students who have missed the first mid-term/assignments; however it would be more challenging to gather and provide this kind of information. The Faculties of Humanities and Social Sciences are investigating developing similar strategies. The Committee found these efforts to be effective and excellent.

The Faculty of Engineering offers an opportunity to students who are in academic difficulty at the end of their first term to make an immediate fresh start, the so-called *M Program*. By repeating some courses starting in January and extending Level I into the Spring/Summer term, students are able to catch up and those that are successful can enter Level II on schedule. In many cases the academic difficulty experienced by students is a consequence of the challenges they face in adapting to university life, rather than with the content of the courses themselves. The Faculty has found that those students who complete the *M Program* have a high rate of retention through the remainder of their studies. Programs of this type are best suited to those using a cohort model, such that all of the students take the same or similar courses (as in Level I Engineering). However, a version of this could be developed even when this is not the case.

Last Day for Cancelling Courses without Failure by Default

The Committee reviewed the timing of the *last day for cancelling courses without failure by default*. Typically, a term consists of 62 days (approximately 12.5 weeks) of instruction and the last day to cancel courses without failure by default is during the ninth week of the term (the date for multi-term courses coincides with the date in the Winter Term). To ensure that students will be able to make an informed decision based on a sufficient amount of marked work returned to them by that point in the term, the Committee felt that the date should be moved to later in the term. This change adds more flexibility and should help to relieve student stress. Moreover, it is anticipated that moving the date to later in the term will reduce both the number of students visiting Faculty Offices seeking to drop a class after the deadline has passed and the number of deferred exams. There is a balance to be struck here between ensuring that students have sufficient feedback to know if they are in the wrong course but not so much that they may already know their final grade and could cancel a course they have failed. The Committee is therefore recommending moving the date to one week later in each term and to review the effect of this change in two years.

In January 2017, Undergraduate Council adopted this recommendation and approved a revision to the 2017-18 Sessional Dates to move the *last day to cancel courses without failure by default* to the tenth week of each of the Fall and Winter Terms. CASS would not be opposed to moving the date to even later in the term(s) if that is the outcome of the review in two years.

RECOMMENDATION 1: The *last day for cancelling courses without failure by default* has been moved to one week later in each term. The effect of this change will be reviewed after two years by Undergraduate Council (in consultation with the Associate Deans Group) following the 2018-2019 Academic Year. If the change in date is deemed successful, consideration should be given to moving the date(s) later in the term.

Early Feedback Policy

The *early feedback policy* currently states:

When students are aware of their progress early in a course they can make informed decisions.

1. All students should receive feedback regarding their progress prior to the final date by which a student may cancel the course without academic penalty.

2. For the majority of undergraduate courses this feedback must equal a minimum of 10% of the final grade.

3. For supervised study, thesis, capstone, inquiry, and independent research/study courses, clear and early feedback must also be provided.

For students early in their studies, the Committee felt that 10% of the final grade is an insufficient amount of feedback for a student to make an informed decision about their progress in a course. In light of Recommendation 1 to move the *last day for cancelling courses without failure by default* to later in the term, it is felt that instructors can be expected to provide more feedback to students in Level I and II. Due to the complexity of upper year classes and the experience and maturity of upper year students, the Committee felt feedback of 10% is appropriate for Level III and IV courses. Instructors are encouraged to develop methods for providing early feedback to students in all courses so they can be aware of their performance, e.g., participation marks could be divided into two components with grades posted at midterm and at the end of term. It should be recognized however, that students seeking relief from deadlines through the MSAF process may make it impossible for an instructor to return marked feedback by the *last day for canceling courses without failure by default*.

Additionally, the Committee noted the *early feedback policy* is currently part of the *Undergraduate Course Management Policies* which applies to instructors. There is no formal communication of the *early feedback policy* to students. The Committee recommends it be included in the *General Academic Regulations* so the regulation is communicated clearly to students.

RECOMMENDATION 2: Undergraduate Council approve, for recommendation to Senate, the revised Early Feedback Regulation for inclusion in the *General Academic Regulations* and the *Undergraduate Course Management Policies*, effective 2018-2019.

Early Feedback Regulation:

1. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.
2. For Level I and Level II courses, this feedback must equal a minimum of 20% of the final grade.
3. For Level III courses and above, this feedback must equal a minimum of 10% of the final grade.
4. For courses where it is difficult to achieve a numeric grade due to the design of the course (e.g., supervised study, thesis, capstone, inquire, independent research/study, experiential courses, etc.), clear and early feedback must be provided.
5. When academic obligations are completed by the due dates in the course outline, early feedback will be received by the final date by which a student can cancel a course without failure by default. Students who use the MSAF process and other petitionable accommodations may not receive feedback by the deadline.

Repeating Failed Courses & Upgrades

Current language in the General Academic Regulations states:

Repetition of Courses

Students may repeat courses that have been failed or for which credit has been obtained a number of times, with the exception of the students in the Faculty of Business who may only repeat courses with permission of the Student Experience - Academic Office (DSB 112) or for which they have failed. The grades for all attempts appear on the transcript and enter into the computation of the Grade Point Average. However, only one successful attempt will enter into the computation of credit earned towards your degree.

Academic advisors report that there are students who repeatedly take the same course in an effort to pass it or earn a high enough grade to enable them to switch into another program. Anecdotal stories were told of students in their third and fourth year of study who are not focussed on their current program of study but instead are focused on gaining entry (often re-entry) into another program (often in another Faculty).

The Committee requested data from the Office of Institutional Research and Analysis (see Appendix A). The data shows that many students repeat a course once (over 6,500) or twice (~600) and that some students repeat courses three, four and even five times. The courses most commonly repeated are engineering, science and economics courses and are generally required Level I courses, e.g., math, economics, chemistry, that are required for entry into upper level programs. The data appears to confirm that students are repeating courses that would enable them to switch into another program or return to a program in which they have previously been unsuccessful. The Committee pondered how many times a student should be allowed to repeat a course. If a student requires multiple attempts to be successful in a required Level I course, it is unlikely they will be successful in that area of study. Academic advisors raise this issue with students, but, without a regulation to prevent them from repeatedly attempting the same course, this advice has little effect. McMaster would like students to be successful in their studies, and in some cases that requires setting clear limits on behaviours that undermine success. Students who are unable to gain entry into their desired program should understand that there comes a point when they need to re-evaluate their goals and to assess alternative opportunities. A student may need to choose a program to which they are better suited or explore other options. The Committee agreed that allowing a student to repeat a course twice (three attempts in total) is sufficient opportunity for a student to be successful. Any further attempts should only be permitted with Faculty Office approval. The Committee discussed and acknowledged this change may result in some students gaining an advantage in application for Level II programs if they are able to successfully repeat and upgrade a course within the Fall/Winter Term of Level I.

The Committee had many long conversations regarding the impact of a failed course on a student's record. There consensus is that a student's transcript needs to detail all courses attempted and the grades earned. Members also agreed, however, that a failed course can have a lasting impact on the student's cumulative GPA, particularly for students early in their academic career, who are competing for entry into programs. The Committee questioned if it is appropriate for the failure to be included in the GPA if the student has successfully repeated the course. If a student fails a course and then earns a 70% on a second attempt, they have undoubtedly successfully learned the course material. A review of comparable Canadian universities reveals there is no standard way to treat repeated courses. The Committee recommends that the results of just one attempt of the course should be included in the GPA, rather than the grades for all attempts. The Committee was also concerned with students repeating courses to get a higher grade. If only one attempt is going to be included in the GPA, the University needs to be clear which attempt will be included. The Committee recommends the GPA calculation include only the grade of the most recent attempt to ensure each upgrade attempt is an honest attempt to improve the grade.

The question was raised regarding whether a student's standing should be re-run on the previous term when a student repeats a course. Academic standing represents a moment in time and academic and financial decisions are made based on the student's performance until that point. Those decisions should not be changed retroactively and would cease to make sense if standing was re-run. When a student repeats a course, the GPA will be recalculated according to the repeat rules the next time standing is run for the student.

Implementing this change presents a challenge. Normally when regulations are altered, the new rules apply to incoming students and current students are grandfathered and continue to follow the old regulations. However, the Committee agreed that changing this regulation for all students would be beneficial, given that

under the current regulations existing students would still be able to repeat courses without restrictions. As a result, the Committee's recommendation is that students will not be grandfathered and the new regulation will apply to all. This will make it necessary to clearly communicate the regulation change to potentially affected students. In addition, an automatic message should be sent to students when they enrol in a course for the third time, warning the student this will be their final attempt at this course and they should go to their Faculty Office for advice. The Associate Deans Group will need to manage the implementation during the transition to the new regulation. It will be important that cross-listed and equivalent courses are correctly identified in Mosaic so the repeat rule can be properly implemented.

RECOMMENDATION 3: Undergraduate students be allowed to repeat a course twice (for three attempts in total). Any additional repeats will be allowed only with Faculty Office approval. Units for repeated courses can only be earned once. The GPA calculation will include the grade of the most recent attempt only. The Associate Deans group will manage the communication and transition to this revised regulation. Department offices are responsible for ensuring cross-listed and equivalent courses are correctly designated in Mosaic.

Undergraduate Council approve, for the recommendation to Senate, the revised Repeating Courses Regulation language for inclusion in the General Academic Regulations 2018-2019.

Repeating Courses Regulation

Students may repeat a course only twice (i.e. attempt the course three times). Students should note, for the purposes of this regulation, cross-listed and equivalent courses count as attempts. Grades from every attempt will appear on the academic transcript. The GPA calculation will include only the grade earned on the most recent attempt. Units earned will be counted once toward the student's program requirements, regardless of the number of times the course is repeated.

Mosaic Communications

The student module of Mosaic is quite new; it has been in operation for two years. The Office of the Registrar, the Faculty Offices and University Technology Services (UTS) have been appropriately focussed on ensuring that Mosaic operates properly, on fixing problems, and on building reports and queries, etc. The Committee is interested in improving the instructions and communications to students through Mosaic by evaluating the language through a student success lens. All communications to students should strive to be timely, clear in message, and designed to promote and encourage student success. The Committee learned Mosaic will soon be upgraded and the upgrade will include improved communication functionality.

RECOMMENDATION 4: The Office of the Registrar, in partnership with the Faculty and program offices, will lead a review of the instructions and communications students receive through Mosaic after the Campus Solutions 9.2 upgrade is implemented. Language sent to students should be direct, clear, timely and simple to understand.

General Academic Regulations

Many conversations touched on how the University communicates regulations, particularly the *General Academic Regulations*, to students. The *Undergraduate Calendar* has been published in electronic format for many years; however, it remains in a structure that was designed for hard-copy delivery. While not being under any illusion that students previously read the *Calendar* cover to cover, it is believed that students

previously were more aware of the academic regulations when they were provided in book format. For a number of years, the electronic *Calendar* was a supplement to the printed *Calendar*, but then became the official version. When the *Calendar* was first published electronically, it was presented exactly as it had existed in hard copy, even after it became the official version resulting in navigation issues. For example, there are few embedded hotlinks and students have to scroll through all the regulations to find what they are looking for by title. Students in difficulty are able to find the information they need. The intent, however, is that students will be aware of information early, before they are in trouble, and will use it in a proactive manner. For example, the *Calendar* includes information that is very helpful for incoming students who are adjusting to a new educational experience, e.g., students are expected to be aware of dates and deadlines, to select courses required for their program, to be aware of required averages, to check their email regularly, to pay their fees on time, and to explore options in Mosaic self-service. Students who understand the University's expectations, as well as when and where to find information, are in a good position to avoid problems such as taking courses that do not count towards their degree, being blocked from enrolling for not paying fees, missing deadlines, etc. The University should explore better ways to convey important information found in the regulations to students in a timely manner and in a way that will catch their attention. The Office of the Registrar, for example, is creating a poster (print and electronic) that outlines what is expected of students to ensure their success.

The *General Academic Regulations* were reviewed twice by the Committee. Initially, sub-groups looked at sections of the *Calendar* and identified those sections that needed significant revision. In particular, letter of permission, averages and their uses, reinstatement, and progression rules, were identified as problematic. In general, most of the regulations were found to be relevant and accurately written, albeit in need of updating and streamlining.

CASS is too large for such a detailed task so a small working group, comprised of Michelle Macdonald, Nancy Bouchier, Joanne Smith, Trish Sullivan, Melissa Pool, Tamara Bates and Andrea Thyret-Kidd, was created to review and re-write the *General Academic Regulations*. The working group began by reviewing the regulations holistically, i.e. identifying all topics discussed throughout each section, clarifying what each regulation meant, analyzing the organization of the regulations, confirming consistent language practices, and identifying where sections should be cross-referenced to one another. The group began re-writing each section of the regulations with the goal of using clear, simple and direct language. As progress was made, the working group began to question the purpose and nature of some of the "regulations" and whether a given section was conveying general information, information about a process and/or procedure, or a regulation, and, if it was a regulation, whether it belonged in the *General Academic Regulations* or another section of the *Undergraduate Calendar*. For example, the working group deemed a section titled "Selection of Courses" to be unnecessary, as it repeated information conveyed elsewhere in the *General Academic Regulations*. Another example are the two sections titled "Transfer of Credit between Faculties" and "Transfer between Programs" that conveyed that transfer processes are handled by the Faculty Offices with little additional information. The regulations were found to be more outdated than originally thought, and some regulations (e.g., those regarding a second bachelor's degree program) took a great deal of time to re-write. In an effort to meet timelines, Lynn Giordano, Assistant Dean (Studies), Faculty of Social Sciences, was enlisted to assist. As previously identified by the larger CASS committee, some regulations, particularly student responsibilities, letter of permission, academic standing, and reinstatement, required major revision. Although the proposed revisions may look quite different than the original, the mission of the group was not to change the regulations themselves (except those sections previously noted), but to convey them in a more clear and meaningful way.

RECOMMENDATION 5: The draft *General Academic Regulations* be sent to Undergraduate Council for consultation and approval, for inclusion in the *2018-2019 Undergraduate Calendar*.

Deferred Examinations

Accommodations are given on the basis of disability, religion, family status or other human rights related grounds and for which the University is legally obligated to provide accommodations. Accommodations are distinct from relief, which is given based on the consequences of missed term work or examinations when there are compelling personal, family or medical circumstance; relief is sought through a petition process and the University is under no obligation to grant it. This can be quite confusing, however, because accommodations and relief are often used interchangeably and become entangled in the minds of students and others. For example, a student with a disability (who needs an accommodation) may be granted a deferred examination (which is a form of relief). To make matters more confusing, medical documentation can be required to be submitted through both processes. Despite the confusion, it is important to understand and maintain the distinction between the two.

Students are expected to be available to write examinations during the exam period. Occasionally, students are unable to do so and they can submit a petition to write a deferred examination. It is important to note a deferred examination is a form of relief granted following a petition; it is not an accommodation. The deferred examination process has been in place at McMaster for decades and, while the number of deferred examinations granted is significant, it represents a small portion of the regularly scheduled examinations. For example, 81,589 examinations were written in April 2017 with 1,224 deferred examinations in June 2017. Faculty members, Associate Deans and Assistant Deans have expressed concern about the length of time between the regular examination period and the deferred examination period, which is several weeks, and the likelihood that the delay is not conducive to student success. How the deferred examination process functions has not been reviewed in recent memory.

RECOMMENDATION 6: Undergraduate Council strike an ad hoc committee to review the deferred examination process, specifically to:

- Discuss the difference between accommodations and relief granted through petitions
- Review the impacts on both the students and the University from the:
 - number of deferred examinations
 - number of students who are granted but do not sit for the deferred examination
 - number of students who retroactively drop the course after being granted a deferred examination
 - number of students who submit a petition to request a deferred examination after becoming sick at the original examination
- Review the pass/fail rate of deferred examinations
- Review the length of time between the final examination and the deferred examination and discuss what is appropriate
- Review how often the deferred examination is different from the original examination and suggest guidelines which address academic integrity, equity issues between different versions of exams, etc.
- Recommend changes to the deferred examination process which fosters student success and academic integrity

Degree Structure

Interdisciplinary Learning

The idea of encouraging interdisciplinary learning is not a new one. In fact, the last committee to review the academic regulations in the early 1990s created the 'minor' as a way of formally recognizing interdisciplinary learning. The Committee was interested in the success of minors and how many students were using a minor as a vehicle for interdisciplinary learning. Data from the 2011-2015 academic years showing how many students currently earn a minor was reviewed. The results were informative.

In 2015, 17% of graduands were awarded a minor. There was a small downward trend, as 19% of all students who graduated in 2011 did so with a minor. Surprisingly, 45% of all Commerce graduands were awarded a minor. Most commonly this is an Economics minor, which is logical as Business students are required to take 12 units of Economics, which satisfies half of the minor requirements. In comparison, 18% of Humanities and 13% of Social Sciences students declare a minor upon graduation. Students most commonly earn minors offered by Social Sciences (47%) or Science (30%). See Appendix B for more details.

Currently, little is done to advertise minors. Information about minors is included in some recruitment material, in the *Undergraduate Calendar* and on program websites, but there is no active marketing of minors. The Office of the Registrar's website has recently created an "Electives and Minors" page which lists all the available minors. Students do not declare minors until they apply to graduate, so the University has no idea how many students are currently working towards one or more minors. This is a lost opportunity to convey to students the diversity of programs and opportunities for study that exist across campus. Better information on minors can also be used in recruiting to better convey the wealth of options available to prospective students. Information on minors should be developed and actively advertised to students. Certainly this could be done as part of the Level II selection process, but students entering direct-entry programs should also be made aware of the opportunities to earn a minor. The effort to advertise minors should be coordinated across campus, because students should be encouraged to consider minors from all disciplines, not just those offered by the student's home Faculty.

RECOMMENDATION 7: The Associate Deans group develop a strategy for how to more effectively advertise and promote minors to prospective students and the undergraduate student community.

Degree Structure and Nomenclature

From its earliest meetings, CASS engaged in discussions about the structure of degrees at McMaster and the terminology used for the various ways to earn an undergraduate degree. There was some frustration that terms, like "specialist" and "specialization," are being used without a common understanding of what they mean. During its investigation of the various degree structures offered at other universities, the Committee found it helpful to see such terms defined or described. With the exception of minors, no such definitions or descriptions apparently exist at McMaster. The Committee became aware that an ad hoc committee of Undergraduate Council was re-writing the *Policy on Certificates and Diplomas* and had found a similar lack of clarity regarding some of the differences between certificates and diplomas and how these differed from minors in the context of learning outcomes and in structure. The difficulties are beyond simple naming conventions. For example, it is important to be able to identify the purpose of the various paths to a credential. The *Warner Report* recommended that departments significantly reduce the number of required discipline-specific courses for their programs, which led CASS to consider what would be an appropriate unit range for required courses within a degree program. The PASF recommendation for the creation of a

pathway consisting of a major and two minors leading to an honours degree heightens the urgency to generate a common understanding of the terminology. The PASF Committee recognized the issues surrounding degree structure in two recommendations:

PASF Recommendation #6

McMaster University discontinue the term 'combined honours' and replace it with the term 'double major'.

The Committee on Academic Structures for Student Success (CASS) conduct a review with respect to the terms 'specialization', 'honours', 'major', 'double major', and 'minor' to determine appropriate required unit ranges and administrative arrangements. The review should be complete by December 2017.

PASF Recommendation #9

Departments consider which pathways to degrees they wish to offer and make curriculum adjustments through the Undergraduate Council curriculum process. The *Warner Report's* recommendation that programs reduce the number of required discipline-specific courses to afford students more time for exploration and interdisciplinary study should be part of the conversation. Curriculum changes will be approved by Undergraduate Council in 2018-19.

The undergraduate IQAP process be modified to include a review of the pathway(s) offered by the department.

In May 2017, Senate approved the following definitions, as part of the *Senate Policy on Diplomas and Certificates*, which were helpful to the conversation.

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

Undergraduate Diplomas

- *A McMaster Undergraduate Diploma is a program of study involving a significant body of academic work coherently organized around clear learning objectives. Undergraduate Diplomas (which include post-baccalaureate diplomas) may be focused primarily upon academic or professional development objectives, but all must include academic content equivalent to a minimum of 24 units of undergraduate-level course work. Undergraduate Diplomas serve such functions as: study complementary to degree programs, professional preparation or upgrading, and bridging into undergraduate degree programs. The word Diploma must be included in the program name.*

Undergraduate Certificates:

- *A McMaster Undergraduate Certificate is a program of study coherently organized around clear learning objectives and having academic content equivalent to a minimum of half a year of full-time undergraduate study at McMaster (15 units). There are two types of McMaster Undergraduate Academic Certificates.*
- *McMaster Stand-Alone Undergraduate Certificates*
 - *Stand-Alone Undergraduate Certificates (which include Post-Baccalaureate Certificates) may be focused primarily upon academic or professional development objectives, but all must meet the minimum criterion of academic content. Stand-Alone Certificates serve such functions as bridging into undergraduate degree programs, professional preparation or upgrading, and study complementary to degree studies.*
- *McMaster Concurrent Undergraduate Certificates*

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

Building on the themes of creating flexible pathways, encouraging interdisciplinary learning and communicating clearly with students, the Committee would like to be intentional and clearly outline the various paths and options available to undergraduate students. It is important to note that much of what is outlined below represents what is currently available to students. This is a re-packaging of what McMaster offers, while adding the proposed major and two minors option. It is hoped that presenting the pathways in a manner that highlights flexibility will be easy to understand and will allow students to deliberately explore and receive recognition for that exploration while earning their degree. This re-packaging will also assist the departments when they review curriculum and assist them to be deliberate about what they offer, how courses can be packaged, and how students can use these within their degrees.

The standard, and most popular, undergraduate degree offered at McMaster is an honours degree which is almost always 120 units of study (including first year courses), and never less. Honours degrees follow honours progression rules, meaning students have to maintain a certain average to remain in the honours program. The minimum program requirements should be equal to half of the total units of study; meaning a minimum of 60 required units. The Committee then considered what amount of exploration is appropriate within the degree. The Committee believes an honours degree should allow for a minimum of one year of study (i.e. 30 units) that can be taken outside of the students program(s) of study as electives. This flexibility for exploration is encouraged for all degree programs, with the understanding that some degrees are accredited by external organizations that require specific courses, which may reduce the program's capacity for this amount of flexibility. It is also understood, however, that many of these organizations mandate specific interdisciplinary study within the parameters of the degree program.

There are currently two pathways that lead to an honours degree at McMaster. These pathways include a single-subject honours program and a combined honours program (proposed to be renamed a "double major" program). Creating a major and two minors pathway will create a third pathway (see Recommendation 9). There are also currently up to three options through which a student in an honours program can undertake more specialized work in or work that is complementary to their degree program. These options include a specialization, a minor, and a concurrent undergraduate certificate (which is a distinct credential). McMaster currently has in use both the term 'specialist' and 'specialization'. The Committee preferred the use of specialization and has outlined below what it should entail. The concurrent certificate element is governed by the *Policy on Certificates and Diplomas* and leads to a McMaster certificate. Students currently have opportunities to customize their studies within the parameters of their degree requirements and these recommendations will create even more options.

RECOMMENDATION 8: That Undergraduate Council approve, for recommendation to Senate, the following descriptions as nomenclature, including the breakdown of units, for undergraduate degrees. Please note, required units include Level I courses.

Part A: Pathways to an Honours Degree:

1. Honours

- Concentration in a single field of study
- Required unit range = 60-72 units

- Electives and/or opportunity for Specialization, Minor(s) or Concurrent Certificate = 48-60 units
 - Required final year culminating course which involves either a detailed exploration of a topic integrating skills learned over the degree (thesis), or a project or seminar integrating the knowledge, skills and methods learned and applying them broadly in the requirement (capstone)
2. Double Major (formerly Combined Honours)
- Concentration in two fields of study
 - Each Major = 36-45 units
 - Required unit range = 72-90 units
 - Electives and/or opportunity for Minor or Concurrent Certificate = 30-48 units
 - Required final year culminating course which involves either a single detailed exploration into a specific topic integrating the skills learned over the degree (thesis), or a single project or seminar integrating the knowledge, skills and methods learned and applying them broadly in the requirement (capstone)
3. Major and Two Minors (new pathway)
- Concentration on a primary field of study while exploring two additional fields of study
 - Opportunity for interdisciplinary study
 - Major = 36-45 units. Minors = $24 \times 2 = 48$ units
 - Required unit range = 72-90 units
 - Electives and/or opportunity for a third Minor or Concurrent Certificate = 30-48 units
 - Academic rigour – recommendation that the UGC Ad Hoc committee determine the details, but likely involves some requirement on the amount of work taken beyond Level 1 and 2 courses
 - Maximum number of units double counted to be determined by the Ad Hoc Committee on a Major and Two Minors Pathway

Part B: Additional Elements:

A. Specialization

- Concurrent with the single honours pathway only
- Opportunity to study deeply
- Additional units focused on a sub-field
- Required Unit Range for the sub-field = 15-24 units
- Ideal composition of units for the sub-field - 3 units in each upper level and 6-9 units in a project/thesis
- Maximum of 90 required units (between the honours requirements and specialization requirements)

B. Minor (already approved)

- Concurrent with all honours degree pathways
- Opportunity for interdisciplinary study
- Exploration in an additional field of study
- Requirements should be as open as possible (not prescribed study)
- 24 units, with no more than 6 units at Level I and no more than 12 units being double counted towards the honours or major

C. Concurrent Undergraduate Certificate (already approved)

- Concurrent with all degree pathways
- Prescribed study organized around clear learning objectives

- Study complementary to the degree studies
- Minimum of 15 units
- Parchment is issued for the certificate

Part C: To Summarize:

Honours Degrees

Pathways:

1. Honours
2. Double Major
3. Major and Two Minors

Additional Elements:

- A. Specialization
- B. Minor
- C. Concurrent Undergraduate Certificates

Part D: Non-Honours degrees:

General/Four Year Degree (e.g., Bachelor of Commerce)

- 120 units
- Requires a lower GPA (4.0 versus 5.0), fewer commerce electives
- Very low enrolment, used primarily as an exit degree
- Parchment does not say "honours"

General/Three Year Degree

- 90 units
- Follows the University progression rules
- Minimum of 30 units of electives
- Not allowed to add a minor
- Some are eligible to be used as an exit degree

Major and Two Minors

Both the CASS and PASF Committees investigated ways to encourage more interdisciplinary learning. The greatest opportunities for interdisciplinary learning are in the Faculties of Humanities, Science and Social Sciences since these Faculties offer programs with the greatest degree of flexibility. The PASF Committee has recommended that a new pathway leading to an honours degree should be created:

PASF Recommendation 5:

Undergraduate Council create a major and two minors pathway leading to either a Hons. B.A. or Hons. B.Sc. This should be in place for the 2019-2020 academic year.

The CASS Committee supports the major and two minors pathway concept as an intriguing way to recognize interdisciplinary learning and also recommends that Undergraduate Council approve such an option. More work will need to be done to explore not only what such a pathway might look like, but also the operational issues involved and how a major and two minors pathway could be implemented. If Undergraduate Council adopts the PASF recommendation to develop a major and two minors pathway, these issues will have to be investigated and this work would be expected to occur over 2017-18.

It is important to the CASS Committee that, if a major and two minors pathway is established, the option should not be restricted to offerings from or to students in the three arts and science Faculties. Other Faculties can and should participate by creating more interdisciplinary opportunities for their own and other students. The

easiest way to participate would be to offer minors. Business and Computer Science, for example, both offer minors that would be of interest to students from any Faculty. Currently the number of minors awarded by Business and Engineering represent a very small percentage of the minors awarded across all Faculties; 4.9% and 0.3% respectively. Faculties/programs could also opt to participate by creating a program that could be taken as the major component of a major and two minors pathway.

The Committee also discussed the academic rigour of the major and two minors pathway. It is not the intention for students to build an honours degree composed primarily of Level I and II courses. It is important there be a sufficient number of upper year units built into the pathway, while still maintaining the minors as a collection of courses rather than prescribed courses. As minors are available for all three pathways leading to an honours degree, any required changes to minors would have to be effective for all three pathways.

RECOMMENDATION 9: Building upon Undergraduate Council's adoption of the PASF recommendation to develop a major and two minors pathway, all Faculties be encouraged to explore opportunities within their Faculty to offer one or both components of the new degree pathway.

Three Year Degrees

The Committee reviewed data on three year degrees and four year degrees (see Appendix C). It is quite clear from the data that most three year degree students are registered in social sciences programs, followed by humanities and science programs. This makes sense as the other Faculties offer only four or five year degrees, with the exception of the School of Medicine. The University earns a much lower WGU for students enrolled in a three year degree yet the costs of educating them remain the same. A number of Faculties reported that students enrolled in three year programs often have the necessary GPA to be in an honours program, but elect to remain in a three year program for personal reasons; however, many of these students then apply to transfer into an honours program at the end of Level III. In these cases the students graduate with four year degrees, but the University earns lower WGUs for them for all but their final year. While there are students who enrol in three year degree programs, over the past several years the University has focussed recruitment activities on four year degrees.

The University graduates students from three year degree programs for one of two reasons. First, the student has completed the requirements to graduate from a three year degree program. These students may have personal, financial and/or academic reasons for graduating from a three year degree program. For example, they may have been enrolled in an honours program, but have been accepted into another program (e.g., medical or law school) and so choose to graduate with a three year degree; or they may simply have intended to complete a three year program. Second, the student has had some academic difficulty and cannot maintain the necessary GPA to remain in an honours program or their original Faculty (see below), but nonetheless have acquired sufficient credits for a three year degree.

The Committee had many conversations regarding the flow of students between Faculties and the minimum requirements to remain within a Faculty and at the University. Two Faculties, Engineering and Business, require a higher standard to remain in their Faculty than the minimum standard to remain at the University. This leads to students who have achieved the minimum standard to remain at the University but not the standard to remain in their Faculty. Transition programs have been created to allow the students in this situation to take courses for an academic year to make themselves eligible for another program. Additionally, students assigned the academic standing "May Not Continue at the University" can either take a minimum of 12 months away from McMaster and then apply for reinstatement to their original Faculty or apply for

immediate reinstatement in another Faculty. The Faculties of Social Sciences and Humanities, who are currently challenged to meet their enrollments targets, are most likely to accept these students. When the student is committed to the new Faculty this can result in a win-win situation but this is not always the case. Some students continue to struggle academically and in some cases mirror the course enrolment of another Faculty in an effort to become eligible to transfer programs. Students cannot apply to return to Engineering or Business, so are often attempting to get into Science. It is hoped Recommendation 3 will assist with this problem, but it is unlikely to solve it.

The University does not currently have a clear philosophical view regarding the purpose of three year degrees. The financial implications related to how students enrol in (as opposed to graduate from) three year degrees need to be explored and better understood. The movement of students between Faculties and how this intersects with students in three year degrees is not fully understood. These issues are complex and need to be explored further. The CASS Committee did not have enough time, data or the correct committee composition to review all of the related issues.

RECOMMENDATION 10: Undergraduate Council strike an ad hoc committee, with consultants from the Assistant Deans (Studies) and Faculty Directors of Finance and Administration groups, to:

- Develop a clear view of the role of three year degrees at McMaster
- Review a common minimum standard to remain at the University
- Review the financial implication of three year degrees and to investigate ways to maximize WGUs
- Review the data on students who are in three year degrees with a GPA in the 3.0-4.0 range and how to successfully transition them into four year degrees
- Investigate the creation of non-honours four year degrees, particularly a B.A.

Barriers to Student Progress

Both the PASF and CASS Committees were asked to look into barriers to student progress. To be efficient and to avoid working at cross-purposes, PASF took the lead to investigate barriers and to put forward recommendations as necessary. The PASF Committee found there were a number of existing processes that, often unintentionally, create barriers particularly for course accessibility. This in turn makes it difficult for students to have flexibility and to study in an interdisciplinary manner. The PASF Report explored these processes in detail and made specific recommendations regarding how to adjust or remove the barriers. As the PASF Committee included representation from only three of the Faculties, many of these recommendations were forwarded to CASS to assess to what extent the recommendations could and/or should be applied across all six Faculties. The following topics all start with a PASF recommendation, followed by the CASS discussion, which in turn is often accompanied by an adjustment to the recommendation.

Prerequisites

The CASS Committee's key mandate was to examine and to propose improvements to the undergraduate academic regulations. This was to be undertaken while giving careful consideration to, among other things, *evaluating what prevents students from progressing through their degree and producing open and flexible regulations that enable students to be successful including possible ways to change directions without penalty*. Both the *Warner Report* and the *PASF Report* have identified that McMaster appears to have in place barriers that prevent students from enrolling in elective courses and from changing directions easily. The PASF Committee recommended:

PASF Recommendation #1

Undergraduate Council creates guidelines for prerequisites to be employed in the annual curriculum process and in the IQAP curricular review. The guidelines should be established and in place for the 2018-19 academic year.

Departments review their course prerequisites against the guidelines and implement a prerequisite structure which enables student success. The stated goal should be to minimize the number of prerequisites and to remove unnecessary prerequisites. Prerequisites that serve purposes other than student success, such as controlling seats, should be removed.

The undergraduate IQAP process be modified to include a review of all prerequisites.

The *PASF Report* detailed the way prerequisites are sometimes used to control seats in courses and why this is not the proper purpose of prerequisites. CASS agrees there should be a common understanding for the purpose and use of prerequisites, and struck a small sub-committee to create a set of guidelines for prerequisites.

CASS further agreed with the PASF recommendation that departments regularly review their course prerequisites against these guidelines and implement a prerequisite structure that enables student academic success. The stated goal should be to minimize the number of prerequisites and to remove unnecessary prerequisites. It is hoped this will have the effect of breaking down silos and making course options more flexible for students. Given the timing of the release of the *PASF Report*, CASS felt that its recommended implementation timeline would need to be adjusted. This prerequisite review, therefore, should occur during the 2018-19 curriculum review cycle in order to be in place for the 2019-2020 academic year. By such time, prerequisites that serve purposes other than promoting student success, such as for controlling seats, should be removed.

RECOMMENDATION 11: The Undergraduate Council Curriculum and Admissions Committee adopt and use the following guidelines for prerequisites for all future curriculum reviews:

Prerequisite Guidelines:

The sole purpose of a course prerequisite is to support academic preparedness. Thus, it may be necessary, for academic reasons, that students take certain courses in a particular sequence or have specific background knowledge as preparation for a course. In these cases, course prerequisites would be appropriate.

Additionally, the 2018-19 undergraduate curriculum review will involve departments reviewing all their course prerequisites against the approved prerequisite guideline and implementing a prerequisite structure which enables student success. The stated goal is to minimize the number of prerequisites. Prerequisites that serve purposes other than student success, such as controlling seats, will be removed.

Finally, the undergraduate cyclical program review process be modified to include a review of all department prerequisites starting with reviews taking place in 2019-20.

Graduation Guarantee

The PASF Committee was concerned the *General Academic Regulations* currently includes a “policy on access to undergraduate courses” that is often taken to be a “graduation guarantee” and as such has some unintended consequences. In order to address these concerns, the PASF Committee recommended that:

PASF Recommendation #2

The University not interpret the Policy on Access to Undergraduate Courses as a “graduation guarantee”, but rather interpret it as a “required course guarantee”.

The policy on Access to Undergraduate Courses should be modified to read:

McMaster’s policy on Access to Undergraduate courses is designed to ensure that ~~that resources are properly managed while enabling~~ students ~~are able to~~ enrol in required courses so that their program admission requirements and course requisites can be met ~~in a timely manner.~~, and that their program of study is not extended

The CASS Committee reviewed the recommendation and the rationale behind it and was in full agreement. However, CASS recommends that the language in the *Undergraduate Calendar* be further modified to be more explicit.

RECOMMENDATION 12: The policy on Access to Undergraduate Courses be modified to read:

The University endeavours to enable students to enrol in required courses so that their program admission requirements and course requisites can be met in a timely manner.

Marked version showing changes from PASF recommendation:

~~McMaster’s policy on Access to Undergraduate courses is designed to ensure that resources are properly managed while enabling students are able to enrol~~ The University endeavours to enable students to enrol in required courses so that their program admission requirements and course requisites can be met ~~in a timely manner.~~, and that their program of study is not extended.

Opening Seats in Courses

The PASF Committee reviewed the methods through which McMaster manages student enrolment in courses and expressed concern with the process. Their recommendation reads:

PASF Recommendation #3

Require departments to find ways to open seats in ALL classes except 4th-year seminars, thesis, capstone, field-trip, laboratory, performance courses, etc. The committee discussed four possible ways to achieve this goal:

1. A requirement that a percentage of seats in each class (20%) are open enrolment – meaning any student with the prerequisite can take the course, with no program or level requirement.
2. Departments agree to shorten the length of time reserve capacities are in place.
3. Departments are encouraged to review the use of program and level requirements in the reserve capacity process.
4. Departments set the same enrolment capacity and requested room capacity unless there is a strong pedagogical reason for not doing so.

Additionally, this recommendation should be passed along to the Committee on Academic Structures for Student Success (CASS) as it will yield the most benefit to students if all Faculties open more seats in their courses.

CASS agrees the principles of this recommendation should be adopted by all Faculties however recognizes implementation will have to vary from Faculty to Faculty and from department to department. It is not realistic for some programs to hold a certain percentage of seats for open enrolment. For example, it is unnecessary

and impractical for Engineering, Nursing, Midwifery, etc. to open seats in upper year classes as those seats would likely remain empty and result in a waste of resources. Rather, the CASS Committee encourages departments in Business, Engineering and Health Science to review their courses offerings, determine which courses may be of interest to students from other programs and to make seats available for those students. The CASS Committee agrees there are educational benefits to having students from a variety of Faculties, bringing different perspectives, in the same course. Additionally the new budget model encourages Faculties to make their courses available and to encourage students from other Faculties to complete their courses.

Further CASS recommends the University change the messaging to students about reserve capacity, what it is and how it works; i.e. reserve capacity is used to ensure students can get their required courses, but students have a responsibility to enroll in required courses for their program, when/how reserve capacities are removed, what students see in Mosaic, etc.

RECOMMENDATION 13: The Associate Deans Group will discuss and find practical strategies for how to encourage departments to review their course offerings with a goal to making classroom seats available to students outside of their program. Additionally, the messaging to students regarding reserve capacity and how it functions will be reviewed and improved.

Wait Lists

PASF Recommendation 4:

The Provost with the Deans investigate and allocate the resources required to activate the Mosaic wait-list tool by the summer of 2018.

This recommendation recognizes that departments currently do not know how many and what types of students want to take their courses. It is difficult to respond to student demand when there is little data available providing guidance on the level of demand for a given course. The information available is based on how classes are currently scheduled. The current data will not be helpful to departments attempting to schedule classes following the PASF recommendation to open seats in classes, and turning on the wait-list tool should begin to fill that gap. Before proceeding however, an investigation into the wait-list tool is required to better understand how it works and what is possible when using the tool. Additionally, there are other student planning tools in Mosaic that can be data-mined for information on enrolment and of which may be used to better advantage.

RECOMMENDATION 14: University Technology Services, in consultation with the Office of the Registrar and the Faculties, explore the wait-list tool and other planning tools in Mosaic that could assist departments and Faculties to schedule classes and understand demand for courses.

Challenge for Credit

PASF Recommendation 10:

The Committee on Academic Structures for Student Success (CASS) conduct a review of the challenge for credit policy and make recommendations about whether it should be revised and/or expanded.

The CASS Committee discussed this recommendation and reviewed policies related to challenging courses at comparable universities. The analysis undertaken by CASS suggests that there is insufficient demand for this option to warrant the significant changes to process that such an implementation would entail. Moreover,

members felt that encouraging students to challenge courses should not be a focus for the University. There was, however, agreement that the current challenge for credit policy should be moved from the *Admission Requirements* section of the *Undergraduate Calendar* to the *General Academic Regulations* section, with a note in the *Admission Requirements* section referring to the policy, and that information about the policy should be included on the Office of the Registrar and Faculty websites.

RECOMMENDATION 15: The challenge for credit regulation be moved to the *General Academic Regulations* section of the *Undergraduate Calendar* and a note be added in the *Admission Requirements* section referencing it. The option of challenging for credit should be added to the Office of the Registrar's website and the Faculty office websites.

Summary of Recommendations

RECOMMENDATION 1: The *last day for cancelling courses without failure by default* has been moved to one week later in each term. The effect of this change will be reviewed after two years by Undergraduate Council (in consultation with the Associate Deans Group) following the 2018-2019 academic year. If the change in date is deemed successful, consideration should be given to moving the date(s) later in the term.

RECOMMENDATION 2: That Undergraduate Council approve, for recommendation to Senate, the revised Early Feedback Regulation for inclusion in the *General Academic Regulations* and the *Undergraduate Course Management Policies*, effective 2018-2019.

Early Feedback Regulation:

1. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.
2. For Level I and Level II courses, this feedback must equal a minimum of 20% of the final grade.
3. For Level III courses and above, this feedback must equal a minimum of 10% of the final grade.
4. For courses where it is difficult to achieve a numeric grade due to the design of the course (e.g., supervised study, thesis, capstone, inquire, independent research/study, experiential courses, etc.), clear and early feedback must be provided.
5. When academic obligations are completed by the due dates in the course outline, early feedback will be received by the final date by which a student can cancel a course without failure by default. Students who use the MSAF process and other petitionable accommodations may not receive feedback by the deadline.

RECOMMENDATION 3: Undergraduate students be allowed to repeat a course twice (for three attempts in total). Any additional repeats will be allowed only with Faculty Office approval. Units for repeated courses can only be earned once. The GPA calculation will include the grade of the most recent attempt only. The Associate Deans Group will manage the communication and transition to this revised regulation. Department offices are responsible for ensuring cross-listed and equivalent courses are correctly designated in Mosaic.

Undergraduate Council approve, for the recommendation to Senate, the revised Repeating Courses Regulation language for inclusion in the *General Academic Regulations* 2018-2019.

Repeating Courses Regulation

Students may repeat a course only twice (i.e. attempt the course three times). Students should note, for the purposes of this regulation, cross-listed and equivalent courses count as attempts. Grades from every attempt will appear on the academic transcript. The GPA calculation will include only the grade earned on the most recent attempt. Units earned will be counted once toward the student's program requirements, regardless of the number of times the course is repeated.

RECOMMENDATION 4: The Office of the Registrar, in partnership with the Faculty and program offices, will lead a review of the instructions and communications students receive through Mosaic after the Campus Solutions 9.2 upgrade is implemented. Language sent to students should be direct, clear, timely and simple to understand.

RECOMMENDATION 5: The draft *General Academic Regulations* be sent to Undergraduate Council for consultation and approval, for inclusion in the *2018-2019 Undergraduate Calendar*.

RECOMMENDATION 6: Undergraduate Council strike an ad hoc committee to review the deferred examination process, specifically to:

- Discuss the difference between accommodations and relief granted through petitions
- Review the impacts on both the students and the University from the:
 - number of deferred examinations
 - number of students who are granted but do not sit for the deferred examination
 - number of students who retroactively drop the course after being granted a deferred examination
 - number of students who submit a petition to request a deferred examination after becoming sick at the original examination
- Review the pass/fail rate of deferred examinations
- Review the length of time between the final examination and the deferred examination and discuss what is appropriate
- Review how often the deferred examination is different from the original examination and suggest guidelines which address academic integrity, equity issues between different versions of exams, etc.
- Recommend changes to the deferred examination process which fosters student success and academic integrity

RECOMMENDATION 7: The Associate Deans group develop a strategy for how to more effectively advertise and promote minors prospective students and to the undergraduate student community.

RECOMMENDATION 8: That Undergraduate Council approve, for recommendation to Senate, the following descriptions as nomenclature, including the breakdown of units, for undergraduate degrees. Please note, required units include Level I courses.

Part A: Pathways to an Honours Degree:

1. Honours

- Concentration in a single field of study
- Required unit range = 60-72 units
- Electives and/or opportunity for Specialization, Minor(s) or Concurrent Certificate = 48-60 units
- Required final year culminating course which involves either a detailed exploration of a topic integrating skills learned over the degree (thesis), or a project or seminar integrating the knowledge, skills and methods learned and applying them broadly in the requirement (capstone)

2. Double Major (formerly Combined Honours)

- Concentration in two fields of study
- Each Major = 36-45 units
- Required unit range = 72-90 units
- Electives and/or opportunity for Minor or Concurrent Certificate = 30-48 units
- Required final year culminating course which involves either a single detailed exploration into a specific topic integrating the skills learned over the degree (thesis), or a single project or seminar integrating the knowledge, skills and methods learned and applying them broadly in the requirement (capstone)

3. Major and Two Minors (new pathway)

- Concentration on a primary field of study while exploring two additional fields of study
- Opportunity for interdisciplinary study
- Major = 36-45 units. Minors = $24 \times 2 = 48$ units
- Required unit range = 72-90 units
- Electives and/or opportunity for a third Minor or Concurrent Certificate = 30-48 units
- Academic rigour – recommendation that the UGC Ad Hoc committee determine the details, but likely involves some requirement on the amount of work taken beyond Level 1 and 2 courses
- Maximum number of units double counted to be determined by the Ad Hoc Committee on a Major and Two Minors Pathway

Part B: Additional Elements:

A. Specialization

- Concurrent with the single honours pathway only
- Opportunity to study deeply
- Additional units focused on a sub-field
- Required Unit Range for the sub-field = 15-24 units
- Ideal composition of units for the sub-field - 3 units in each upper level and 6-9 units in a project/thesis
- Maximum of 90 required units (between the honours requirements and specialization requirements)

B. Minor (already approved)

- Concurrent with all honours degree pathways
- Opportunity for interdisciplinary study
- Exploration in an additional field of study
- Requirements should be as open as possible (not prescribed study)
- 24 units, with no more than 6 units at Level I and no more than 12 units being double counted towards the honours or major

C. Concurrent Undergraduate Certificate (already approved)

- Concurrent with all degree pathways
- Prescribed study organized around clear learning objectives
- Study complementary to the degree studies
- Minimum of 15 units
- Parchment is issued for the certificate

Part C: To Summarize:

Honours Degrees

Pathways:

1. Honours
2. Double Major
3. Major and Two Minors

Additional Elements:

- A. Specialization
- B. Minor
- C. Concurrent Undergraduate Certificates

Part D: Non-Honours degrees:

General/Four Year Degree (e.g., Bachelor of Commerce)

- 120 units
- Requires a lower GPA (4.0 versus 5.0), fewer commerce electives

- Very low enrolment, used primarily as an exit degree
- Parchment does not say “honours”

General/Three Year Degree

- 90 units
- Follows the University progression rules
- Minimum of 30 units of electives
- Not allowed to add a minor
- Some are eligible to be used as an exit degree

RECOMMENDATION 9: Building upon Undergraduate Council’s adoption of the PASF recommendation to develop a major and two minors pathway, all Faculties be encouraged to explore opportunities within their Faculty to offer one or both components of the new degree pathway.

RECOMMENDATION 10: Undergraduate Council strike an ad hoc committee, with consultants from the Assistant Deans (Studies) and Faculty Directors of Finance and Administration groups, to:

- Develop a clear view of the role of three year degrees at McMaster
- Review a common minimum standard to remain at the University
- Review the financial implication of three year degrees and to investigate ways to maximize WGUs
- Review the data on students who are in three year degrees with a GPA in the 3.0-4.0 range and how to successfully transition them into four year degrees
- Investigate the creation of non-honours four year degrees, particularly a B.A.

RECOMMENDATION 11: The Undergraduate Council Curriculum and Admissions Committee adopt and use the following guidelines for prerequisites for all future curriculum reviews:

Prerequisite Guidelines:

The sole purpose of a course prerequisite is to support academic preparedness. Thus, it may be necessary, for academic reasons, that students take certain courses in a particular sequence or have specific background knowledge as preparation for a course. In these cases, course prerequisites would be appropriate.

Additionally, the 2018-19 undergraduate curriculum review will involve departments reviewing all their course prerequisites against the approved prerequisite guideline and implementing a prerequisite structure which enables student success. The stated goal is to minimize the number of prerequisites. Prerequisites that serve purposes other than student success, such as controlling seats, will be removed.

Finally, the undergraduate cyclical program review process be modified to include a review of all department prerequisites starting with reviews taking place in 2019-20.

RECOMMENDATION 12: The policy on Access to Undergraduate Courses be modified to read:

The University endeavours to enable students to enrol in required courses so that their program admission requirements and course requisites can be met in a timely manner.

Marked version showing changes from PASF recommendation:

~~McMaster's policy on Access to Undergraduate courses is designed to ensure that resources are properly managed while enabling students are able to enrol. The University endeavours to enable students to enrol in required courses so that their program admission requirements and course requisites can be met in a timely manner, and that their program of study is not extended.~~

RECOMMENDATION 13: The Associate Deans Group will discuss and find practical strategies for how to encourage departments to review their course offerings with a goal to making classroom seats available to students outside of their program. Additionally, the messaging to students regarding reserve capacity and how it functions will be reviewed and improved.

RECOMMENDATION 14: University Technology Services, in consultation with the Office of the Registrar and the Faculties, explore the wait-list tool and other planning tools in Mosaic that could assist departments and Faculties to schedule classes and understand demand for courses.

RECOMMENDATION 15: The challenge for credit regulation be moved to the *General Academic Regulations* section of the *Undergraduate Calendar* and a note be added in the *Admission Regulations* section referencing it. The option of challenging for credit should be added to the Office of the Registrar's website and the Faculty office websites.

Appendix A: Repeated Course Information

Failed Courses Summary

	Repeat Times					
	1	2	3	4	5	6
First Year Classes	3,033	250	37	4	0	1
Second Year Classes	2,478	266	39	8	2	0
Third Year Classes	854	80	8	0	0	0
Fourth Year Classes	148	20	0	0	0	0
Totals	6,513	616	84	12	2	1

Note 1: Includes all undergraduate students registered in 2015 Fall, as reported to MTCU on Nov 1, 2015.

Note 2: Divinity is excluded.

Note 3: Faculties/Departments/Subjects listed on the left of the table refer to Faculties/Departments/Subjects that offer the courses.

Note 4: Only includes students retaking a course with the same subject and course code adjusted for cross listed.

Note 5: Only includes students who failed at the listed course at least once.

Note 6: Excludes courses repeated before Sept. 2011.

Classes with Large Number of Students Repeating

50-100 Students	Commerce 2AB3 EngTech 1MC3 EngTech 1MT3 EngTech 2MA3 EngTech 2MT3 ElecEng 2CI5 ElecEng 2FH3 Eng 1D04 Math 1F03 Math 1M03 Stats 2B03 Physics 1B03 Psych 1X03 Psych 2B03 Econ 1B03 Econ 1BB3 Econ 2G03 Econ 2GG3
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100-150 Students	EngTech 1CP3 Chem 1A03 Chem 1AA3 Chem 1E03 Math 1ZA3 Math 1ZC3 Physics 1D03
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150-200 Students	Math 1ZB3
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200-250 Students	Math 2Z03 Math 2ZZ3 Physics 1E03
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374 Students	Math 1LS3
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Courses with more than 10 Students Repeating Twice or More:

Course	Number of Students
EngTech 1CP3	18
EngTech 1MC3	11
EngTech 1MT3	11
EngTech 2MA3	16
Chem 1A03	15
Chem 1E03	12
Math 1F03	11
Math 1LS3	54
Math 1ZA3	12
Math 1ZB3	13
Math 1ZC3	10
Math 2Z03	48
Math 2ZZ3	38
Physics 1D03	11
Physics 1E03	17
Econ 1BB3	12
Econ 2G03	17

Appendix B: Data on Minors

Minors by Year

Year	Degrees Awarded	Degrees with Minor	Percentage of Degrees with Minors
2011	4,877	937	19.2%
2012	4,738	860	18.2%
2013	5,236	844	16.1%
2014	5,071	803	15.8%
2015	5,292	913	17.3%
Totals	25,214	4357	17.3%

Minors Awarded - Sorted by the Faculty/Program Offering the MINOR

Year	Arts/Sci	Bus	Eng	Hum	Sci	SocSci	Total Minors
2011	0	57	0	169	240	471	937
2012	0	43	3	156	257	401	860
2013	0	34	2	147	271	390	844
2014	0	45	7	128	244	379	803
2015	2	33	1	139	321	417	913
Totals	2	212	13	739	1333	2058	4357
% of Total	0.1%	4.9%	0.3%	17.0%	30.6%	47.2%	

Minors Awarded - Sorted by the Faculty/Program Offering the DEGREE

Year	Arts/Sci	Bus	Eng	Hlth Sci	Hum	Sci	SocSci	Total Minors
2011	14	267	34	39	131	293	159	937
2012	7	229	50	19	103	294	158	860
2013	15	210	33	41	96	316	133	844
2014	11	203	39	31	81	306	132	803
2015	13	227	42	42	97	357	135	913
Totals	60	1136	198	172	508	1566	717	4357
% of Total	1.4%	26.1%	4.5%	3.9%	11.7%	35.9%	16.5%	

Minors as Percentage of Degrees Awarded by Faculty

Year	Arts & Science			Business			Engineering			Health Sciences			Humanities			Science			Social Sciences		
	Degrees Awarded	Degrees with Minors	% of Degrees with Minors	Degrees Awarded	Degrees with Minors	% of Degrees with Minors	Degrees Awarded	Degrees with Minors	% of Degrees with Minors	Degrees Awarded	Degrees with Minors	% of Degrees with Minors	Degrees Awarded	Degrees with Minors	% of Degrees with Minors	Degrees Awarded	Degrees with Minors	% of Degrees with Minors	Degrees Awarded	Degrees with Minors	% of Degrees with Minors
2011	61	14	23.0%	631	267	42.3%	693	34	4.9%	718	39	5.4%	697	131	18.8%	1,297	293	22.6%	780	159	20.4%
2012	64	7	10.9%	553	229	41.4%	696	50	7.2%	652	19	2.9%	655	103	15.7%	1,337	294	22.0%	781	158	20.2%
2013	58	15	25.9%	442	210	47.5%	777	33	4.2%	936	41	4.4%	563	96	17.1%	1,376	316	23.0%	1,084	133	12.3%
2014	76	11	14.5%	417	203	48.7%	772	39	5.1%	915	31	3.4%	578	81	14.0%	1,290	306	23.7%	1,023	132	12.9%
2015	63	13	20.6%	504	227	45.0%	877	42	4.8%	935	42	4.5%	527	97	18.4%	1,336	357	26.7%	1,050	135	12.9%

Minors				Student Faculty						
Year	Minor	Faculty	% of Minors Awarded	Science	Engineering	Health Sciences	Business	Arts and Science	Humanities	Social Sciences
2011	Accounting & Financial Mgmt MIN		4	1						3
	Business MIN		40	13	16				1	10
	Finance MIN		13	1						12
	Business		57	15	16	0	0	0	1	25
	Archaeology MIN		5	1				1		3
	Art History MIN		8	2				1		1
	Classics MIN		3		1				1	1
	English & Cultural Studies MIN		35	1				1	26	7
	French MIN		33	11	2	2	4	1	10	3
	German MIN		3						2	1
	History MIN		25	2	1		3		10	9
	Italian MIN		6			1		1	3	1
	Japanese Studies MIN		4	1			2		1	
	Linguistics MIN		13	9			1		2	1
	Music MIN		14	5	2	5		1	1	
	Peace Studies MIN		5	1					1	3
	Philosophy MIN		2						1	1
	Spanish MIN		1						1	
	Theatre and Film MIN		11		1	2			8	
	Women's Studies MIN		1							1
	Humanities		169	33	7	10	12	4	71	32
	Biochemistry MIN		28	18		10				
	Biology MIN		35	27				4	3	1
	Chemistry MIN		3	2						1
	Environmental Sciences MIN		12	11				1		
	Environmental Studies MIN		1							1
	Geographical Info Systems MIN		12	6					1	5
	Mathematics and Statistics MIN		10	5	2	1	1			1
	Origins Research MIN		1	1						
	Physics MIN		1	1						
	Psychology MIN		137	103		9	5	2	4	14
	Science		240	174	2	20	6	7	8	23
	Anthropology MIN		17	3		1	1		6	6
	Economics MIN		265	32	5	2	222		2	2
	Geography & Earth Sciences MIN		27	9	3		4		5	6
	Geography MIN		30	9			4	1	10	6
	Gerontology MIN		3	2						1
	Health Studies MIN		8	5			1			2
	Health, Aging, and Society MIN		5	2						3
	Indigenous Studies MIN		7					1	3	3
	Labour Studies MIN		7				4			3
	Political Science MIN		19		1		3	1	8	6
	Religious Studies MIN		38	6		2	2		10	18
	Sociology MIN		45	3		4	8		7	23
	Social Sciences		471	71	9	9	249	3	51	79
Total Number of Minors			937	293	34	39	267	14	131	159
Total Degrees Awarded			4,877							
% of Degrees with Minors			19.2%							

Minors				Student Faculty						
Year	Minor	Faculty	% of Minors Awarded	Science	Engineering	Health Sciences	Business	Arts and Sciences	Humanities	Social Sciences
2012	Accounting & Financial Mgmt MIN		1	1						
	Business MIN		35	10	14				3	8
	Finance MIN		7							7
		Business	43	5.0%	11	14	0	0	0	3
	Computer Science MIN		3	1	1		1			
		Engineering	3	0.3%	1	1	0	1	0	0
	Archaeology MIN		7						1	6
	Art History MIN		12	1	1	1			7	2
	Classics MIN		5	1					3	1
	English & Cultural Studies MIN		22	1			3		13	5
	French MIN		30	13	3	1	2	1	1	9
	German MIN		7	1			1		2	3
	History MIN		19	3					10	6
	Italian MIN		3	1					1	1
	Japanese MIN		1						1	
	Japanese Studies MIN		3	1					1	1
	Linguistics MIN		7	4			1		1	1
	Music MIN		9	7					2	
	Peace Studies MIN		4	3					1	
	Philosophy MIN		17	1	6	1	1		4	4
	Theatre and Film MIN		7	1			2		3	1
	Women's Studies MIN		3						2	1
Humanities				38	10	3	10	1	53	41
	Biochemistry MIN		28	22	2	4				
	Biology MIN		41	36	1				2	2
	Chemistry MIN		2			1		1		
	Earth Sciences MIN		1	1						
	Environmental Sciences MIN		18	18						
	Environmental Studies MIN		1		1					
	Geographical Info Systems MIN		13	6						7
	Mathematics MIN		1							1
	Mathematics and Statistics MIN		11	5	3					3
	Origins Research MIN		4	2				1	1	
	Physics MIN		2	2						
	Psychology MIN		135	103		6	5	1	2	18
		Science	257	29.9%	195	7	11	5	3	5
	Anthropology MIN		15	4	1	1			4	5
	Economics MIN		224	19	12		189			4
	Geography & Earth Sciences MIN		20	5			7		2	6
	Geography MIN		34	7	3	1	5	1	8	9
	Health Studies MIN		3					1	1	1
	Health, Aging, and Society MIN		17	8			1	1		7
	Indigenous Studies MIN		4						1	3
	Labour Studies MIN		4				1			3
	Political Science MIN		14	1	1	1	3		6	2
	Religious Studies MIN		39	3	1	1	3		15	16
	Sociology MIN		27	2		1	4		5	15
		Social Sciences	401	46.6%	49	18	5	213	3	42
Total Number of Minors				860						
Total Degrees Awarded				4,738						
% of Degrees with Minors				18.2%						

Minors				Student Faculty						
Year	Minor	Faculty	% of Minors Awarded	Science	Engineering	Health Sciences	Business	Arts and Sciences	Humanities	Social Sciences
2013	Accounting & Financial Mgmt MIN		1	1						
	Business MIN		28	8	12				1	7
	Finance MIN		4	1						3
	Information Systems MIN		1		1					
	Business		34 4.0%	10	13	0	0	0	1	10
	Computer Science MIN		2	2						
	Engineering		2 0.2%	2	0	0	0	0	0	0
	Archaeology MIN		5	1					3	1
	Art History MIN		4	1					3	
	Classics MIN		5	1					4	
	English & Cultural Studies MIN		17	1					14	2
	French MIN		27	12	2	2	6		1	4
	German MIN		5	2	1				2	
	History MIN		36	2			1		15	18
	Italian MIN		2						2	
	Japanese Studies MIN		3		1				2	
	Linguistics MIN		10	8					1	1
	Music MIN		12	9		1	2			
	Peace Studies MIN		2		1					1
	Philosophy MIN		12	2				1	6	3
	Spanish MIN		1						1	
	Theatre and Film MIN		3						2	1
	Women's Studies MIN		3				1		1	1
	Humanities		147 17.4%	39	5	3	10	1	57	32
	Biochemistry MIN		35	20		14		1		
	Biology MIN		37	32				5		
	Chemical Biology MIN		1	1						
	Chemistry MIN		2	1		1				
	Environmental Sciences MIN		11	9	1		1			
	Geographical Info Systems MIN		20	15	1					4
	Mathematics MIN		10	6	1	1	1	1		
	Mathematics and Statistics MIN		6	3		1	1	1		
	Origins Research MIN		3	3						
	Physics MIN		2	1				1		
	Psychology MIN		144	111		16	3	2	2	10
	Science		271 32.1%	202	3	33	6	11	2	14
	Anthropology MIN		13	4		1			1	7
	Economics MIN		222	27	10	2	178			5
	Geography & Earth Sciences MIN		15	7	1		4		2	1
	Geography MIN		21	2	1		6	1	8	3
	Health Studies MIN		2	1						1
	Health, Aging, and Society MIN		22	8		2				12
	Indigenous Studies MIN		6						1	5
	Labour Studies MIN		3				1			2
	Political Science MIN		18	2					10	6
	Religious Studies MIN		29	8			2	2	5	12
	Sociology MIN		39	4			3		9	23
	Social Sciences		390 46.2%	63	12	5	194	3	36	77
Total Number of Minors			844	316	33	41	210	15	96	133
Total Degrees Awarded			5,236							
% of Degrees with Minors			16.1%							

Minors				Student Faculty						
Year	Minor	Faculty	% of Minors Awarded	Science	Engineering	Health Sciences	Business	Arts and Science	Humanities	Social Sciences
2014	Accounting & Financial Mgmt MIN		4	2	1					1
	Business MIN		32	16	10	1			1	4
	Finance MIN		9	2	1					6
	Business		45 5.6%	20	12	1	0	0	1	11
	Computer Science MIN		7	4	1		2			
	Engineering		7 0.9%	4	1	0	2	0	0	0
	Archaeology MIN		9	1					1	7
	Art History MIN		6	2	1				3	
	Classics MIN		2				1		1	
	English & Cultural Studies MIN		15	1					13	1
	French MIN		28	13	1	4	3		2	5
	German MIN		2	1						1
	History MIN		24	2	1		2		7	12
	Italian MIN		1						1	
	Japanese Studies MIN		5						4	1
	Linguistics MIN		10	3	2	1		1	2	1
	Music MIN		9	5	1	2			1	
	Peace Studies MIN		1	1						
	Philosophy MIN		10	1	1				6	2
	Spanish MIN		1						1	
	Theatre and Film MIN		5				1		3	1
	Humanities		128 15.9%	30	7	7	7	1	45	31
	Biochemistry MIN		25	17		6		1	1	
	Biology MIN		26	24					1	1
	Chemical Biology MIN		2	1				1		
	Chemistry MIN		2	2						
	Earth Sciences MIN		2	2						
	Environmental Sciences MIN		12	9				1		2
	Environmental Studies MIN		3							3
	Geographical Info Systems MIN		21	18				1		2
	Mathematics MIN		10	3	1	1	2	3		
	Mathematics and Statistics MIN		1	1						
	Origins Research MIN		1	1						
	Psychology MIN		138	98	1	10	5	2	7	15
	Statistics MIN		1	1						
	Science		244 30.4%	177	2	17	7	9	9	23
	Anthropology MIN		22	4		3	2		3	10
	Economics MIN		224	38	12	1	170			3
	Geography & Earth Sciences MIN		15	10			3			2
	Geography MIN		22	2	3		4		4	9
	Health, Aging, and Society MIN		14	8			1			5
	Indigenous Studies MIN		11	1		1			4	5
	Labour Studies MIN		2				1			1
	Political Science MIN		12	1			3		4	4
	Religious Studies MIN		27	7	2	1	1	1	5	10
	Sociology MIN		30	4			2		6	18
	Social Sciences		379 47.2%	75	17	6	187	1	26	67
Totals				306	39	31	203	11	81	132
Total Number of Minors			803							
Total Degrees Awarded			5,071							
% of Degrees with Minors			15.8%							

Minors				Student Faculty						
Year	Minor	Faculty	% of Minors Awarded	Science	Engineering	Health Sciences	Business	Arts and Science	Humanities	Social Sciences
2015	Interdis in Sustainability MIN		2					1		1
		Arts and Science	2 0.2%	0	0	0		1	0	0 1
	Accounting & Financial Mgmt MIN		1	1						
	Business MIN		28	10	12	1			2	3
	Finance MIN		4	1						3
		Business	33 3.6%	12	12	1	0	0	2	6
	Computer Science MIN		1					1		
		Engineering	1 0.1%	0	0	0		1	0	0 0
	Archaeology MIN		6						2	4
	Art History MIN		6	1					3	2
	Classics MIN		8	1					5	2
	English & Cultural Studies MIN		19	2					11	6
	French MIN		37	20	1	3	4		6	3
	German MIN		3	1					2	
	Greek MIN		1						1	
	History MIN		11	1	1		1		7	1
	Japanese Studies MIN		2		1				1	
	Linguistics MIN		9	4	1			1	3	
	Music MIN		14	5	2	2	1	1	3	
	Peace Studies MIN		3	1						2
	Philosophy MIN		12	2	1	1			4	4
	Theatre and Film MIN		4	1			1		2	
	Women's Studies MIN		4	2					2	
		Humanities	139 15.2%	41	7	6	7	2	52	24
	Biochemistry MIN		34	20		10		4		
	Biology MIN		37	36				1		
	Chemical Biology MIN		4	4						
	Chemistry MIN		3	2		1				
	Earth Sciences MIN		4	3						1
	Environmental Sciences MIN		6	5					1	
	Environmental Studies MIN		3	3						
	Geographical Info Systems MIN		26	18					1	7
	Mathematics MIN		17	9	3		1	2		2
	Mathematics and Statistics MIN		2				2			
	Physics MIN		3	3						
	Psychology MIN		176	137	1	14	3	1	7	13
	Statistics MIN		6	2			1	1		2
		Science	321 35.2%	242	4	25	7	9	9	25
	Anthropology MIN		28	13		1	1		6	7
	Economics MIN		243	24	18	2	196	1		2
	Geography & Earth Sciences MIN		16	6	1		4	1	1	3
	Geography MIN		22	9			3		3	7
	Globalization Studies MIN		1							1
	Health Studies MIN		1							1
	Health, Aging, and Society MIN		17	5		2			1	9
	Indigenous Studies MIN		8			1			1	6
	Jewish Studies MIN		1			1				
	Labour Studies MIN		4				1			3
	Political Science MIN		13	1			4		3	5
	Religious Studies MIN		30	4		1			9	16
	Sociology MIN		33			2	2		10	19
		Social Sciences	417 45.7%	62	19	10	211	2	34	79
Total Number of Minors				357	42	42	227	13	97	135
Total Degrees Awarded				5,292						
% of Degrees with Minors				17.3%						

Appendix C: Data on Three Year Degrees

Total Undergraduate Headcount Enrolment by Faculty, Degree Length, and Level as of November 1, 2012-2013 to 2016-2017

	2012/2013									2013/2014									2014/2015									2015/2016									2016/2017								
	3 Year Degrees			4+ Year Degrees			Other			3 Year Degrees			4+ Year Degrees			Other			3 Year Degrees			4+ Year Degrees			Other			3 Year Degrees			4+ Year Degrees			Other			3 Year Degrees			4+ Year Degrees			Other		
	LEVEL 1	LEVEL 2+	Total	LEVEL 1	LEVEL 2+	Total	LEVEL 1	LEVEL 2+	Total	LEVEL 1	LEVEL 2+	Total	LEVEL 1	LEVEL 2+	Total	LEVEL 1	LEVEL 2+	Total	LEVEL 1	LEVEL 2+	Total	LEVEL 1	LEVEL 2+	Total	LEVEL 1	LEVEL 2+	Total	LEVEL 1	LEVEL 2+	Total	LEVEL 1	LEVEL 2+	Total	LEVEL 1	LEVEL 2+	Total	LEVEL 1	LEVEL 2+	Total						
ARTS AND SCIENCE	67		67		210	210	1	1	67		67		209	209	1	1	69	69		197	197	3	3	69	69		190	190		72	1	78					197	197	3	3					
BUSINESS				598	1541	2139	17	17				752	1544	2296	8	8			717	1715	2432	7	7	10	2	12	753	1748	2501	11	11	5	11	16			1033	1842	2875	16	16				
ENGINEERING	75		75	1136	3407	4543	8	8	62		62	1264	3617	4881	8	8	58		58	1195	3823	5018	12	12	82	4	86	1093	3968	5061	8	8	57	8	65	1372	4043	5415	7	7					
HEALTH SCIENCES				653	2111	2764	16	16				674	2124	2798	11	11			637	2241	2878	17	17				632	2362	2994	15	15	1	1	2	643	2475	3118	17	17						
HUMANITIES	741	411	1152	65	1610	1675	28	28	670	408	1078	61	1579	1640	29	29	577	373	950	53	1595	1648	34	34	605	305	910	59	1537	1596	29	29	551	313	864	51	1429	1480	16	16					
SCHOOL OF MEDICINE	203	406	609						204	411	615							205	410	615						205	416	621						204	408	612									
SCIENCE	1038	542	1580	511	3726	4237	122	122	999	500	1499	478	3739	4217	128	128	1194	499	1693	514	3713	4227	114	114	1152	470	1622	475	3805	4280	107	107	1355	316	1671	498	4117	4615	97	97					
SOCIAL SCIENCES	1223	1456	2679		1860	1860	87	87	1181	1360	2541		1956	1956	50	50	1136	1256	2392		1972	1972	48	48	1109	1058	2167		1987	1987	53	53	1168	937	2105		2014	2014	41	41					
TOTAL	3347	2815	6162	2963	14465	17428	279	279	3183	2679	5862	3229	14768	17997	235	235	3239	2538	5777	3116	15256	18372	235	235	3232	2255	5487	3012	15597	18609	223	223	3418	1995	5413	3597	16117	19714	197	197					

Note 1: Headcount enrolment as reported to MTCU as of November 1 each year.

Note 2: Headcount excludes Divinity, Interns and Resident, Physician Assistant, and Exchange students.

Note 3: Headcount excludes students on co-op work term.

Note 4: Headcounts are duplicated, i.e. where a student is registered in two programs, that student is counted once in each of the programs.

Source: Student Records database.

PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS

UPDATED DATE:03AUG2017

Total Undergraduate Degree Awarded by Faculty, Degree Length, and Level as of November 1, 2012-2013 to 2016-2017

	2012			2013			2014			2015			2016		
	3 Year Degrees	4+ Year Degrees	Total	3 Year Degrees	4+ Year Degrees	Total	3 Year Degrees	4+ Year Degrees	Total	3 Year Degrees	4+ Year Degrees	Total	3 Year Degrees	4+ Year Degrees	Total
ARTS AND SCIENCE	3	61	64	4	54	58	5	71	76	5	58	63	4	51	55
BUSINESS		477	477		442	442		417	417		504	504		450	450
ENGINEERING		670	670		775	775		772	772		876	876		890	890
HEALTH SCIENCES	35	622	657	48	648	696	59	621	680	40	655	695	55	716	771
HUMANITIES	145	431	576	147	415	562	132	445	577	117	414	531	86	470	556
SCHOOL OF MEDICINE	190		190	206		206	202		202	203		203	204		204
SCIENCE	176	1053	1229	174	1200	1374	163	1129	1292	152	1190	1342	130	1154	1284
SOCIAL SCIENCES	538	520	1058	579	500	1079	476	550	1026	482	575	1057	379	592	971
TOTAL	1087	3834	4921	1158	4034	5192	1037	4005	5042	999	4272	5271	858	4323	5181

Note 1: Headcount enrolment as reported to MAESD each year.

Note 2: Headcount excludes Divinity, Interns and Resident, Physician Assistant, Exchange students, and other non-degree seeking students.

Note 3: Headcounts are duplicated, i.e. where a student is awarded degrees in two programs, that student is counted once in each of the programs.

Source: Student Records database.

PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS

UPDATED DATE:25JUL2017

Total Probation by Faculty, Type, 2012-2013 to 2016-2017

	2012			2013			2014			2015			2016		
	Academic Probation	Program Probation	Total	Academic Probation	Program Probation	Total	Academic Probation	Program Probation	Total	Academic Probation	Program Probation	Total	Academic Probation	Program Probation	Total
ARTS AND SCIENCE		1	1		1	1		1	1		2	2	1	1	2
BUSINESS		1	1		5	5	9	6	15	11	2	13	17	6	23
ENGINEERING	22		22	23		23	50	1	51	48		48	45		45
HEALTH SCIENCES	7	28	35		17	17	1	15	16	2	9	11		3	3
HUMANITIES	36	59	95	41	51	92	52	33	85	36	29	65	25	21	46
SCIENCE	30	27	57	34	43	77	36	29	65	34	51	85	38	43	81
SOCIAL SCIENCES	72	52	124	60	44	104	99	26	125	65	29	94	87	32	119
TOTAL	167	168	335	158	161	319	247	111	358	196	122	318	213	106	319

Note 1: Headcount excludes Divinity, Interns and Resident, Physician Assistant, and Exchange students.

Note 2: Headcounts are duplicated, i.e. where a student is registered in two programs, that student is counted once in each of the programs.

Source: Student Records database.

PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS

UPDATED DATE:25JUL2017

Undergraduate Headcount Enrolment for Cumulative GPAs from 3.0 to 5.0 by Faculty and Degree Length, 2012-2013 to 2016-2017

		3 Year Degrees					4+ Year Degree					Other (e.g. continuing and "credit outside of McMaster" students)				
		3-3.4	3.5-4	4-4.4	4.5-5	Total	3-3.4	3.5-4	4-4.4	4.5-5	Total	3-3.4	3.5-4	4-4.4	4.5-5	Total
2012	BUSINESS	4	1	2		7	14	23	51	123	211					
	ENGINEERING	7	10	11	11	39	82	133	289	442	946		1	2	2	5
	HEALTH SCIENCES						12	12	18	55	97				1	1
	HUMANITIES	58	73	112	138	381	5	8	13	47	73			4	6	10
	SCIENCE	44	69	87	159	359	6	14	19	29	68	4	4	6	18	32
	SOCIAL SCIENCES	127	226	309	370	1032	5	8	9	32	54	3	4	11	13	31
	TOTAL	240	379	521	678	1818	124	198	399	728	1449	7	9	23	40	79
2013	ARTS AND SCIENCE									2	2					
	BUSINESS	6	3	1		10	16	20	44	126	206				2	2
	ENGINEERING	5	5	7	6	23	85	144	291	440	960				6	6
	HEALTH SCIENCES						2	8	16	34	60					
	HUMANITIES	64	87	96	138	385	6	4	14	28	52	2	2		3	7
	SCIENCE	49	72	89	150	360	8	12	16	31	67	1	3	9	15	28
	SOCIAL SCIENCES	112	214	258	374	958	3	4	12	37	56	4	8	11	17	40
	TOTAL	236	381	451	668	1736	120	192	393	698	1403	7	13	20	43	83
2014	ARTS AND SCIENCE		1			1										
	BUSINESS	3	8	9	8	28	21	15	52	155	243					
	ENGINEERING	16	38	17	9	80	68	100	264	530	962				1	1
	HEALTH SCIENCES						6	3	11	27	47			1	3	4
	HUMANITIES	76	111	123	145	455	6	7	15	56	84		1	4	5	10
	SCIENCE	72	72	124	210	478	8	11	18	53	90	3	3	7	17	30
	SOCIAL SCIENCES	163	211	279	476	1129	1	7	14	54	76	2	7	10	18	37
	TOTAL	330	441	552	848	2171	110	143	374	875	1502	5	11	22	44	82
2015	BUSINESS			1	2	3	28	36	69	136	269			2	2	4
	ENGINEERING	5	7	8	7	27	69	110	255	432	866	1	1	36	96	134
	HEALTH SCIENCES	1		1	1	3	2	10	9	22	43				1	1
	HUMANITIES	75	72	85	124	356	7	9	20	64	100		7	14	15	36
	SCIENCE	58	57	97	179	391	5	10	22	54	91	6	23	47	69	145
	SOCIAL SCIENCES	141	171	240	355	907	3	9	15	78	105	2	17	48	63	130
	TOTAL	280	307	432	668	1687	114	184	390	786	1474	9	48	147	246	450
2016	ARTS AND SCIENCE	1			1	2				3	3					

BUSINESS	12	6	10	3	31	43	45	88	195	371	2		2	14	18
ENGINEERING	15	15	8	7	45	102	147	288	462	999		4	51	126	181
HEALTH SCIENCES	1	11	10	7	29	5	8	15	28	56				4	4
HUMANITIES	103	118	106	157	484	6	15	23	77	121	2	22	32	47	103
SCIENCE	69	81	110	183	443	14	22	43	95	174	9	32	65	90	196
SOCIAL SCIENCES	232	261	300	397	1190	9	10	36	90	145	6	52	113	183	354
TOTAL	433	492	544	755	2224	179	247	493	950	1869	19	110	263	464	856

Note 1: Headcount excludes Divinity, Interns and Resident, Physician Assistant, and Exchange students.

Note 2: Headcount excludes students on co-op work term.

Note 3: Headcounts are duplicated, i.e. where a student is registered in two programs, that student is counted once in each of the programs.

Source: Student Records database.

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UPDATED DATE:03AUG2017