November 30, 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, December 5, 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.

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, December 5, 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, October 3, 2017 and November 14, 2017 (attached/forthcoming – for approval)

II   BUSINESS ARISING

       i.   Personal Interest Courses (PIC) (attached – for information)

III   CHAIR'S REMARKS

IV   REPORT FROM THE CURRICULUM AND ADMISSIONS COMMITTEE (attached – for approval)

       i.   Arts & Science Program
       ii.   Faculty of Business
       iii.   Faculty of Engineering
       iv.   Faculty of Health Sciences
       v.   Faculty of Humanities
       vi.   Faculty of Science
       vii.   Faculty of Social Sciences

V   2015-2016 AND 2016-2017 IQAP CYCLICAL PROGRAM REVIEWS (attached – for review and comment)

VI   OTHER BUSINESS

**REPORT TO
UNDERGRADUATE COUNCIL
FROM THE GOVERNANCE ADVISOR AND ASSISTANT UNIVERSITY SECRETARY**

For Information:

Personal Interest Courses (PIC)

At its meeting of September 12, 2017, Undergraduate Council considered the name of the newly approved Credit/No-Credit Course Option. The option has been known variously as Freedom Credits and Discovery Credits/Courses; however, Undergraduate Council raised objections to these names. Although the Undergraduate Council Executive Committee has approved the name "Exploration Units," Undergraduate Council did not ratify that decision. Undergraduate Council agreed that students should be asked to participate in the naming of the new Credit/No-Credit Course Option. Consultation was conducted with students over the course of September and October. Two names had already been shortlisted through this consultation. In mid-November, finalizing a name became a matter of some urgency. Undergraduate Council was asked to vote on the two names, and the McMaster Student Union Executive was asked to conduct a vote among student association leaders. (See the attached memorandum.) The results of both votes were strongly in favour of the name *Personal Interest Courses (PIC)*. The final name will be used during development of the tool in Mosaic and will be reported to Senate for information.

Undergraduate Council: December 5, 2017

McMaster University

**Office of the Provost
and Vice-President
(Academic)**

1280 Main Street West
Hamilton, Ontario, Canada
L8S 4K1

Phone 905.525.9140
Ext. 24672
Fax 905.546.5213
Email avpfac@mcmaster.ca
http://www.mcmaster.ca

Memorandum

To: Undergraduate Council

From: Dr. Susan Searls-Giroux
                Chair, Undergraduate Council and Vice-Provost (Faculty)

Date: November 16, 2017

Regarding: Credit/no credit (discovery) courses
_____

At its meeting on September 12, 2017, Undergraduate Council discussed the credit/no credit course option and what it should be named. There was no resolution to the question of the name and it was agreed that UGC would return to the conversation at a later date and upon further consultation with undergraduate student leadership.

The need for a name has recently become an urgent matter. UTS is developing the customization to automate the process in Mosaic and it is necessary to embed the name into the customization. In order to launch this initiative on time, we need to determine a name now.

There have been conversations with the MSU regarding the name and possible ways to select it. In cooperation with the MSU, I have agreed to reduce the list of possible names to two options and to consult with the Faculty Society VP Academics and UGC members.

The two options are:
Personal Interest Courses (PIC)
Flex Courses (Flex or FC)

Could you please consider both names and indicate to Tamara Bates:
1.   If you perceive a problem with either name
2.   Your preference of name

My office and the MSU will gather all of the feedback and determine which of the two options is best.

Please respond to Tamara by Friday, November 17 at 10:00 a.m.

REPORT TO UNDERGRADUATE COUNCIL
FROM THE
UNDERGRADUATE COUNCIL CURRICULUM AND ADMISSIONS COMMITTEE

FOR APPROVAL

(a) <u>Curriculum Revisions for Inclusion in the 2018-2019 Undergraduate Calendar</u>
At its meetings of November 21 and November 22, 2017, the Undergraduate Council Curriculum and Admissions Committee approved, for recommendation to Undergraduate Council, curriculum revisions for inclusion in the *2018-2019 Undergraduate Calendar.*

Arts and Science Program	(Attachment I)
Faculty of Business	(Attachment II)
Faculty of Engineering	(Attachment III)
Faculty of Health Sciences	(Attachment IV)
Faculty of Humanities	(Attachment V)
Faculty of Science	(Attachment VI)
Faculty of Social Sciences	(Attachment VII)
Admission and Application Requirements	(Attachment VIII)

The Undergraduate Council Curriculum and Admissions Committee now recommends,

that Undergraduate Council approve, for recommendation to Senate, the change in name of the following *B.Tech.* programs: from *Automotive and Vehicle Engineering Technology to Automotive* and *Vehicle Engineering Technology Co-op*, from *Automation Engineering Technology* to *Automation Engineering Technology Co-op*, from *Biotechnology* to *Biotechnology Co-op*, from *Civil Engineering Infrastructure Technology* to *Civil Engineering Infrastructure Technology Co-op*, from *Manufacturing Engineering Technology* to *Manufacturing Engineering Technology Co-op*, from *Power and Energy Engineering Technology* to *Power and Energy Engineering Technology Co-op*, and from *Software Engineering Technology* to *Software Engineering Technology Co-op*, effective September 2018, as recommended by the Faculty of Engineering and set out in Attachment III.

The Undergraduate Council Curriculum and Admissions Committee now recommends,

that Undergraduate Council approve, for recommendation to the University Planning Committee, the closure of the *Honours Bachelor of Health Sciences - Global Health Specialization* program, effective September 2018, as recommended by the Faculty of Health Sciences, pending approval of the Faculty of Health Sciences and outlined in Attachment IV.

The Undergraduate Council Curriculum and Admissions Committee now recommends,

that Undergraduate Council approve, for recommendation to Senate, the change in name of the *Honours B.A. in Gerontology* to the *Honours B.A. in Aging and Society* and of the *Combined Honours B.A. in Gerontology and Another Subject* to *Combined Honours B.A. in Aging and Society and Another Subject*, effective September 2018, as a major modification, as recommended by the Faculty of Social Sciences and set out in Attachment VII.

The Undergraduate Council Curriculum and Admissions Committee now recommends,

that Undergraduate Council approve, for recommendation to Senate, the establishment of an *Honours B.A. in Aging and Society - Specialization in Mental Health and Addiction*, including the name change, as a modification of the existing *Honours B.A. in Gerontology* program, for inclusion in the *2018-2019 Undergraduate Calendar*, as recommended by the Faculty of Social Sciences, and set out in Attachment VII.

The Undergraduate Council Curriculum and Admissions Committee now recommends,

that the Undergraduate Council approve, for recommendation to Senate, the change in name of the *Honours B.A. in Health Studies* to the *Honours B.A. in Health and Society* and of the *Combined Honours B.A. in Health Studies and Another Subject* to *Combined Honours B.A. in Health and Society and Another Subject*, effective September 2018, as recommended by the Faculty of Social Sciences and set out in Attachment VII.

The Undergraduate Council Curriculum and Admissions Committee now recommends,

that Undergraduate Council approve, for recommendation to Senate, the establishment of an *Honours B.A. in Health and Society - Specialization in Mental Health and Addiction*, including the name change, as a modification of the existing *Honours B.A. in Health Studies* program, for inclusion in the *2018-2019 Undergraduate Calendar*, as recommended by the Faculty of Social Sciences, and set out in Attachment VII.

The Undergraduate Council Curriculum and Admissions Committee now recommends,

that Undergraduate Council approve curriculum revisions for inclusion in the *2018-2019 Undergraduate Calendar*, as outlined in Attachments I to VIII.

Undergraduate Council: December 6, 2016

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REPORT TO SENATE

ARTS & SCIENCE PROGRAM
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2018-2019

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the November 2017 Arts & Science Program Report to Undergraduate Council for changes to the 2018-2019 Undergraduate Calendar, found at https://artsci.mcmaster.ca/curriculum-report.

NEW PROGRAMS:

N/A

PROGRAM CLOSURES:

N/A

MAJOR REVISIONS:

N/A

REPORT TO UNDERGRADUATE COUNCIL

ARTS & SCIENCE PROGRAM
SUMMARY OF CURRICULUM CHANGES FOR 2018-2019

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the November 2017 Arts & Science Program Report to Undergraduate Council for changes to the 2018-2019 Undergraduate Calendar, found at https://artsci.mcmaster.ca/curriculum-report.

ARTS & SCIENCE PROGRAM

- Minor changes to program requirements to reflect the addition and deletion of courses
- Minor revisions to the prerequisites of 37 courses
- 4 new courses
- 4 deleted courses

INTERDISCIPLINARY MINOR IN SUSTAINABILITY

- Minor revisions to the Interdisciplinary Minor in Sustainability Notes to reflect updated language
- Addition of 5 courses to the Interdisciplinary Minor in Sustainability Course List

INTERDISCIPLINARY MINOR IN COMMUNITY ENGAGEMENT

- Minor revisions to the Interdisciplinary Minor in Community Engagement to reflect the addition and deletion of courses
- Addition of 3 courses to Course List A, 10 to Course List B and 3 to Course List C
- Deletion of 3 courses from Course List A and 9 from Course List B

FACULTY OF BUSINESS
REPORT TO SENATE
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2018-19

This report highlights substantive changes being proposed to the undergraduate curriculum. For a complete review of all changes, please refer to the Faculty of Business Curriculum Report for Changes to the 2017-18 Undergraduate Calendar located electronically at:
https://ug.degroote.mcmaster.ca/curriculum-report/

NEW PROGRAMS
NONE

PROGRAM CLOSURES
NONE

MAJOR REVISIONS
NONE

FACULTY OF BUSINESS
REPORT TO UNDERGRADUATE COUNCIL
SUMMARY OF CURRICULUM CHANGES FOR 2018-19

This report highlights substantive changes being proposed to the undergraduate curriculum. For a complete review of all changes, please refer to the Faculty of Business Curriculum Report for Changes to the 2018-19 Undergraduate Calendar located electronically at:
https://ug.degroote.mcmaster.ca/curriculum-report/

NEW COURSES

10 new courses for the Integrated Business and Humanities program.

REVISIONS TO EXISTING COURSES

6 Commerce courses.

All Commerce and Integrated Business and Humanities courses have been revised to include the required lecture and tutorial course hours.

COURSE DELETIONS

1 Commerce course.

FACULTY OF ENGINEERING
REPORT TO SENATE
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2018-19

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Engineering Curriculum Report for changes to the 2018-19 Undergraduate Calendar, found at: https://macdrive.mcmaster.ca/d/b1797fb597/

NEW PROGRAMS

None

PROGRAM CLOSURES

None

MAJOR REVISIONS

Name changes for the following W. BOOTH SCHOOL OF ENGINEERING PRACTICE AND TECHNOLOGY programs:

"Co-op" was added to the program name
- Automotive and Vehicle Engineering Technology I Co-op
- Automation Engineering Technology I Co-op
- Biotechnology I Co-op
- Automotive and Vehicle Engineering Technology Co-op
- Automation Engineering Technology Co-op
- Biotechnology Co-op
- Civil Engineering Infrastructure Technology Co-op
- Manufacturing Engineering Technology Co-op
- Power and Energy Engineering Technology Co-op
- Software Engineering Technology Co-op

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FACULTY OF ENGINEERING
REPORT TO UNDERGRADUATE COUNCIL
SUMMARY OF CURRICULUM CHANGES FOR 2017-18

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Engineering Curriculum Report for changes to the 2017-18 Undergraduate Calendar, found at: https://macdrive.mcmaster.ca/d/b1797fb597/

FACULTY OF ENGINEERING (General)
- General Faculty Introductory updated
-

Engineering 1
- No changes

CHEMICAL ENGINEERING
- Revision of program requirements
- Eight course description changes
- One course deletion

CIVL ENGINEERING
- Revision of program requirements
- Fourteen course description changes

COMPUTING AND SOFTWARE
- Computer Science
  - Phasing out Honours Business Informatics (starting 2016-17) approved in 2014-15
  - Nineteen course description changes
  - One new course
  - Two course deletions
  - Re-wording of Minor in Computer Science

- Mechatronics
  - Revision of program requirements
  - Two course description changes

- Software Engineering
  - Revision of program requirements
  - Phasing out Software Engineering (Game Design) approved in 2014-15
  - Phasing out Software Engineering (Embedded Systems) approved in 2017-18
  - Twenty course description changes
  - Three new courses
  - One course deletions

ELECTRICAL AND COMPUTER ENGINEERING
- Revision of program requirements
- Phasing out Electrical and Biomedical Engineering approved in 2017-18
- Fourteen course description changes
- One new course

ENGINEERING PHYSICS

- Revision of program requirements

- Ten course description changes
- Three new course
- Two course deletion

ENGINEERING AND MANAGEMENT
- No changes

ENGINEERING AND SOCIETY
- Eleven course description revisions

MATERIALS ENGINEERING
- Twelve course descriptions revisions
- One new course

MECHANICAL ENGINEERING
- Six course description revisions
- Two new course

W. BOOTH SCHOOL OF ENGINEERING PRACTICE AND TECHONOLOGY
- 4 – year programs
  - Two program name changes
  - Minor revision of program requirements

- Degree Completion programs (DCP)
  - Program name change
  - Minor revision of program requirements

- Thirty-eight description changes
- One course renumbering
- Two new courses

INTEGRATED BIOMEDICAL ENGINEERING HEALTH SCIENCES
- Revision of program requirements – Each of the department specific Engineering and Biomedical programs are listed under each department
- Nineteen course description changes
- Admission editorial revisions
- Degrees and Programs revisions

REPORT TO SENATE

FACULTY OF HEALTH SCIENCES
SUMMARY OF CURRICULUM CHANGES FOR 2018-19

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Health Sciences Curriculum Report for changes to the 2018-2019 Undergraduate Calendar, found at:
http://fhs.mcmaster.ca/main/documents/health_sciences_curriculum_report_2018_19.pdf

NEW PROGRAMS
NONE

PROGRAM CLOSURES

B.H.Sc. (Honours) Global Health Specialization
The BHSc (Hons) Program proposes to formally discontinue the Global Health Specialization (GHS) sub-plan in favour of a revised approach to global health curriculum that will provide more flexibility and interdisciplinarity for students with an interest in global health, and closer collaboration with other departments and faculties. It should be noted that although this is technically a program closure, the restructuring actually *enhances* student access to global health studies and simultaneously makes better use of resources by addressing a mismatch between demand for opportunities to study global health and completion rates of the GHS itself.
The new structure of the global health curriculum for BHSc (Hons) students will be more flexible, allowing students to engage at a level corresponding to their individual interests. A major component of the restructuring is the incorporation of BHSc HTHSCI global health courses in as part of the Interdisciplinary Minor in Globalization & Health in the new Theme of Globalization & Health, developed collaboratively with the Institute for Globalization & the Human Condition and the Faculty of Social Sciences over the past year.
Under the proposed changes, students can take just a few courses on global health, pursue an Interdisciplinary Minor in Globalization & Health focused in the new Theme of Globalization & Health, or opt for an intensity of exposure equivalent to the old GHS by completing the minor and pursuing a senior project or thesis in global health through the existing HTHSCI 4G courses (which will continue to exist).
A modified version of the GHS is included in the current submission to UGC as a transitional measure for students who entered the BHSc (Hons) Program in 2016.

MAJOR REVISIONS
NONE

REPORT TO UNDERGRADUATE COUNCIL

FACULTY OF HEALTH SCIENCES
SUMMARY OF CURRICULUM CHANGES FOR 2018-19

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Health Sciences Curriculum Report for changes to the 2018-2019 Undergraduate Calendar, found at:
http://fhs.mcmaster.ca/main/documents/health_sciences_curriculum_report_2018_19.pdf

BACHELOR OF HEALTH SCIENCES (HONOURS) PROGRAM
- Revision to Program Overview
  - Registration
  - Specializations
    - Global Health Specialization
    - Global Health Specialization Closure
- Revision to Admission Procedures & Requirements
  - General
  - Global Health Specialization Closure
- Revision to Curriculum
  - BHSc
    - Level III
  - Biomedical Science Specialization
    - Level II
    - Level III
  - Global Health Specialization
    - Notes
    - Levels I to IV
- New courses - 6
- Course deletions - 4
- Changes to existing courses - 16

HONOURS BACHELOR OF HEALTH SCIENCES IN BIOMEDICAL DISCOVERY AND COMMERCIALIZATION PROGRAM
- Revision to Contact Information
- Revision to Program Overview
- Changes to existing courses - 4

INTEGRATED BIOMEDICAL ENGINEERING AND HEALTH SCIENCES PROGRAM (IBEHS)
- Revision to Contact Information
- Revision in Program Preamble
- Revision to Curriculum
- Changes to existing courses - 5

UNDERGRADUATE MEDICAL PROGRAM
- Revision to Contact Information
- Revision to Program Information

- Revision to Curriculum
  - COMPASS Curriculum
  - Student Assessment Methods
  - Professional Competencies
  - The Clerkship
  - Electives
  - Concept Integration & Review (CIR)
  - Essential Skills and Abilities Required for the Study of Medicine
- Revision to Admissions
  - Indigenous Applicants
  - Selection
  - Financial Information

BACHELOR OF SCIENCE NURSING PROGRAM
- Revision to Contact Information
- Revision to B.Sc. N. Program Preamble
  - The B.Sc.N. Program
  - Goals for Students
  - Registration to Practice Nursing in Ontario
- Revision to Admission Requirements
  - Admission Policy, Procedure and Requirements
    - Admission Policy
    - Admission Procedure
      - McMaster Site B.Sc.N. Basic (A) Stream and Accelerated (F) Streams
        * Applications from Ontario Secondary Schools to the Basic (A) Stream
        * Applications with Qualifications Equivalent to Ontario Secondary School to the Basic (A) Stream
        * Applicants with Other Qualifications to the Basic (A) Stream and Accelerated (F) Streams.
    - Admission Requirements
      - Non-Academic Requirement for all Streams
        * Immunization
        * Police Records Check
        * CPR Certification
      - CASPer Assessment Requirement for all Streams
      - B.Sc.N. Basic (A) Stream - McMaster Site Admission Requirements
        * Applicants Directly from Ontario Secondary Schools
        * Applications with a University Degree or with University Degree Credits
        * Applicants from a Pre-Health Sciences Program
        * Applicants from Other Degree Nursing Programs
      - B.Sc.N. Basic (A) Stream - Mohawk and Conestoga Sites Admission Requirements
        * General
        * Applications with a University Degree or with University Degree Credits
        * Applicants from a Pre-Health Sciences Program
        * Applicants from Other Degree Nursing Programs
      - B.Sc.N. Post Diploma R.P.N. (E) Stream - Mohawk and Conestoga Sites

Admission Requirements
- Indigenous Section of the Post Diploma R.P.N. (E) Stream - Mohawk Site
- B.Sc.N. Accelerated (F) Stream - McMaster Site Admission Requirements
- Offers of Admission
- Registration to Practice Nursing (For All Nursing Students)
  - o Revision to Academic Regulations
    - General
    - Continuation in B.Sc.N. Program
    - Academic Standing and Program Probation
    - Removal from the B.Sc.N. Program
    - Re-entry to the Program
    - Reinstatement to the Program and University
    - Voluntary Withdrawal from the Program
    - Readmission after Voluntary Withdrawal
    - Leave of Absence
    - Transfer Between Sites
    - Dropping/Withdrawing from Courses
    - Transfer Credits/Course Exceptions
    - Letter of Permission
    - Professional Practice Regulations
    - Examinations
- Revision to Non-Academic Regulations
  - o Travel within the Program
  - o Global Health Professional Practice
  - o Specialized /Atypical Professional Practice Placements
  - o Access to Leadership and Management Courses
  - o Documentation for Licensure Outside of Canada
  - o Collaborative B.Sc.N. (A) Stream, Post Diploma R.P.N. (E) Stream - Mohawk and Conestoga Sites
- Revision to Program Requirements
  - o Basic (A) Stream (B.Sc.N.) – McMaster, Conestoga and Mohawk Sites
    - Requirements effective 2018
    - Requirements effective 2009 to 2017
  - o Accelerated (F) Stream (B.Sc.N.) – McMaster Site
    - Requirements effective 2016
  - o Post Diploma R.P.N. (E) Stream B.Sc.N.
    - Requirements effective 2018
    - Requirements effective 2016 or 2017
    - Requirements effective 2012 to 2015
    - Requirements effective 2011
  - o Indigenous Section Post Diploma R.P.N. (E) Program
    - Requirements effective 2018
    - Requirements effective 2012 to 2017
- Other Programs
  - o Leadership and Management Program
- Course Deletions - 4
- Course Additions - 5
- Changes to Existing Courses - 48

BACHELOR OF HEALTH SCIENCES MIDWIFERY PROGRAM
- Revision to Program Contact
- Revision to Admission
  - Mature Applicants
  - Indigenous Applicants
  - Selection Process
  - Financial Information
- Revision to Academic Regulations
  - Access to Courses
- Revision to Curriculum
  - Level I
- Course changes - 3

BACHELOR OF HEALTH SCIENCES PHYSICIAN ASSISTANT PROGRAM
- Revision to Financial Information
- Revision to Curriculum
  - Year II Clerkship

REPORT TO SENATE
FACULTY OF HUMANITIES
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2018-19

NEW PROGRAMS
   None

MAJOR REVISIONS
   None

DELETION OF A PROGRAM
   None

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For a complete review of all changes, please refer to the November 2017 Faculty of Humanities Report to Undergraduate Council for changes to the 2018-2019 Undergraduate Calendar, found at
http://www.humanities.mcmaster.ca/about/faculty-meetings/

REPORT TO UNDERGRADUATE COUNCIL

FACULTY OF HUMANITIES
SUMMARY OF CURRICULUM CHANGES FOR 2018-19

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the November 2017 Faculty of Humanities Report to Undergraduate Council for changes to the 2018-2019 Undergraduate Calendar, found at http://www.humanities.mcmaster.ca/about/faculty-meetings/

1. **SCHOOL OF THE ARTS**
   - **Art**:
     ○ Updating of program notes to reflect current practices
     ○ Updating of course requirements to reflect additions and deletions
     ○ Addition of 1 course (ART 3GS6)
     ○ Revision to 17 existing courses (ART 1DM3, 1MI3, 1OS3, 1SI3, 2ER3, 2IS3, 2PM3, 2PG3, 3D03, 3FW3, 3IM3, 3IP3, 3J03, 3PB3, 4AR3, 4AS6, 4EP3)
     ○ Deletion of 3 courses (ART 2Z03, 3GS3, 3TS3)

   - **Art History:**
     ○ Inclusion of new program note to Honours programs
     ○ Addition of 2 courses (ARTHIST 3AB3, 3FL3)
     ○ Revision to 7 existing courses (ARTHST 2B03, 2C03, 3JA3, 3QQ3, 3SS3, 4BB3, 4U03)
     ○ Deletion of 1 course (ARTHIST 2FL3)

   - **Music:**
     ○ Clarification of Requirements effective dates
     ○ Deletion of old B.A. Program note
     ○ Updating of all program course lists (Combined Honours B.A., B.A., Honours B.Mus., Honours B. Mus. (Music Cognition), Minor) to reflect course additions and deletions
     ○ Revision to 16 existing courses (MUSIC 2CG3, 2MH3, 3K03, 3L03, 3M03, 3N03, 3P03, 4K03, 4L03, 4M03, 4N03, 3SS3, MUSIC COG 2MP3, 3SP3, 3QQ3, 4QQ3)
     ○ Deletion of 10 courses (MUSIC 2BB3, 2CC3, 2D03, 2H03, 2T03, 2Z03, 3CG3, 3Z03, 4Q03, 4U03)
     ○ Revision to departmental notes course list to reflect current offerings

   - **Theatre & Film Studies:**
     ○ Revision to program descriptions
     ○ Updating of course lists in all programs, to reflect course additions and deletions
     ○ Minor revisions to requirements of all programs, including removal of course list 3 from Combined Honours B.A. program requirements
     ○ Minor change to requirements of Minor
     ○ Addition of 2 courses (THTRFLM 3FF3, 3P03)
     ○ Deletion of 2 courses (THTRFLM 2FF3, 2Z03)
     ○ Revision to departmental notes course list to reflect current offerings

2. **CLASSICS**
     ● Addition of 2 courses (GREEK 3E03, LATIN 3H03)
     ● Revision to 29 existing courses (CLASSICS 2B03, 2D03, 2E03, 2K03, 2LW3, 2C03, 2LB3, 2LD3, 3EE3, 3HH3, 3M03, 3Q03, 3S03, 3X03, 3YY3, 3Z03, 4BB3, 4E03, 4F03, 4H03, 4L03, 4MR3, 4U03, GREEK 1ZZ3, 3AA3, 3AA3, 3BB3, LATIN 1ZZ3, 3AA3, 3BB3)
     ● Deletion of 3 courses (GREEK 3B03, 3C03, LATIN 3B03)

3. **COMMUNICATION STUDIES AND MULTIMEDIA**
   - **Communication Studies:**
     - Updating of program requirements to reflect course title changes
     - Revision to 3 existing courses (CMST 2BB3, 2G03, 2H03)
     - Deletion of 1 course (CMST 4C03)

   - Multimedia:
     - Updating of program requirements to reflect course deletions and title changes
     - Revision to 7 existing courses (MMEDIA 2G03, 3B03, 3BB3, 3C03, 3K03, 3L03, 4F03)
     - Deletion of 1 course (MMEDIA 3P03)

4. **DEPARTMENT OF ENGLISH AND CULTURAL STUDIES**
   - Deletion of Combined Honours in Cultural Studies and Critical Theory program, as previously phased out, including deletion of all CSCT courses and removal of reference to Cultural Studies and Critical Theory in departmental notes
   - Updating of all program requirements course lists with course title changes, additions and deletions
   - Addition of 10 courses (ENGLISH 2AA3, 2BB3, 2NH3, 2PC3, 3CW3, 3GG3, 3PT3, 3V03, 3WP3, 4E03)
   - Revision to 50 existing courses (ENGLISH 1CS3, 2BL3, 2CR3, 2G06, 2HT3, 2KK3, 2M06, 2P03, 2S03, 2Z03, 3A03, 3AA3, 3C06, 3CC3, 3CL3, 3D03, 3EC3, 3EE3, 3F03, 3GF3, 3H03, 3L03, 3Q03, 3QQ3, 3RL6, 3RR3, 3VC3, 3W03, 3WE3, 3X03, 3Y03, 4AA3, 4AN3, 4AR3, 4AW3, 4CB3, 4CF3, 4CL3, 4DD3, 4FF3, 4GN3, 4KK3, 4RI3, 4RS3, 4SF3, 4UT3, 4VL3, 4WI3, 4WL3, 4Y06)
   - Deletion of 3 courses (ENGLISH 2H06, 3R06, 4SH3), in addition to removal of all CSCT courses
   - Revision to departmental notes course list to reflect current offerings

5. **DEPARTMENT OF FRENCH**
   - Revision of program areas to reflect current course offerings
   - Addition of 3 courses (FRENCH 2I03, 3EE3, 4CC3)
   - Revision to 3 existing courses (FRENCH 3P03, 3W03, 4P06)
   - Deletion of 3 courses (FRENCH 3PP3, 3WW3, 4N03)

6. **DEPARTMENT OF HISTORY**
   - Updating of program course lists to include course additions and deletions
   - Addition of 1 course (HISTORY 2H03)
   - Revision to 9 existing courses (HISTORY 1DD3, 1M03, 2A03, 2CS3, 2EE3, 2SH3, 3H03, 3HQ3, 3WW3)
   - Deletion of 3 courses (HISTORY 2NN3, 2X03, 4UU3)
   - Revision to departmental notes course list to reflect current offerings

7. **FACULTY OF HUMANITIES**
   - Addition of new concurrent Certificate in Leadership & Cross-Cultural Literacy *(as submitted to Certificates & Diplomas Committee)*
   - Revision to Humanities I note and course lists, to reflect current offerings
   - Addition of 3 courses (HUMAN 3CM3, 4LC3, 4RM3)
   - Revision to 3 existing courses (HUMAN 2DH3, 3CL3, 3LM3)
   - Deletion of 3 courses (HUMAN 3IS0, 4BU3, 4LM3)
   - Minor changes to faculty introductory notes, program selection timelines, Specialized Minor in Commerce, and continuation requirements

8. **DEPARTMENT OF LINGUISTICS AND LANGUAGES**
   - Minor change to Honours Linguistics program requirements

● Revision to 10 existing courses (LINGUIST 1Z03, 1ZZ3, 2PS3, 3RP3, 4II3, 4SL3, 4TE3, 4Y06, SPANISH 1AA3, 2ZZ3)

9. **PEACE STUDIES**
    ● Updating of program requirements and minor course list to reflect additions and deletions, and minor change to program description
    ● Revision to 2 existing courses (PEACEST 3W03, 3X03)

10. **DEPARTMENT OF PHILOSOPHY**
    ● Updating of JPPL course lists to reflect course additions and deletions
    ● Minor revision to program requirements (Combined B.A., Honours B.A., Honours Philosophy & Biology B.A., Honours Philosophy & Mathematics B.A., B.A.)
    ● Addition of 2 courses (PHILOS 1F03, 4V03)
    ● Revision to 11 existing courses (PHILOS 1E03, 2CT3, 2D03, 2N03, 2S03, 3C03, 3CC3, 3HH3, 3NN3, 4I03, 4K03)
    ● Deletion of 5 courses (PHILOS 1C03, 1D03, 2JP3, 3FF3, 3M03)
    ● Minor amendments to departmental notes

11. **WOMEN'S STUDIES**
    ● Updating of minor course list to reflect course additions and deletions
    ● Revision to 1 course (WOMENST 3BB3)
    ● Deletion of 1 course (WOMENST 4D03)

REPORT TO SENATE

FACULTY OF SCIENCE

SUMMARY OF CURRICULUM CHANGES FOR 2018-2019

Below, is the summary of substantive curriculum changes being proposed by the Faculty of Science. For a complete review of all changes, refer to the November, 2017, Report of the Academic Planning and Policy Committee for changes to the 2017-2018 Undergraduate Calendar, found at:

https://macdrive.mcmaster.ca/d/8e0d7523c5/

Additionally, substantive amendments to existing course capacities and categories are included for information only and can be found in the *Changes to Existing Courses* sections of the Departments and Schools.

1.0   NEW PROGRAMS:

- None

2.0   PROGRAM CLOSURES/MERGER:

- None

3.0   MAJOR REVISIONS:

- None

SUMMARY OF CURRICULUM CHANGES
FOR THE 2018-2019 UNDERGRADUATE CALENDAR

Below, is the summary of substantive curriculum changes being proposed by the Faculty of Science. For a complete review of all changes, refer to the November, 2017, Report of the Academic Planning and Policy Committee for changes to the 2017-2018 Undergraduate Calendar, found at:

https://macdrive.mcmaster.ca/d/8e0d7523c5/

Additionally, substantive amendments to existing course capacities and categories are included for information only and can be found in the *Changes to Existing Courses* sections of the Departments and Schools.

1.0   Faculty of Science - Introductory Section and Level I Programs:
- To better reflect the spirit/structure of the Level I programs of Chemical & Physical Sciences I, Environmental & Earth Sciences I, Life Sciences I, and Mathematics & Statistics I, they will be renamed Chemical & Physical Sciences Gateway, Environmental & Earth Sciences Gateway, Life Sciences Gateway, and Mathematics & Statistics Gateway. Similarly, the 'I' will be removed from the title/name of the direct entry programs. A student's level is available via other, more appropriate, fields within Mosaic.

2.0   Department of Biochemistry and Biomedical Sciences
- BIOCHEM 4LL3 has been deleted.

3.0   Department of Biology
- Effective, September 2018, Honours Biology will require at least six units of Level IV Biology or Molecular Biology course work. Students completing a thesis/project will be required to complete an additional three units of Level IV Biology or Molecular Biology course work.
- A more defined curriculum is being introduced to the Honours Biology and Environmental Sciences program.
- It is anticipated that, effective September 2018, the Honours Biology and Pharmacology Co-op program will move to the Faculty of Health Sciences. While the curriculum will remain the same, the degree designation will become an Hons B.H.Sc. Currently enrolled students will be given the option of remaining in the Faculty of Science (and completing the Hons B.Sc. degree) or transferring to the Faculty of Health Sciences for the Hons B.H.Sc. degree. Level II students interested in applying, will be directed to the Faculty of Health Sciences section of the Calendar. If, by early January 2018, the Faculty of Health Sciences indicates it is unable to move forward with the transfer/start-up of program for September 2018, the Faculty of Science will offer all Levels for at least one additional year. Calendar copy will be appropriately adjusted and presented to UGC, C&A.
- Slight modifications have been made to the Honours Biology and Psychology, Neuroscience & Behaviour program to ensure students graduate with sufficient Biology and/or Molecular Biology course work.
- Four courses have been introduced, including: BIOLOGY 2L03, 3EI3, 3PG3 and 3HD3 – the latter (on the topic of Human Disasters) is open to students from all Faculties, enrolled in Level III or above.
- BIOLOGY 2L06 and 4E03 have been deleted.

4.0   Department of Chemistry and Chemical Biology
- Three courses, CHEMBIO 3AA3, CHEM 2Q03 and 3RC3 have been introduced.

5.0   School of Geography and Earth Sciences
- Almost all two and three-way course cross-listings (between EARTHSC, ENVIRSC and GEOG) have been eliminated given the additional work required to manage enrollment in Mosaic. Offerings will now be defined by the subject code most appropriate to the course content.
- Five courses will be introduced as ENVIRSC ,including: ENVIRSC 2WW3, 3IN3, 4IN3, 4MI3, 4MT6. All previously offered as either EARTHSC and/or GEOG.
- Appropriate antirequisites have been introduced to accommodate the restructuring/renaming of courses.
- 41 cross-listed courses will be deleted and removed from Calendar.

6.0   School of Interdisciplinary Science

Integrated Science (iSci)
- No substantive changes made.

Life Sciences
- Course lists for Honours Life Sciences programs have been updated to reflect new offerings, including some that expand the interdisciplinary mandate.
- Five new courses have been introduced, including: LIFESCI 3G03, 3LL3, 3P03, 3Q03, 4F03. MEDPHYS 1E03 will be renamed LIFESCI 1E03 as content is appropriate for Life Sciences audience and ownership will be retained by SIS.
- The thesis/project offerings of LIFESCI 4B06 and 4C09, set to have a co-requisite of LIFESCI 4CC3 in 2018, will instead be reintroduced as LIFESCI 4B09 and 4C12, with the seminar component of 4CC3, built in.
- Five new cross-lists will be adopted, including: LIFESCI 2BP3 (BIOPHYS 2A03), LIFESCI 3BM3 (CHEMBIO 3BM3), LIFESCI 3BP3 (BIOPHYS 3BP3), LIFESCI 3DD3 (MOLBIOL 3D03), and LIFESCI 3RC3 (CHEM 3RC3).
- Course deletions: LIFESCI 4B00, 4B06, 4C09, 4CC3.

Medical Radiation Sciences
- MEDRADSC 3DD3 has been introduced.

7.0   Department of Kinesiology
- KINESIOL 1K03 has been introduced and will become a Level 1 requirement.
- KINESIOL 1C03 has been deleted.

8.0   Department of Mathematics and Statistics
- Effective September 2019, admission to Level II of the Honours Actuarial and Financial Mathematics program will require submission of a supplementary application. This aims to assist in selecting well-suited candidates instead of using only Cum GPA to determine admission.
- STATS 4T06 has been introduced to provide a research project in the area of Statistics.
- MATH 3GP3 has been deleted.

9.0   Department of Physics and Astronomy
- Three new offerings have been introduced including, PHYSICS 2MN3, 4IS3 and 4Q03. 2MN3 will be open to students across all Faculties.
- PHYSICS 3L03 has been deleted.

10.0   Department of Psychology, Neuroscience & Behaviour

Human Behaviour
- Effective September 2019, the non-specialization Human Behaviour program will no longer have an enrolment limit. For it and the limited enrolment Specializations of Autism and Behavioural Science and Early Childhood Education, the admission requirements will be slightly modified to require an average of at least 5.0 in six units of introductory Psychology.
- LINGUIST/PSYCH 3C03 will no longer be required for the Autism and Behavioural Science Specialization.

Neuroscience
- NEUROSCI 3J03 will be introduced and replaces PSYCH 3J03.

Psychology, Neuroscience & Behaviour (PNB)
- PSYCH 3J03 has been deleted.

11.0   Science Courses
- Prerequisites will be amended on the three SCIENCE work courses (3WW0, 4WW0, 5WW0) to accommodate the shift of the Biology and Pharmacology Co-op program to the Faculty of Health Sciences.

12.0   General Academic Regulations
- Regulations for the Honours B.Sc. Kinesiology program have been updated to reflect changes to Level I required course offerings.

13.0   Interdisciplinary Minors and Thematic Areas
- Course Lists updated to reflect current offerings.

REPORT TO SENATE

Below is the summary of substantive curriculum changes being proposed by the Faculty of Social Sciences. For complete review of all of the changes, please refer to the November 15, 2017 Faculty of Social Sciences Report to Undergraduate Council for changes to the 2018 -19 Undergraduate Calendar, found at **https://socialsciences.mcmaster.ca/faculty-resources/meetings/undergrad-curriculum-report.pdf**

1.0   NEW PROGRAMS: N/A
2.0   NEW MINORS: N/A
3.0   PROGRAM CLOSURES: N/A
4.0   MAJOR REVISIONS TO EXISTING PROGRAMS:

HEALTH, AGING AND SOCIETY

The Department of Health Aging and Society is making the following revisions to their programs as outlined in 4.1 to 4.6:

1) Change to Program Plan Titles for the Honours and Combined Honours versions of the Health Studies and Gerontology programs to align with the Department name.
2) Change to the Level II entry requirements to allow for students to complete 3 units of Health Aging and Society coursework for entry and to complete the remaining 3 units before the end of the Level II.
3) Introduction of a new Specialization in Mental Health and Addiction to the existing single Honours versions of the two programs.

4.1   **Honours Aging and Society ~~Gerontology~~ (B.A.)**
Admission
Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a minimum Grade Point Average of 5.0 including ~~credit in HLTHAGE 1AA3 and~~ a grade of at least C in HLTHAGE 1BB3. For continuation in the program, see the section on *Minimum Requirements for Entering and Continuing in a Program Beyond Level I* in the Faculty of Social Sciences Academic Regulations.

Notes
1.   See Admission to Level II Programs in Academic Regulations in this section of the Calendar.
2.   Courses other than those listed below in the Course List may be substituted with the prior permission of the Chair. Students wishing to apply for substitutions must contact the Health, Aging and Society Administrator. Given the extensive curriculum revisions that have been made, students are **strongly** encouraged to review course anti-requisites in the Course Listings section of the Calendar.

3.   Students who have completed HLTH AGE 2A06 or 3Z06 (or equivalent -- see course antirequisites) are not required to complete HLTHAGE 2A03 or 3B03 or 3G03.

4.   ~~Students with prior credit in GERONTOL or HEALTHST courses may consult the Health, Aging and Society Administrator to determine eligibility toward degree requirements~~

~~5.~~ 4.Students may take a maximum of 9 units from HLTHAGE 4A03 , 4B03, 4C03, 4H03, 4I03, 4L03, 4N03, 4P03, 4Z06 A/B.

5. HLTHAGE 1AA3: Introduction to Health and Society must be completed by the end of 60 units, however students are **strongly** encouraged to complete this requirement in Level I. Both HLTHAGE 1AA3 and 1BB3 are prerequisites for HLTHAGE 2BB3 which is a required course in Level II of the program.

Course List
- ANTHROP 3HI3 - The Anthropology of Health, Illness and Healing
- ECON 2CC3 - Health Economics and its Application to Health Policy
- ECON 3D03 - Labour Economics
- ECON 3Q03 - The Economics of Aging
- ECON 3Z03 - Health Economics
- GEOG 2HI3 - Geographies of Health
- GEOG 3HH3
- GEOG 3HP3 - Population Growth and Aging
- KINESIOL 3S03
- KINESIOL 3SS3
- PHILOS 2D03 - Bioethics
- PHILOS 3C03 - Advanced Bioethics
- PSYCH 3AG3 - Aging
- RELIGST 2C03 – ~~Bioethics~~
- RELIGST 2ER3 – Religion, the Body, and the Machine
- RELIGST 2M03 - Death and Dying: Comparative Views
- RELIGST 2N03 - Death and Dying: the Western Experience
- RELIGST 2WW3 - Health, Healing and Religion
- SOCWORK 3C03 - Social Aspects of Health and Illness
- SOCWORK 4L03 - Social Work with an Aging Population
- SOCWORK 4R03 - Feminist Approaches to Social Work and Social

Justice
- SOCIOL 3X03 – Sociology of Aging
- SOCIOL 3CC3 - Sociology of the Family and the Life Cycle
- SOCIOL 3G03 - Sociology of Health Care
- SOCIOL 3HH3 - Sociology of Health
   or other designated and approved courses. (See Note 2 above.)

Requirements
120 units total (Levels I to IV), of which 48 units may be Level I

30 units

from

- the Level I program completed prior to admission to the program

9 units

- HLTHAGE 2BB3 - Perspectives in Health, Aging and Society ~~Studies and Gerontology~~
- HLTHAGE 2D03 - Continuum of Care
- HLTHAGE 2F03 - Aging and Health Care Systems

6 units

- HLTHAGE 3L03 - Embodied Aging

And one of

- HLTHAGE 3BB3 - Field Experience or
- HLTHAGE 3EE3 - The Practice of Everyday Life: Observations and

Inquiry

6 units

- HLTHAGE 2A03 - Research Methods in Health and in Aging I

And one of

- HLTHAGE 3B03 - Advanced Research Inquiry or
- HLTHAGE 3G03 - Community Based Research
  (See *Note 3* above.)

3 units

from

- SOCSCI 2J03 - Introduction to Statistics

15 units

from

- Course List or Health, Aging and Society

9 units

from

- ~~HLTHAGE 4A03~~
- HLTHAGE 4B03 - Death and Dying in Later Life
- HLTHAGE 4C03 - Representations of Health and Illness Across the Lifecourse
- HLTHAGE 4H03 - History and Culture of Aging
- HLTHAGE 4I03 - Aging and Health
- HLTHAGE 4L03 - Social Policy and Aging
- HLTHAGE 4N03 - Aging and Well-Being
- HLTHAGE 4P03 - Leisure and Recreation in Later Life
- HLTHAGE 4Z06 A/B - Health, Aging and Society Thesis
  (See *Note 5* above)

0-3 units

- HLTHAGE 1AA3 - Introduction to Health and Society

(See *Note 6*)

42 units

- Electives, of which at least six units must be taken from outside of Health, Aging & Society

Justification: The title of the program has been changed to be in line with the name of the department and to be more appealing to students. The change to the admission requirement is being made to facilitate easier access to the major for students (students will still be required to complete the two intro classes by the end of second year), in line with recent moves by other Social Sciences departments last year, such as Political Science and Sociology.

4.2   Honours Health and Society ~~Studies~~ (B.A.)

Admission

Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a minimum Grade Point Average of 5.0 including ~~credit in HLTHAGE 1BB3 and~~ a grade of at least C in HLTHAGE 1AA3. For continuation in the program, see *Minimum Requirements for Entering and Continuing in a Program Beyond Level I.*

Notes

1. See Admission to Level II Programs in Academic Regulations in this section of the Calendar.
2. Courses other than those listed below in the Course List may be substituted with the prior permission of the Chair. Students wishing to apply for substitutions must contact the Administrator of the Department of Health, Aging and Society. Given the extensive curriculum revisions that have been made, students are **strongly** encouraged to review course anti-requisites in the course Lists section of the Calendar.
3. Students who have completed HEALTHST 2B03 and 3G03 or HLTH AGE 2A06 or 3Z06 (or equivalent) are not required to complete HLTHAGE 2A03 and 3B03 or 3G03.
4. ~~Students with prior credit in GERONTOL or HEALTHST courses may consult the Health, Aging and Society Administrator to determine eligibility toward degree requirements.~~
5. ~~5.~~ 4 Students may take a maximum of 9 units from HLTHAGE 4B03, 4C03, 4D03, 4F03, 4G03, 4I03, 4J03, 4N03, 4O03, 4Q03, 4R03, 4S03, 4T03, 4Z06 A/B.
5. HLTHAGE 1BB3: Introduction to Aging and Society must be completed by the end of 60 units, however students are **strongly** encouraged to complete this requirement in Level I. Both HLTHAGE 1AA3 and 1BB3 are prerequisites for HLTHAGE 2BB3 which is a required course in Level II of the program.

Course List

Students are responsible for ensuring that course prerequisites are fulfilled.

- ANTHROP 2AN3 - The Anthropology of Food and Nutrition
- ANTHROP 2U03 - Plagues and People
- ANTHROP 3C03 - Health and Environment: Anthropological Approaches
- ANTHROP 3HI3 - The Anthropology of Health, Illness and Healing
- ANTHROP 3Y03 - Aboriginal Community Health and Well-Being
- ECON 2CC3 - Health Economics and its Application to Health Policy
- ECON 3Z03 - Health Economics
- GEOG 2HI3 - Geographies of Health
- GEOG 3HH3
- GEOG 3HP3 - Population Growth and Aging
- GEOG 4HH3 - Environment and Health
- HISTORY 2EH3
- HTHSCI 2G03 - Epidemiology
- INDIGST 3H03 - Indigenous Medicine I - Philosophy
- INDIGST 3HH3 - Indigenous Medicine II - Practical
- KINESIOL 3A03 - History of Exercise and Sports Medicine
- KINESIOL 3S03
- KINSIOL 3SS3
- LABRST 3D03 - Work: Dangerous to your Health?
- PEACEST 3B03 - Peace-Building and Health Initiatives
- PHILOS 2D03 - Bioethics
- PHILOS 3C03 - Advanced Bioethics
- ~~POL SCI 3M03~~
- PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 3B03 - Special Populations
- RELIGST 2C03 – ~~Bioethics~~
- RELIGST 2ER3 – Religion, the Body, and the Machine
- RELIGST 2M03 - Death and Dying: Comparative Views
- RELIGST 2N03 - Death and Dying: the Western Experience
- RELIGST 2MT3 – Asian Meditation Traditions
- RELIGST 2WW3 - Health, Healing and Religion
- SOCWORK 3C03 - Social Aspects of Health and Illness
- SOCWORK 3O03 - Social Work and Sexualities
- SOCIOL 3G03 - Sociology of Health Care
- SOCIOL 3HH3 - Sociology of Health

Requirements

120 units total (Levels I to IV), of which 48 units may be Level I

30 units

from

- the Level I program completed prior to admission to the program.
- (See *Admission* above.)

9 units

- HLTHAGE 2B03 - Social Identity, Health and Illness
- HLTHAGE 2BB3 - Perspectives in Health, Aging and Society ~~Studies and Gerontology~~
- HLTHAGE 2F03 - Aging and Health Care Systems

6 units

- HLTHAGE 3AA3 - State, Civil Society and Health

and one of

- HLTHAGE 3BB3 - Field Experience
- HLTHAGE 3EE3 - The Practice of Everyday Life: Observations and Inquiry

6 units

- HLTHAGE 2A03 - Research Methods in Health and in Aging

and one of

- HLTHAGE 3B03 - Advanced Research Inquiry
- HLTHAGE 3G03 - Community Based Research
- (See *Note 3* above.)

3 units

- SOCSCI 2J03 - Introduction to Statistics

15 units

from

- *Course List* or Health, Aging and Society

9 units

from

- HLTHAGE 4B03 - Death and Dying in Later Life
- HLTHAGE 4C03 - Representations of Health and Illness Across the Lifecourse
- HLTHAGE 4D03 – Health, Culture and Diversity ~~in Cross-Cultural and International Perspectives~~
- HLTHAGE 4F03 - Selected Issues in the Social Aspects of Health
- HLTHAGE 4G03 - Global Health
- HLTHAGE 4I03 - Aging and Health
- HLTHAGE 4J03 - Narratives of Illness
- HLTHAGE 4N03 - Aging and Well-Being
- HLTHAGE 4O03 - Soundscapes of Wellbeing in Popular Music
- HLTHAGE 4Q03 - Representations of Mental Illness
- HLTHAGE 4R03 - Beyond the Social: Determinants of Indigenous Peoples Health

- HLTHAGE 4S03 - Health and the Unfairly Structured City
- HLTHAGE 4T03 – Gender, Sex and Health
- HLTHAGE 4Z06 A/B - Health, Aging and Society Thesis
  (See *Note 5* above)

0-3 units

- HLTHAGE 1BB3 - Introduction to Aging and Society
  (See *Note 5*)

39 42 units

- Electives, of which at least six units must be taken from outside of
  Health, Aging & Society'

Justification: The title of the program has been changed to be in line with the name of the department. The change to the admission requirement is being made to facilitate easier access to the major for students (students will still be required to complete the two intro classes by the end of second year), in line with recent moves by other Social Sciences departments last year, such as Political Science and Sociology.

4.3 Combined Honours in ~~Gerontology~~ Aging and Society and Another Subject (B.A.)

Admission

Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a minimum Grade Point Average of 5.0 including ~~credit in HLTHAGE 1AA3 and~~ a grade of at least C in HLTHAGE 1BB3 and satisfaction of admission requirements for the Honours program in the other B.A. subject. For continuation in the program, see the section on *Minimum Requirements for Entering and Continuing in a Program Beyond Level I* in the Faculty of Social Sciences Academic Regulations.

Notes

1. Given the extensive curriculum revisions that have been made, students are **strongly** encouraged to review course anti-requisites in the Course Listings section of the Calendar.

2. Students who have completed HLTH AGE 2A06 or 3Z06 or equivalent are not required to complete HLTHAGE 2A03, 3B03 or 3G03. Alternatively, students may choose to complete the Research Methods course(s) as required by the other subject. Students who choose to complete Research Methods requirements in the other subject, will replace with equivalent units from Levels II, III or IV Health, Aging and Society courses.

3. ~~Students with prior credit in GERONTOL or HEALTHST courses may consult the Health, Aging and Society Administrator to determine eligibility toward degree requirements.~~

4. 3. Students may take a maximum of 9 units from HLTHAGE 4A03 , 4B03, 4C03, 4H03, 4I03, 4L03, 4N03, 4P03, 4Z06 A/B.

1. HLTHAGE 1AA3: Introduction to Health and Society **must** be completed by the end of 60 units, however students are **strongly** encouraged to complete this requirement prior to the end of Level I. Both HLTHAGE 1AA3 and 1BB3

are prerequisites for HLTHAGE 2BB3 which is a required course in Level II of the program.

Requirements

120 units total (Levels I to IV), of which 48 units may be Level I

30 units

from

- the Level I program completed prior to admission to the program

9 units

- HLTHAGE 2BB3 - Perspectives in Health, Aging and Society ~~Studies and Gerontology~~
- HLTHAGE 2D03 - Continuum of Care
- HLTHAGE 2F03 - Aging and Health Care Systems

6 units

- HLTHAGE 3L03 - Embodied Aging

And one of

- HLTHAGE 3BB3 - Field Experience or
- HLTHAGE 3EE3 - The Practice of Everyday Life: Observations and Inquiry

6 units

- HLTHAGE 2A03 - Research Methods in Health and in Aging I

And one of

- HLTHAGE 3B03 - Advanced Research Inquiry or
- HLTHAGE 3G03 - Community Based Research
- (See *Note 2* above.)

9 units

from

- ~~HLTHAGE 4A03~~
- HLTHAGE 4B03 - Death and Dying in Later Life
- HLTHAGE 4C03 - Representations of Health and Illness Across the Lifecourse
- HLTHAGE 4H03 - History and Culture of Aging
- HLTHAGE 4I03 - Aging and Health
- HLTHAGE 4L03 - Social Policy and Aging
- HLTHAGE 4N03 - Aging and Well-Being
- HLTHAGE 4P03 - Leisure and Recreation in Later Life
- HLTHAGE 4Z06 A/B - Health, Aging and Society Thesis
- (See *Note 4* above)

6 units

from

- *Course List* or Health, Aging and Society

36 units

- Courses as specified for the other subject

3-6 units

from

- SOCSCI 2J03 - Introduction to Statistics or
- in combined programs within the Faculty of Social Sciences, the Research Methods/Statistics requirement specified for the other subject.

0-3 units

- HLTHAGE 1AA3- Introduction to Health ~~Studies~~ and Society (if not completed in Level 1 see *Note 5*))

~~912~~ 1215 units
- Electives

Course List
- ANTHROP 3HI3 - The Anthropology of Health, Illness and Healing
- ECON 2CC3 - Health Economics and its Application to Health Policy
- ECON 3D03 - Labour Economics
- ECON 3Q03 - The Economics of Aging
- ECON 3Z03 - Health Economics
- GEOG 2HI3 - Geographies of Health
- GEOG 3HH3
- GEOG 3HP3 - Population Growth and Aging
- KINESIOL 3S03
- KINESIOL 3SS3
- PHILOS 2D03 - Bioethics
- PHILOS 3C03 - Advanced Bioethics
- PSYCH 3AG3 - Aging
- RELIGST 2C03 - ~~Bioethics~~
- RELIGST 2M03 - Death and Dying: Comparative Views
- RELIGST 2N03 - Death and Dying: the Western Experience
- RELIGST 2WW3 - Health, Healing and Religion
- SOCWORK 3C03 - Social Aspects of Health and Illness
- SOCWORK 4L03 - Social Work with an Aging Population
- SOCWORK 4R03 - Feminist Approaches to Social Work and Social Justice
- SOCIOL 3X03 – Sociology of Aging
- SOCIOL 3CC3 - Sociology of the Family and the Life Cycle
- SOCIOL 3G03 - Sociology of Health Care
- SOCIOL 3HH3 - Sociology of Health
- *or other designated and approved courses. (See Note 2 above.)*

Justification: The title of the program has been changed to be more in line with the name of the department and to be more appealing to students. The change to the admission requirement is being made to facilitate easier access to the major for students (students will still be required to complete the two intro classes by the end of second year), in line with recent moves by other Social Sciences departments last year, such as Political Science and Sociology.

4.4 **Combined Honours in Health ~~Studies~~ and Society and Another Subject (B.A.)**
Admission
Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a minimum Grade Point Average of 5.0, ~~credit in HLTHAGE 1BB3 and~~ including a grade of at least C in HLTHAGE 1AA3 and satisfaction of admission requirements for the Honours program in the other

B.A. subject. For continuation in the program, see *Minimum Requirements for Entering and Continuing in a Program Beyond Level I.*

Notes

1. See Admission to Level II Programs in Academic Regulations in this section of the Calendar.

2. Students are strongly encouraged to complete HLTHAGE 2A03 and 3B03 or 3G03 to satisfy the Research Methods requirement of the degree, but may complete the Research Methods course(s) as required by the other subject and replace these with equal units of Health, Aging and Society or Course List courses. Given the extensive curriculum revisions that have been made, students are **strongly** encouraged to review course antirequisites in the Course Listings section of the Calendar.

3. ~~Students with prior credit in GERONTOL or HEALTHST courses may consult the Health, Aging and Society Administrator to determine eligibility toward degree requirements.~~

4. 3. Students may take a maximum of 9 units from HLTHAGE 4B03, 4C03, 4D03, 4F03, 4G03, 4I03, 4J03, 4N03, 4O03, 4Q03, 4R03, 4S03, 4T03, 4Z06 A/B.

4.HLTHAGE 1BB3: Introduction to Aging and Society **must** be completed by the end of 60 units, however students are **strongly** encouraged to complete this requirement prior to the end of Level I. Both HLTHAGE 1AA3 and 1BB3 are prerequisites for HLTHAGE 2BB3 which is a required course in Level II of the program.

Course List

Students are responsible for ensuring that course prerequisites are fulfilled.

- ANTHROP 2AN3 - The Anthropology of Food and Nutrition
- ANTHROP 2C03 - Archaeology of Environmental Crisis and Response
- ANTHROP 2FF3 - Human Skeletal Biology and Bioarchaeology
- ANTHROP 2U03 - Plagues and People
- ANTHROP 3C03 - Health and Environment: Anthropological Approaches
- ANTHROP 3HI3 - The Anthropology of Health, Illness and Healing
- ANTHROP 3Y03 - Aboriginal Community Health and Well-Being
- ANTHROP 4S03 - The Anthropology of Infectious Disease
- ECON 3Z03 - Health Economics
- GEOG 2HI3 - Geographies of Health
- GEOG 3HH3
- GEOG 3HP3 - Population Growth and Aging
- GEOG 4HH3 - Environment and Health
- HISTORY 2EH3
- HISTORY 3CP3 - The Citizen-Patient: A Modern History of Public Health, 1700-Present
- HTHSCI 2G03 - Epidemiology

- INDIGST 3H03 - Indigenous Medicine I - Philosophy
- INDIGST 3HH3 - Indigenous Medicine II - Practical
- KINESIOL 3A03 - History of Exercise and Sports Medicine
- KINESIOL 3S03
- KINESIOL 3SS3
- LABRST 3D03 - Work: Dangerous to your Health?
- PEACEST 3B03 – Peace-Building and Health Initiatives
- PHILOS 2D03 - Bioethics
- PHILOS 3C03 - Advanced Bioethics
- PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 3B03 - Special Populations
- RELIGST 2C03 – ~~Bioethics~~
- RELIGST 2ER3 – Religion, the Body, and the Machine
- RELIGST 2M03 - Death and Dying: Comparative Views
- RELIGST 2N03 - Death and Dying: the Western Experience
- RELIGST 2MT3 – Asian Meditation Traditions
- RELIGST 2WW3 - Health, Healing and Religion
- SOCWORK 3C03 - Social Aspects of Health and Illness
- SOCWORK 3O03 - Social Work and Sexualities
- SOCIOL 3G03 - Sociology of Health Care
- SOCIOL 3HH3 - Sociology of Health
- SOCIOL 4G03 - Advanced Topics in the Sociology of Health and Illness

Requirements
120 units total (Levels I to IV), of which 48 units may be Level I

30 units
from

- the Level I program completed prior to admission to the program.
- (See *Admission* above.)

9 units
- HLTHAGE 2B03 - Social Identity, Health and Illness
- HLTHAGE 2BB3 - Perspectives in Health , Aging and Society ~~Studies and Gerontology~~
- HLTHAGE 2F03 - Aging and Health Care Systems

6 units
- HLTHAGE 3AA3 - State, Civil Society and Health

and one of
- HLTHAGE 3BB3 - Field Experience
- HLTHAGE 3EE3 - The Practice of Everyday Life: Observations and Inquiry

6 units
- HLTHAGE 2A03 - Research Methods in Health and in Aging I

and one of

- HLTHAGE 3B03 - Advanced Research Inquiry
- HLTHAGE 3G03 - Community Based Research
- an equivalent research methods course(s) if required by the other subject (See *Note 2* above.)

6 units
from

- *Course List* or Health, Aging and Society

36 units

- courses specified for the other subject

3-6 units
from

- SOCSCI 2J03 - Introduction to Statistics
  In combined programs within the Faculty of Social Sciences, the Research Methods/Statistics requirement specified for the other subject

9 units
from

- HLTHAGE 4B03 - Death and Dying in Later Life
- HLTHAGE 4C03 - Representations of Health and Illness Across the Lifecourse
- HLTHAGE 4D03 – Health, Culture and Diversity ~~in Cross-Cultural and International~~ Perspectives
- HLTHAGE 4F03 - Selected Issues in the Social Aspects of Health
- HLTHAGE 4G03 - Global Health
- HLTHAGE 4I03 - Aging and Health
- HLTHAGE 4J03 - Narratives of Illness
- HLTHAGE 4N03 - Aging and Well-Being
- HLTHAGE 4O03 - Soundscapes of Wellbeing in Popular Music
- HLTHAGE 4Q03 - Representations of Mental Illness
- HLTHAGE 4R03 - Beyond the Social: Determinants of Indigenous Peoples Health
- HLTHAGE 4S03 - Health and the Unfairly Structured City
- HLTHAGE 4T03 – Gender, Sex and Health
- HLTHAGE 4Z06 A/B - Health, Aging and Society Thesis (see *Note 4* above)

0-3 units

- HLTHAGE 1BB3 - Introduction to Aging and Society (if not completed in Level I see *Note 5*)

12-15 units

- Electives

Justification: The title of the program has been changed to be consistent with the name of the department. The change to the admission requirement is being

made to facilitate easier access to the major for students (students will still be required to complete the two intro classes by the end of second year), in line with recent moves by other Social Sciences departments last year, such as Political Science and Sociology.

4.5   Honours Aging and Society Specialization in Mental Health and Addiction (B.A.)
Admission
Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a minimum Grade Point Average of 5.0 including a grade of at least C in HLTH AGE 1BB3 and a grade of at least C in HLTH AGE 1CC3. HLTH AGE 1AA3 must be completed by the end of 60 units, however students are **strongly** encouraged to complete this requirement in Level I. For continuation in the program, see *Minimum Requirements for Entering and Continuing in a Program Beyond Level I.*

Notes
1. See Admission to Level II Programs in Academic Regulations in this section of the Calendar.
2. Students may take a maximum of 9-12 units from HLTHAGE 4B03, 4C03, 4H03, 4I03, 4L03, 4N03, 4P03, 4Z06 A/B.
3. HLTHAGE 1AA3: Introduction to Health and Society **must** be completed by the end of 60 units, however students are **strongly** encouraged to complete this requirement prior to the end of Level I. Both HLTHAGE 1AA3 and 1BB3 are prerequisites for HLTHAGE 2BB3 which is a required course in Level II of the program.

Requirements
120 units total (Levels I to IV), of which 48 units may be Level I
30 units from
* Level I program completed prior to admission to the program (See *Admission* above.)
15 units from
* HLTH AGE 2BB3 – Perspectives in Health, Aging and Society
* HLTH AGE 2D03 – Continuum of Care
* HLTH AGE 2F03 – Aging and Health Care Systems
* HLTH AGE 2GG3 – Mental Health and Society
* HLTH AGE 2L03 – Drugs, Sex and Alcohol: Society and its Addictions
6 units from
* HLTH AGE 2A03 – Research Methods in Health and Aging I
and one of
* HLTH AGE 3B03 – Advanced Research Inquiry
* HLTH AGE 3G03 – Community Based Research

3 units from
- SOC SCI 2J03 – Introduction to Statistics

3 units from
- HLTH AGE 3N03 – Aging and Mental Health

6 units from
- HLTH AGE 3L03 – Embodied Aging

and one of
- HLTH AGE 3BB3 – Field Experience
- HLTH AGE 3EE3 – The Practice of Everyday Life: Observations and Inquiry

6 units from
- HLTH AGE 4N03 – Aging and Well-Being
- HLTH AGE 4O03 – Soundscapes of Well-Being in Popular Music
- HLTH AGE 4Q03 – Representations of Mental Illness

12 units from
- ANTHROP 3HI3 - The Anthropology of Health, Illness and Healing
- ANTHROP 3Y03 - Aboriginal Community Health and Well-Being
- ECON 2Q03 - Economics of Bad Behaviour
- HLTHAGE 3D03 - Perspectives on Disability, Chronic Illness and Aging
- HLTHAGE 3N03 - Aging and Mental Health
- HLTHAGE 3R03 - Health Inequalities
- HLTHAGE 3YY3 - Aboriginal Community Health and Well-Being
- HLTHAGE 4J03 - Narratives of Illness
- HLTHAGE 4Q03 - Representations of Mental Illness
- HTHSCI 3MH3 – Critical Examination of Mental Health
- HTHSCI 4IC3 – Integration of Children's Physical & Mental Health
- INDIGST 2F03 - Residential Schools in Canada: History and Impact
- INDIGST 3H03 - Indigenous Medicine I – Philosophy
- POLSCI 2C03 - Force and Fear, Crime and Punishment
- PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 3BA3 - Positive Psychology
- RELIGST 2MT3 – Asian Meditation Traditions
- SOCIOL 2BB3 - Sociology of Deviance
- SOCIOL 2CC3 - Constructing Deviance
- SOCIOL 3GG3 - Special Topics in the Sociology of Deviance
- SOCIOL 3HH3 - Sociology of Health
- SOCIOL 4GG3 - Special Topics in the Sociology of Deviance
- SOCPSY 3A03 – Mental Health
- SOCPSY 3ZZ3 - Complex Problems from A Multidisciplinary Social Psychology Perspective
- SOCWORK 4Y03 - Critical Issues in Mental Health & Addiction: Mad & Critical Disability Studies Perspectives for SW

3 or 6 units as outlined below

3 units from
- HLTH AGE 4B03 – Death and Dying in Later Life
- HLTH AGE 4C03 – Representations of Health and Illness Across the Lifecourse

- HLTH AGE 4H03 – History and Culture of Aging
- HLTH AGE 4I03 – Aging and Health
- HLTH AGE 4L03 – Social Policy and Aging
- HLTH AGE 4N03 – Aging and Well-Being
- HLTH AGE 4O03 – Soundscapes of Well-Being in Popular Music
- HLTH AGE 4P03 – Leisure and Recreation in Later Life
- HLTH AGE 4Q03 – Representations of Mental Illness

or 6 units from
- HLTH AGE 4Z06 – Health, Aging and Society Thesis

0-3 units
- HLTHAGE 1AA3 – Introduction to Health and Society

33-36 units
- Electives, of which no more than 15 units may be from Health, Aging and Society (the maximum Health, Aging and Society courses to be taken is 66).

Justification: A specialization is being introduced (rather than minor) for students majoring in Health, Aging and Society because of overlap of courses/ requirements. The Specialization is a repackaging of courses that are already available to students in the program. It gives students a recognition of a concentration/body of knowledge in the specific area of Mental Health and Addiction.

4.2 Honours Health and Society Specialization in Mental Health and Addiction (B.A.)
Admission

Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a minimum Grade Point Average of 5.0 including credit in a grade of at least C in HLTH AGE 1AA3: and a grade of at least C in HLTH AGE 1CC3. HLTH AGE 1BB3 must be completed by the end of 60 units, however students and are strongly encouraged to complete this requirement in Level I. For continuation in the program, see *Minimum Requirements for Entering and Continuing in a Program Beyond Level I.*

Notes
1. See Admission to Level II Programs in Academic Regulations in this section of the Calendar.
2. Students may take a maximum of 9-12 units from HLTHAGE 4B03, 4C03, 4D03, 4F03, 4G03, 4I03, 4J03, 4N03, 4O03, 4Q03, 4R03, 4S03, 4T03, 4Z06 A/B.
3. HLTHAGE 1BB3: Introduction to Aging and Society must be completed by the end of 60 units, however students are **strongly** encouraged to complete this requirement in Level I. Both HLTHAGE 1AA3 and 1BB3 are prerequisites for HLTHAGE 2BB3 which is a required course in Level II of the program.

Requirements

120 units total (Levels I to IV), of which 48 units may be Level I
30 units from
- Level I program completed prior to admission to the program (See *Admission* above.)

15 units from
- HLTH AGE 2B03 – Social Identity, Health and Illness
- HLTH AGE 2BB3 – Perspectives in Health, Aging and Society
- HLTH AGE 2F03 – Aging and Health Care Systems
- HLTH AGE 2GG3 – Mental Health and Society
- HLTH AGE 2L03 – Drugs, Sex and Alcohol: Society and its Addictions

6 units from
- HLTH AGE 2A03 – Research Methods in Health and Aging I

and one of
- HLTH AGE 3B03 – Advanced Research Inquiry
- HLTH AGE 3G03 – Community Based Research

3 units from
- SOC SCI 2J03 – Introduction to Statistics

3 units from
- HLTH AGE 3N03 – Aging and Mental Health

6 units from
- HLTH AGE 3AA3 – State, Civil Society and Health

and one of
- HLTH AGE 3BB3 – Field Experience
- HLTH AGE 3EE3 – The Practice of Everyday Life: Observations and Inquiry

6 units from
- HLTH AGE 4N03 – Aging and Well-Being
- HLTH AGE 4O03 – Soundscapes of Well-Being in Popular Music
- HLTH AGE 4Q03 – Representations of Mental Illness

12 units from
- ANTHROP 3HI3 - The Anthropology of Health, Illness and Healing
- ANTHROP 3Y03 - Aboriginal Community Health and Well-Being
- ECON 2Q03 - Economics of Bad Behaviour
- HLTHAGE 3D03 - Perspectives on Disability, Chronic Illness and Aging
- HLTHAGE 3N03 - Aging and Mental Health
- HLTHAGE 3R03 - Health Inequalities
- HLTHAGE 3YY3 - Aboriginal Community Health and Well-Being
- HLTHAGE 4J03 - Narratives of Illness
- HLTHAGE 4Q03 - Representations of Mental Illness
- HTHSCI 3MH3 – Critical Examination of Mental Health
- HTHSCI 4IC3 – Integration of Children's Physical & Mental Health
- INDIGST 2F03 - Residential Schools in Canada: History and Impact
- INDIGST 3H03 - Indigenous Medicine I – Philosophy
- POLSCI 2C03 - Force and Fear, Crime and Punishment
- PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 3BA3 - Positive Psychology
- RELIGST 2MT3 – Asian Meditation Traditions

- SOCIOL 2BB3 - Sociology of Deviance
- SOCIOL 2CC3 - Constructing Deviance
- SOCIOL 3GG3 - Special Topics in the Sociology of Deviance
- SOCIOL 3HH3 - Sociology of Health
- SOCIOL 4GG3 - Special Topics in the Sociology of Deviance
- SOCPSY 3A03 – Mental Health
- SOCPSY 3ZZ3 - Complex Problems from A Multidisciplinary Social Psychology Perspective
- SOCWORK 4Y03 - Critical Issues in Mental Health & Addiction: Mad & Critical Disability Studies Perspectives for SW

3-6 units as outlined below

3 units from

- HLTH AGE 4B03 – Death and Dying in Later Life
- HLTH AGE 4C03 – Representations of Health and Illness Across the Lifecourse
- HLTH AGE 4D03 – Health in Cross Cultural and International Perspectives
- HLTH AGE 4F03 – Selected Issues in the Social Aspects of Health
- HLTH AGE 4G03 – Global Health
- HLTH AGE 4I03 – Aging and Health
- HLTH AGE 4J03 – Narratives of Illness
- HLTH AGE 4M03 – Environment and Health
- HLTH AGE 4N03 – Aging and Well-Being
- HLTH AGE 4O03 – Soundscapes of Well-Being in Popular Music
- HLTH AGE 4Q03 – Representations of Mental Illness
- HLTH AGE 4R03 – Beyond the Social: Determinants of Indigenous Peoples Health
- HLTH AGE 4S03 – Health and the Unfairly Structured City
- HLTH AGE 4T03 – Gender and Health

or 6 units from

- HLTH AGE 4Z06 – Health, Aging and Society Thesis

33-36 units

- Electives, of which no more than 15 units may be from Health, Aging and Society (the maximum Health, Aging and Society courses to be taken is 66).

Justification: The Specialization is being introduced (rather than minor) for students majoring in Health, Aging and Society because of overlap of courses/requirements. The Specialization is a repackaging of courses that are already available to students in the program. It gives students a recognition of a concentration/body of knowledge in the specific area of Mental Health and Addiction.

Faculty of Social Sciences
REPORT TO UNDERGRADUATE COUNCIL SUMMARY
OF CURRICULUM CHANGES FOR 2018 - 19

This report highlights substantive changes being proposed. For complete review of the changes, please refer to the November 15, 2017 Faculty of Social Sciences Report to Undergraduate Council for changes to the 2018-19 Undergraduate Calendar, found at **https://socialsciences.mcmaster.ca/faculty-resources/meetings/undergrad-curriculum-report.pdf**

1.   **Faculty of Social Sciences**
   - Addition of copy regarding Course Selection and Course Changes to provide better information to students.
   - Updating of Limited Enrolment Program listings and Degree Programs to include references to Honours Programs in Health Aging and Society
   - Addition of notes to clarify requirements for meeting conditions of admission for students approved to transfer from another faculty, or who have been reinstated.
   - Updating of Course List 1 and 2 for the Social Sciences 1 program.
   - Inclusion of additional notes for Level I entry, and to further clarify Level I courses which may and may not provide entry to a Level II program.
   - Addition of 2 new courses (SOCSCI 2N03, 2V03) that were offered on Dean's Letter of Permission.
   - Revisions to 3 existing courses (SOCSCI 1T03, 2P03, 2O03).
   - Deletion of 5 courses (SOCSCI 2PF3, 2R03, 2T03, 2TT3, 3Q03).
   - Minor updates to Departmental Notes.

2.   **Department of Anthropology**
   - Updating of subfield course lists to reflect current offerings.
   - Change in Admission statement for each of the Honours and the B.A. program to require only 3 units of Level I Anthropology for entry. The other Level I Anthropology course must be completed by the end of Level 2.
   - Adjustment of the program requirements to account for the completion remaining 3 units of Level I Anthropology coursework for each of the Honours and the B.A. programs
   - Deletion of note in Minor regarding reference to old Level I courses.
   - Addition of 4 new courses (ANTHROP 2HH3, 3GG3, 4AA3, 4W03).
   - New crosslisting with ANTHROP 1AB3.
   - Revisions to the title of 5 existing courses (ANTHROP 2PC3, 2WA3, 2F03, 3F03, 3P03) to better reflect the focus of the courses and to attract more students.
   - Revision to the prerequisite or antirequisite of 3 existing courses (ANTHROP 2R03, 3C03, 4DN3).
   - Deletion of 2 courses (ANTHROP 2MA3, 3H03).
   -

3.   Department of Economics

- Updating of program requirements for all Honours and Combined Honours B.A. programs to include new coursework options.
- Addition of 2 new courses that existed previously but required a level change (ECON 4F03, 4FF3).
- Addition of 2 new courses that previously existed but required new course codes to align with either the Honours program or the Honours Specialist program (ECON 3E03, 3EE3).
- Revision to the antirequisite statement for ECON 2B03.
- Deletion of 4 courses that are being replaced with the same courses that are now reintroduced with different course codes and/or level (ECON 3FF3, 3F03, 3U03, 3WW3).
- Updating of departmental notes to emphasize recommended or required coursework.

4.   School of Geography and Earth Sciences

- Updating of the Human Geography subfields with new courses and course deletions.
- Change in Admission statement for each of the Combined Honours, Honours and the B.A. programs to require one of GEOG 1HA3 or GEOG 1HB3 for entry. The other 3 units of Level I Geography must be completed by the end of Level 2.
- Addition of the remaining 3 units of Level I Geography into the body of each of the Honours and the B.A. programs (if applicable).
- Minor adjustments to the Notes to account for course additions and deletions.
- All course changes are reported through the Faculty of Science.

5.   Department of Health, Aging & Society

- Change in the Program Plan name of Honours Gerontology and Another Subject to Honours Aging and Society and Another Subject to align more closely with the Department name and to be more appealing to students.
- Change in the Program Plan name of Honours Health Studies and Another Subject to Honours Health and Society and Another Subject to align more closely with the Department name.
- Inclusion of an Honours Health and Society Specialization in Mental Health and Addiction option, to provide a more specific Honours Health and Society degree focus.
- Inclusion of an Honours Aging and Society Specialization in Mental Health and Addiction option, to provide a more specific Honours Aging and Society degree focus.

The addition of these two specializations also resolves complications with students in the department attempting to follow the minor in Mental

Health and Addiction and having difficulties with the doubling counting of courses.

- Change in Admission statement for each of the existing Honours and Combined Honours and Another Subject programs to require only 3 units of either HLTHAGE 1AA3 or 1BB3 for entry to the respective programs. The other Level I HLTHAGE course must be completed by the end of Level 2.
- Adjustment of the program requirements for each of these programs to account for the completion of the remaining 3 units of the Level I courses (if applicable).
- Updating of the Course Lists in all of the programs and the minors to reflect the addition and deletion of courses.
- Revisions to 15 existing courses (HLTHAGE 1AA3, 1BB3, 2BB3, 2J03, 2K03, 3B03, 3BB3, 3G03, 3N03, 4B03, 4C03, 4D03, 4F03, 4G03, 4H03, 4I03, 4J03, 4L03, 4N03, 4O03, 4P03, 4Q03, 4R03, 4S03, 4T03, 4Z06 A/B) to reflect either minor title changes, minor description changes, or minor prerequisite changes.
- Deletions of the cross listing from 1 existing course (HLTHAGE 3HH3).

6. Indigenous Studies Program
- Change in Admission statement for each of the Combined Honours, Honours, and the Combined B.A. programs to require only 3 units of Level I Indigenous Studies courses for entry.
- Adjustment of the program requirements for the Combined Honours, Honours and the B.A. programs to account for the completion of the remaining 3 units of the Level I courses (if applicable).
- Updating of course lists and notes for the Combined Honours, Honours and Combined BA programs and the and the minor.
- Addition of 9 new courses (RECONCIL 1A03, INDIGST 2J03, 2U03, 3EE3, 3Q03, 3R03, 4A03, INUTUT 1Z03, 2Z03).
- Revisions to 12 existing courses (INDIGST 2A03, 2B03, 2BB3, 2C03, 2D03, 2F03, 2G03, 2M03, 2MM3, 3G03, 3J03, 3K03) – most of these are prerequisite changes to include the new RECONCIL 1A03 course.
- Deletion of Cross listings for 3 existing courses (INDIGST 3D03, 3E03, 4RI3).

7. School of Labour Studies
- Updating of course lists and degree requirements for all Combined Honours, Honours and B.A.Labour Studies programs to reflect current offerings.
- Addition of 3 new courses (LABRST 2K03, 3K03, 3L03)
- Revisions to the titles of 3 existing courses (LABRST 1A03, 1C03, 3C03).
- Revisions to the prerequisites of 2 existing courses (LABRST 4C03, 4F03)
- Revision to the course description for LABRST 2C03 to better reflect the content of the course.
- Deletion of 2 courses (LABRST 2E03, 3W03).

8.   Department of Political Science
- Housekeeping changes to the Notes for the Combined Honours, Honours and B.A. Political Science programs.
- Change in the Admission statement for Honours Political Science Specialization in Public Law and Judicial Studies program to include a minimum GPA requirement of 5.0. This was an oversight and should have been in the Calendar previously.
- Minor change to the program requirements for the Honours Political Science Specialization in Public Law and Judicial Studies program.
- Addition of 5 new courses (POLSCI 2MN3, 3KA3, 4DV3, 4OL3, 4YR3).
- Revisions to the titles of 2 existing courses (POLSCI 2M03, 4SS3).
- Revisions to course descriptions for 10 existing courses to provide greater accuracy (POLSCI 3B03, 3H03, 3J03, 3RF3, 3V03, 4AA6 A/B, 4D06 A/B, 4O06, 4Q06 A/B, 4SS3).
- Revision to the prerequisite for POLSCI 3C03.
- Deletion of 3 existing courses (POLSCI 3X03, 4EP3, 4KD3).
- Updating of Departmental Notes' Fields of Study lists to reflect new course offerings.

9.   Department of Psychology, Neuroscience & Behaviour
- Adjustment to Course Lists in the Combined Honours and Honours Psychology, Neuroscience & Behaviour BA programs, the Honours Psychology, Neuroscience & Behaviour – Music Cognition Specialization BA and the B.A. Psychology programs to reflect new or deleted course offerings.
- All course changes are reported through the Faculty of Science.

10.   Department of Religious Studies
- Change in Admission statement for each of the Combined Honours, Honours, and B.A. programs to require only 3 units of Level I Religious Studies courses for entry.
- Adjustment of the program requirements for the Combined Honours, Honours and B.A. programs to account for the completion of the remaining 3 units of the Level I courses (if applicable).
- Change in the program requirements to remove the required units from each of the Fields of Study to provide flexibility of Religious Studies course selection for students.
- Updating of program notes relating to course selection for all Honours and B.A. Religious Studies programs.
- Updates to the courses available for the Minor in Japanese Studies.
- Inclusion of 8 new courses to fill gaps in the department's course offerings in different areas. (RELIGST 1L03, 1R03, 2BF3, 2DS3, 2IR3, 2MT3, 2MW3, 3AU3).
- Revisions to the title of 3 existing courses (RELIGST 2LL3, 2NT3, 3E03).
- Revisions the course description for RELIGST 2BB3 to provide greater accuracy.
- Revision to the prerequisite for RELIGST 3E03.
- Deletion of 1 cross-listed course (RELIGST 2C03).
- Deletion of 7 existing courses (RELIGST 2C03, 2P03, 2W03, 2X03, 2ZZ3, 3J03, 3T03)

11. **School of Social Work**
- Updating of Admission notes, program notes and course lists for the B.S.W. and Honours B.S.W. programs.
- Changes to the program requirements for both the B.S.W. and Honours B.S.W. to reflect course changes
- Addition of 3 new courses (SOCWORK 2CC3, 3L03, 4ZZ3)
- Revisions to 1 existing course (SOCWORK 4R03)
- Deletion of an existing Cross listing (SOCWORK 2B03)
- Deletion of 4 existing courses (SOCWORK 2B03, 3H03, 4B03, 4L03).

12. **Social Psychology Program**
- Addition of new Thematic Areas of Mental Health; Law, Justice, Crime and Deviance; Health and Well-Being; and Family and the Life Course to identify possible thematic paths that students can take through the program.
- Revision to the program requirements to incorporate new course offerings that align with the new Thematic Areas.
- Updates to the Psychology and Sociology course lists and the Multidisciplinary course list to reflect course additions or deletions.
- Addition of 8 new courses to represent the beginning of a move to create thematic streams within the program (SOCPSY 2B03, 2D03, 3A03, 3C03, 3E03, 3F03, 4D03, 4E03, 4MM3).
- Revisions to course description for 4 existing courses (SOCPSY 2YY3, 3B03, 3Y03, 3ZZ3).
- Revisions to prerequisite or style of offering for 5 existing courses (SOCPSY 2K03, 3ZZ3, 4B03, 4IS3, 4IS6 A/B).
- Change in title for SOCPSY 3ZZ3.
- Deletion of 3 courses (SOCPSY 2L03, 2M03, 3D03).

13. **Department of Sociology**
- Addition of 2 new courses (SOCIOL 2UU3, 4MM3)
- Revisions to the style of delivery of 3 existing courses from seminar to lecture courses (SOCIOL 4AA3, 4R03, 4W03).
- Revisions to the course description for SOCIOL 2JJ3.
- Revisions to the prerequisites for 3 existing courses (SOCIOL 2LL3, 4MM6 A/B S, 4PP3).
- Deletion of 1 course (SOCIOL 4VV3).
- Additional clarification to Departmental notes with respect to the Level IV Sociology courses.

14. **Interdisciplinary Minors and Thematic Areas**

Interdisciplinary Minor in Archaeology:
- Change in course titles for 2 courses in the Course List (ANTHROP 2PC3, 2WA3)
- New course added to the Course List (ANTHROP 2HH3)

Interdisciplinary Minor in Globalization:
- Addition of a 4th List – Globalization and Health to appeal to a broader cross-section of students including those in the Honours Bachelor of Health Sciences program.

- Amending of note to indicate that in-progress students who entered minor previously may follow the previous requirements.
- Updating of existing course lists to reflect deletion of courses and the addition of more courses suggested by a variety of departments.

Interdisciplinary Minor in Jewish Studies:
- Updating of course lists to reflect current offerings.
- Updating of location and contact information for Department of Religious Studies.

Interdisciplinary Minor in Social Justice and Inclusive Communities:
- Updating of course lists to reflect current offerings.

Asian Studies and Canadian Studies Thematic Areas

- Updating of course lists to reflect current offerings.

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Admission Requirements

1. Admission from Secondary Schools

All Level 1 programs have enrollment limits and admission is by selection.

A. Ontario

General Requirements (For all Level I Programs)

To be considered for admission, you must satisfy the general requirements of the university and the specific subject requirements for the program to which you applied plus any specified supplementary application/on-line assessment/audition/portfolio required by some programs at the university.

If you are an applicant from an Ontario secondary school you must meet the following minimum requirements:

1. An Ontario Secondary School Diploma (OSSD) with acceptable standing; AND
2. An overall average in completed Grade 12 U and/or M courses which meets or exceeds the minimum set by the specific program to which you applied; AND
3. Satisfactory completion of six Grade 12 U and/or M courses including the subject requirements for your chosen program.

Note: Music External (Conservatory) 4M is acceptable as a credit and the mark obtained can be included in the calculation of your admission average. Alternatively, you may submit certificates from a recognized conservatory of music in Grade 8 practical and Grade 2 theory to your secondary school for one Grade 12M credit.

Admission Average Range

The Admission Average Range used to determine eligibility for consideration is calculated using the best six Grade 12 U and/or M grades, including those for all of the required subjects. **McMaster calculates averages to two decimal points and we do not round up averages. Please Note:** Grade 12 Co-op courses are not eligible to be used as one or more of the required prerequisite courses used to calculate admissibility and/or the admission average. See Early Conditional Admission and Final Admission below for specific details. Estimated cut-off admission average ranges for our Level I Programs can be found at: http://future.mcmaster.ca and click on *Admission Requirements*.

Early Conditional Admission

Early **conditional** admission may be granted annually to qualified applicants with strong academic standing. Early **conditional** admission is based on:

1. six appropriate midterm/interim Grade 12 U and/or M grades, OR
2. at least three final Grade 12 U and/or M grades PLUS enrollment in the appropriate additional three Grade 12 U and/or M courses.
3. In some cases, Grade 11 marks may be considered in extending early conditional offers of admission.

If you do not receive an offer of admission in March, you will automatically be reassessed for admission until May 15 after additional Grade 12 U and/or M grades are received from your secondary school. Due to enrollment limits, McMaster may not be able to consider additional grade data for admission purposes received after May 15.

The University reserves the right to withdraw a conditional offer of admission due to any of the following:

1. You do not meet the minimum final average prescribed for your chosen program; OR
2. You do not receive an OSSD; OR
3. You do not complete six Grade 12 U and/or M courses including all required subjects; OR
4. You do not successfully accept your offer of admission at the Ontario Universities' Application Centre (OUAC) by the response deadline indicated on your offer letter; OR
5. You do not meet any other condition stipulated on your conditional offer of admission; OR
6. You attend a post-secondary institution prior to beginning your studies at McMaster; OR
7. Your offer of admission to the university was secured through fraudulent means. **Please note the University's statements regarding application fraud at the end of the Admission section of this calendar.**

Minimum Final Average

If you are a secondary school applicant who receives a conditional offer of admission, you will be required to achieve an overall average **calculated to two decimal points** (on six (6) final grades including all required courses for your desired program) as indicated on your offer of conditional admission.

If your final average falls below this level (or its equivalent), your offer of admission will be rescinded/revoked and your registration will be cancelled.

The required minimum final average will vary from year to year and by program. This average will be stated clearly on the offer of conditional admission.

Supplementary Application Forms and Extenuating Circumstances Situations

Certain Level I programs ~~such as~~ including Arts & Science, Bachelor of Health Sciences (Honours) ,Integrated Business and Humanities (IBH), Integrated Biomedical Engineering & Health Sciences (iBiomed) (regular and co-op), Engineering 1 (regular and co-op), ~~and~~ Honours Integrated Science and Nursing have **mandatory on-line supplementary application forms or on-line assessments** which must be completed by specific deadline dates. Applicants to Nursing must complete a **mandatory on-line assessment (CASPer™)** on the dates ~~in February~~ as specified each year. See *Application and Documentation Deadlines*, for specific deadline dates. Applicants to Engineering 1 (regular and co-op) and Integrated Biomedical Engineering and Health Sciences (regular and co-op) must complete a **mandatory on-line assessment (2016 © Kira Talent)** ~~on the dates in February~~ by February 1 ~~as specified~~ each year. See *Application and Documentation Deadlines*, for specific deadline dates. Applicants to Integrated Business and Humanities must complete a **mandatory on-line assessment (2016 © Kira Talent) and submit a personal resume** by February 1 each year.

McMaster does not normally use **optional** supplementary application forms. Applicants will be notified if the program they applied to decides to use an optional supplementary application form.

Applicants with special circumstances whose average falls slightly below the required admission average range may forward a letter to the Office of the Registrar, **Admissions** explaining the nature of their extenuating circumstances.

In some cases, the university may request letters of recommendation, personal history or other additional information to aid in the admission process.

Offers of Admission for Secondary School Graduates

Applicants may be eligible for final admission if they have fulfilled the requirements for their OSSD and have final grades in six Grade 12 U and/or M courses. If you fulfill the requirements for your chosen program by the end of February, you may be granted an offer of **final admission**.

The University reserves the right to withdraw an offer of final admission due to any of the following:
1. You do not successfully accept your offer of admission at the Ontario Universities' Application Centre (OUAC) by the response deadline indicated on your offer letter; OR
2. You attend a post-secondary institution prior to beginning your studies at McMaster.
3. Your offer of admission to the university was secured through fraudulent means. **Please note the University's statements regarding application fraud at the end of the Admission section of this calendar.**

Deferral of Admission

McMaster does not normally grant a deferral of an offer of admission unless special extenuating circumstances exist. Each case is evaluated on its own merits.

All requests for deferral of both admission and scholarship should be made in writing to:

> **Office of the Registrar, Admissions**
> McMaster University
> Gilmour Hall 109, 1280 Main St. W.
> Hamilton, Ontario L8S 4L8

by September 1 of the application year, outlining the reasons for the request. If a deferral is granted, it is conditional upon the student not attending a secondary or post-secondary institution during the deferral period.

Subject Requirements for Specific Level I Programs

McMaster University offers the following Level I programs:

Arts & Science I, Automation Engineering Technology 1 (B.Tech.), Automotive and Vehicle Engineering Technology I (B.Tech.), Biotechnology I (B.Tech.), Business I, Chemical & Physical Sciences I, Computer Science I (regular and co-op), Engineering I (regular and co-op), Environmental and Earth Sciences I, Health Sciences I, Humanities I, Honours Integrated Science I, Honours Kinesiology I, Integrated Biomedical Engineering & Health Sciences I (regular and co-op), Integrated Business & Humanities I, Life Sciences I, Mathematics and Statistics I, Medical Radiation Sciences I, Midwifery I, Music I, Nursing I, ~~Process Automation Technology I (B.Tech.),~~ Social Sciences I, and Studio Art I.

<u>ARTS AND SCIENCE I</u>

You are required to complete a **mandatory Supplementary Application Form** which must be submitted electronically via the web at https://artsci.mcmaster.ca/prospective-students/supplementary-application/. The information provided enters into the selection process. A minimum overall average of 88% or higher is required for application consideration.

The following are the minimum Grade 12 U and M requirements:
1. English U
2. One of Advanced Functions U or Calculus and Vectors U (Calculus and Vectors U is strongly recommended)
3. Completion of four additional U or M courses , to total six courses, of which two must be at the U level

<u>AUTOMOTIVE AND VEHICLE TECHNOLOGY I (B.TECH.), BIOTECHNOLOGY I (B.TECH.), PROCESS AUTOMATION TECHNOLOGY I (B.TECH.)</u>

The following are the minimum Grade 12 U and M requirements:
1. English U
2. Calculus and Vectors U

3. Chemistry U
4. Physics U
5. Completion of two additional U or M courses to total six courses

Note: *Applicants are also expected to have completed Advanced Functions U.*

<div align="center">BUSINESS I</div>

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Two of Advanced Functions U, Calculus and Vectors U, and Mathematics of Data Management U
3. Completion of three additional U or M courses to total six courses

Note: *Applicants without Calculus and Vectors 4U will be required to take an equivalent Calculus course in Level 1. Applicants without Data Management U will be required to take an equivalent Stats course in Level 1.*

<div align="center">COMPUTER SCIENCE I, COMPUTER SCIENCE I CO-OP</div>

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Calculus and Vectors U
3. Two of: Biology U, Chemistry U, Physics U, Earth and Space U, Computer and Information Science M (or Computer Science U), or Computer Engineering M (or Computer Engineering Technology M)
4. Completion of two additional U or M courses to total six courses

Note: *Applicants are also expected to have completed Advanced Functions U.*

<div align="center">ENGINEERING I, ENGINEERING I CO-OP</div>

Admission to Engineering 1 (regular and co-op) is by selection. A minimum ~~overall average of 87% or higher~~ average range in the high 80s is required for application consideration. Applicants must complete a **mandatory on-line assessment (2016 © Kira Talent)** ~~on the dates in February~~ by the February 1 deadline as specified each year. See *Application and Documentation Deadlines*, for specific deadline dates.

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Calculus and Vectors U
3. Chemistry U
4. Physics U
5. Completion of two additional U or M courses to total six courses

Note: *Applicants are also expected to have completed Advanced Functions U.*

<div align="center">ENVIRONMENTAL AND EARTH SCIENCES I</div>

The following are the minimum Grade 12 U and M requirements:

1. English U
2. One of Advanced Functions U or Calculus and Vectors U
3. One of Biology U, Chemistry U
4. One of Advanced Functions U, Biology U, Calculus and Vectors U, Chemistry U, Physics U
5. Completion of two additional U or M courses to total six courses

<div align="center">HONOURS HEALTH SCIENCES I</div>

The selection method is by consideration of academic and a **mandatory on-line Supplementary Application Form (due mid-February) submitted electronically via the web; details at https://bhsc.mcmaster.ca/.** A minimum overall average of 90% or higher is required for application consideration. The Supplementary Application must be completed and submitted on-line by the specified deadline date. A review of the mandatory Supplementary Application is a very important component of the admission process. Applicants who do not complete the Supplementary Application will not be considered for admission.

The following are the minimum Grade 12 U and M requirements:

1. English U
2. One of Advanced Functions U, Calculus and Vectors U, or Mathematics of Data Management U
3. Biology U
4. Chemistry U
5. One U or M non-math/non-science course (**Note:** courses in technological education, science or mathematics are not acceptable)
6. Completion of one additional U or M course in any subject area to total six courses

<div align="center">HUMANITIES I</div>

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Completion of additional U or M courses to total six courses

The Faculty of Humanities strongly recommends that you select at least one Grade 12 U or M course from Humanities subjects (Art, Drama, English, French, Français, other languages, History and Music). **Note:** In addition to Requirement 1 above, Biology U is strongly recommended for students planning to enter a Cognitive Science of Language program.

HONOURS INTEGRATED SCIENCE I

Candidates are required to complete a mandatory **Supplementary Application Form** which must be submitted electronically via the web at **http://www.science.mcmaster.ca/isci/prospective-students**. The information provided in the supplementary application enters into the selection process. Only applicants with high academic standing will be selected. Successful candidates must present a minimum average in the high 80's.

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Advanced Functions U
3. Calculus and Vectors U
4. Two of Biology U, Chemistry U, Physics U
5. Completion of one additional U or M course to total six courses

HONOURS KINESIOLOGY I

The following are the minimum Grade 12 U and M requirements:

1. English U
2. One of Advanced Functions U or Calculus and Vectors U
3. Biology U
4. Completion of three additional Grade 12 U or M courses to total six courses. Grade 12 U courses strongly recommended include Calculus and Vectors U and Exercise Science U. Applicants without Calculus and Vectors MCV4U will be required to take an equivalent Calculus course in Level I.

INTEGRATED BIOMEDICAL ENGINEERING AND HEALTH SCIENCES (IBEHS) I /
INTEGRATED BIOMEDICAL ENGINEERING AND HEALTH SCIENCES (IBEHS) I CO-OP

Admission to Integrated Biomedical Engineering and Health Sciences 1 (regular and co-op) is by selection. A minimum overall average of 90% or higher is required for application consideration. Applicants must complete a **mandatory on-line assessment (2016 © Kira Talent)** ~~on the dates in~~ by February 1 as specified each year. See *Application and Documentation Deadlines*, for specific deadline dates. The following are the minimum Grade 12 U and M requirements:

1. English U
2. Calculus and Vectors U
3. Biology U
4. Chemistry U
5. Physics U
6. Completion of one additional U or M course to total six courses

INTEGRATED BUSINESS AND HUMANITIES I

Admission to Integrated Business and Humanities 1 is by selection. A minimum overall average of 88% or higher is required for application consideration. Applicants must complete a **mandatory on-line assessment (2016 © Kira Talent)** by February 1 each year. The following are the Minimum Grade 12 U and M requirements:

1. English U
~~1.~~2. Calculus and Vectors U
~~2.~~3. Data Management U
~~3.~~4. Completion of three additional U and M courses to total six courses.

Note: *Applicants are also expected to have completed Advanced Functions U.*

LIFE SCIENCES I

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Advanced Functions U or Calculus and Vectors U
3. Biology U
4. One of Advanced Functions U, Calculus and Vectors U, Chemistry U or Physics U
5. Completion of two additional U or M courses to total six courses

MATHEMATICS AND STATISTICS I

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Advanced Functions U
3. Calculus and Vectors U
4. Completion of three additional U or M courses to total six courses

MEDICAL RADIATION SCIENCES I

Students considering the Medical Radiation Sciences I program should refer to the *Regulations for License to Practice and Functional Demands* in the Medical Radiation Sciences program in the *Faculty of Science* section of this calendar.

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Advanced Functions U
3. Calculus and Vectors U
4. Biology U
5. Chemistry U
6. Completion of one additional U or M course to total six courses

NOTE: *Effective September 2018, admission to Level II of the Medical Radiation Sciences - Radiation Therapy Specialization will be suspended. Reinstatement of the program will be reviewed on an annual basis. A decision regarding future continuation will be made no later than September 2020.*

MIDWIFERY I

Places in the Midwifery program are very limited and the admission process is highly competitive. Admission to the Midwifery Education Program is by selection. **Application to the Midwifery program must be completed by February 1**. In recent years an average range in the mid to high 80's has been required to move forward to the admissions interview stage. Interviews are by-invitation only.

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Biology U
3. Chemistry U
4. Completion of additional U or M courses to total six courses
5. To be eligible to apply students must obtain a minimum grade of 75% in each of the three required courses listed in points 1, 2, and 3 above AND an overall average, including the required courses, that is acceptable to the Program.

MUSIC I

The academic requirements are the same as for Humanities I. In addition, applicants to Music I or to the B.A. in Music must successfully complete a **music audition/examination** consisting of:

1. Demonstration of technique (a level equivalent to at least honours standing in Grade 8 of the Royal Conservatory of Music)
2. Performance (approximately 20 minutes duration) of two or three varied pieces of your choice (approximately Grade 8 honours level), including at least one from the 20th century
3. Ear test appropriate to the Grade 8 performance level
4. Written examination on rudiments of theory (Grade 2 level)
5. Interview

For comprehensive details, visit **https://sota.humanities.mcmaster.ca/undergraduate-programs/music/**

Auditions take place between February and April. You must make arrangements with the School of the Arts for your audition at **sota@mcmaster.ca.**

NURSING I

NURSING CONSORTIUM (CONESTOGA)

NURSING CONSORTIUM (MOHAWK)

Students interested in a McMaster (B.Sc.N.) Nursing degree have **three location options: McMaster University, Mohawk College or Conestoga College**. Each of the three sites offers the four-year program which uses the problem-based learning and small group tutorial educational model. For more information about the Mohawk and Conestoga College sites refer to the B.Sc.N. (A) Stream the School of Nursing, *Faculty of Health Sciences* portion of the Calendar. For full application instructions see http://fhs.mcmaster.ca/nursing/education_undergrad_bscn.html as well as the *Application Procedures* section of this Calendar.

Admission to Nursing 1 at all sites is by selection. A minimum overall average of 85% or higher is normally required for application consideration. Additionally, applicants to Nursing must complete a **mandatory on-line assessment (CASPer™)** on the dates in February as specified each year. ~~Test dates for 2017 are February 16 and February 26.~~

The following are the minimum Grade 12 U and M requirements:

1. English U
2. One of Advanced Functions U, Calculus and Vectors U, Mathematics of Data Management U
3. Biology U
4. Chemistry U
5. Completion of two additional U or M courses to total six courses

The selection method is by academic qualifications (minimum overall average range of 85% or higher is required for consideration) and a **mandatory, online, 90-minute computer-based assessment of personal characteristics called CASPer™**. Applicants who do not complete the CASPer™ test will not be considered for admission.

Health requirements for admission to Nursing 1: During the registration process, you must file with the University information pertaining to your state of health and immunization. Detailed instructions will be provided after acceptance into the program.

Students considering the Nursing 1 program should refer to the document Requisite Skills and Abilities for nursing practice in Ontario at the College of Nurses of Ontario www.cno.org.

<u>CHEMICAL & PHYSICAL SCIENCES I</u>

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Advanced Functions U
3. Calculus and Vectors U
4. Chemistry U
5. Physics U
6. Completion of one additional U or M courses to total six courses

<u>SOCIAL SCIENCES I</u>

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Completion of additional U or M courses to total six courses

Advanced Functions U or Calculus and Vectors U is strongly recommended for students planning to enter programs in Economics or Psychology, Neuroscience and Behaviour. Biology U is recommended for students planning to enter a program in Psychology, Neuroscience and Behaviour.

<u>STUDIO ART I</u>

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Completion of additional U or M courses to total six courses

McMaster offers Studio Art as a direct-entry level I program leading to a Bachelor of Fine Arts (BFA) degree. Admission to this program is by selection and requires a **mandatory portfolio interview** with the School of the Arts http://sota.mcmaster.ca/undergraduate/studio_art.html.

You must make arrangements for your portfolio interview with the School of the Arts at **sota@mcmaster.ca.**

B. Other Canadian Provinces and Territories

Subject Requirements for Level I Programs

In addition to the minimum requirements below, satisfactory completion of the specified subject requirements for the program to which you applied is also required. Please refer to our website **http://future.mcmaster.ca** for more details.

Averages used to determine eligibility for admission and residence are calculated to two decimal points based on the minimum provincial requirements, including the prerequisite courses for the program to which you have applied.

Early Conditional Admission

Applications are reviewed for conditional admission as soon as all required documents, with sufficient course and grade data, are received by the Office of the Registrar, Admissions. All Canadian applicants should ensure that their **schools** (vs. the Provincial Ministry for those provinces where transcripts are issued by the Ministry), **forward interim/midyear school grade reports** showing marks for all courses taken during the Grade 11 and 12 years as well as all course registrations for the current academic year, as soon as they are available. The terms and conditions of the offer of admission are stated clearly on the offer letter. The Provincial Ministry final transcript confirming final grades and graduation status will be required at the end of the school year. **Students from all other provinces where transcripts are issued by their high schools should have their schools forward the appropriate interim and final transcripts confirming graduation.**

Applicants are required to meet the following minimum requirements including the specified subject requirements (not listed below) for their chosen program. For a complete listing of our specific course requirements by province and Level I program you may refer to our web site: **http://future.mcmaster.ca/admissions/admission-requirements/**

Alberta, Northwest Territories and Nunavut

Grade 12 high school diploma with five acceptable academic courses numbered 30 or 31, including English Language Arts 30-1.

British Columbia and Yukon

Grade 12 high school diploma with four acceptable Grade 12 academic courses (or equivalent), including English 12 or English 12 First Peoples. The Provincial Exam in English 12 or English 12 First Peoples is required and the blended mark with the reported high school grade will be used to calculate averages. **In addition, students must achieve a passing grade in English 12/English 12 First Peoples in the Provincial Examination.**

Manitoba

Grade 12 high school diploma with five acceptable Grade 12 academic courses numbered 40A or 40S, including one of English 40S or Anglais 40S.

New Brunswick

Grade 12 high school diploma with five acceptable Grade 12 academic courses numbered 120, 121, or 122, including English 121 or 122.

Newfoundland and Labrador

Grade 12 high school diploma with eleven acceptable Grade 12 academic credits at the 3000 level, including English 3201.

Nova Scotia

Grade 12 high school diploma with five acceptable Grade 12 academic courses (university preparatory Academic or Advanced), including English 12.

Prince Edward Island

Grade 12 high school diploma with five acceptable Grade 12 academic courses numbered 611 or 621, including English 621.

Québec

Grade 12 Diploma with six acceptable Grade 12 academic courses in the 600 series including English
OR
Year I CEGEP with twelve appropriate academic courses, including two English/Anglais 603 courses. Students completing Year II or III CEGEP who will or have achieved the DEC may be considered for advanced credit in their chosen program. The *côte de rendement* (R Score) is used for admission consideration.

Saskatchewan

Grade 12 high school diploma with five acceptable Grade 12 academic courses numbered 30, including both English A30 and B30.

C. International Baccalaureate Diploma

Applicants who have completed or will be completing the International Baccalaureate Diploma will be considered for admission to Level I, provided the completed diploma program includes the subject requirements of the program desired. Advanced credit of up to 18 units of study will be considered for Higher Level (HL) courses based on the achievement of final IB Diploma grades of 5 or greater.
For more information please refer to **http://future.mcmaster.ca/admission/admission-requirements/**

D. Advanced Placement (A.P.) Courses/Examinations

Applicants who have completed AP courses will be considered for admission to a Level I program. Applicants who have completed A.P. exams through the College Board in acceptable courses and achieve a minimum grade of 4 will be considered for up to 18 units of advanced credit. **PLEASE NOTE:** A.P. results from students who have completed the examinations as a challenge and have not taken the course at high school will not be considered as having completed the required prerequisite courses for admission consideration. For all students who have completed the full AP courses and the examinations through the College Board, an official copy of the final *Advanced Placement Examination Results Report* from the College Board is required as part of the advanced credit evaluation process.
For more information please refer to **http://future.mcmaster.ca/admission/admission-requirements/**

E. Other International Secondary School Qualifications

See the admission requirements for applicants from the more common international educational systems below. For all other education systems from around the world, please visit our website for the specific minimum requirements for your country's educational system. Required subjects would be the same as required for Ontario and other Canadian students:
future.mcmaster.ca/admission/admission-requirements/
Applicants must arrange for official high school transcripts to be sent to McMaster University directly from their high school well in advance of the session to which they are applying. The equivalent of first-class standing will be required for admission consideration. Documents in a language other than English should be accompanied by notarized English translations. You will be considered for admission on an individual basis and you will not be allowed to attend the University until we have received official evidence that all conditions attached to your Offer of Admission have been fulfilled.
McMaster University may require students presenting documents that will form the basis of their admission to the university, from schools outside of North America, to have those documents authenticated via WES Canada http://www.wes.org/ca/index.asp. Students will be supplied with specific information in their official Offer of Admission letter.

American High School Curriculum

Applicants from the continental United States of America or international schools offering the American high school curriculum must satisfactorily complete a secondary school diploma with a minimum overall average of at least 80% in the Grade 12 academic program of an accredited American high school/International American Curriculum high school and must present all prerequisite courses for their chosen program. Admission is competitive and many programs will require grades/averages well above the minimum 80% for admission consideration. For complete requirements for American Curriculum applicants, please visit our website:
future.mcmaster.ca/admission/admission-requirements/
McMaster programs that have specific math and/or science prerequisites require Advanced Placement subjects only for those requirements. Non A.P. courses will not be deemed sufficient to meet the program prerequisites in the math and science subjects for students coming from American style curriculum schools. If applicants believe that their schools' locally developed curriculum in math

and science subjects is equivalent to all of the topics covered in A.P. level courses, then the applicant must provide the Office of the Registrar, Admissions with a detailed and comprehensive syllabus supplied by their school for each course that they are seeking equivalency to A.P. level courses.

American Curriculum applicants must also present results from the Critical Reading and Mathematics components of **SAT I** with a minimum combined score of 1200 (minimum 580 Critical Reading, 520 Mathematics) OR a minimum combined score for the **Redesigned SAT** result of at least 1200 as a combined score with a minimum of 600 in each section OR from **ACT** with a minimum composite score of 27.

General Certificate of Education (G.C.E.)

Applicants from the General Certificate of Education system require a minimum of five G.C.E. subjects **at least** two of which must be at the Advanced A2 Level ~~or at least four Advanced Subsidiary AS Level courses~~ with the balance of the subjects at the IGCSE/GSCE (Ordinary Level). Advanced Level subjects must be appropriate to your chosen program.

Note: Many programs may require a minimum of **three** Advanced A2 Level courses. ~~or at least six Advanced Subsidiary AS Level courses.~~

For program specific requirements please refer to **http://future.mcmaster.ca/admission/admission-requirements/**

Other Countries or Educational Systems

For admission requirements from other education systems, please visit **http://future.mcmaster.ca/admission/admission-requirements/** to view our country-specific Admissions Requirements.

F. Home Schooled Applicants

Home schooled applicants who in addition to their home schooling experience have completed six Grade 12 U and M courses at an Ontario Ministry of Education inspected and approved school, or equivalent courses from another recognized academic jurisdiction may be considered for their program of choice providing they present the appropriate prerequisite courses on official transcripts from accredited schools and meet the required admission average. McMaster University is the sole arbiter of what is considered as equivalent level education and equivalent courses.

All other home schooled applicants may apply for admission consideration to Humanities I or Social Sciences I by presenting the following:

1. List of home school credentials including but not limited to structured curriculum completed through ACE (Accelerated Christian Education Program) or other such programs.
2. Portfolio of written work; normally, evidence of appropriate intellectual maturity is expected.
3. Results of standardized tests such as SAT, ACT. Applicants must also present results from the Critical Reading and Mathematics components of **SAT I** with a minimum combined score of 1200 (minimum 580 Critical Reading, 520 Mathematics) OR a minimum combined score for the **Redesigned SAT** result of at least 1200 as a combined score with a minimum of 600 in each section OR from **ACT** with a minimum composite score of 27.

Interested applicants should contact the Office of the Registrar for further information regarding admission criteria.

G. Prior-Year Secondary School Graduates

Applicants who have previously completed a secondary school diploma and have not attended a post-secondary institution since graduation, may be considered for admission by presenting satisfactory standing in six required Grade 12 U and M courses (or equivalent) as identified in the *Subject Requirements For Specific Level I Programs* section in this calendar.

If you have attended a post-secondary institution after high school graduation, you would not be considered as an applicant from secondary school. See *Admission/Transfer From Post-Secondary Institutions* section in this calendar.

2. Admission/Transfer from Post-Secondary Institutions

A. From Universities

Most McMaster programs have enrollment limits and admission is by selection. Possession of the minimum admission requirements does not guarantee admission. Admission will be considered on a case by case basis and is not guaranteed.

When you transfer to McMaster University, you will normally receive credit for courses in which you have obtained at least a C-standing (as per the McMaster grading scale). Assessment of courses for transfer credit is subject to the guidelines of the individual Faculties.

As a transfer student, you must also satisfy the Residence Requirements set out in the General Academic Regulations section of this Calendar. **The University will not accord to you privileges which would not be granted by your own university.**

Grades obtained in courses taken at another university will not be included in McMaster's Grade Point Average, and, therefore, cannot be used to raise your standing.

If you have been required to withdraw from another university and have fulfilled your period of suspension, you may apply for admission. However, you must present a letter of explanation and clarification concerning your past academic performance. You may also be asked to provide academic documentation for proof of further academic achievement which is both current and relevant.

B. From Colleges of Applied Arts and Technology

Most McMaster programs have enrollment limits and admission is by selection. Possession of the minimum admission requirements does not guarantee admission. Admission will be considered on a case by case basis and is not guaranteed.

See the minimum admission requirements for Level I programs as listed below. You are considered for admission on an individual basis.

For information regarding the amount of available transfer credits when transferring from a College of Applied Arts and Technology, refer to the heading *Transfer Credits* in this section.

Arts and Science

1. Completion of a two or three-year diploma.
2. Successful completion of Grade 12 English U and one of Advanced Functions or Calculus and Vectors U.
3. Admission is by selection upon review of the mandatory supplementary application and college and high school transcripts to determine eligibility.

Note: Exceptional grades are normally required for admission consideration.

Bachelor of Technology

Automotive and Vehicle Engineering Technology I
Biotechnology I
~~Process~~ Automation Engineering Technology I

1. Completion of a two or three-year diploma program in a related discipline.
2. A minimum cumulative GPA between 3.0 (75%) and 3.2 (80%).
3. Direct entry into Level III may be possible for graduates of specific three-year Advanced Diploma programs. All related diploma programs are considered on a case-by-case basis.
4. Completion of Grade 12 Calculus and Vectors U, Chemistry U and Physics U.

B. Tech. (Degree Completion Program)

1. Applicants to the Bachelor of Technology Degree Completion Programs must demonstrate successful completion of a related, advanced diploma from an Ontario College of Applied Arts and Technology, or equivalent, with a minimum of 75% cumulative average.
2. Applicants with 70% or greater in related, advanced diploma post-secondary academic programs may be admitted to the Certificate programs.
3. **Applicants who graduated more than 10 years ago from related advanced diploma post-secondary academic programs will be considered on a case by case basis for admission.**
4. **All applicants to the B.Tech. Degree Completion Programs are required to complete and submit an on-line supplementary form (in lieu of a resume) as part of the application/admission process:** http://mybtechdegree.ca/supplementaryform.html

Business

1. Completion of a minimum of a two or three-year diploma
2. A cumulative GPA of at least 80% or better.
3. Successful completion of two Grade 12 Advanced Functions U Grade 12 Calculus & Vectors U or Grade 12 Math of Data Management U course.

Chemical and Physical Sciences

1. Completion of a minimum of a two or three-year diploma program.
2. A minimum cumulative GPA of 80%.
3. Completion of Grade 12 Advanced Functions U, Calculus and Vectors U, Chemistry U and Physics U.
4. Admission is by selection upon review of high school and college transcripts to determine eligibility.
5. Application will be reviewed for transfer credits.

Computer Science (Regular and Co-Op)

1. Completion of a minimum of a two-year Engineering Technician or three-year Technologist diploma program.
2. A minimum cumulative GPA of 80%.
3. Successful completion of Grade 12 Calculus and Vectors U and two of Grade 12 Earth & Space Science U, Computer Engineering Technology M, Computer & Information Science U or M, Biology U, Chemistry U or Physics U.

Engineering (Regular and Co-Op)

1. Completion of a three-year Engineering Technology diploma program.
2. A cumulative GPA of at least 85% or better.

3. Successful completion of Grade 12 Calculus and Vectors U, Chemistry U and Physics U.
4. Successful applicants may be eligible for up to 30 units of transfer credits. Technician programs are not recognized as eligible for admission consideration to Engineering I.

Environmental and Earth Sciences

1. Completion of a minimum of a two-year diploma.
2. A minimum cumulative GPA of at least 80%.
3. Completion of Grade 12 Advanced Functions U or Calculus and Vectors U; and Biology U or Chemistry U; and one of Advanced Functions U, Calculus and Vectors U, Biology U, Chemistry U or Physics U.
4. Admission is by selection upon review of high school and college transcripts to determine eligibility.

Bachelor of Health Sciences (Honours)

Admission is not assessed based on CAAT achievement. It is based on high school admission criteria only.

Humanities

1. Completion of a Certificate program or at least one year of work in a diploma program.
2. A minimum cumulative GPA of 80%.
3. Transfer credit will be reviewed on a case-by-case basis.

OR

1. Completion of a two or three-year diploma program.
2. A minimum cumulative GPA of 75%.
3. Application will be reviewed for transfer credit.

Honours Integrated Sciences

Admission is not assessed based on CAAT achievement. It is based on high school admission criteria only.

Honours Kinesiology

1. Completion of a minimum of a two or three-year diploma program.
2. A minimum cumulative GPA of 88%.
3. Successful completion of Grade 12 courses in Advanced Functions U or Calculus and Vectors U; and Biology U.
4. Admission is by selection upon review of high school and college transcripts to determine eligibility.

Note: All students accepted into this program will be required to complete the Level I required Kinesiology courses.

Integrated Biomedical Engineering and Health Sciences (Regular and Co-op)

Admission is not assessed based on CAAT achievement. It is based on high school admission criteria only.

Integrated Business and Humanities

Admission is not assessed based on CAAT achievement. It is based on high school admission criteria only.

Life Sciences

1. Completion of a minimum of a two or three-year diploma program.
2. A minimum cumulative GPA of 88%.
3. Completion of Grade 12 Advanced Functions U or Calculus and Vectors U; and Biology U; and one of Advanced Functions U, Calculus and Vectors U, Chemistry U or Physics U.
4. Admission is by selection upon review of high school and college transcripts to determine eligibility.

Mathematics and Statistics

1. Completion of a minimum of a two or three-year diploma program.
2. A minimum cumulative GPA of 80%.
3. Completion of Grade 12 Advanced Functions U and Calculus and Vectors U.
4. Admission is by selection upon review of high school and college transcripts to determine eligibility.

Medical Radiation Sciences

Admission is not assessed based on CAAT achievement. It is based on high school or prior university degree study admission criteria only. Students with the appropriate admission criteria who have also completed a two or three-year college diploma program with a minimum Grade Point Average of at least 80% may be considered for up to 6 units of unspecified credits for the college work.

Note: *Effective September 2018, admission to Level II of the Medical Radiation Sciences - Radiation Therapy Specialization will be suspended. Reinstatement of the program will be reviewed on an annual basis. A decision regarding future continuation will be made no later than September 2020.*

Midwifery

For admission requirements see Midwifery Program (B.H.Sc.) in the *Faculty of Health Sciences* section.

Music

1. Completion of a three year diploma program in Applied Music from Mohawk College.
2. A minimum cumulative GPA of 75%. (Audition will be waived and, depending on grades achieved, applicants may receive up to 63 units of advanced credit.)

Nursing

1. Completion of an approved Ontario one-year certificate in Pre-Health sciences as full-time studies .See approved Pre-Health college programs at: http://future.mcmaster.ca/admission/admission-requirements
2. Applicants who have completed previous university degree studies will NOT be considered based on a previous or subsequent Pre-Health certificate from college.
3. A minimum cumulative GPA equivalent to the required high school admission average of 3.4 (85%).
4. Completion of at least two semesters in length and includes at least one full (two semesters) or two half courses in each of Biology, Chemistry, English and Mathematics. Applications will not be considered from applicants who possess credit only in the required subjects.
5. The selection method is by academic qualifications (minimum overall average range of 85% or higher is required for consideration) and a **mandatory, online, 90-minute computer-based assessment of personal characteristics called CASPer™**. Applicants who do not complete the CASPer™test will not be considered for admission.
6. Transfer credit will not be granted for any pre-health science courses.

Social Sciences

1. Completion of a Certificate program or at least one year of work in a diploma program.
2. A minimum cumulative GPA of 80%.
3. Transfer credit will be reviewed on a case-by-case basis.

OR

1. Completion of a two or three-year diploma program.
2. A minimum cumulative GPA of 75%.
3. Application will be reviewed for transfer credit.

Studio Art (B.F.A.)

1. Completion of a Certificate program or at least one year of work in a diploma program.
2. A minimum cumulative GPA of 80%.
3. Transfer credit will be reviewed on a case-by-case basis.

OR

1. Completion of a two or three-year diploma program.
2. A minimum cumulative GPA of 75%.
3. Application will be reviewed for transfer credit.
4. Submission of a mandatory Portfolio is required. Selection for the program will be based on a combination of the Portfolio interview quality of college and high school grades and relevance of previous college work to the program. Please review portfolio requirements on the School of the Arts website: **http://sota.mcmaster.ca/undergraduate/studio_art.html**

C. University Graduates Applying for a Second Bachelor's Degree

All programs have enrollment limits and Aadmission is by selection. If you have a first non-Honours degree, you may apply to take an Honours second degree in the same subject area or a second degree in another discipline. Please note the following exceptions: B.Arts Sc.(Arts & Science), B.Com. (Bachelor of Commerce), B.Com. (Honours), B.H.Sc. (Bachelor of Health Sciences (Honours)), B.Sc. (Honours) in Integrated Science (ISCI), Honours B.Sc. Kinesiology, Integrated Biomedical Engineering and Health Sciences, Integrated Business and Humanities and any Honours Multimedia program cannot be done as second degree programs. The requirements are set out in the *General Academic Regulations* section of this Calendar.

If you wish to enter a Second Bachelor's Degree in a subject area from the Faculty of Science, please note that admission to all limited enrollment programs, with the exception of Medical Radiation Sciences I, may not be possible. Second Degree applicants to all Science programs, except Medical Radiation Sciences I, are not eligible to apply to or be admitted to any of the other first year Science programs. Second Degree applicants must have already completed all first year requirements for the second year program they wish to apply to, with the exception of Medical Radiation Sciences I. See *Limited enrollment Programs* in the *Faculty of Science* section of this Calendar for a list of programs. Please contact the Office of the Associate Dean of Science (Academic) for further information (see the *Application Procedures* section).

If you are a McMaster graduate or potential graduate, you may be able to use the McMaster University returning Student application (see the *Application Procedures* section).

D. Continuing Students

At McMaster, a *Continuing Student* is defined as a graduate from an undergraduate program, who wishes to take more undergraduate courses, either out of general interest or to upgrade or obtain courses required for future applications to graduate studies or other professional programs. To be eligible to take courses as a Continuing Student you will be expected to have an undergraduate university

degree and at least a C average, with no failures, in your final year's work (or the equivalent, in the case of a degree taken through part-time studies), and academic records which are satisfactory to the Department and the Office of the Associate Dean of the appropriate Faculty. *Please Note: not all courses are available to Continuing students and course prerequisites for selected courses must be met. Also note that admission as a Continuing student does not guarantee registration in courses of interest to the student.

McMaster Graduates

If you are a graduate of a McMaster undergraduate degree program and wish to become a Continuing Student, you do not need to apply for admission. Graduates who have not attended courses for more than two years will need to contact the Office of the Registrar prior to attempting to enrol for courses.

Graduates from Other Universities

As a Continuing Student with a non-McMaster degree, you must apply formally for admission in the first instance. In subsequent sessions, you will only be required to enrol.

Acceptance as a Continuing Student carries no implications with respect to acceptance in the School of Graduate Studies. If you plan to proceed to a graduate degree you should apply directly to the specific department of your program of interest.

E. From Six Nations Polytechnic

McMaster University, along with four other universities, partnered with Six Nations Polytechnic to offer university courses in the community of Six Nations. The courses offered are eligible for transfer credit at any of the universities within the consortium. For more information please contact the Indigenous Student Services at 905-525-9140, ext. 27459 or indigservices@mcmaster.ca.

F. From Post-Secondary Institutions with Religious Affiliation

Undergraduate general academic studies taken at colleges with religious affiliation that are member institutions of specific accredited associations will be considered for admission and transfer credit on a case by case basis. Applicants from a non-accredited postsecondary institution with religious affiliation will be considered for admission based on completion of a Grade 12 high school diploma.

3. Other Categories of Admission

A. Part-time Admission

Students interested in beginning studies on a part-time basis should review the requirements and information found in the following sections of this Calendar:

- Admission Requirements
- Application Procedures
- General Academic Regulations
- Sessional Dates
- Program descriptions found in the specific Faculty sections

Applicants who wish to pursue undergraduate studies on a part time basis at McMaster must meet one of the admissions criteria outlined in the sections above. If applicants do not meet any of these criteria, they may qualify for *Mature Student Admission* as outlined under the heading *Mature Student Admission* below.

 Detailed information can be found on our website: **http://future.mcmaster.ca/admission/process/105pt**.

B. Mature Students (Admission)

If you do not qualify for admission consideration under one of the above categories, McMaster will assess your eligibility as a mature student. You may be considered for limited admission, provided both of the following conditions are satisfied:

1. You have not attended secondary school or college on a full-time basis for at least two years.
2. You have never attended university.

Applicants admitted as mature students will not be granted transfer credit. Programs in the Faculties of Humanities and Social Sciences have no specific course requirements for mature student admission. The following Level I programs have specific course requirements that mature applicants must present from secondary school, as outlined:

- **Business I:** requires one Grade 12 U Mathematics course (or equivalent).
- **Chemical and Physical Sciences I:** requires satisfactory standing in four Grade 12 U mathematics and science courses (or equivalent) as specified under the heading *Subject Requirements For Specific Level I Programs*.
- **Environmental and Earth Sciences I:** requires satisfactory standing in three Grade 12 U mathematics and science courses (or equivalent) as specified under the heading *Subject Requirements For Specific Level I Programs*.
- **Life Sciences I:** requires satisfactory standing in three Grade 12 U mathematics and science courses (or equivalent) as specified under the heading *Subject Requirements For Specific Level I Programs*.
- **Mathematics and Statistics I:** requires satisfactory standing in two Grade 12 U mathematics courses -- Advanced Functions U and Calculus and Vectors U as specified under the heading *Subject Requirements For Specific Level I Programs*.

- **Midwifery I: does not offer mature admission directly to the program.** However, students interested in Midwifery may be admitted as a mature student to another program in order to complete a minimum of six university courses (18 units) in their program of admission before applying to the Midwifery Education Program.
- **Nursing I does not offer mature admission directly to the program.** However, students interested in Nursing may be admitted as a mature student to another program in order to complete university prerequisite courses for later consideration for admission to Nursing I. Possession of the minimum admission requirements does not guarantee an offer of admission. Contact the School of Nursing for more details.

The following programs do not admit under the category of Mature Students: Arts & Science I, Automotive and Vehicle Technology I (B.Tech.), Biotechnology I (B.Tech.), Computer Science I, Engineering I, Health Sciences I, Honours Integrated Science I, Honours Kinesiology I, Integrated Biomedical Engineering and Health Sciences I, Integrated Business and Humanities I, Medical Radiation Sciences I, and Process Automation Technology I (B.Tech.).

If admitted to a program as a mature student, you may register to take up to 18 units of course work (normally Level I courses) during the Fall/Winter session with no more than nine units in each term (three courses). Within the first 18 units, mature students will be limited to taking three units in each term of the Spring/Summer session.

Upon completion of 18 units, your performance will be reviewed according to the general academic regulations of the university. (See Level I *Registration and Academic Standing Requirements under General Academic Regulations*).

C. Visiting Students (Letter of Permission - For Credit at Another University)

If you are a student currently attending another university, you may apply to take McMaster courses for credit at your own/home institution. Please note, not all courses are available for credit outside McMaster and all are subject to enrollment limits, so it is important that all applicants adhere to McMaster application deadlines.

You must initially apply through the Ontario Universities' Application Centre (OUAC) and **send your Letter of Permission and an official transcript from your home institution directly to the Office of the Registrar, Admissions**. Upon receipt, your transcript will be reviewed to ensure you have met the prerequisites for courses you plan to take at McMaster. **Approval of your application as a Visiting Student does not guarantee your enrollment in a course**.

Subsequent requests to take courses on a Letter of Permission do not require another application; however you must send an updated Letter of Permission and a current official transcript from your home institution to the Office of the Associate Dean of the Faculty offering the course at McMaster. If you are attempting to register in courses offered by more than one Faculty, you must obtain approval from each Office of the Associate Dean.

D. Graduates of McMaster Certificate/Diploma Programs

If you have completed certificate or diploma programs from McMaster, you may be granted advanced credit up to maximum specified by Undergraduate Council upon successful completion of the certificate/diploma program. Faculties will take into account the subject matter of both the certificate and degree programs. The credit will normally be applied against your elective courses. For more information concerning the amount of advanced credit granted, please refer to the *Certificate and Diploma Programs* section of this Calendar.

E. Post-Degree Students

If you are a university graduate or a person with professional qualifications who wishes to take one or more graduate courses but not proceed to an advanced degree, you may apply to McMaster as a post-degree student. To enroll as a post-degree student, you must apply to the appropriate departments and have your admission and registration approved by the School of Graduate Studies for each session in which you wish to take courses. You will register and pay fees as a graduate student.

Acceptance as a post-degree student carries no implications with respect to admission to advanced degrees, and even if such admission is granted subsequently, credit toward the advanced degree will not normally be granted for the work previously taken.

F. Listeners

If you are uncertain about degree courses, you may register as a listener in a degree course, but not for credit. You attend all classes, but do not complete any of the essays, tests and other formal requirements. You do not receive a grade for courses that you attend. Some students have eased their way into degree study with this option, subsequently applying for admission and enrolling in further courses for credit. Please note not all courses are available to Listeners. Please see **http://www.mcmaster.ca/bms/student/index.htm** for any applicable fees. For more information please contact the Office of the Registrar.

Written permission to attend must be obtained from the instructor delivering the course. An I.D. card cannot be issued until permission has been obtained.

G. Enrichment Program for Secondary School Students

If you are an outstanding Grade 12 student and wish to enroll in a university-level course while completing Grade 12 U and M courses in your final year of study, you may apply for the Enrichment Program. For more information contact the Office of the Registrar at (905) 525-4600.

H. Former McMaster Degree Students (Returning Students)

Readmission

If you are a former McMaster student who voluntarily withdrew from an undergraduate program **more than five years ago** (and have not attended another university or completed a college diploma elsewhere) and you wish to return to your studies, then you must apply for Readmission. Students from the School of Nursing must apply for Readmission regardless of time elapsed following voluntary withdrawal.

If you were enrolled (have a record of course enrolment) within the last five years and you left the university in good academic standing (and have not attended another university or completed a college diploma elsewhere), then it is not necessary for you to apply for Readmission. Normally, you will be permitted to enrol in your previous program or another program for which you qualify. You must contact the Office of the Registrar directly in order to have your status reactivated prior to enrollment: (905) 525-4600.

Reinstatement

See the *General Academic Regulations* section in this Calendar.

Second McMaster Degree

See *University Graduates Applying for a Second Bachelor's Degree* in this section of the Calendar.

Continuing Studies

See Continuing Students in this section of the Calendar.

4. Transfer Credits

A. General Policy on the Transfer of University Course Credits

To facilitate program completion by undergraduate students seeking to transfer course credit from an accredited university to McMaster, the University has implemented the following principles:

1. Acceptance of transfer credits from accredited universities shall be based on the recognition that, while learning experiences may differ in a variety of ways, their substance may be essentially equivalent in terms of their content and rigour. Insofar as possible, acceptance of transfer credit shall allow for the maximum recognition of previous learning experience in university-level courses;
2. Subject to degree, grade and program requirements, any course offered for credit by an accredited university shall be accepted for credit by McMaster when there is an essential equivalency in course content. However, no course for which a grade of less than C- (60%) has been achieved will be considered.
3. Evaluation of all possible transfer credits available at the time of admission must be completed within one year of the date of admission to the University.

B. From Colleges of Applied Arts and Technology

Normally, if you are a well-qualified graduate of a three-year program and the college work is appropriate to your chosen university program, you could receive up to 30 units of transfer credit. If you have completed a two-year program and performed well, transfer credit will be reviewed on a case-by-case basis.

Credit beyond this may be given on an individual basis where the college and university programs are in similar areas, and where your academic record warrants special consideration.

In the granting of credit, attention will be given to:

1. your performance in the college program;
2. the duration of the college program;
3. the program taken at the college and the program to which entry is sought;
4. your secondary school record.

Each case will be considered individually on its own merits for the program desired.

C. Advanced Credit

Subject to the discretion of the Faculty, advanced credit may be granted if you have completed the International Baccalaureate (I.B.) Diploma, the Advanced Placement (A.P.) Program and the College Board examinations or the General Certificate of Education (G.C.E.) and you have met the minimum requirements prescribed. Advanced credit may shorten your degree program at McMaster.

D. Credit in Courses by Special Assessment (Challenge Examinations)

If you have acquired knowledge at a different type of institution or in a manner that makes assessment of your qualifications difficult, you may be permitted to seek degree credit through special assessment (Challenge for Credit).

Challenge for credit is not intended to give credit for skills or knowledge gained through high school, college or previous university instruction. The special assessment may include one or more of the following: written examinations, papers, essays, submissions of a substantial body of work, or portfolios, or laboratory tests. Credit can be granted only for those courses listed in the current McMaster calendar. Not all courses in all disciplines are available for challenge. Faculties and departments are free to determine which, if any, of their courses are open for special assessment. Challenges are assessed on a pass/fail basis. The passing grade for a challenge appears on the transcript as COM (Complete) and is not used in computing averages or evaluating honours or scholarship standing, but is counted as a course attempt. Unsuccessful attempts will be noted on the transcript. Special Assessment is not available for a course taken previously and a course may be attempted only once by special assessment. Once you have registered for a course by such means (known as challenge exams) the registration may not be cancelled and you may not withdraw from the course. Waivers of prerequisites only (ie. no degree credit) will be at the discretion of the department.

5. English Language Proficiency

If you have been asked to meet our English Language Proficiency requirement, you must demonstrate English language proficiency by achieving the minimum requirements as specified by McMaster. The university reserves the right to require applicants with an English Language Proficiency score disparate from their English prerequisite subject grade to present further evidence of achievement. .You may review acceptable tests of English Language Proficiency and minimum score requirements on our web site **http://future.mcmaster.ca/admission/admission-requirements/language/**. It is your responsibility to make all arrangements regarding the writing of the English Language Proficiency tests and to have the official score report forwarded to the Office of the Registrar, Admissions directly from the testing center in a timely manner.

At the discretion of the university, you may be exempted from this requirement if you meet one of the following requirements:

   i.   Attended immediately prior to application to McMaster, in full-time academic studies (non-ESL), an accredited Secondary School (High School) or Post-Secondary College in an English-speaking country for at least ~~three~~ four years, **OR**
   ii.   Attended immediately prior to application to McMaster, in full-time academic studies (non-ESL), an accredited English medium Secondary School (High School) or Post-Secondary College for at least ~~three~~ four years,* **OR**
   iii. Attended immediately prior to application to McMaster, in full-time academic studies (non-ESL), an accredited English medium University for at least one year, **OR**
   iv.   Resided in an English speaking country for at least four years immediately prior to application to McMaster.

*Please note that the Undergraduate MD program requires a minimum of three years of study at an English-medium university. More information about the admission requirements for Medicine at McMaster can be found at: **http://www.fhs.mcmaster.ca/mdprog**.

Statements for Application Fraud

If McMaster concludes based on reasonable grounds that the applicant has falsified any information presented to the University as part of his or her application, without limiting any other rights of McMaster available at law, McMaster reserves the right to revoke the offer and, subject to applicable law and University Policy, to terminate a student's registration.

Without limiting McMaster's General Statement on Collection of Personal Information and Protection of Privacy, please take note that McMaster University collects and retains personal information of applicants for admissions to McMaster University under the authority of The McMaster University Act, 1976. This information may be used for the administration of admissions and registration and, subject to McMaster University policies (as may be amended or revoked from time to time), McMaster may disclose any evidence of misrepresentation, fraud or falsification of admissions documentation to other educational institutions, to government agencies, to law-enforcement agencies and to other relevant third parties. The information you provide on any application for admissions will be protected and used in compliance with *Ontario's Freedom of Information and Protection of Privacy Act (RSO 1990)* and will be disclosed only in accordance with this Act. If you have any questions about the collection and use of this information please contact the University Registrar, University Hall, Room 209, Student Records, Gilmour Hall, Room 108, or the University Secretary, Gilmour Hall, Room 210, McMaster University.

Bridging Program: McMaster English Language Development Diploma (MELD) Program

Department of Linguistics and Languages (Faculty of Humanities)

Phone: (+1) 905.525.9140 Ext. 23718
Email: meld@mcmaster.ca
Web: http://meld.mcmaster.ca

Students who meet the academic admission requirements for their choice of Level 1 program, but do not meet McMaster's English Language Proficiency requirement may be admitted to the MELD bridging program which has been developed for international students, providing them with a supportive environment in which they can succeed. The diploma is a two-term, full-time intensive bridging program in English language development, acculturation and engagement.

Students accepted into MELD are given a conditional offer of admission to their program of choice, pending successful completion of the MELD diploma. Once the diploma in MELD has been successfully completed, the student may register in the program to which

he/she was given conditional admission and will have completed 6 units of degree credit courses in Linguistics that may be applied as electives to that program. In exceptional circumstances, MELD will consider transfers from other McMaster programs.

Program

Term 1 (September - December)

- MELD 1A03 - Academic Writing and Integrity
- MELD 1B03 - English Phonetics and Pronunciation
- MELD 1C03 - Academic Reading and Listening Skills
- MELD 1D03 - Social Perspectives on Language
- LINGUIST 1Z03 - Sounds, Words & Meaning in Modern English (degree credit course)

Term 2 (January - April)

- MELD 1AA3 - Advanced Academic Writing
- MELD 1BB3 - Advanced Speaking and Presentation Skills
- MELD 1CC3 - Advanced Academic Reading Skills
- MELD 1DD3 - Academic Success
- LINGUIST 1ZZ3 - Sentence & Communication Structure in Modern English (degree credit course)

Please visit meld.mcmaster.ca for more information or email meld@mcmaster.ca.

McMaster English Readiness for Graduate Excellence Certificate

MERGE (the McMaster English Readiness for Graduate Excellence Certificate) is an intensive 10-week summer Academic English preparatory program, intended for graduate and professional students. Admission requirements include successful completion of an undergraduate degree and English language proficiency minimum requirements of **TOEFL iBT 90** or **IELTS 6.5** (with minimum category requirements). Target English proficiency upon program completion will be an **IELTS score of 7-7.5** or **Common European Framework Reference for Languages (CEFR) level C2.1**, in keeping with graduate English proficiency admission requirements. Students in MERGE will complete a program that includes intensive practice of academic English (listening, reading, writing, speaking), with an emphasis on professional development. The MERGE certificate does not require current or conditional admission to a McMaster University graduate program and program completion does not guarantee admission to a graduate program of study in and of itself. As a stand-alone program, the MERGE certificate coursework cannot be utilized for advanced standing or credit towards degree studies.

Certificate Requirements

- MERGE 100 - Advanced Reading and Writing for Graduate Studies (6 units)
- MERGE 200 - Advanced Listening and Speaking for Graduate Studies (3 units)
- MERGE 300 - Presentation Skills & Lecture Series   (3 units)
- MERGE 400 - Professional Development (3 units)

Application Procedures

HOW TO APPLY
1. Determine the appropriate application form and/or procedures. (See *Categories of Admission* below.)
2. Determine application deadline. (See *Application and Documentation Deadlines* in this section.)
3. Refer to the Admission Requirements and specific Faculty sections of this Calendar for further information.
4. Complete and submit your application as directed.
5. Submit all required documentation to McMaster. (See *Documents* in this section.)
6. Once your application has been received, McMaster's Office of the Registrar, Admissions will provide you with an acknowledgment of receipt of your application plus further instructions/details about tracking your application.

1. Categories of Admission

A. Current Ontario High School Students

You should complete the 101 application if you meet ALL of the following requirements:

- You are taking courses during the day at an Ontario secondary school (this includes students returning for second semester and graduated students returning to upgrade one or more courses)
- You have not, at some point, been out of secondary school for more than seven consecutive months
- You will have received or expect to receive your Ontario Secondary School diploma (OSSD) with six 4U/M courses at the end of the current year
- You have not attended a postsecondary (college/university/career college) institution
- You are applying to the first year of an undergraduate degree program or diploma program at an Ontario university
- You are under 21 years of age.

Use the ~~Compass~~ Undergraduate 101 on-line application at **www.ouac.on.ca/101/**. Please consult with your secondary school guidance office regarding this application process.

B. All Other Canadian High School Students

If you are currently attending secondary school outside of Ontario or have recently completed a secondary school diploma in any Canadian province or territory

- Use the OUAC 105D on-line application at **www.ouac.on.ca/105/**.

C. High School Students with International Qualifications

If you are currently attending or have recently completed a secondary school program outside of Canada and you are not a Canadian citizen nor Permanent Resident of Canada

- Use the OUAC 105F on-line application at **www.ouac.on.ca/105/**.

D. University/College Transfer/Continuing Students

If you are currently registered in or have completed an undergraduate degree program at another university and wish to attend McMaster **OR**

If you are currently registered in or have attended or completed a college diploma program and wish to attend McMaster

- Use the OUAC 105 on-line application at **www.ouac.on.ca/105/**. Applicants residing in Canada (Canadian citizens, permanent residents or applicants studying in Canada on a student permit or other visa) should use the **105D** form. Applicants currently residing outside of Canada who are not Canadian citizens nor Permanent Residents should use the **105F** form.

E. Nursing Consortium Programs

If you are interested in applying to McMaster's Nursing (B.Sc.N). program at the Mohawk College or Conestoga College sites

- Apply on-line through the Ontario College Application Services (OCAS) at **www.ocas.on.ca/**.

F. Previous McMaster Degree Students (Returning Students)

1. **Readmission:** If you are a former McMaster student with a record of course enrolment, who was in good standing and who voluntarily withdrew from an undergraduate program more than five years ago (providing you have not attended another university nor received a college diploma since last registered at McMaster). If you are a former Nursing student, you must apply for readmission regardless of the amount of time that has elapsed. Apply on-line at: **future.mcmaster.ca/admission/process/returning/**
2. **McMaster Second Degree:** If you are a McMaster graduate or potential graduate at the end of your current academic term and wish to pursue a second undergraduate degree (providing you have not attended another university nor received a college diploma since last registered at McMaster).

- Use the McMaster Returning Student Application to apply on-line
  at **future.mcmaster.ca/admission/process/returning/**
3. **Reinstatement:** If you are a former McMaster student who was required to withdraw from studies at McMaster.
   - Obtain the *Reinstatement Request Form* from the Office of the Registrar, Gilmour Hall, Room 108, McMaster University, Hamilton, Ontario, L8S 4L8.
4. **Continuing Student:** If you are a McMaster graduate from an undergraduate program and wish to become a Continuing Student.
   - You do not need to apply for admission.

G. Visiting Students (Letter of Permission - For Credit at Another University)

If you are currently enrolled at another university and wish to attend McMaster to take courses on a Letter of Permission for credit at that university

- Use the OUAC 105 on-line application at www.ouac.on.ca/105/ ~~to apply for full-time studies~~.
- ~~Use the *Part-Time Degree Studies* application to apply on-line (to McMaster only) at~~ **future.mcmaster.ca/admission/process/105pt/** ~~to apply for part-time studies.~~

H. Part-Time Degree Studies at McMaster Only

If you wish to begin undergraduate studies on a part-time basis (enrolled in less than 18 units of study)

- Use the OUAC 105 on-line application at www.ouac.on.ca/105/.

I. Post-Degree Studies

If you wish to register as a post-degree student (taking graduate courses but not proceeding to an advanced degree)

- Contact the Graduate Studies Office, Gilmour Hall, Room 212, McMaster University, Hamilton, Ontario, L8S 4L8 for information on how to apply to the appropriate academic department(s).

J. Medical Program

See the heading *Admission Policy for the Medical Program* in the *Faculty of Health Sciences* section of this Calendar.

2. Documents
A. Required Documents

A complete application includes: an application form, relevant transcripts and all other documentation stipulated in the *Admission Requirements* and specific Faculty sections of this Calendar, in letters from the appropriate Faculty and/or in letters from Office of the Registrar, Admissions.

You must provide McMaster with ~~official~~ transcripts of marks and/or certificates from all secondary and post-secondary institutions you have attended. An official transcript is a signed and sealed record of academic achievement issued and sent by an academic institution directly to McMaster University, Office of the Registrar, Admissions. An official transcript is a signed and sealed record of all academic achievement issued and sent by an academic institution directly to McMaster University, Office of the Registrar, Admissions.

If you are currently attending secondary school, please see your guidance counselor to request that your transcript be sent by your school to McMaster. If you have previously attended secondary school in another province, you may need to submit a request for a transcript containing your secondary school marks from the Ministry or Department of Education in that province.

Where documentation from a school outside of Canada is in a language other than English, you must provide official transcripts in the original language as well as official, notarized English translations.

If McMaster concludes based on reasonable grounds that the applicant has falsified any information presented to the University as part of his or her application, without limiting any other rights of McMaster available at law, McMaster reserves the right to revoke the offer and, subject to applicable law and University Policy, to terminate a student's enrolment.

Without limiting McMaster's General Statement on Collection of Personal Information and Protection of Privacy, please take note that McMaster University collects and retains personal information of applicants for admissions to McMaster University under the authority of The McMaster University Act, 1976. This information may be used for the administration of admissions and registration and, subject to McMaster University policies (as may be amended or revoked from time to time), McMaster may disclose any evidence of misrepresentation, fraud or falsification of admissions documentation to other educational institutions, to government agencies, to law-enforcement agencies and to other relevant third parties. The information you provide on any application for admissions will be protected and used in compliance with Ontario's Freedom of Information and Protection of Privacy Act (RSO 1990) and will be disclosed only in accordance with this Act. If you have any questions about the collection and use of this information please contact the University Registrar, University Hall, Room 209, Student Records, Gilmour Hall, Room 108, or the University Secretary, Gilmour Hall, Room 210, McMaster University.

B. Retention of Documents

All documentation submitted in support of your application for admission **becomes the property of the University and is not returnable**.

If you are not accepted, or you fail to enroll following acceptance, your documentation will be destroyed at the end of the admissions cycle. If you reapply, you must submit any new academic information in addition to the documentation submitted previously.

3. Application and Documentation Deadlines

All programs have enrolment limits and may become full prior to published deadlines. Therefore, applying early and submitting all of the required documentation in support of your application in a timely manner may improve your chances of consideration for admission. **Application fees are non-refundable so we strongly advise you to review our admission requirements carefully before applying**, to determine your academic eligibility for consideration for admission. See the *Admission Requirements* section of this Calendar for information about the academic requirements. The University reserves the right, at its sole discretion, not to accept, process or adjudicate applications or amendments to applications to any program at any time.

Equal consideration Deadline - February 1

Fall and Winter Terms

PROGRAM	APPLICATIONS	MANDATORY SUPPLEMENTARY APPLICATIONS
Arts & Science	February 1	February 1
Biomedical Discovery & Commercialization (Level III entry)	February 1	February 1
Engineering 1 (Regular and Co-op)	January 15	Kira© Assessment Assessment dates available February 1 to February 14 after payment via: http://www.eng.mcmaster.ca/future/apply.html
Health Sciences I	January ~~15~~17	Mid February Details at http://bhsc.mcmaster.ca
Health Sciences (Above Level I)	April 1	Early May Details at http://bhsc.mcmaster.ca
Honours Integrated Science I	February 1	February 1
Integrated Biomedical Engineering & Health Sciences 1 (Regular and Coop)	January ~~15~~17	February 1 On-line Kira© Assessment ~~Assessment dates available February 1 to February 14 after payment via:~~ ~~http://www.eng.mcmaster.ca/IBEHS/admissions.html~~
Integrated Business & Humanities	February 1	February 1 On-line Kira© Assessment ~~Assessment dates available mid-December-February 1~~
Midwifery (including submission of all ~~official~~ transcripts)	February 1	N/A
Physician Assistant (including submission of all official transcripts) **Note:** Program not open to International Applicants. Program open to Canadian citizens and present Permanent Residents of Canada only.	February 1	February 1
Social Work	December 1	~~February~~March 1

Nursing I: Secondary School Applicants	February 1	CASPer™ Assessment ~~Two a~~Available dates for mandatory participation: ~~February 16, 2017 and February 26, 2017~~January 24, 2018 and February 11 and 22, 2018 For full detail regarding ~~required~~ the CASPer™ Assessment: http://nursing.mcmaster.ca/prospective-students/admission ~~http://nursing.mcmaster.ca/education_undergrad_bscn.html~~
Nursing university transfer applicants from programs other than Nursing and applicants from college pre-health programs (including submission of all official transcripts)	February 1	CASPer™ Assessment ~~Two a~~Available dates for mandatory participation: ~~February 16, 2017 and February 26, 2017~~January 24, 2018 and February 11 and 22, 2018 For full detail regarding ~~required~~ the CASPer™ Assessment: http://nursing.mcmaster.ca/prospective-students/admission ~~http://nursing.mcmaster.ca/education_undergrad_bscn.html~~
Nursing Basic-Accelerated Stream (above level I) (including submission of all official transcripts)	February 1	CASPerTM Assessment ~~Two a~~Available dates for mandatory participation:January 24, 2018 and February 11 and 22, 2018 ~~February 16, 2017 and February 26, 2017~~ For full detail regarding required the CASPerTM Assessment: http://nursing.mcmaster.ca/prospective-students/admission ~~http://nursing.mcmaster.ca/education_undergrad_bscnaccel.html~~

All Other McMaster Programs for Fall and Winter Terms

*February 1 – Equal consideration deadline. All applications to first-year Level I programs from current secondary school applicants (with no previous postsecondary experience) received on or before February 1, with all supporting official **documentation received no later than February 15**, will be given equal consideration in the admission process.

Post-February 1 – All applications will be considered on a first-come, first-served basis depending on the availability of space in the program.

April 1 – The final date to apply for admission and submit all required documentation for admission consideration is April 1. This final deadline applies to all International and Domestic applicants.

	APPLICATION DEADLINE	SUPPORTING DOCUMENTATION DEADLINE
Ontario High School Applicants (Recommended)	January ~~11~~17	April 1
Equal Consideration Deadline*(see above)	February 1	February 15
Domestic Applicants	April 1	April 1
International Applicants	April 1	April 1
B.Tech. Degree Completion Program Only - January Entry	November 15	November 15

Spring/Summer Term

	DOMESTIC DEADLINE	INTERNATIONAL DEADLINE
May Entry (Term 1 or 3)	April 1	April 1
Supporting Documentation for May Entry	April 1	April 1
June Entry (Term 2)	May 15	May 15
Supporting Documentation for June Entry	May 15	May 15

Former McMaster Students: Re-admission / Re-instatement Deadlines for Fall and Winter Terms

	DOMESTIC DEADLINE	INTERNATIONAL DEADLINE
Re-instatement Deadline	June 30	June 30
Re-admission Deadline	July 15	July 15
Nursing Deadline	February 1	February 1

Academic Counselling for Admitted Students

If you are offered admission to a program at McMaster, you will be asked to confirm that you have accepted the offer of admission and will attend the University. Your admission ~~package~~ will include information regarding acceptance procedures for the offer of admission, specified deadline for your acceptance and registration procedures. Offer of admission acceptance deadlines specified in your Offer of Admission letter are strictly enforced. Please ensure that you accept your offer of admission as directed well before the specified deadline date.

If you are admitted to Level I, your Faculty may also arrange a visit to the University so you may meet with a Faculty advisor to set up your program. Although attendance at the summer counselling and registration sessions is not compulsory, you are strongly advised to participate. If you cannot attend one of these sessions, counselling will be provided in September.

If you are offered admission above Level I, you may arrange for academic counselling with the Office of the Associate Dean of the Faculty offering the program, or the Office of the Director of the program.

4. Review of Admission and Re-Admission Decisions

No appeal procedure shall be available for decisions on admission or re-admission to the University. Such decisions may be reviewed within the following framework:

a. An applicant to the University who believes that the admission or re-admission decision, or, in the case of a transfer student the decision to grant credits, is incorrect, or based on incorrect or incomplete information, may, **within one week of receiving the decision,** request a review of that decision by writing to the Senior Associate Registrar, Undergraduate Admissions, stating why she/he thinks the decision should be reviewed.

b. The Senior Associate Registrar, Undergraduate Admissions, shall determine whether the information on which the decision was based was incomplete or incorrect and, if so, shall refer the request for review to the appropriate Faculty Committee. That Committee shall make a final decision and report it to the Senior Associate Registrar, Undergraduate Admissions, who shall then convey the decision in writing to the student. The Senior Associate Registrar, Undergraduate Admissions may, at his/her discretion, supply reasons.

Enquiries: Application Procedures

Please direct your enquiries about Application Procedures to:

> **Office of the Registrar, Admissions**
> Gilmour Hall, Room 109
> McMaster University
> Hamilton, Ontario, L8S 4L8
> Telephone: (905) 525-4600
> http://ask.mcmaster.ca

REPORT TO SENATE

ARTS & SCIENCE PROGRAM
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2018-2019

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the November 2017 Arts & Science Program Report to Undergraduate Council for changes to the 2018-2019 Undergraduate Calendar, found at https://artsci.mcmaster.ca/curriculum-report.

<u>NEW PROGRAMS:</u>

N/A

<u>PROGRAM CLOSURES:</u>

N/A

<u>MAJOR REVISIONS:</u>

N/A

REPORT TO UNDERGRADUATE COUNCIL

ARTS & SCIENCE PROGRAM
SUMMARY OF CURRICULUM CHANGES FOR 2018-2019

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the November 2017 Arts & Science Program Report to Undergraduate Council for changes to the 2018-2019 Undergraduate Calendar, found at https://artsci.mcmaster.ca/curriculum-report.

ARTS & SCIENCE PROGRAM

- Minor changes to program requirements to reflect the addition and deletion of courses
- Minor revisions to the prerequisites of 37 courses
- 4 new courses
- 4 deleted courses

INTERDISCIPLINARY MINOR IN SUSTAINABILITY

- Minor revisions to the Interdisciplinary Minor in Sustainability Notes to reflect updated language
- Addition of 5 courses to the Interdisciplinary Minor in Sustainability Course List

INTERDISCIPLINARY MINOR IN COMMUNITY ENGAGEMENT

- Minor revisions to the Interdisciplinary Minor in Community Engagement to reflect the addition and deletion of courses
- Addition of 3 courses to Course List A, 10 to Course List B and 3 to Course List C
- Deletion of 3 courses from Course List A and 9 from Course List B

FACULTY OF BUSINESS
REPORT TO SENATE
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2018-19

This report highlights substantive changes being proposed to the undergraduate curriculum. For a complete review of all changes, please refer to the Faculty of Business Curriculum Report for Changes to the 2017-18 Undergraduate Calendar located electronically at:
https://ug.degroote.mcmaster.ca/curriculum-report/

NEW PROGRAMS
NONE

PROGRAM CLOSURES
NONE

MAJOR REVISIONS
NONE

FACULTY OF BUSINESS
REPORT TO UNDERGRADUATE COUNCIL
SUMMARY OF CURRICULUM CHANGES FOR 2018-19

This report highlights substantive changes being proposed to the undergraduate curriculum. For a complete review of all changes, please refer to the Faculty of Business Curriculum Report for Changes to the 2018-19 Undergraduate Calendar located electronically at:
https://ug.degroote.mcmaster.ca/curriculum-report/

<u>NEW COURSES</u>

10 new courses for the Integrated Business and Humanities program.

<u>REVISIONS TO EXISTING COURSES</u>

6 Commerce courses.

All Commerce and Integrated Business and Humanities courses have been revised to include the required lecture and tutorial course hours.

<u>COURSE DELETIONS</u>

1 Commerce course.

FACULTY OF ENGINEERING
REPORT TO SENATE
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2018-19

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Engineering Curriculum Report for changes to the 2018-19 Undergraduate Calendar, found at: https://macdrive.mcmaster.ca/d/b1797fb597/

NEW PROGRAMS

None

PROGRAM CLOSURES

None

MAJOR REVISIONS

Name changes for the following W. BOOTH SCHOOL OF ENGINEERING PRACTICE AND TECHNOLOGY programs:

"Co-op" was added to the program name
- Automotive and Vehicle Engineering Technology I Co-op
- Automation Engineering Technology I Co-op
- Biotechnology I Co-op
- Automotive and Vehicle Engineering Technology Co-op
- Automation Engineering Technology Co-op
- Biotechnology Co-op
- Civil Engineering Infrastructure Technology Co-op
- Manufacturing Engineering Technology Co-op
- Power and Energy Engineering Technology Co-op
- Software Engineering Technology Co-op

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FACULTY OF ENGINEERING
REPORT TO UNDERGRADUATE COUNCIL
SUMMARY OF CURRICULUM CHANGES FOR 2017-18

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Engineering Curriculum Report for changes to the 2017-18 Undergraduate Calendar, found at: https://macdrive.mcmaster.ca/d/b1797fb597/

FACULTY OF ENGINEERING (General)
- General Faculty Introductory updated
-

Engineering 1
- No changes

CHEMICAL ENGINEERING
- Revision of program requirements
- Eight course description changes
- One course deletion

CIVL ENGINEERING
- Revision of program requirements
- Fourteen course description changes

COMPUTING AND SOFTWARE
- Computer Science
  - Phasing out Honours Business Informatics (starting 2016-17) approved in 2014-15
  - Nineteen course description changes
  - One new course
  - Two course deletions
  - Re-wording of Minor in Computer Science

- Mechatronics
  - Revision of program requirements
  - Two course description changes

- Software Engineering
  - Revision of program requirements
  - Phasing out Software Engineering (Game Design) approved in 2014-15
  - Phasing out Software Engineering (Embedded Systems) approved in 2017-18
  - Twenty course description changes
  - Three new courses
  - One course deletions

ELECTRICAL AND COMPUTER ENGINEERING
- Revision of program requirements
- Phasing out Electrical and Biomedical Engineering approved in 2017-18
- Fourteen course description changes
- One new course

ENGINEERING PHYSICS

- Revision of program requirements

- Ten course description changes
- Three new course
- Two course deletion

ENGINEERING AND MANAGEMENT
- No changes

ENGINEERING AND SOCIETY
- Eleven course description revisions

MATERIALS ENGINEERING
- Twelve course descriptions revisions
- One new course

MECHANICAL ENGINEERING
- Six course description revisions
- Two new course

W. BOOTH SCHOOL OF ENGINEERING PRACTICE AND TECHONOLOGY
- 4 – year programs
  - Two program name changes
  - Minor revision of program requirements

- Degree Completion programs (DCP)
  - Program name change
  - Minor revision of program requirements

- Thirty-eight description changes
- One course renumbering
- Two new courses

INTEGRATED BIOMEDICAL ENGINEERING HEALTH SCIENCES
- Revision of program requirements – Each of the department specific Engineering and Biomedical programs are listed under each department
- Nineteen course description changes
- Admission editorial revisions
- Degrees and Programs revisions

REPORT TO SENATE

FACULTY OF HEALTH SCIENCES
SUMMARY OF CURRICULUM CHANGES FOR 2018-19

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Health Sciences Curriculum Report for changes to the 2018-2019 Undergraduate Calendar, found at:
http://fhs.mcmaster.ca/main/documents/health_sciences_curriculum_report_2018_19.pdf

NEW PROGRAMS
NONE

PROGRAM CLOSURES

B.H.Sc. (Honours) Global Health Specialization
The BHSc (Hons) Program proposes to formally discontinue the Global Health Specialization (GHS) sub-plan in favour of a revised approach to global health curriculum that will provide more flexibility and interdisciplinarity for students with an interest in global health, and closer collaboration with other departments and faculties. It should be noted that although this is technically a program closure, the restructuring actually *enhances* student access to global health studies and simultaneously makes better use of resources by addressing a mismatch between demand for opportunities to study global health and completion rates of the GHS itself.

The new structure of the global health curriculum for BHSc (Hons) students will be more flexible, allowing students to engage at a level corresponding to their individual interests. A major component of the restructuring is the incorporation of BHSc HTHSCI global health courses in as part of the Interdisciplinary Minor in Globalization & Health in the new Theme of Globalization & Health, developed collaboratively with the Institute for Globalization & the Human Condition and the Faculty of Social Sciences over the past year.

Under the proposed changes, students can take just a few courses on global health, pursue an Interdisciplinary Minor in Globalization & Health focused in the new Theme of Globalization & Health, or opt for an intensity of exposure equivalent to the old GHS by completing the minor and pursuing a senior project or thesis in global health through the existing HTHSCI 4G courses (which will continue to exist).

A modified version of the GHS is included in the current submission to UGC as a transitional measure for students who entered the BHSc (Hons) Program in 2016.

MAJOR REVISIONS
NONE

REPORT TO UNDERGRADUATE COUNCIL

FACULTY OF HEALTH SCIENCES
SUMMARY OF CURRICULUM CHANGES FOR 2018-19

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Health Sciences Curriculum Report for changes to the 2018-2019 Undergraduate Calendar, found at:
http://fhs.mcmaster.ca/main/documents/health_sciences_curriculum_report_2018_19.pdf

BACHELOR OF HEALTH SCIENCES (HONOURS) PROGRAM
- Revision to Program Overview
  - Registration
  - Specializations
    - Global Health Specialization
    - Global Health Specialization Closure
- Revision to Admission Procedures & Requirements
  - General
  - Global Health Specialization Closure
- Revision to Curriculum
  - BHSc
    - Level III
  - Biomedical Science Specialization
    - Level II
    - Level III
  - Global Health Specialization
    - Notes
    - Levels I to IV
- New courses - 6
- Course deletions - 4
- Changes to existing courses - 16

HONOURS BACHELOR OF HEALTH SCIENCES IN BIOMEDICAL DISCOVERY AND COMMERCIALIZATION PROGRAM
- Revision to Contact Information
- Revision to Program Overview
- Changes to existing courses - 4

INTEGRATED BIOMEDICAL ENGINEERING AND HEALTH SCIENCES PROGRAM (IBEHS)
- Revision to Contact Information
- Revision in Program Preamble
- Revision to Curriculum
- Changes to existing courses - 5

UNDERGRADUATE MEDICAL PROGRAM
- Revision to Contact Information
- Revision to Program Information

- Revision to Curriculum
    - COMPASS Curriculum
    - Student Assessment Methods
    - Professional Competencies
    - The Clerkship
    - Electives
    - Concept Integration & Review (CIR)
    - Essential Skills and Abilities Required for the Study of Medicine
- Revision to Admissions
    - Indigenous Applicants
    - Selection
    - Financial Information

BACHELOR OF SCIENCE NURSING PROGRAM

- Revision to Contact Information
- Revision to B.Sc. N. Program Preamble
    - The B.Sc.N. Program
    - Goals for Students
    - Registration to Practice Nursing in Ontario
- Revision to Admission Requirements
    - Admission Policy, Procedure and Requirements
        - Admission Policy
        - Admission Procedure
            - McMaster Site B.Sc.N. Basic (A) Stream and Accelerated (F) Streams
                - * Applications from Ontario Secondary Schools to the Basic (A) Stream
                - * Applications with Qualifications Equivalent to Ontario Secondary School to the Basic (A) Stream
                - * Applicants with Other Qualifications to the Basic (A) Stream and Accelerated (F) Streams.
        - Admission Requirements
            - Non-Academic Requirement for all Streams
                - * Immunization
                - * Police Records Check
                - * CPR Certification
            - CASPer Assessment Requirement for all Streams
            - B.Sc.N. Basic (A) Stream - McMaster Site Admission Requirements
                - * Applicants Directly from Ontario Secondary Schools
                - * Applications with a University Degree or with University Degree Credits
                - * Applicants from a Pre-Health Sciences Program
                - * Applicants from Other Degree Nursing Programs
            - B.Sc.N. Basic (A) Stream - Mohawk and Conestoga Sites Admission Requirements
                - * General
                - * Applications with a University Degree or with University Degree Credits
                - * Applicants from a Pre-Health Sciences Program
                - * Applicants from Other Degree Nursing Programs
            - B.Sc.N. Post Diploma R.P.N. (E) Stream - Mohawk and Conestoga Sites

Admission Requirements
- Indigenous Section of the Post Diploma R.P.N. (E) Stream - Mohawk Site
- B.Sc.N. Accelerated (F) Stream - McMaster Site Admission Requirements
- Offers of Admission
- Registration to Practice Nursing (For All Nursing Students)
  - o Revision to Academic Regulations
    - General
    - Continuation in B.Sc.N. Program
    - Academic Standing and Program Probation
    - Removal from the B.Sc.N. Program
    - Re-entry to the Program
    - Reinstatement to the Program and University
    - Voluntary Withdrawal from the Program
    - Readmission after Voluntary Withdrawal
    - Leave of Absence
    - Transfer Between Sites
    - Dropping/Withdrawing from Courses
    - Transfer Credits/Course Exceptions
    - Letter of Permission
    - Professional Practice Regulations
    - Examinations
- Revision to Non-Academic Regulations
  - o Travel within the Program
  - o Global Health Professional Practice
  - o Specialized /Atypical Professional Practice Placements
  - o Access to Leadership and Management Courses
  - o Documentation for Licensure Outside of Canada
  - o Collaborative B.Sc.N. (A) Stream, Post Diploma R.P.N. (E) Stream - Mohawk and Conestoga Sites
- Revision to Program Requirements
  - o Basic (A) Stream (B.Sc.N.) – McMaster, Conestoga and Mohawk Sites
    - Requirements effective 2018
    - Requirements effective 2009 to 2017
  - o Accelerated (F) Stream (B.Sc.N.) – McMaster Site
    - Requirements effective 2016
  - o Post Diploma R.P.N. (E) Stream B.Sc.N.
    - Requirements effective 2018
    - Requirements effective 2016 or 2017
    - Requirements effective 2012 to 2015
    - Requirements effective 2011
  - o Indigenous Section Post Diploma R.P.N. (E) Program
    - Requirements effective 2018
    - Requirements effective 2012 to 2017
- Other Programs
  - o Leadership and Management Program
- Course Deletions - 4
- Course Additions - 5
- Changes to Existing Courses - 48

BACHELOR OF HEALTH SCIENCES MIDWIFERY PROGRAM
- Revision to Program Contact
- Revision to Admission
  - Mature Applicants
  - Indigenous Applicants
  - Selection Process
  - Financial Information
- Revision to Academic Regulations
  - Access to Courses
- Revision to Curriculum
  - Level I
- Course changes - 3

BACHELOR OF HEALTH SCIENCES PHYSICIAN ASSISTANT PROGRAM
- Revision to Financial Information
- Revision to Curriculum
  - Year II Clerkship

REPORT TO SENATE
FACULTY OF HUMANITIES
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2018-19

NEW PROGRAMS
      None

MAJOR REVISIONS
      None

DELETION OF A PROGRAM
      None

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For a complete review of all changes, please refer to the November 2017 Faculty of Humanities Report to Undergraduate Council for changes to the 2018-2019 Undergraduate Calendar, found at
http://www.humanities.mcmaster.ca/about/faculty-meetings/

REPORT TO UNDERGRADUATE COUNCIL

FACULTY OF HUMANITIES
SUMMARY OF CURRICULUM CHANGES FOR 2018-19

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the November 2017 Faculty of Humanities Report to Undergraduate Council for changes to the 2018-2019 Undergraduate Calendar, found at http://www.humanities.mcmaster.ca/about/faculty-meetings/

1. **SCHOOL OF THE ARTS**
   - **Art**:
     ○ Updating of program notes to reflect current practices
     ○ Updating of course requirements to reflect additions and deletions
     ○ Addition of 1 course (ART 3GS6)
     ○ Revision to 17 existing courses (ART 1DM3, 1MI3, 1OS3, 1SI3, 2ER3, 2IS3, 2PM3, 2PG3, 3D03, 3FW3, 3IM3, 3IP3, 3J03, 3PB3, 4AR3, 4AS6, 4EP3)
     ○ Deletion of 3 courses (ART 2Z03, 3GS3, 3TS3)

   - **Art History:**
     ○ Inclusion of new program note to Honours programs
     ○ Addition of 2 courses (ARTHIST 3AB3, 3FL3)
     ○ Revision to 7 existing courses (ARTHST 2B03, 2C03, 3JA3, 3QQ3, 3SS3, 4BB3, 4U03)
     ○ Deletion of 1 course (ARTHIST 2FL3)

   - **Music:**
     ○ Clarification of Requirements effective dates
     ○ Deletion of old B.A. Program note
     ○ Updating of all program course lists (Combined Honours B.A., B.A., Honours B.Mus., Honours B. Mus. (Music Cognition), Minor) to reflect course additions and deletions
     ○ Revision to 16 existing courses (MUSIC 2CG3, 2MH3, 3K03, 3L03, 3M03, 3N03, 3P03, 4K03, 4L03, 4M03, 4N03, 3SS3, MUSIC COG 2MP3, 3SP3, 3QQ3, 4QQ3)
     ○ Deletion of 10 courses (MUSIC 2BB3, 2CC3, 2D03, 2H03, 2T03, 2Z03, 3CG3, 3Z03, 4Q03, 4U03)
     ○ Revision to departmental notes course list to reflect current offerings

   - **Theatre & Film Studies:**
     ○ Revision to program descriptions
     ○ Updating of course lists in all programs, to reflect course additions and deletions
     ○ Minor revisions to requirements of all programs, including removal of course list 3 from Combined Honours B.A. program requirements
     ○ Minor change to requirements of Minor
     ○ Addition of 2 courses (THTRFLM 3FF3, 3P03)
     ○ Deletion of 2 courses (THTRFLM 2FF3, 2Z03)
     ○ Revision to departmental notes course list to reflect current offerings

2. **CLASSICS**
   ● Addition of 2 courses (GREEK 3E03, LATIN 3H03)
   ● Revision to 29 existing courses (CLASSICS 2B03, 2D03, 2E03, 2K03, 2LW3, 2C03, 2LB3, 2LD3, 3EE3, 3HH3, 3M03, 3Q03, 3S03, 3X03, 3YY3, 3Z03, 4BB3, 4E03, 4F03, 4H03, 4L03, 4MR3, 4U03, GREEK 1ZZ3, 3AA3, 3AA3, 3BB3, LATIN 1ZZ3, 3AA3, 3BB3)
   ● Deletion of 3 courses (GREEK 3B03, 3C03, LATIN 3B03)

3. **COMMUNICATION STUDIES AND MULTIMEDIA**
   - **Communication Studies:**
     - ○ Updating of program requirements to reflect course title changes
     - ○ Revision to 3 existing courses (CMST 2BB3, 2G03, 2H03)
     - ○ Deletion of 1 course (CMST 4C03)

   - Multimedia:
     - ○ Updating of program requirements to reflect course deletions and title changes
     - ○ Revision to 7 existing courses (MMEDIA 2G03, 3B03, 3BB3, 3C03, 3K03, 3L03, 4F03)
     - ○ Deletion of 1 course (MMEDIA 3P03)

4. **DEPARTMENT OF ENGLISH AND CULTURAL STUDIES**
   - Deletion of Combined Honours in Cultural Studies and Critical Theory program, as previously phased out, including deletion of all CSCT courses and removal of reference to Cultural Studies and Critical Theory in departmental notes
   - Updating of all program requirements course lists with course title changes, additions and deletions
   - Addition of 10 courses (ENGLISH 2AA3, 2BB3, 2NH3, 2PC3, 3CW3, 3GG3, 3PT3, 3V03, 3WP3, 4E03)
   - Revision to 50 existing courses (ENGLISH 1CS3, 2BL3, 2CR3, 2G06, 2HT3, 2KK3, 2M06, 2P03, 2S03, 2Z03, 3A03, 3AA3, 3C06, 3CC3, 3CL3, 3D03, 3EC3, 3EE3, 3F03, 3GF3, 3H03, 3L03, 3Q03, 3QQ3, 3RL6, 3RR3, 3VC3, 3W03, 3WE3, 3X03, 3Y03, 4AA3, 4AN3, 4AR3, 4AW3, 4CB3, 4CF3, 4CL3, 4DD3, 4FF3, 4GN3, 4KK3, 4RI3, 4RS3, 4SF3, 4UT3, 4VL3, 4WI3, 4WL3, 4Y06)
   - Deletion of 3 courses (ENGLISH 2H06, 3R06, 4SH3), in addition to removal of all CSCT courses
   - Revision to departmental notes course list to reflect current offerings

5. **DEPARTMENT OF FRENCH**
   - Revision of program areas to reflect current course offerings
   - Addition of 3 courses (FRENCH 2I03, 3EE3, 4CC3)
   - Revision to 3 existing courses (FRENCH 3P03, 3W03, 4P06)
   - Deletion of 3 courses (FRENCH 3PP3, 3WW3, 4N03)

6. **DEPARTMENT OF HISTORY**
   - Updating of program course lists to include course additions and deletions
   - Addition of 1 course (HISTORY 2H03)
   - Revision to 9 existing courses (HISTORY 1DD3, 1M03, 2A03, 2CS3, 2EE3, 2SH3, 3H03, 3HQ3, 3WW3)
   - Deletion of 3 courses (HISTORY 2NN3, 2X03, 4UU3)
   - Revision to departmental notes course list to reflect current offerings

7. **FACULTY OF HUMANITIES**
   - Addition of new concurrent Certificate in Leadership & Cross-Cultural Literacy *(as submitted to Certificates & Diplomas Committee)*
   - Revision to Humanities I note and course lists, to reflect current offerings
   - Addition of 3 courses (HUMAN 3CM3, 4LC3, 4RM3)
   - Revision to 3 existing courses (HUMAN 2DH3, 3CL3, 3LM3)
   - Deletion of 3 courses (HUMAN 3IS0, 4BU3, 4LM3)
   - Minor changes to faculty introductory notes, program selection timelines, Specialized Minor in Commerce, and continuation requirements

8. **DEPARTMENT OF LINGUISTICS AND LANGUAGES**
   - Minor change to Honours Linguistics program requirements

● Revision to 10 existing courses (LINGUIST 1Z03, 1ZZ3, 2PS3, 3RP3, 4II3, 4SL3, 4TE3, 4Y06, SPANISH 1AA3, 2ZZ3)

9.   PEACE STUDIES
● Updating of program requirements and minor course list to reflect additions and deletions, and minor change to program description
● Revision to 2 existing courses (PEACEST 3W03, 3X03)

10. DEPARTMENT OF PHILOSOPHY
● Updating of JPPL course lists to reflect course additions and deletions
● Minor revision to program requirements (Combined B.A., Honours B.A., Honours Philosophy & Biology B.A., Honours Philosophy & Mathematics B.A., B.A.)
● Addition of 2 courses (PHILOS 1F03, 4V03)
● Revision to 11 existing courses (PHILOS 1E03, 2CT3, 2D03, 2N03, 2S03, 3C03, 3CC3, 3HH3, 3NN3, 4I03, 4K03)
● Deletion of 5 courses (PHILOS 1C03, 1D03, 2JP3, 3FF3, 3M03)
● Minor amendments to departmental notes

11. WOMEN'S STUDIES
● Updating of minor course list to reflect course additions and deletions
● Revision to 1 course (WOMENST 3BB3)
● Deletion of 1 course (WOMENST 4D03)

REPORT TO SENATE

FACULTY OF SCIENCE

SUMMARY OF CURRICULUM CHANGES FOR 2018-2019

Below, is the summary of substantive curriculum changes being proposed by the Faculty of Science. For a complete review of all changes, refer to the November, 2017, Report of the Academic Planning and Policy Committee for changes to the 2017-2018 Undergraduate Calendar, found at:

https://macdrive.mcmaster.ca/d/8e0d7523c5/

Additionally, substantive amendments to existing course capacities and categories are included for information only and can be found in the *Changes to Existing Courses* sections of the Departments and Schools.

1.0   NEW PROGRAMS:

- None

2.0   PROGRAM CLOSURES/MERGER:

- None

3.0   MAJOR REVISIONS:

- None

SUMMARY OF CURRICULUM CHANGES
FOR THE 2018-2019 UNDERGRADUATE CALENDAR

Below, is the summary of substantive curriculum changes being proposed by the Faculty of Science. For a complete review of all changes, refer to the November, 2017, Report of the Academic Planning and Policy Committee for changes to the 2017-2018 Undergraduate Calendar, found at:

https://macdrive.mcmaster.ca/d/8e0d7523c5/

Additionally, substantive amendments to existing course capacities and categories are included for information only and can be found in the *Changes to Existing Courses* sections of the Departments and Schools.

1.0   **Faculty of Science - Introductory Section and Level I Programs:**
- To better reflect the spirit/structure of the Level I programs of Chemical & Physical Sciences I, Environmental & Earth Sciences I, Life Sciences I, and Mathematics & Statistics I, they will be renamed Chemical & Physical Sciences Gateway, Environmental & Earth Sciences Gateway, Life Sciences Gateway, and Mathematics & Statistics Gateway. Similarly, the 'I' will be removed from the title/name of the direct entry programs. A student's level is available via other, more appropriate, fields within Mosaic.

2.0   **Department of Biochemistry and Biomedical Sciences**
- BIOCHEM 4LL3 has been deleted.

3.0   **Department of Biology**
- Effective, September 2018, Honours Biology will require at least six units of Level IV Biology or Molecular Biology course work. Students completing a thesis/project will be required to complete an additional three units of Level IV Biology or Molecular Biology course work.
- A more defined curriculum is being introduced to the Honours Biology and Environmental Sciences program.
- It is anticipated that, effective September 2018, the Honours Biology and Pharmacology Co-op program will move to the Faculty of Health Sciences. While the curriculum will remain the same, the degree designation will become an Hons B.H.Sc. Currently enrolled students will be given the option of remaining in the Faculty of Science (and completing the Hons B.Sc. degree) or transferring to the Faculty of Health Sciences for the Hons B.H.Sc. degree. Level II students interested in applying, will be directed to the Faculty of Health Sciences section of the Calendar. If, by early January 2018, the Faculty of Health Sciences indicates it is unable to move forward with the transfer/start-up of program for September 2018, the Faculty of Science will offer all Levels for at least one additional year. Calendar copy will be appropriately adjusted and presented to UGC, C&A.
- Slight modifications have been made to the Honours Biology and Psychology, Neuroscience & Behaviour program to ensure students graduate with sufficient Biology and/or Molecular Biology course work.
- Four courses have been introduced, including: BIOLOGY 2L03, 3EI3, 3PG3 and 3HD3 – the latter (on the topic of Human Disasters) is open to students from all Faculties, enrolled in Level III or above.
- BIOLOGY 2L06 and 4E03 have been deleted.

4.0   **Department of Chemistry and Chemical Biology**
- Three courses, CHEMBIO 3AA3, CHEM 2Q03 and 3RC3 have been introduced.

5.0   School of Geography and Earth Sciences
- Almost all two and three-way course cross-listings (between EARTHSC, ENVIRSC and GEOG) have been eliminated given the additional work required to manage enrollment in Mosaic. Offerings will now be defined by the subject code most appropriate to the course content.
- Five courses will be introduced as ENVIRSC ,including: ENVIRSC 2WW3, 3IN3, 4IN3, 4MI3, 4MT6. All previously offered as either EARTHSC and/or GEOG.
- Appropriate antirequisites have been introduced to accommodate the restructuring/renaming of courses.
- 41 cross-listed courses will be deleted and removed from Calendar.

6.0   School of Interdisciplinary Science

Integrated Science (iSci)
- No substantive changes made.

Life Sciences
- Course lists for Honours Life Sciences programs have been updated to reflect new offerings, including some that expand the interdisciplinary mandate.
- Five new courses have been introduced, including: LIFESCI 3G03, 3LL3, 3P03, 3Q03, 4F03. MEDPHYS 1E03 will be renamed LIFESCI 1E03 as content is appropriate for Life Sciences audience and ownership will be retained by SIS.
- The thesis/project offerings of LIFESCI 4B06 and 4C09, set to have a co-requisite of LIFESCI 4CC3 in 2018, will instead be reintroduced as LIFESCI 4B09 and 4C12, with the seminar component of 4CC3, built in.
- Five new cross-lists will be adopted, including: LIFESCI 2BP3 (BIOPHYS 2A03), LIFESCI 3BM3 (CHEMBIO 3BM3), LIFESCI 3BP3 (BIOPHYS 3BP3), LIFESCI 3DD3 (MOLBIOL 3D03), and LIFESCI 3RC3 (CHEM 3RC3).
- Course deletions: LIFESCI 4B00, 4B06, 4C09, 4CC3.

Medical Radiation Sciences
- MEDRADSC 3DD3 has been introduced.

7.0   Department of Kinesiology
- KINESIOL 1K03 has been introduced and will become a Level 1 requirement.
- KINESIOL 1C03 has been deleted.

8.0   Department of Mathematics and Statistics
- Effective September 2019, admission to Level II of the Honours Actuarial and Financial Mathematics program will require submission of a supplementary application. This aims to assist in selecting well-suited candidates instead of using only Cum GPA to determine admission.
- STATS 4T06 has been introduced to provide a research project in the area of Statistics.
- MATH 3GP3 has been deleted.

9.0   Department of Physics and Astronomy
- Three new offerings have been introduced including, PHYSICS 2MN3, 4IS3 and 4Q03. 2MN3 will be open to students across all Faculties.
- PHYSICS 3L03 has been deleted.

10.0 Department of Psychology, Neuroscience & Behaviour

Human Behaviour
- Effective September 2019, the non-specialization Human Behaviour program will no longer have an enrolment limit. For it and the limited enrolment Specializations of Autism and Behavioural Science and Early Childhood Education, the admission requirements will be slightly modified to require an average of at least 5.0 in six units of introductory Psychology.
- LINGUIST/PSYCH 3C03 will no longer be required for the Autism and Behavioural Science Specialization.

Neuroscience
- NEUROSCI 3J03 will be introduced and replaces PSYCH 3J03.

Psychology, Neuroscience & Behaviour (PNB)
- PSYCH 3J03 has been deleted.

11.0 Science Courses
- Prerequisites will be amended on the three SCIENCE work courses (3WW0, 4WW0, 5WW0) to accommodate the shift of the Biology and Pharmacology Co-op program to the Faculty of Health Sciences.

12.0 General Academic Regulations
- Regulations for the Honours B.Sc. Kinesiology program have been updated to reflect changes to Level I required course offerings.

13.0 Interdisciplinary Minors and Thematic Areas
- Course Lists updated to reflect current offerings.

REPORT TO SENATE

Below is the summary of substantive curriculum changes being proposed by the Faculty of Social Sciences. For complete review of all of the changes, please refer to the November 15, 2017 Faculty of Social Sciences Report to Undergraduate Council for changes to the 2018 -19 Undergraduate Calendar, found at **https://socialsciences.mcmaster.ca/faculty-resources/meetings/undergrad-curriculum-report.pdf**

1.0   NEW PROGRAMS: N/A
2.0   NEW MINORS: N/A
3.0   PROGRAM CLOSURES: N/A
4.0   MAJOR REVISIONS TO EXISTING PROGRAMS:

HEALTH, AGING AND SOCIETY

The Department of Health Aging and Society is making the following revisions to their programs as outlined in 4.1 to 4.6:
1) Change to Program Plan Titles for the Honours and Combined Honours versions of the Health Studies and Gerontology programs to align with the Department name.
2) Change to the Level II entry requirements to allow for students to complete 3 units of Health Aging and Society coursework for entry and to complete the remaining 3 units before the end of the Level II.
3) Introduction of a new Specialization in Mental Health and Addiction to the existing single Honours versions of the two programs.

4.1   **Honours Aging and Society ~~Gerontology~~ (B.A.)**
        Admission
        Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a minimum Grade Point Average of 5.0 including ~~credit in HLTHAGE 1AA3 and~~ a grade of at least C in HLTHAGE 1BB3. For continuation in the program, see the section on *Minimum Requirements for Entering and Continuing in a Program Beyond Level I* in the Faculty of Social Sciences Academic Regulations.

        Notes
        1.   See Admission to Level II Programs in Academic Regulations in this section of the Calendar.
        2.   Courses other than those listed below in the Course List may be substituted with the prior permission of the Chair. Students wishing to apply for substitutions must contact the Health, Aging and Society Administrator. Given the extensive curriculum revisions that have been made, students are **strongly** encouraged to review course anti-requisites in the Course Listings section of the Calendar.

3. Students who have completed HLTH AGE 2A06 or 3Z06 (or equivalent -- see course antirequisites) are not required to complete HLTHAGE 2A03 or 3B03 or 3G03.

4. ~~Students with prior credit in GERONTOL or HEALTHST courses may consult the Health, Aging and Society Administrator to determine eligibility toward degree requirements~~

~~5.~~ 4.Students may take a maximum of 9 units from HLTHAGE 4A03 , 4B03, 4C03, 4H03, 4I03, 4L03, 4N03, 4P03, 4Z06 A/B.

5. HLTHAGE 1AA3: Introduction to Health and Society must be completed by the end of 60 units, however students are **strongly** encouraged to complete this requirement in Level I. Both HLTHAGE 1AA3 and 1BB3 are prerequisites for HLTHAGE 2BB3 which is a required course in Level II of the program.

Course List
- ANTHROP 3HI3 - The Anthropology of Health, Illness and Healing
- ECON 2CC3 - Health Economics and its Application to Health Policy
- ECON 3D03 - Labour Economics
- ECON 3Q03 - The Economics of Aging
- ECON 3Z03 - Health Economics
- GEOG 2HI3 - Geographies of Health
- GEOG 3HH3
- GEOG 3HP3 - Population Growth and Aging
- KINESIOL 3S03
- KINESIOL 3SS3
- PHILOS 2D03 - Bioethics
- PHILOS 3C03 - Advanced Bioethics
- PSYCH 3AG3 - Aging
- RELIGST 2C03 – ~~Bioethics~~
- RELIGST 2ER3 – Religion, the Body, and the Machine
- RELIGST 2M03 - Death and Dying: Comparative Views
- RELIGST 2N03 - Death and Dying: the Western Experience
- RELIGST 2WW3 - Health, Healing and Religion
- SOCWORK 3C03 - Social Aspects of Health and Illness
- SOCWORK 4L03 - Social Work with an Aging Population
- SOCWORK 4R03 - Feminist Approaches to Social Work and Social

Justice
- SOCIOL 3X03 – Sociology of Aging
- SOCIOL 3CC3 - Sociology of the Family and the Life Cycle
- SOCIOL 3G03 - Sociology of Health Care
- SOCIOL 3HH3 - Sociology of Health
  or other designated and approved courses. (See Note 2 above.)

Requirements
120 units total (Levels I to IV), of which 48 units may be Level I

30 units

from

- the Level I program completed prior to admission to the program

9 units

- HLTHAGE 2BB3 - Perspectives in Health, Aging and Society ~~Studies and Gerontology~~
- HLTHAGE 2D03 - Continuum of Care
- HLTHAGE 2F03 - Aging and Health Care Systems

6 units

- HLTHAGE 3L03 - Embodied Aging

And one of

- HLTHAGE 3BB3 - Field Experience or
- HLTHAGE 3EE3 - The Practice of Everyday Life: Observations and Inquiry

6 units

- HLTHAGE 2A03 - Research Methods in Health and in Aging I

And one of

- HLTHAGE 3B03 - Advanced Research Inquiry or
- HLTHAGE 3G03 - Community Based Research
  (See *Note 3* above.)

3 units

from

- SOCSCI 2J03 - Introduction to Statistics

15 units

from

- Course List or Health, Aging and Society

9 units

from

- ~~HLTHAGE 4A03~~
- HLTHAGE 4B03 - Death and Dying in Later Life
- HLTHAGE 4C03 - Representations of Health and Illness Across the Lifecourse
- HLTHAGE 4H03 - History and Culture of Aging
- HLTHAGE 4I03 - Aging and Health
- HLTHAGE 4L03 - Social Policy and Aging
- HLTHAGE 4N03 - Aging and Well-Being
- HLTHAGE 4P03 - Leisure and Recreation in Later Life
- HLTHAGE 4Z06 A/B - Health, Aging and Society Thesis
  (See *Note 5* above)

0-3 units

- HLTHAGE 1AA3 - Introduction to Health and Society

(See *Note 6*)

42 units

- Electives, of which at least six units must be taken from outside of Health, Aging & Society

Justification: The title of the program has been changed to be in line with the name of the department and to be more appealing to students. The change to the admission requirement is being made to facilitate easier access to the major for students (students will still be required to complete the two intro classes by the end of second year), in line with recent moves by other Social Sciences departments last year, such as Political Science and Sociology.

4.2 Honours Health and Society ~~Studies~~ (B.A.)

Admission

Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a minimum Grade Point Average of 5.0 including ~~credit in HLTHAGE 1BB3 and~~ a grade of at least C in HLTHAGE 1AA3. For continuation in the program, see *Minimum Requirements for Entering and Continuing in a Program Beyond Level I.*

Notes

1. See Admission to Level II Programs in Academic Regulations in this section of the Calendar.
2. Courses other than those listed below in the Course List may be substituted with the prior permission of the Chair. Students wishing to apply for substitutions must contact the Administrator of the Department of Health, Aging and Society. Given the extensive curriculum revisions that have been made, students are **strongly** encouraged to review course anti-requisites in the course Lists section of the Calendar.
3. Students who have completed HEALTHST 2B03 and 3G03 or HLTH AGE 2A06 or 3Z06 (or equivalent) are not required to complete HLTHAGE 2A03 and 3B03 or 3G03.
4. ~~Students with prior credit in GERONTOL or HEALTHST courses may consult the Health, Aging and Society Administrator to determine eligibility toward degree requirements.~~
5. ~~5.~~ 4 Students may take a maximum of 9 units from HLTHAGE 4B03, 4C03, 4D03, 4F03, 4G03, 4I03, 4J03, 4N03, 4O03, 4Q03, 4R03, 4S03, 4T03, 4Z06 A/B.
5. HLTHAGE 1BB3: Introduction to Aging and Society must be completed by the end of 60 units, however students are **strongly** encouraged to complete this requirement in Level I. Both HLTHAGE 1AA3 and 1BB3 are prerequisites for HLTHAGE 2BB3 which is a required course in Level II of the program.

Course List

Students are responsible for ensuring that course prerequisites are fulfilled.

- ANTHROP 2AN3 - The Anthropology of Food and Nutrition
- ANTHROP 2U03 - Plagues and People
- ANTHROP 3C03 - Health and Environment: Anthropological Approaches
- ANTHROP 3HI3 - The Anthropology of Health, Illness and Healing
- ANTHROP 3Y03 - Aboriginal Community Health and Well-Being
- ECON 2CC3 - Health Economics and its Application to Health Policy
- ECON 3Z03 - Health Economics
- GEOG 2HI3 - Geographies of Health
- GEOG 3HH3
- GEOG 3HP3 - Population Growth and Aging
- GEOG 4HH3 - Environment and Health
- HISTORY 2EH3
- HTHSCI 2G03 - Epidemiology
- INDIGST 3H03 - Indigenous Medicine I - Philosophy
- INDIGST 3HH3 - Indigenous Medicine II - Practical
- KINESIOL 3A03 - History of Exercise and Sports Medicine
- KINESIOL 3S03
- KINSIOL 3SS3
- LABRST 3D03 - Work: Dangerous to your Health?
- PEACEST 3B03 - Peace-Building and Health Initiatives
- PHILOS 2D03 - Bioethics
- PHILOS 3C03 - Advanced Bioethics
- ~~POL SCI 3M03~~
- PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 3B03 - Special Populations
- RELIGST 2C03 – ~~Bioethics~~
- RELIGST 2ER3 – Religion, the Body, and the Machine
- RELIGST 2M03 - Death and Dying: Comparative Views
- RELIGST 2N03 - Death and Dying: the Western Experience
- RELIGST 2MT3 – Asian Meditation Traditions
- RELIGST 2WW3 - Health, Healing and Religion
- SOCWORK 3C03 - Social Aspects of Health and Illness
- SOCWORK 3O03 - Social Work and Sexualities
- SOCIOL 3G03 - Sociology of Health Care
- SOCIOL 3HH3 - Sociology of Health

Requirements

120 units total (Levels I to IV), of which 48 units may be Level I

30 units

from

- the Level I program completed prior to admission to the program.
- (See *Admission* above.)

9 units

- HLTHAGE 2B03 - Social Identity, Health and Illness
- HLTHAGE 2BB3 - Perspectives in Health, Aging and Society ~~Studies and Gerontology~~
- HLTHAGE 2F03 - Aging and Health Care Systems

6 units

- HLTHAGE 3AA3 - State, Civil Society and Health

and one of

- HLTHAGE 3BB3 - Field Experience
- HLTHAGE 3EE3 - The Practice of Everyday Life: Observations and Inquiry

6 units

- HLTHAGE 2A03 - Research Methods in Health and in Aging

and one of

- HLTHAGE 3B03 - Advanced Research Inquiry
- HLTHAGE 3G03 - Community Based Research
- (See *Note 3* above.)

3 units

- SOCSCI 2J03 - Introduction to Statistics

15 units

from

- *Course List* or Health, Aging and Society

9 units

from

- HLTHAGE 4B03 - Death and Dying in Later Life
- HLTHAGE 4C03 - Representations of Health and Illness Across the Lifecourse
- HLTHAGE 4D03 – Health, Culture and Diversity ~~in Cross-Cultural and International Perspectives~~
- HLTHAGE 4F03 - Selected Issues in the Social Aspects of Health
- HLTHAGE 4G03 - Global Health
- HLTHAGE 4I03 - Aging and Health
- HLTHAGE 4J03 - Narratives of Illness
- HLTHAGE 4N03 - Aging and Well-Being
- HLTHAGE 4O03 - Soundscapes of Wellbeing in Popular Music
- HLTHAGE 4Q03 - Representations of Mental Illness
- HLTHAGE 4R03 - Beyond the Social: Determinants of Indigenous Peoples Health

- HLTHAGE 4S03 - Health and the Unfairly Structured City
- HLTHAGE 4T03 – Gender, Sex and Health
- HLTHAGE 4Z06 A/B - Health, Aging and Society Thesis
  (See *Note 5* above)

0-3 units
- HLTHAGE 1BB3 - Introduction to Aging and Society
  (See *Note 5*)

39 ~~42~~ units
- Electives, of which at least six units must be taken from outside of
  Health, Aging & Society'

*Justification: The title of the program has been changed to be in line with the
name of the department. The change to the admission requirement is being
made to facilitate easier access to the major for students (students will still be
required to complete the two intro classes by the end of second year), in line
with recent moves by other Social Sciences departments last year, such as
Political Science and Sociology.*

4.3 **Combined Honours in ~~Gerontology~~ Aging and Society and Another
Subject (B.A.)**
Admission
**Enrolment in this program is limited and possession of the published
minimum requirements does not guarantee admission.** Selection is based
on academic achievement but requires, as a minimum, completion of any Level I
program with a minimum Grade Point Average of 5.0 including ~~credit in
HLTHAGE 1AA3 and~~ a grade of at least C in HLTHAGE 1BB3 and satisfaction
of admission requirements for the Honours program in the other B.A. subject.
For continuation in the program, see the section on *Minimum Requirements for
Entering and Continuing in a Program Beyond Level I* in the Faculty of Social
Sciences Academic Regulations.
Notes
1. Given the extensive curriculum revisions that have been made, students are
strongly encouraged to review course anti-requisites in the Course Listings
section of the Calendar.
2. Students who have completed HLTH AGE 2A06 or 3Z06 or equivalent are
not required to complete HLTHAGE 2A03, 3B03 or 3G03. Alternatively, students
may choose to complete the Research Methods course(s) as required by the
other subject. Students who choose to complete Research Methods
requirements in the other subject, will replace with equivalent units from Levels
II, III or IV Health, Aging and Society courses.
~~3. Students with prior credit in GERONTOL or HEALTHST courses may
consult the Health, Aging and Society Administrator to determine eligibility
toward degree requirements.~~
~~4.~~ 3. Students may take a maximum of 9 units from HLTHAGE ~~4A03 ,~~ 4B03,
4C03, 4H03, 4I03, 4L03, 4N03, 4P03, 4Z06 A/B.
1. HLTHAGE 1AA3: Introduction to Health and Society **must** be completed by
the end of 60 units, however students are **strongly** encouraged to complete
this requirement prior to the end of Level I. Both HLTHAGE 1AA3 and 1BB3

are prerequisites for HLTHAGE 2BB3 which is a required course in Level II of the program.

Requirements

120 units total (Levels I to IV), of which 48 units may be Level I
30 units
from

- the Level I program completed prior to admission to the program

9 units

- HLTHAGE 2BB3 - Perspectives in Health, Aging and Society ~~Studies and Gerontology~~
- HLTHAGE 2D03 - Continuum of Care
- HLTHAGE 2F03 - Aging and Health Care Systems

6 units

- HLTHAGE 3L03 - Embodied Aging

And one of

- HLTHAGE 3BB3 - Field Experience or
- HLTHAGE 3EE3 - The Practice of Everyday Life: Observations and Inquiry

6 units

- HLTHAGE 2A03 - Research Methods in Health and in Aging I

And one of

- HLTHAGE 3B03 - Advanced Research Inquiry or
- HLTHAGE 3G03 - Community Based Research
- (See *Note 2* above.)

9 units
from

- ~~HLTHAGE 4A03~~
- HLTHAGE 4B03 - Death and Dying in Later Life
- HLTHAGE 4C03 - Representations of Health and Illness Across the Lifecourse
- HLTHAGE 4H03 - History and Culture of Aging
- HLTHAGE 4I03 - Aging and Health
- HLTHAGE 4L03 - Social Policy and Aging
- HLTHAGE 4N03 - Aging and Well-Being
- HLTHAGE 4P03 - Leisure and Recreation in Later Life
- HLTHAGE 4Z06 A/B - Health, Aging and Society Thesis
- (See *Note 4* above)

6 units
from

- *Course List* or Health, Aging and Society

36 units

- Courses as specified for the other subject

3-6 units
from

- SOCSCI 2J03 - Introduction to Statistics or
- in combined programs within the Faculty of Social Sciences, the Research Methods/Statistics requirement specified for the other subject.

0-3 units

- HLTHAGE 1AA3- Introduction to Health ~~Studies~~ and Society (if not completed in Level 1 see *Note 5*))

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~~912~~ 1215 units
- Electives

Course List
- ANTHROP 3HI3 - The Anthropology of Health, Illness and Healing
- ECON 2CC3 - Health Economics and its Application to Health Policy
- ECON 3D03 - Labour Economics
- ECON 3Q03 - The Economics of Aging
- ECON 3Z03 - Health Economics
- GEOG 2HI3 - Geographies of Health
- GEOG 3HH3
- GEOG 3HP3 - Population Growth and Aging
- KINESIOL 3S03
- KINESIOL 3SS3
- PHILOS 2D03 - Bioethics
- PHILOS 3C03 - Advanced Bioethics
- PSYCH 3AG3 - Aging
- RELIGST 2C03 - ~~Bioethics~~
- RELIGST 2M03 - Death and Dying: Comparative Views
- RELIGST 2N03 - Death and Dying: the Western Experience
- RELIGST 2WW3 - Health, Healing and Religion
- SOCWORK 3C03 - Social Aspects of Health and Illness
- SOCWORK 4L03 - Social Work with an Aging Population
- SOCWORK 4R03 - Feminist Approaches to Social Work and Social Justice
- SOCIOL 3X03 – Sociology of Aging
- SOCIOL 3CC3 - Sociology of the Family and the Life Cycle
- SOCIOL 3G03 - Sociology of Health Care
- SOCIOL 3HH3 - Sociology of Health
- *or other designated and approved courses. (See Note 2 above.)*

Justification: The title of the program has been changed to be more in line with the name of the department and to be more appealing to students. The change to the admission requirement is being made to facilitate easier access to the major for students (students will still be required to complete the two intro classes by the end of second year), in line with recent moves by other Social Sciences departments last year, such as Political Science and Sociology.

4.4 **Combined Honours in Health ~~Studies~~ and Society and Another Subject (B.A.)**
Admission
Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a minimum Grade Point Average of 5.0, ~~credit in HLTHAGE 1BB3 and~~ including a grade of at least C in HLTHAGE 1AA3 and satisfaction of admission requirements for the Honours program in the other

B.A. subject. For continuation in the program, see *Minimum Requirements for Entering and Continuing in a Program Beyond Level I.*

Notes

1. See Admission to Level II Programs in Academic Regulations in this section of the Calendar.

2. Students are strongly encouraged to complete HLTHAGE 2A03 and 3B03 or 3G03 to satisfy the Research Methods requirement of the degree, but may complete the Research Methods course(s) as required by the other subject and replace these with equal units of Health, Aging and Society or Course List courses. Given the extensive curriculum revisions that have been made, students are **strongly** encouraged to review course antirequisites in the Course Listings section of the Calendar.

3. ~~Students with prior credit in GERONTOL or HEALTHST courses may consult the Health, Aging and Society Administrator to determine eligibility toward degree requirements.~~

4. ~~4.~~ 3. Students may take a maximum of 9 units from HLTHAGE 4B03, 4C03, 4D03, 4F03, 4G03, 4I03, 4J03, 4N03, 4O03, 4Q03, 4R03, 4S03, 4T03, 4Z06 A/B.

4.HLTHAGE 1BB3: Introduction to Aging and Society **must** be completed by the end of 60 units, however students are **strongly** encouraged to complete this requirement prior to the end of Level I. Both HLTHAGE 1AA3 and 1BB3 are prerequisites for HLTHAGE 2BB3 which is a required course in Level II of the program.

Course List

Students are responsible for ensuring that course prerequisites are fulfilled.

- ANTHROP 2AN3 - The Anthropology of Food and Nutrition
- ANTHROP 2C03 - Archaeology of Environmental Crisis and Response
- ANTHROP 2FF3 - Human Skeletal Biology and Bioarchaeology
- ANTHROP 2U03 - Plagues and People
- ANTHROP 3C03 - Health and Environment: Anthropological Approaches
- ANTHROP 3HI3 - The Anthropology of Health, Illness and Healing
- ANTHROP 3Y03 - Aboriginal Community Health and Well-Being
- ANTHROP 4S03 - The Anthropology of Infectious Disease
- ECON 3Z03 - Health Economics
- GEOG 2HI3 - Geographies of Health
- GEOG 3HH3
- GEOG 3HP3 - Population Growth and Aging
- GEOG 4HH3 - Environment and Health
- HISTORY 2EH3
- HISTORY 3CP3 - The Citizen-Patient: A Modern History of Public Health, 1700-Present
- HTHSCI 2G03 - Epidemiology

- INDIGST 3H03 - Indigenous Medicine I - Philosophy
- INDIGST 3HH3 - Indigenous Medicine II - Practical
- KINESIOL 3A03 - History of Exercise and Sports Medicine
- KINESIOL 3S03
- KINESIOL 3SS3
- LABRST 3D03 - Work: Dangerous to your Health?
- PEACEST 3B03 – Peace-Building and Health Initiatives
- PHILOS 2D03 - Bioethics
- PHILOS 3C03 - Advanced Bioethics
- PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 3B03 - Special Populations
- RELIGST 2C03 – ~~Bioethics~~
- RELIGST 2ER3 – Religion, the Body, and the Machine
- RELIGST 2M03 - Death and Dying: Comparative Views
- RELIGST 2N03 - Death and Dying: the Western Experience
- RELIGST 2MT3 – Asian Meditation Traditions
- RELIGST 2WW3 - Health, Healing and Religion
- SOCWORK 3C03 - Social Aspects of Health and Illness
- SOCWORK 3O03 - Social Work and Sexualities
- SOCIOL 3G03 - Sociology of Health Care
- SOCIOL 3HH3 - Sociology of Health
- SOCIOL 4G03 - Advanced Topics in the Sociology of Health and Illness

Requirements

120 units total (Levels I to IV), of which 48 units may be Level I

30 units
from

- the Level I program completed prior to admission to the program.
- (See *Admission* above.)

9 units
- HLTHAGE 2B03 - Social Identity, Health and Illness
- HLTHAGE 2BB3 - Perspectives in Health , Aging and Society ~~Studies~~
~~and Gerontology~~
- HLTHAGE 2F03 - Aging and Health Care Systems

6 units
- HLTHAGE 3AA3 - State, Civil Society and Health
and one of
- HLTHAGE 3BB3 - Field Experience
- HLTHAGE 3EE3 - The Practice of Everyday Life: Observations and
Inquiry

6 units
- HLTHAGE 2A03 - Research Methods in Health and in Aging I

and one of

- HLTHAGE 3B03 - Advanced Research Inquiry
- HLTHAGE 3G03 - Community Based Research
- an equivalent research methods course(s) if required by the other subject (See *Note 2* above.)

6 units
from

- *Course List* or Health, Aging and Society

36 units

- courses specified for the other subject

3-6 units
from

- SOCSCI 2J03 - Introduction to Statistics
  In combined programs within the Faculty of Social Sciences, the Research Methods/Statistics requirement specified for the other subject

9 units
from

- HLTHAGE 4B03 - Death and Dying in Later Life
- HLTHAGE 4C03 - Representations of Health and Illness Across the Lifecourse
- HLTHAGE 4D03 – Health, Culture and Diversity in Cross-Cultural and International Perspectives
- HLTHAGE 4F03 - Selected Issues in the Social Aspects of Health
- HLTHAGE 4G03 - Global Health
- HLTHAGE 4I03 - Aging and Health
- HLTHAGE 4J03 - Narratives of Illness
- HLTHAGE 4N03 - Aging and Well-Being
- HLTHAGE 4O03 - Soundscapes of Wellbeing in Popular Music
- HLTHAGE 4Q03 - Representations of Mental Illness
- HLTHAGE 4R03 - Beyond the Social: Determinants of Indigenous Peoples Health
- HLTHAGE 4S03 - Health and the Unfairly Structured City
- HLTHAGE 4T03 – Gender, Sex and Health
- HLTHAGE 4Z06 A/B - Health, Aging and Society Thesis
  (see *Note 4* above)

0-3 units

- HLTHAGE 1BB3 - Introduction to Aging and Society
   (if not completed in Level I see *Note 5*)

12-15 units

- Electives

Justification: The title of the program has been changed to be consistent with the name of the department. The change to the admission requirement is being

made to facilitate easier access to the major for students (students will still be required to complete the two intro classes by the end of second year), in line with recent moves by other Social Sciences departments last year, such as Political Science and Sociology.

4.5   **Honours Aging and Society Specialization in Mental Health and Addiction (B.A.)**
Admission
Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a minimum Grade Point Average of 5.0 including a grade of at least C in HLTH AGE 1BB3 and a grade of at least C in HLTH AGE 1CC3. HLTH AGE 1AA3 must be completed by the end of 60 units, however students are **strongly** encouraged to complete this requirement in Level I. For continuation in the program, see *Minimum Requirements for Entering and Continuing in a Program Beyond Level I.*

Notes
1. See Admission to Level II Programs in Academic Regulations in this section of the Calendar.
2. Students may take a maximum of 9-12 units from HLTHAGE 4B03, 4C03, 4H03, 4I03, 4L03, 4N03, 4P03, 4Z06 A/B.
3. HLTHAGE 1AA3: Introduction to Health and Society **must** be completed by the end of 60 units, however students are **strongly** encouraged to complete this requirement prior to the end of Level I. Both HLTHAGE 1AA3 and 1BB3 are prerequisites for HLTHAGE 2BB3 which is a required course in Level II of the program.

Requirements
120 units total (Levels I to IV), of which 48 units may be Level I
30 units from
- Level I program completed prior to admission to the program (See *Admission* above.)
15 units from
- HLTH AGE 2BB3 – Perspectives in Health, Aging and Society
- HLTH AGE 2D03 – Continuum of Care
- HLTH AGE 2F03 – Aging and Health Care Systems
- HLTH AGE 2GG3 – Mental Health and Society
- HLTH AGE 2L03 – Drugs, Sex and Alcohol: Society and its Addictions
6 units from
- HLTH AGE 2A03 – Research Methods in Health and Aging I
and one of
- HLTH AGE 3B03 – Advanced Research Inquiry
- HLTH AGE 3G03 – Community Based Research

3 units from
- SOC SCI 2J03 – Introduction to Statistics

3 units from
- HLTH AGE 3N03 – Aging and Mental Health

6 units from
- HLTH AGE 3L03 – Embodied Aging

and one of
- HLTH AGE 3BB3 – Field Experience
- HLTH AGE 3EE3 – The Practice of Everyday Life: Observations and Inquiry

6 units from
- HLTH AGE 4N03 – Aging and Well-Being
- HLTH AGE 4O03 – Soundscapes of Well-Being in Popular Music
- HLTH AGE 4Q03 – Representations of Mental Illness

12 units from
- ANTHROP 3HI3 - The Anthropology of Health, Illness and Healing
- ANTHROP 3Y03 - Aboriginal Community Health and Well-Being
- ECON 2Q03 - Economics of Bad Behaviour
- HLTHAGE 3D03 - Perspectives on Disability, Chronic Illness and Aging
- HLTHAGE 3N03 - Aging and Mental Health
- HLTHAGE 3R03 - Health Inequalities
- HLTHAGE 3YY3 - Aboriginal Community Health and Well-Being
- HLTHAGE 4J03 - Narratives of Illness
- HLTHAGE 4Q03 - Representations of Mental Illness
- HTHSCI 3MH3 – Critical Examination of Mental Health
- HTHSCI 4IC3 – Integration of Children's Physical & Mental Health
- INDIGST 2F03 - Residential Schools in Canada: History and Impact
- INDIGST 3H03 - Indigenous Medicine I – Philosophy
- POLSCI 2C03 - Force and Fear, Crime and Punishment
- PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 3BA3 - Positive Psychology
- RELIGST 2MT3 – Asian Meditation Traditions
- SOCIOL 2BB3 - Sociology of Deviance
- SOCIOL 2CC3 - Constructing Deviance
- SOCIOL 3GG3 - Special Topics in the Sociology of Deviance
- SOCIOL 3HH3 - Sociology of Health
- SOCIOL 4GG3 - Special Topics in the Sociology of Deviance
- SOCPSY 3A03 – Mental Health
- SOCPSY 3ZZ3 - Complex Problems from A Multidisciplinary Social Psychology Perspective
- SOCWORK 4Y03 - Critical Issues in Mental Health & Addiction: Mad & Critical Disability Studies Perspectives for SW

3 or 6 units as outlined below

3 units from
- HLTH AGE 4B03 – Death and Dying in Later Life
- HLTH AGE 4C03 – Representations of Health and Illness Across the Lifecourse

- HLTH AGE 4H03 – History and Culture of Aging
- HLTH AGE 4I03 – Aging and Health
- HLTH AGE 4L03 – Social Policy and Aging
- HLTH AGE 4N03 – Aging and Well-Being
- HLTH AGE 4O03 – Soundscapes of Well-Being in Popular Music
- HLTH AGE 4P03 – Leisure and Recreation in Later Life
- HLTH AGE 4Q03 – Representations of Mental Illness

or 6 units from
- HLTH AGE 4Z06 – Health, Aging and Society Thesis

0-3 units
- HLTHAGE 1AA3 – Introduction to Health and Society

33-36 units
- Electives, of which no more than 15 units may be from Health, Aging and Society (the maximum Health, Aging and Society courses to be taken is 66).

Justification: A specialization is being introduced (rather than minor) for students majoring in Health, Aging and Society because of overlap of courses/ requirements. The Specialization is a repackaging of courses that are already available to students in the program. It gives students a recognition of a concentration/body of knowledge in the specific area of Mental Health and Addiction.

4.2 **Honours Health and Society Specialization in Mental Health and Addiction (B.A.)**
Admission
Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a minimum Grade Point Average of 5.0 including credit in a grade of at least C in HLTH AGE 1AA3: and a grade of at least C in HLTH AGE 1CC3. HLTH AGE 1BB3 must be completed by the end of 60 units, however students and are strongly encouraged to complete this requirement in Level I. For continuation in the program, see *Minimum Requirements for Entering and Continuing in a Program Beyond Level I.*
Notes
1. See Admission to Level II Programs in Academic Regulations in this section of the Calendar.
2. Students may take a maximum of 9-12 units from HLTHAGE 4B03, 4C03, 4D03, 4F03, 4G03, 4I03, 4J03, 4N03, 4O03, 4Q03, 4R03, 4S03, 4T03, 4Z06 A/B.
3. HLTHAGE 1BB3: Introduction to Aging and Society must be completed by the end of 60 units, however students are **strongly** encouraged to complete this requirement in Level I. Both HLTHAGE 1AA3 and 1BB3 are prerequisites for HLTHAGE 2BB3 which is a required course in Level II of the program.

Requirements

120 units total (Levels I to IV), of which 48 units may be Level I
30 units from
- Level I program completed prior to admission to the program (See *Admission* above.)

15 units from
- HLTH AGE 2B03 – Social Identity, Health and Illness
- HLTH AGE 2BB3 – Perspectives in Health, Aging and Society
- HLTH AGE 2F03 – Aging and Health Care Systems
- HLTH AGE 2GG3 – Mental Health and Society
- HLTH AGE 2L03 – Drugs, Sex and Alcohol: Society and its Addictions

6 units from
- HLTH AGE 2A03 – Research Methods in Health and Aging I

and one of
- HLTH AGE 3B03 – Advanced Research Inquiry
- HLTH AGE 3G03 – Community Based Research

3 units from
- SOC SCI 2J03 – Introduction to Statistics

3 units from
- HLTH AGE 3N03 – Aging and Mental Health

6 units from
- HLTH AGE 3AA3 – State, Civil Society and Health

and one of
- HLTH AGE 3BB3 – Field Experience
- HLTH AGE 3EE3 – The Practice of Everyday Life: Observations and Inquiry

6 units from
- HLTH AGE 4N03 – Aging and Well-Being
- HLTH AGE 4O03 – Soundscapes of Well-Being in Popular Music
- HLTH AGE 4Q03 – Representations of Mental Illness

12 units from
- ANTHROP 3HI3 - The Anthropology of Health, Illness and Healing
- ANTHROP 3Y03 - Aboriginal Community Health and Well-Being
- ECON 2Q03 - Economics of Bad Behaviour
- HLTHAGE 3D03 - Perspectives on Disability, Chronic Illness and Aging
- HLTHAGE 3N03 - Aging and Mental Health
- HLTHAGE 3R03 - Health Inequalities
- HLTHAGE 3YY3 - Aboriginal Community Health and Well-Being
- HLTHAGE 4J03 - Narratives of Illness
- HLTHAGE 4Q03 - Representations of Mental Illness
- HTHSCI 3MH3 – Critical Examination of Mental Health
- HTHSCI 4IC3 – Integration of Children's Physical & Mental Health
- INDIGST 2F03 - Residential Schools in Canada: History and Impact
- INDIGST 3H03 - Indigenous Medicine I – Philosophy
- POLSCI 2C03 - Force and Fear, Crime and Punishment
- PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 3BA3 - Positive Psychology
- RELIGST 2MT3 – Asian Meditation Traditions

- SOCIOL 2BB3 - Sociology of Deviance
- SOCIOL 2CC3 - Constructing Deviance
- SOCIOL 3GG3 - Special Topics in the Sociology of Deviance
- SOCIOL 3HH3 - Sociology of Health
- SOCIOL 4GG3 - Special Topics in the Sociology of Deviance
- SOCPSY 3A03 – Mental Health
- SOCPSY 3ZZ3 - Complex Problems from A Multidisciplinary Social Psychology Perspective
- SOCWORK 4Y03 - Critical Issues in Mental Health & Addiction: Mad & Critical Disability Studies Perspectives for SW

3-6 units as outlined below

3 units from

- HLTH AGE 4B03 – Death and Dying in Later Life
- HLTH AGE 4C03 – Representations of Health and Illness Across the Lifecourse
- HLTH AGE 4D03 – Health in Cross Cultural and International Perspectives
- HLTH AGE 4F03 – Selected Issues in the Social Aspects of Health
- HLTH AGE 4G03 – Global Health
- HLTH AGE 4I03 – Aging and Health
- HLTH AGE 4J03 – Narratives of Illness
- HLTH AGE 4M03 – Environment and Health
- HLTH AGE 4N03 – Aging and Well-Being
- HLTH AGE 4O03 – Soundscapes of Well-Being in Popular Music
- HLTH AGE 4Q03 – Representations of Mental Illness
- HLTH AGE 4R03 – Beyond the Social: Determinants of Indigenous Peoples Health
- HLTH AGE 4S03 – Health and the Unfairly Structured City
- HLTH AGE 4T03 – Gender and Health

or 6 units from

- HLTH AGE 4Z06 – Health, Aging and Society Thesis

33-36 units

- Electives, of which no more than 15 units may be from Health, Aging and Society (the maximum Health, Aging and Society courses to be taken is 66).

Justification: The Specialization is being introduced (rather than minor) for students majoring in Health, Aging and Society because of overlap of courses/requirements. The Specialization is a repackaging of courses that are already available to students in the program. It gives students a recognition of a concentration/body of knowledge in the specific area of Mental Health and Addiction.

Faculty of Social Sciences
REPORT TO UNDERGRADUATE COUNCIL SUMMARY
OF CURRICULUM CHANGES FOR 2018 - 19

This report highlights substantive changes being proposed. For complete review of the changes, please refer to the November 15, 2017 Faculty of Social Sciences Report to Undergraduate Council for changes to the 2018-19 Undergraduate Calendar, found at **https://socialsciences.mcmaster.ca/faculty-resources/meetings/undergrad-curriculum-report.pdf**

1. **Faculty of Social Sciences**
   - Addition of copy regarding Course Selection and Course Changes to provide better information to students.
   - Updating of Limited Enrolment Program listings and Degree Programs to include references to Honours Programs in Health Aging and Society
   - Addition of notes to clarify requirements for meeting conditions of admission for students approved to transfer from another faculty, or who have been reinstated.
   - Updating of Course List 1 and 2 for the Social Sciences 1 program.
   - Inclusion of additional notes for Level I entry, and to further clarify Level I courses which may and may not provide entry to a Level II program.
   - Addition of 2 new courses (SOCSCI 2N03, 2V03) that were offered on Dean's Letter of Permission.
   - Revisions to 3 existing courses (SOCSCI 1T03, 2P03, 2O03).
   - Deletion of 5 courses (SOCSCI 2PF3, 2R03, 2T03, 2TT3, 3Q03).
   - Minor updates to Departmental Notes.

2. **Department of Anthropology**
   - Updating of subfield course lists to reflect current offerings.
   - Change in Admission statement for each of the Honours and the B.A. program to require only 3 units of Level I Anthropology for entry. The other Level I Anthropology course must be completed by the end of Level 2.
   - Adjustment of the program requirements to account for the completion remaining 3 units of Level I Anthropology coursework for each of the Honours and the B.A. programs
   - Deletion of note in Minor regarding reference to old Level I courses.
   - Addition of 4 new courses (ANTHROP 2HH3, 3GG3, 4AA3, 4W03).
   - New crosslisting with ANTHROP 1AB3.
   - Revisions to the title of 5 existing courses (ANTHROP 2PC3, 2WA3, 2F03, 3F03, 3P03) to better reflect the focus of the courses and to attract more students.
   - Revision to the prerequisite or antirequisite of 3 existing courses (ANTHROP 2R03, 3C03, 4DN3).
   - Deletion of 2 courses (ANTHROP 2MA3, 3H03).
   -

3. Department of Economics

- Updating of program requirements for all Honours and Combined Honours B.A. programs to include new coursework options.
- Addition of 2 new courses that existed previously but required a level change (ECON 4F03, 4FF3).
- Addition of 2 new courses that previously existed but required new course codes to align with either the Honours program or the Honours Specialist program (ECON 3E03, 3EE3).
- Revision to the antirequisite statement for ECON 2B03.
- Deletion of 4 courses that are being replaced with the same courses that are now reintroduced with different course codes and/or level (ECON 3FF3, 3F03, 3U03, 3WW3).
- Updating of departmental notes to emphasize recommended or required coursework.

4. School of Geography and Earth Sciences

- Updating of the Human Geography subfields with new courses and course deletions.
- Change in Admission statement for each of the Combined Honours, Honours and the B.A. programs to require one of GEOG 1HA3 or GEOG 1HB3 for entry. The other 3 units of Level I Geography must be completed by the end of Level 2.
- Addition of the remaining 3 units of Level I Geography into the body of each of the Honours and the B.A. programs (if applicable).
- Minor adjustments to the Notes to account for course additions and deletions.
- All course changes are reported through the Faculty of Science.

5. Department of Health, Aging & Society

- Change in the Program Plan name of Honours Gerontology and Another Subject to Honours Aging and Society and Another Subject to align more closely with the Department name and to be more appealing to students.
- Change in the Program Plan name of Honours Health Studies and Another Subject to Honours Health and Society and Another Subject to align more closely with the Department name.
- Inclusion of an Honours Health and Society Specialization in Mental Health and Addiction option, to provide a more specific Honours Health and Society degree focus.
- Inclusion of an Honours Aging and Society Specialization in Mental Health and Addiction option, to provide a more specific Honours Aging and Society degree focus.

  The addition of these two specializations also resolves complications with students in the department attempting to follow the minor in Mental

Health and Addiction and having difficulties with the doubling counting of courses.

- Change in Admission statement for each of the existing Honours and Combined Honours and Another Subject programs to require only 3 units of either HLTHAGE 1AA3 or 1BB3 for entry to the respective programs. The other Level I HLTHAGE course must be completed by the end of Level 2.
- Adjustment of the program requirements for each of these programs to account for the completion of the remaining 3 units of the Level I courses (if applicable).
- Updating of the Course Lists in all of the programs and the minors to reflect the addition and deletion of courses.
- Revisions to 15 existing courses (HLTHAGE 1AA3, 1BB3, 2BB3, 2J03, 2K03, 3B03, 3BB3, 3G03, 3N03, 4B03, 4C03, 4D03, 4F03, 4G03, 4H03, 4I03, 4J03, 4L03, 4N03, 4O03, 4P03, 4Q03, 4R03, 4S03, 4T03, 4Z06 A/B) to reflect either minor title changes, minor description changes, or minor prerequisite changes.
- Deletions of the cross listing from 1 existing course (HLTHAGE 3HH3).

6.   Indigenous Studies Program
- Change in Admission statement for each of the Combined Honours, Honours, and the Combined B.A. programs to require only 3 units of Level I Indigenous Studies courses for entry.
- Adjustment of the program requirements for the Combined Honours, Honours and the B.A. programs to account for the completion of the remaining 3 units of the Level I courses (if applicable).
- Updating of course lists and notes for the Combined Honours, Honours and Combined BA programs and the and the minor.
- Addition of 9 new courses (RECONCIL 1A03, INDIGST 2J03, 2U03, 3EE3, 3Q03, 3R03, 4A03, INUTUT 1Z03, 2Z03).
- Revisions to 12 existing courses (INDIGST 2A03, 2B03, 2BB3, 2C03, 2D03, 2F03, 2G03, 2M03, 2MM3, 3G03, 3J03, 3K03) – most of these are prerequisite changes to include the new RECONCIL 1A03 course.
- Deletion of Cross listings for 3 existing courses (INDIGST 3D03, 3E03, 4RI3).

7.   School of Labour Studies
- Updating of course lists and degree requirements for all Combined Honours, Honours and B.A.Labour Studies programs to reflect current offerings.
- Addition of 3 new courses (LABRST 2K03, 3K03, 3L03)
- Revisions to the titles of 3 existing courses (LABRST 1A03, 1C03, 3C03).
- Revisions to the prerequisites of 2 existing courses (LABRST 4C03, 4F03)
- Revision to the course description for LABRST 2C03 to better reflect the content of the course.
- Deletion of 2 courses (LABRST 2E03, 3W03).

8. **Department of Political Science**
- Housekeeping changes to the Notes for the Combined Honours, Honours and B.A. Political Science programs.
- Change in the Admission statement for Honours Political Science Specialization in Public Law and Judicial Studies program to include a minimum GPA requirement of 5.0. This was an oversight and should have been in the Calendar previously.
- Minor change to the program requirements for the Honours Political Science Specialization in Public Law and Judicial Studies program.
- Addition of 5 new courses (POLSCI 2MN3, 3KA3, 4DV3, 4OL3, 4YR3).
- Revisions to the titles of 2 existing courses (POLSCI 2M03, 4SS3).
- Revisions to course descriptions for 10 existing courses to provide greater accuracy (POLSCI 3B03, 3H03, 3J03, 3RF3, 3V03, 4AA6 A/B, 4D06 A/B, 4O06, 4Q06 A/B, 4SS3).
- Revision to the prerequisite for POLSCI 3C03.
- Deletion of 3 existing courses (POLSCI 3X03, 4EP3, 4KD3).
- Updating of Departmental Notes' Fields of Study lists to reflect new course offerings.

9. **Department of Psychology, Neuroscience & Behaviour**
- Adjustment to Course Lists in the Combined Honours and Honours Psychology, Neuroscience & Behaviour BA programs, the Honours Psychology, Neuroscience & Behaviour – Music Cognition Specialization BA and the B.A. Psychology programs to reflect new or deleted course offerings.
- All course changes are reported through the Faculty of Science.

10. **Department of Religious Studies**
- Change in Admission statement for each of the Combined Honours, Honours, and B.A. programs to require only 3 units of Level I Religious Studies courses for entry.
- Adjustment of the program requirements for the Combined Honours, Honours and B.A. programs to account for the completion of the remaining 3 units of the Level I courses (if applicable).
- Change in the program requirements to remove the required units from each of the Fields of Study to provide flexibility of Religious Studies course selection for students.
- Updating of program notes relating to course selection for all Honours and B.A. Religious Studies programs.
- Updates to the courses available for the Minor in Japanese Studies.
- Inclusion of 8 new courses to fill gaps in the department's course offerings in different areas. (RELIGST 1L03, 1R03, 2BF3, 2DS3, 2IR3, 2MT3, 2MW3, 3AU3).
- Revisions to the title of 3 existing courses (RELIGST 2LL3, 2NT3, 3E03).
- Revisions the course description for RELIGST 2BB3 to provide greater accuracy.
- Revision to the prerequisite for RELIGST 3E03.
- Deletion of 1 cross-listed course (RELIGST 2C03).
- Deletion of 7 existing courses (RELIGST 2C03, 2P03, 2W03, 2X03, 2ZZ3, 3J03, 3T03)

11. **School of Social Work**
- Updating of Admission notes, program notes and course lists for the B.S.W. and Honours B.S.W. programs.
- Changes to the program requirements for both the B.S.W. and Honours B.S.W. to reflect course changes
- Addition of 3 new courses (SOCWORK 2CC3, 3L03, 4ZZ3)
- Revisions to 1 existing course (SOCWORK 4R03)
- Deletion of an existing Cross listing (SOCWORK 2B03)
- Deletion of 4 existing courses (SOCWORK 2B03, 3H03, 4B03, 4L03).

12. **Social Psychology Program**
- Addition of new Thematic Areas of Mental Health; Law, Justice, Crime and Deviance; Health and Well-Being; and Family and the Life Course to identify possible thematic paths that students can take through the program.
- Revision to the program requirements to incorporate new course offerings that align with the new Thematic Areas.
- Updates to the Psychology and Sociology course lists and the Multidisciplinary course list to reflect course additions or deletions.
- Addition of 8 new courses to represent the beginning of a move to create thematic streams within the program (SOCPSY 2B03, 2D03, 3A03, 3C03, 3E03, 3F03, 4D03, 4E03, 4MM3).
- Revisions to course description for 4 existing courses (SOCPSY 2YY3, 3B03, 3Y03, 3ZZ3).
- Revisions to prerequisite or style of offering for 5 existing courses (SOCPSY 2K03, 3ZZ3, 4B03, 4IS3, 4IS6 A/B).
- Change in title for SOCPSY 3ZZ3.
- Deletion of 3 courses (SOCPSY 2L03, 2M03, 3D03).

13. **Department of Sociology**
- Addition of 2 new courses (SOCIOL 2UU3, 4MM3)
- Revisions to the style of delivery of 3 existing courses from seminar to lecture courses (SOCIOL 4AA3, 4R03, 4W03).
- Revisions to the course description for SOCIOL 2JJ3.
- Revisions to the prerequisites for 3 existing courses (SOCIOL 2LL3, 4MM6 A/B S, 4PP3).
- Deletion of 1 course (SOCIOL 4VV3).
- Additional clarification to Departmental notes with respect to the Level IV Sociology courses.

14. **Interdisciplinary Minors and Thematic Areas**

Interdisciplinary Minor in Archaeology:
- Change in course titles for 2 courses in the Course List (ANTHROP 2PC3, 2WA3)
- New course added to the Course List (ANTHROP 2HH3)

Interdisciplinary Minor in Globalization:
- Addition of a 4th List – Globalization and Health to appeal to a broader cross-section of students including those in the Honours Bachelor of Health Sciences program.

- Amending of note to indicate that in-progress students who entered minor previously may follow the previous requirements.
- Updating of existing course lists to reflect deletion of courses and the addition of more courses suggested by a variety of departments.

Interdisciplinary Minor in Jewish Studies:
- Updating of course lists to reflect current offerings.
- Updating of location and contact information for Department of Religious Studies.

Interdisciplinary Minor in Social Justice and Inclusive Communities:
- Updating of course lists to reflect current offerings.

Asian Studies and Canadian Studies Thematic Areas

- Updating of course lists to reflect current offerings.

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Admission Requirements

1. Admission from Secondary Schools

All Level 1 programs have enrollment limits and admission is by selection.

A. Ontario

General Requirements (For all Level I Programs)

To be considered for admission, you must satisfy the general requirements of the university and the specific subject requirements for the program to which you applied plus any specified supplementary application/on-line assessment/audition/portfolio required by some programs at the university.

If you are an applicant from an Ontario secondary school you must meet the following minimum requirements:

1. An Ontario Secondary School Diploma (OSSD) with acceptable standing; AND
2. An overall average in completed Grade 12 U and/or M courses which meets or exceeds the minimum set by the specific program to which you applied; AND
3. Satisfactory completion of six Grade 12 U and/or M courses including the subject requirements for your chosen program.

Note: Music External (Conservatory) 4M is acceptable as a credit and the mark obtained can be included in the calculation of your admission average. Alternatively, you may submit certificates from a recognized conservatory of music in Grade 8 practical and Grade 2 theory to your secondary school for one Grade 12M credit.

Admission Average Range

The Admission Average Range used to determine eligibility for consideration is calculated using the best six Grade 12 U and/or M grades, including those for all of the required subjects. **McMaster calculates averages to two decimal points and we do not round up averages. Please Note:** Grade 12 Co-op courses are not eligible to be used as one or more of the required prerequisite courses used to calculate admissibility and/or the admission average. See Early Conditional Admission and Final Admission below for specific details. Estimated cut-off admission average ranges for our Level I Programs can be found at: http://future.mcmaster.ca and click on *Admission Requirements.*

Early Conditional Admission

Early **conditional** admission may be granted annually to qualified applicants with strong academic standing. Early **conditional** admission is based on:

1. six appropriate midterm/interim Grade 12 U and/or M grades, OR
2. at least three final Grade 12 U and/or M grades PLUS enrollment in the appropriate additional three Grade 12 U and/or M courses.
3. In some cases, Grade 11 marks may be considered in extending early conditional offers of admission.

If you do not receive an offer of admission in March, you will automatically be reassessed for admission until May 15 after additional Grade 12 U and/or M grades are received from your secondary school. Due to enrollment limits, McMaster may not be able to consider additional grade data for admission purposes received after May 15.

The University reserves the right to withdraw a conditional offer of admission due to any of the following:

1. You do not meet the minimum final average prescribed for your chosen program; OR
2. You do not receive an OSSD; OR
3. You do not complete six Grade 12 U and/or M courses including all required subjects; OR
4. You do not successfully accept your offer of admission at the Ontario Universities' Application Centre (OUAC) by the response deadline indicated on your offer letter; OR
5. You do not meet any other condition stipulated on your conditional offer of admission; OR
6. You attend a post-secondary institution prior to beginning your studies at McMaster; OR
7. Your offer of admission to the university was secured through fraudulent means. **Please note the University's statements regarding application fraud at the end of the Admission section of this calendar.**

Minimum Final Average

If you are a secondary school applicant who receives a conditional offer of admission, you will be required to achieve an overall average **calculated to two decimal points** (on six (6) final grades including all required courses for your desired program) as indicated on your offer of conditional admission.

If your final average falls below this level (or its equivalent), your offer of admission will be rescinded/revoked and your registration will be cancelled.

The required minimum final average will vary from year to year and by program. This average will be stated clearly on the offer of conditional admission.

Supplementary Application Forms and Extenuating Circumstances Situations

Certain Level I programs ~~such as~~ including Arts & Science, Bachelor of Health Sciences (Honours) ,Integrated Business and Humanities (IBH), Integrated Biomedical Engineering & Health Sciences (iBiomed) (regular and co-op), Engineering 1 (regular and co-op), ~~and~~ Honours Integrated Science and Nursing have **mandatory on-line supplementary application forms or on-line assessments** which must be completed by specific deadline dates. Applicants to Nursing must complete a **mandatory on-line assessment (CASPer™)** on the dates ~~in February~~ as specified each year. See *Application and Documentation Deadlines*, for specific deadline dates. Applicants to Engineering 1 (regular and co-op) and Integrated Biomedical Engineering and Health Sciences (regular and co-op) must complete a **mandatory on-line assessment (2016 © Kira Talent)** ~~on the dates in February~~ by February 1 ~~as specified~~ each year. See *Application and Documentation Deadlines*, for specific deadline dates. Applicants to Integrated Business and Humanities must complete a **mandatory on-line assessment (2016 © Kira Talent) and submit a personal resume** by February 1 each year.

McMaster does not normally use **optional** supplementary application forms. Applicants will be notified if the program they applied to decides to use an optional supplementary application form.

Applicants with special circumstances whose average falls slightly below the required admission average range may forward a letter to the Office of the Registrar, **Admissions** explaining the nature of their extenuating circumstances.

In some cases, the university may request letters of recommendation, personal history or other additional information to aid in the admission process.

Offers of Admission for Secondary School Graduates

Applicants may be eligible for final admission if they have fulfilled the requirements for their OSSD and have final grades in six Grade 12 U and/or M courses. If you fulfill the requirements for your chosen program by the end of February, you may be granted an offer of **final admission**.

The University reserves the right to withdraw an offer of final admission due to any of the following:

1. You do not successfully accept your offer of admission at the Ontario Universities' Application Centre (OUAC) by the response deadline indicated on your offer letter; OR
2. You attend a post-secondary institution prior to beginning your studies at McMaster.
3. Your offer of admission to the university was secured through fraudulent means. **Please note the University's statements regarding application fraud at the end of the Admission section of this calendar.**

Deferral of Admission

McMaster does not normally grant a deferral of an offer of admission unless special extenuating circumstances exist. Each case is evaluated on its own merits.

All requests for deferral of both admission and scholarship should be made in writing to:

> **Office of the Registrar, Admissions**
> McMaster University
> Gilmour Hall 109, 1280 Main St. W.
> Hamilton, Ontario L8S 4L8

by September 1 of the application year, outlining the reasons for the request. If a deferral is granted, it is conditional upon the student not attending a secondary or post-secondary institution during the deferral period.

Subject Requirements for Specific Level I Programs

McMaster University offers the following Level I programs:

Arts & Science I, Automation Engineering Technology 1 (B.Tech.), Automotive and Vehicle Engineering Technology I (B.Tech.), Biotechnology I (B.Tech.), Business I, Chemical & Physical Sciences I, Computer Science I (regular and co-op), Engineering I (regular and co-op), Environmental and Earth Sciences I, Health Sciences I, Humanities I, Honours Integrated Science I, Honours Kinesiology I, Integrated Biomedical Engineering & Health Sciences I (regular and co-op), Integrated Business & Humanities I, Life Sciences I, Mathematics and Statistics I, Medical Radiation Sciences I, Midwifery I, Music I, Nursing I, ~~Process Automation Technology I (B.Tech.),~~ Social Sciences I, and Studio Art I.

<div align="center">ARTS AND SCIENCE I</div>

You are required to complete a **mandatory Supplementary Application Form** which must be submitted electronically via the web at https://artsci.mcmaster.ca/prospective-students/supplementary-application/. The information provided enters into the selection process. A minimum overall average of 88% or higher is required for application consideration.

The following are the minimum Grade 12 U and M requirements:

1. English U
2. One of Advanced Functions U or Calculus and Vectors U (Calculus and Vectors U is strongly recommended)
3. Completion of four additional U or M courses , to total six courses, of which two must be at the U level

<div align="center">AUTOMOTIVE AND VEHICLE TECHNOLOGY I (B.TECH.), BIOTECHNOLOGY I (B.TECH.), PROCESS AUTOMATION TECHNOLOGY I (B.TECH.)</div>

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Calculus and Vectors U

3. Chemistry U
4. Physics U
5. Completion of two additional U or M courses to total six courses

Note: *Applicants are also expected to have completed Advanced Functions U.*

<p align="center">BUSINESS I</p>

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Two of Advanced Functions U, Calculus and Vectors U, and Mathematics of Data Management U
3. Completion of three additional U or M courses to total six courses

Note: *Applicants without Calculus and Vectors 4U will be required to take an equivalent Calculus course in Level 1. Applicants without Data Management U will be required to take an equivalent Stats course in Level 1.*

<p align="center">COMPUTER SCIENCE I, COMPUTER SCIENCE I CO-OP</p>

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Calculus and Vectors U
3. Two of: Biology U, Chemistry U, Physics U, Earth and Space U, Computer and Information Science M (or Computer Science U), or Computer Engineering M (or Computer Engineering Technology M)
4. Completion of two additional U or M courses to total six courses

Note: *Applicants are also expected to have completed Advanced Functions U.*

<p align="center">ENGINEERING I, ENGINEERING I CO-OP</p>

Admission to Engineering 1 (regular and co-op) is by selection. A minimum ~~overall average of 87% or higher~~ average range in the high 80s is required for application consideration. Applicants must complete a **mandatory on-line assessment (2016 © Kira Talent)** ~~on the dates in February~~ by the February 1 deadline as specified each year. See *Application and Documentation Deadlines*, for specific deadline dates.

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Calculus and Vectors U
3. Chemistry U
4. Physics U
5. Completion of two additional U or M courses to total six courses

Note: *Applicants are also expected to have completed Advanced Functions U.*

<p align="center">ENVIRONMENTAL AND EARTH SCIENCES I</p>

The following are the minimum Grade 12 U and M requirements:

1. English U
2. One of Advanced Functions U or Calculus and Vectors U
3. One of Biology U, Chemistry U
4. One of Advanced Functions U, Biology U, Calculus and Vectors U, Chemistry U, Physics U
5. Completion of two additional U or M courses to total six courses

<p align="center">HONOURS HEALTH SCIENCES I</p>

The selection method is by consideration of academic and a **mandatory on-line Supplementary Application Form (due mid-February) submitted electronically via the web; details at https://bhsc.mcmaster.ca/.** A minimum overall average of 90% or higher is required for application consideration. The Supplementary Application must be completed and submitted on-line by the specified deadline date. A review of the mandatory Supplementary Application is a very important component of the admission process. Applicants who do not complete the Supplementary Application will not be considered for admission.

The following are the minimum Grade 12 U and M requirements:

1. English U
2. One of Advanced Functions U, Calculus and Vectors U, or Mathematics of Data Management U
3. Biology U
4. Chemistry U
5. One U or M non-math/non-science course (**Note:** courses in technological education, science or mathematics are not acceptable)
6. Completion of one additional U or M course in any subject area to total six courses

<p align="center">HUMANITIES I</p>

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Completion of additional U or M courses to total six courses

The Faculty of Humanities strongly recommends that you select at least one Grade 12 U or M course from Humanities subjects (Art, Drama, English, French, Français, other languages, History and Music). **Note:** In addition to Requirement 1 above, Biology U is strongly recommended for students planning to enter a Cognitive Science of Language program.

HONOURS INTEGRATED SCIENCE I

Candidates are required to complete a mandatory **Supplementary Application Form** which must be submitted electronically via the web at **http://www.science.mcmaster.ca/isci/prospective-students**. The information provided in the supplementary application enters into the selection process. Only applicants with high academic standing will be selected. Successful candidates must present a minimum average in the high 80's.

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Advanced Functions U
3. Calculus and Vectors U
4. Two of Biology U, Chemistry U, Physics U
5. Completion of one additional U or M course to total six courses

HONOURS KINESIOLOGY I

The following are the minimum Grade 12 U and M requirements:

1. English U
2. One of Advanced Functions U or Calculus and Vectors U
3. Biology U
4. Completion of three additional Grade 12 U or M courses to total six courses. Grade 12 U courses strongly recommended include Calculus and Vectors U and Exercise Science U. Applicants without Calculus and Vectors MCV4U will be required to take an equivalent Calculus course in Level I.

INTEGRATED BIOMEDICAL ENGINEERING AND HEALTH SCIENCES (IBEHS) I /
INTEGRATED BIOMEDICAL ENGINEERING AND HEALTH SCIENCES (IBEHS) I CO-OP

Admission to Integrated Biomedical Engineering and Health Sciences 1 (regular and co-op) is by selection. A minimum overall average of 90% or higher is required for application consideration. Applicants must complete a **mandatory on-line assessment (2016 © Kira Talent)** ~~on the dates in~~ by February 1 as specified each year. See *Application and Documentation Deadlines*, for specific deadline dates. The following are the minimum Grade 12 U and M requirements:

1. English U
2. Calculus and Vectors U
3. Biology U
4. Chemistry U
5. Physics U
6. Completion of one additional U or M course to total six courses

INTEGRATED BUSINESS AND HUMANITIES I

Admission to Integrated Business and Humanities 1 is by selection. A minimum overall average of 88% or higher is required for application consideration. Applicants must complete a **mandatory on-line assessment (2016 © Kira Talent)** by February 1 each year. The following are the Minimum Grade 12 U and M requirements:

1. English U
~~1.~~2. Calculus and Vectors U
~~2.~~3. Data Management U
~~3.~~4. Completion of three additional U and M courses to total six courses.

Note: *Applicants are also expected to have completed Advanced Functions U.*

LIFE SCIENCES I

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Advanced Functions U or Calculus and Vectors U
3. Biology U
4. One of Advanced Functions U, Calculus and Vectors U, Chemistry U or Physics U
5. Completion of two additional U or M courses to total six courses

MATHEMATICS AND STATISTICS I

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Advanced Functions U
3. Calculus and Vectors U
4. Completion of three additional U or M courses to total six courses

MEDICAL RADIATION SCIENCES I

Students considering the Medical Radiation Sciences I program should refer to the *Regulations for License to Practice and Functional Demands* in the Medical Radiation Sciences program in the *Faculty of Science* section of this calendar.

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Advanced Functions U
3. Calculus and Vectors U
4. Biology U
5. Chemistry U
6. Completion of one additional U or M course to total six courses

NOTE: *Effective September 2018, admission to Level II of the Medical Radiation Sciences - Radiation Therapy Specialization will be suspended. Reinstatement of the program will be reviewed on an annual basis. A decision regarding future continuation will be made no later than September 2020.*

MIDWIFERY I

Places in the Midwifery program are very limited and the admission process is highly competitive. Admission to the Midwifery Education Program is by selection. **Application to the Midwifery program must be completed by February 1**. In recent years an average range in the mid to high 80's has been required to move forward to the admissions interview stage. Interviews are by-invitation only.

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Biology U
3. Chemistry U
4. Completion of additional U or M courses to total six courses
5. To be eligible to apply students must obtain a minimum grade of 75% in each of the three required courses listed in points 1, 2, and 3 above AND an overall average, including the required courses, that is acceptable to the Program.

MUSIC I

The academic requirements are the same as for Humanities I. In addition, applicants to Music I or to the B.A. in Music must successfully complete a **music audition/examination** consisting of:

1. Demonstration of technique (a level equivalent to at least honours standing in Grade 8 of the Royal Conservatory of Music)
2. Performance (approximately 20 minutes duration) of two or three varied pieces of your choice (approximately Grade 8 honours level), including at least one from the 20th century
3. Ear test appropriate to the Grade 8 performance level
4. Written examination on rudiments of theory (Grade 2 level)
5. Interview

For comprehensive details, visit **https://sota.humanities.mcmaster.ca/undergraduate-programs/music/**

Auditions take place between February and April. You must make arrangements with the School of the Arts for your audition at **sota@mcmaster.ca.**

NURSING I

NURSING CONSORTIUM (CONESTOGA)

NURSING CONSORTIUM (MOHAWK)

Students interested in a McMaster (B.Sc.N.) Nursing degree have **three location options: McMaster University, Mohawk College or Conestoga College**. Each of the three sites offers the four-year program which uses the problem-based learning and small group tutorial educational model. For more information about the Mohawk and Conestoga College sites refer to the B.Sc.N. (A) Stream the School of Nursing, *Faculty of Health Sciences* portion of the Calendar. For full application instructions see http://fhs.mcmaster.ca/nursing/education_undergrad_bscn.html as well as the *Application Procedures* section of this Calendar.

Admission to Nursing 1 at all sites is by selection. A minimum overall average of 85% or higher is normally required for application consideration. Additionally, applicants to Nursing must complete a **mandatory on-line assessment (CASPer™)** on the dates in February as specified each year. ~~Test dates for 2017 are February 16 and February 26.~~

The following are the minimum Grade 12 U and M requirements:

1. English U
2. One of Advanced Functions U, Calculus and Vectors U, Mathematics of Data Management U
3. Biology U
4. Chemistry U
5. Completion of two additional U or M courses to total six courses

The selection method is by academic qualifications (minimum overall average range of 85% or higher is required for consideration) and a **mandatory, online, 90-minute computer-based assessment of personal characteristics called CASPer™**. Applicants who do not complete the CASPer™ test will not be considered for admission.

Health requirements for admission to Nursing 1: During the registration process, you must file with the University information pertaining to your state of health and immunization. Detailed instructions will be provided after acceptance into the program.

Students considering the Nursing 1 program should refer to the document Requisite Skills and Abilities for nursing practice in Ontario at the College of Nurses of Ontario www.cno.org.

<u>CHEMICAL & PHYSICAL SCIENCES I</u>

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Advanced Functions U
3. Calculus and Vectors U
4. Chemistry U
5. Physics U
6. Completion of one additional U or M courses to total six courses

<u>SOCIAL SCIENCES I</u>

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Completion of additional U or M courses to total six courses

Advanced Functions U or Calculus and Vectors U is strongly recommended for students planning to enter programs in Economics or Psychology, Neuroscience and Behaviour. Biology U is recommended for students planning to enter a program in Psychology, Neuroscience and Behaviour.

<u>STUDIO ART I</u>

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Completion of additional U or M courses to total six courses

McMaster offers Studio Art as a direct-entry level I program leading to a Bachelor of Fine Arts (BFA) degree. Admission to this program is by selection and requires a **mandatory portfolio interview** with the School of the Arts http://sota.mcmaster.ca/undergraduate/studio_art.html.

You must make arrangements for your portfolio interview with the School of the Arts at **sota@mcmaster.ca.**

B. Other Canadian Provinces and Territories

Subject Requirements for Level I Programs

In addition to the minimum requirements below, satisfactory completion of the specified subject requirements for the program to which you applied is also required. Please refer to our website **http://future.mcmaster.ca** for more details.

Averages used to determine eligibility for admission and residence are calculated to two decimal points based on the minimum provincial requirements, including the prerequisite courses for the program to which you have applied.

Early Conditional Admission

Applications are reviewed for conditional admission as soon as all required documents, with sufficient course and grade data, are received by the Office of the Registrar, Admissions. All Canadian applicants should ensure that their **schools** (vs. the Provincial Ministry for those provinces where transcripts are issued by the Ministry), **forward interim/midyear school grade reports** showing marks for all courses taken during the Grade 11 and 12 years as well as all course registrations for the current academic year, as soon as they are available. The terms and conditions of the offer of admission are stated clearly on the offer letter. The Provincial Ministry final transcript confirming final grades and graduation status will be required at the end of the school year. **Students from all other provinces where transcripts are issued by their high schools should have their schools forward the appropriate interim and final transcripts confirming graduation.**

Applicants are required to meet the following minimum requirements including the specified subject requirements (not listed below) for their chosen program. For a complete listing of our specific course requirements by province and Level I program you may refer to our web site: **http://future.mcmaster.ca/admissions/admission-requirements/**

Alberta, Northwest Territories and Nunavut

Grade 12 high school diploma with five acceptable academic courses numbered 30 or 31, including English Language Arts 30-1.

British Columbia and Yukon

Grade 12 high school diploma with four acceptable Grade 12 academic courses (or equivalent), including English 12 or English 12 First Peoples. The Provincial Exam in English 12 or English 12 First Peoples is required and the blended mark with the reported high school grade will be used to calculate averages. **In addition, students must achieve a passing grade in English 12/English 12 First Peoples in the Provincial Examination.**

Manitoba

Grade 12 high school diploma with five acceptable Grade 12 academic courses numbered 40A or 40S, including one of English 40S or Anglais 40S.

New Brunswick

Grade 12 high school diploma with five acceptable Grade 12 academic courses numbered 120, 121, or 122, including English 121 or 122.

Newfoundland and Labrador

Grade 12 high school diploma with eleven acceptable Grade 12 academic credits at the 3000 level, including English 3201.

Nova Scotia

Grade 12 high school diploma with five acceptable Grade 12 academic courses (university preparatory Academic or Advanced), including English 12.

Prince Edward Island

Grade 12 high school diploma with five acceptable Grade 12 academic courses numbered 611 or 621, including English 621.

Québec

Grade 12 Diploma with six acceptable Grade 12 academic courses in the 600 series including English
OR
Year I CEGEP with twelve appropriate academic courses, including two English/Anglais 603 courses. Students completing Year II or III CEGEP who will or have achieved the DEC may be considered for advanced credit in their chosen program. The *côte de rendement* (R Score) is used for admission consideration.

Saskatchewan

Grade 12 high school diploma with five acceptable Grade 12 academic courses numbered 30, including both English A30 and B30.

C. International Baccalaureate Diploma

Applicants who have completed or will be completing the International Baccalaureate Diploma will be considered for admission to Level I, provided the completed diploma program includes the subject requirements of the program desired. Advanced credit of up to 18 units of study will be considered for Higher Level (HL) courses based on the achievement of final IB Diploma grades of 5 or greater.
For more information please refer to **http://future.mcmaster.ca/admission/admission-requirements/**

D. Advanced Placement (A.P.) Courses/Examinations

Applicants who have completed AP courses will be considered for admission to a Level I program. Applicants who have completed A.P. exams through the College Board in acceptable courses and achieve a minimum grade of 4 will be considered for up to 18 units of advanced credit. **PLEASE NOTE:** A.P. results from students who have completed the examinations as a challenge and have not taken the course at high school will not be considered as having completed the required prerequisite courses for admission consideration. For all students who have completed the full AP courses and the examinations through the College Board, an official copy of the final *Advanced Placement Examination Results Report* from the College Board is required as part of the advanced credit evaluation process.
For more information please refer to **http://future.mcmaster.ca/admission/admission-requirements/**

E. Other International Secondary School Qualifications

See the admission requirements for applicants from the more common international educational systems below. For all other education systems from around the world, please visit our website for the specific minimum requirements for your country's educational system. Required subjects would be the same as required for Ontario and other Canadian students:
future.mcmaster.ca/admission/admission-requirements/
Applicants must arrange for official high school transcripts to be sent to McMaster University directly from their high school well in advance of the session to which they are applying. The equivalent of first-class standing will be required for admission consideration. Documents in a language other than English should be accompanied by notarized English translations. You will be considered for admission on an individual basis and you will not be allowed to attend the University until we have received official evidence that all conditions attached to your Offer of Admission have been fulfilled.
McMaster University may require students presenting documents that will form the basis of their admission to the university, from schools outside of North America, to have those documents authenticated via WES Canada http://www.wes.org/ca/index.asp. Students will be supplied with specific information in their official Offer of Admission letter.

American High School Curriculum

Applicants from the continental United States of America or international schools offering the American high school curriculum must satisfactorily complete a secondary school diploma with a minimum overall average of at least 80% in the Grade 12 academic program of an accredited American high school/International American Curriculum high school and must present all prerequisite courses for their chosen program. Admission is competitive and many programs will require grades/averages well above the minimum 80% for admission consideration. For complete requirements for American Curriculum applicants, please visit our website:
future.mcmaster.ca/admission/admission-requirements/
McMaster programs that have specific math and/or science prerequisites require Advanced Placement subjects only for those requirements. Non A.P. courses will not be deemed sufficient to meet the program prerequisites in the math and science subjects for students coming from American style curriculum schools. If applicants believe that their schools' locally developed curriculum in math

and science subjects is equivalent to all of the topics covered in A.P. level courses, then the applicant must provide the Office of the Registrar, Admissions with a detailed and comprehensive syllabus supplied by their school for each course that they are seeking equivalency to A.P. level courses.

American Curriculum applicants must also present results from the Critical Reading and Mathematics components of **SAT I** with a minimum combined score of 1200 (minimum 580 Critical Reading, 520 Mathematics) OR a minimum combined score for the **Redesigned SAT** result of at least 1200 as a combined score with a minimum of 600 in each section OR from **ACT** with a minimum composite score of 27.

General Certificate of Education (G.C.E.)

Applicants from the General Certificate of Education system require a minimum of five G.C.E. subjects **at least** two of which must be at the Advanced A2 Level ~~or at least four Advanced Subsidiary AS Level courses~~ with the balance of the subjects at the IGCSE/GSCE (Ordinary Level). Advanced Level subjects must be appropriate to your chosen program.

Note: Many programs may require a minimum of **three** Advanced A2 Level courses. ~~or at least six Advanced Subsidiary AS Level courses.~~

For program specific requirements please refer to **http://future.mcmaster.ca/admission/admission-requirements/**

Other Countries or Educational Systems

For admission requirements from other education systems, please visit **http://future.mcmaster.ca/admission/admission-requirements/** to view our country-specific Admissions Requirements.

F. Home Schooled Applicants

Home schooled applicants who in addition to their home schooling experience have completed six Grade 12 U and M courses at an Ontario Ministry of Education inspected and approved school, or equivalent courses from another recognized academic jurisdiction may be considered for their program of choice providing they present the appropriate prerequisite courses on official transcripts from accredited schools and meet the required admission average. McMaster University is the sole arbiter of what is considered as equivalent level education and equivalent courses.

All other home schooled applicants may apply for admission consideration to Humanities I or Social Sciences I by presenting the following:

1. List of home school credentials including but not limited to structured curriculum completed through ACE (Accelerated Christian Education Program) or other such programs.
2. Portfolio of written work; normally, evidence of appropriate intellectual maturity is expected.
3. Results of standardized tests such as SAT, ACT. Applicants must also present results from the Critical Reading and Mathematics components of **SAT I** with a minimum combined score of 1200 (minimum 580 Critical Reading, 520 Mathematics) OR a minimum combined score for the **Redesigned SAT** result of at least 1200 as a combined score with a minimum of 600 in each section OR from **ACT** with a minimum composite score of 27.

Interested applicants should contact the Office of the Registrar for further information regarding admission criteria.

G. Prior-Year Secondary School Graduates

Applicants who have previously completed a secondary school diploma and have not attended a post-secondary institution since graduation, may be considered for admission by presenting satisfactory standing in six required Grade 12 U and M courses (or equivalent) as identified in the *Subject Requirements For Specific Level I Programs* section in this calendar.

If you have attended a post-secondary institution after high school graduation, you would not be considered as an applicant from secondary school. See *Admission/Transfer From Post-Secondary Institutions* section in this calendar.

2. Admission/Transfer from Post-Secondary Institutions

A. From Universities

Most McMaster programs have enrollment limits and admission is by selection. Possession of the minimum admission requirements does not guarantee admission. Admission will be considered on a case by case basis and is not guaranteed.

When you transfer to McMaster University, you will normally receive credit for courses in which you have obtained at least a C-standing (as per the McMaster grading scale). Assessment of courses for transfer credit is subject to the guidelines of the individual Faculties.

As a transfer student, you must also satisfy the Residence Requirements set out in the General Academic Regulations section of this Calendar. **The University will not accord to you privileges which would not be granted by your own university.**

Grades obtained in courses taken at another university will not be included in McMaster's Grade Point Average, and, therefore, cannot be used to raise your standing.

If you have been required to withdraw from another university and have fulfilled your period of suspension, you may apply for admission. However, you must present a letter of explanation and clarification concerning your past academic performance. You may also be asked to provide academic documentation for proof of further academic achievement which is both current and relevant.

B. From Colleges of Applied Arts and Technology

Most McMaster programs have enrollment limits and admission is by selection. Possession of the minimum admission requirements does not guarantee admission. Admission will be considered on a case by case basis and is not guaranteed.

See the minimum admission requirements for Level I programs as listed below. You are considered for admission on an individual basis.

For information regarding the amount of available transfer credits when transferring from a College of Applied Arts and Technology, refer to the heading *Transfer Credits* in this section.

Arts and Science

1. Completion of a two or three-year diploma.
2. Successful completion of Grade 12 English U and one of Advanced Functions or Calculus and Vectors U.
3. Admission is by selection upon review of the mandatory supplementary application and college and high school transcripts to determine eligibility.

Note: Exceptional grades are normally required for admission consideration.

Bachelor of Technology

Automotive and Vehicle Engineering Technology I

Biotechnology I

~~Process~~ Automation Engineering Technology I

1. Completion of a two or three-year diploma program in a related discipline.
2. A minimum cumulative GPA between 3.0 (75%) and 3.2 (80%).
3. Direct entry into Level III may be possible for graduates of specific three-year Advanced Diploma programs. All related diploma programs are considered on a case-by-case basis.
4. Completion of Grade 12 Calculus and Vectors U, Chemistry U and Physics U.

B. Tech. (Degree Completion Program)

1. Applicants to the Bachelor of Technology Degree Completion Programs must demonstrate successful completion of a related, advanced diploma from an Ontario College of Applied Arts and Technology, or equivalent, with a minimum of 75% cumulative average.
2. Applicants with 70% or greater in related, advanced diploma post-secondary academic programs may be admitted to the Certificate programs.
3. **Applicants who graduated more than 10 years ago from related advanced diploma post-secondary academic programs will be considered on a case by case basis for admission.**
4. **All applicants to the B.Tech. Degree Completion Programs are required to complete and submit an on-line supplementary form (in lieu of a resume) as part of the application/admission process:** http://mybtechdegree.ca/supplementaryform.html

Business

1. Completion of a minimum of a two or three-year diploma
2. A cumulative GPA of at least 80% or better.
3. Successful completion of two Grade 12 Advanced Functions U Grade 12 Calculus & Vectors U or Grade 12 Math of Data Management U course.

Chemical and Physical Sciences

1. Completion of a minimum of a two or three-year diploma program.
2. A minimum cumulative GPA of 80%.
3. Completion of Grade 12 Advanced Functions U, Calculus and Vectors U, Chemistry U and Physics U.
4. Admission is by selection upon review of high school and college transcripts to determine eligibility.
5. Application will be reviewed for transfer credits.

Computer Science (Regular and Co-Op)

1. Completion of a minimum of a two-year Engineering Technician or three-year Technologist diploma program.
2. A minimum cumulative GPA of 80%.
3. Successful completion of Grade 12 Calculus and Vectors U and two of Grade 12 Earth & Space Science U, Computer Engineering Technology M, Computer & Information Science U or M, Biology U, Chemistry U or Physics U.

Engineering (Regular and Co-Op)

1. Completion of a three-year Engineering Technology diploma program.
2. A cumulative GPA of at least 85% or better.

3. Successful completion of Grade 12 Calculus and Vectors U, Chemistry U and Physics U.
4. Successful applicants may be eligible for up to 30 units of transfer credits. Technician programs are not recognized as eligible for admission consideration to Engineering I.

Environmental and Earth Sciences

1. Completion of a minimum of a two-year diploma.
2. A minimum cumulative GPA of at least 80%.
3. Completion of Grade 12 Advanced Functions U or Calculus and Vectors U; and Biology U or Chemistry U; and one of Advanced Functions U, Calculus and Vectors U, Biology U, Chemistry U or Physics U.
4. Admission is by selection upon review of high school and college transcripts to determine eligibility.

Bachelor of Health Sciences (Honours)

Admission is not assessed based on CAAT achievement. It is based on high school admission criteria only.

Humanities

1. Completion of a Certificate program or at least one year of work in a diploma program.
2. A minimum cumulative GPA of 80%.
3. Transfer credit will be reviewed on a case-by-case basis.

OR

1. Completion of a two or three-year diploma program.
2. A minimum cumulative GPA of 75%.
3. Application will be reviewed for transfer credit.

Honours Integrated Sciences

Admission is not assessed based on CAAT achievement. It is based on high school admission criteria only.

Honours Kinesiology

1. Completion of a minimum of a two or three-year diploma program.
2. A minimum cumulative GPA of 88%.
3. Successful completion of Grade 12 courses in Advanced Functions U or Calculus and Vectors U; and Biology U.
4. Admission is by selection upon review of high school and college transcripts to determine eligibility.

Note: All students accepted into this program will be required to complete the Level I required Kinesiology courses.

Integrated Biomedical Engineering and Health Sciences (Regular and Co-op)

Admission is not assessed based on CAAT achievement. It is based on high school admission criteria only.

Integrated Business and Humanities

Admission is not assessed based on CAAT achievement. It is based on high school admission criteria only.

Life Sciences

1. Completion of a minimum of a two or three-year diploma program.
2. A minimum cumulative GPA of 88%.
3. Completion of Grade 12 Advanced Functions U or Calculus and Vectors U; and Biology U; and one of Advanced Functions U, Calculus and Vectors U, Chemistry U or Physics U.
4. Admission is by selection upon review of high school and college transcripts to determine eligibility.

Mathematics and Statistics

1. Completion of a minimum of a two or three-year diploma program.
2. A minimum cumulative GPA of 80%.
3. Completion of Grade 12 Advanced Functions U and Calculus and Vectors U.
4. Admission is by selection upon review of high school and college transcripts to determine eligibility.

Medical Radiation Sciences

Admission is not assessed based on CAAT achievement. It is based on high school or prior university degree study admission criteria only. Students with the appropriate admission criteria who have also completed a two or three-year college diploma program with a minimum Grade Point Average of at least 80% may be considered for up to 6 units of unspecified credits for the college work.

Note: *Effective September 2018, admission to Level II of the Medical Radiation Sciences - Radiation Therapy Specialization will be suspended. Reinstatement of the program will be reviewed on an annual basis. A decision regarding future continuation will be made no later than September 2020.*

Midwifery

For admission requirements see Midwifery Program (B.H.Sc.) in the *Faculty of Health Sciences* section.

Music

1. Completion of a three year diploma program in Applied Music from Mohawk College.
2. A minimum cumulative GPA of 75%. (Audition will be waived and, depending on grades achieved, applicants may receive up to 63 units of advanced credit.)

Nursing

1. Completion of an approved Ontario one-year certificate in Pre-Health sciences as full-time studies .See approved Pre-Health college programs at: http://future.mcmaster.ca/admission/admission-requirements
2. Applicants who have completed previous university degree studies will NOT be considered based on a previous or subsequent Pre-Health certificate from college.
3. A minimum cumulative GPA equivalent to the required high school admission average of 3.4 (85%).
4. Completion of at least two semesters in length and includes at least one full (two semesters) or two half courses in each of Biology, Chemistry, English and Mathematics. Applications will not be considered from applicants who possess credit only in the required subjects.
5. The selection method is by academic qualifications (minimum overall average range of 85% or higher is required for consideration) and a **mandatory, online, 90-minute computer-based assessment of personal characteristics called CASPer™**. Applicants who do not complete the CASPer™ test will not be considered for admission.
6. Transfer credit will not be granted for any pre-health science courses.

Social Sciences

1. Completion of a Certificate program or at least one year of work in a diploma program.
2. A minimum cumulative GPA of 80%.
3. Transfer credit will be reviewed on a case-by-case basis.

OR

1. Completion of a two or three-year diploma program.
2. A minimum cumulative GPA of 75%.
3. Application will be reviewed for transfer credit.

Studio Art (B.F.A.)

1. Completion of a Certificate program or at least one year of work in a diploma program.
2. A minimum cumulative GPA of 80%.
3. Transfer credit will be reviewed on a case-by-case basis.

OR

1. Completion of a two or three-year diploma program.
2. A minimum cumulative GPA of 75%.
3. Application will be reviewed for transfer credit.
4. Submission of a mandatory Portfolio is required. Selection for the program will be based on a combination of the Portfolio interview quality of college and high school grades and relevance of previous college work to the program. Please review portfolio requirements on the School of the Arts website: **http://sota.mcmaster.ca/undergraduate/studio_art.html**

C. University Graduates Applying for a Second Bachelor's Degree

All programs have enrollment limits and Aadmission is by selection. If you have a first non-Honours degree, you may apply to take an Honours second degree in the same subject area or a second degree in another discipline. Please note the following exceptions: B.Arts Sc.(Arts & Science), B.Com. (Bachelor of Commerce), B.Com. (Honours), B.H.Sc. (Bachelor of Health Sciences (Honours)), B.Sc. (Honours) in Integrated Science (ISCI), Honours B.Sc. Kinesiology, Integrated Biomedical Engineering and Health Sciences, Integrated Business and Humanities and any Honours Multimedia program cannot be done as second degree programs. The requirements are set out in the *General Academic Regulations* section of this Calendar.

If you wish to enter a Second Bachelor's Degree in a subject area from the Faculty of Science, please note that admission to all limited enrollment programs, with the exception of Medical Radiation Sciences I, may not be possible. Second Degree applicants to all Science programs, except Medical Radiation Sciences I, are not eligible to apply to or be admitted to any of the other first year Science programs. Second Degree applicants must have already completed all first year requirements for the second year program they wish to apply to, with the exception of Medical Radiation Sciences I. See *Limited enrollment Programs* in the *Faculty of Science* section of this Calendar for a list of programs. Please contact the Office of the Associate Dean of Science (Academic) for further information (see the *Application Procedures* section).

If you are a McMaster graduate or potential graduate, you may be able to use the McMaster University returning Student application (see the *Application Procedures* section).

D. Continuing Students

At McMaster, a *Continuing Student* is defined as a graduate from an undergraduate program, who wishes to take more undergraduate courses, either out of general interest or to upgrade or obtain courses required for future applications to graduate studies or other professional programs. To be eligible to take courses as a Continuing Student you will be expected to have an undergraduate university

degree and at least a C average, with no failures, in your final year's work (or the equivalent, in the case of a degree taken through part-time studies), and academic records which are satisfactory to the Department and the Office of the Associate Dean of the appropriate Faculty. *Please Note: not all courses are available to Continuing students and course prerequisites for selected courses must be met. Also note that admission as a Continuing student does not guarantee registration in courses of interest to the student.

McMaster Graduates

If you are a graduate of a McMaster undergraduate degree program and wish to become a Continuing Student, you do not need to apply for admission. Graduates who have not attended courses for more than two years will need to contact the Office of the Registrar prior to attempting to enrol for courses.

Graduates from Other Universities

As a Continuing Student with a non-McMaster degree, you must apply formally for admission in the first instance. In subsequent sessions, you will only be required to enrol.

Acceptance as a Continuing Student carries no implications with respect to acceptance in the School of Graduate Studies. If you plan to proceed to a graduate degree you should apply directly to the specific department of your program of interest.

E. From Six Nations Polytechnic

McMaster University, along with four other universities, partnered with Six Nations Polytechnic to offer university courses in the community of Six Nations. The courses offered are eligible for transfer credit at any of the universities within the consortium. For more information please contact the Indigenous Student Services at 905-525-9140, ext. 27459 or indigservices@mcmaster.ca.

F. From Post-Secondary Institutions with Religious Affiliation

Undergraduate general academic studies taken at colleges with religious affiliation that are member institutions of specific accredited associations will be considered for admission and transfer credit on a case by case basis. Applicants from a non-accredited postsecondary institution with religious affiliation will be considered for admission based on completion of a Grade 12 high school diploma.

3. Other Categories of Admission

A. Part-time Admission

Students interested in beginning studies on a part-time basis should review the requirements and information found in the following sections of this Calendar:

- Admission Requirements
- Application Procedures
- General Academic Regulations
- Sessional Dates
- Program descriptions found in the specific Faculty sections

Applicants who wish to pursue undergraduate studies on a part time basis at McMaster must meet one of the admissions criteria outlined in the sections above. If applicants do not meet any of these criteria, they may qualify for *Mature Student Admission* as outlined under the heading *Mature Student Admission* below.

Detailed information can be found on our website: **http://future.mcmaster.ca/admission/process/105pt**.

B. Mature Students (Admission)

If you do not qualify for admission consideration under one of the above categories, McMaster will assess your eligibility as a mature student. You may be considered for limited admission, provided both of the following conditions are satisfied:

1. You have not attended secondary school or college on a full-time basis for at least two years.
2. You have never attended university.

Applicants admitted as mature students will not be granted transfer credit. Programs in the Faculties of Humanities and Social Sciences have no specific course requirements for mature student admission. The following Level I programs have specific course requirements that mature applicants must present from secondary school, as outlined:

- **Business I:** requires one Grade 12 U Mathematics course (or equivalent).
- **Chemical and Physical Sciences I:** requires satisfactory standing in four Grade 12 U mathematics and science courses (or equivalent) as specified under the heading *Subject Requirements For Specific Level I Programs*.
- **Environmental and Earth Sciences I:** requires satisfactory standing in three Grade 12 U mathematics and science courses (or equivalent) as specified under the heading *Subject Requirements For Specific Level I Programs*.
- **Life Sciences I:** requires satisfactory standing in three Grade 12 U mathematics and science courses (or equivalent) as specified under the heading *Subject Requirements For Specific Level I Programs*.
- **Mathematics and Statistics I:** requires satisfactory standing in two Grade 12 U mathematics courses -- Advanced Functions U and Calculus and Vectors U as specified under the heading *Subject Requirements For Specific Level I Programs*.

- **Midwifery I: does not offer mature admission directly to the program.** However, students interested in Midwifery may be admitted as a mature student to another program in order to complete a minimum of six university courses (18 units) in their program of admission before applying to the Midwifery Education Program.
- **Nursing I does not offer mature admission directly to the program.** However, students interested in Nursing may be admitted as a mature student to another program in order to complete university prerequisite courses for later consideration for admission to Nursing I. Possession of the minimum admission requirements does not guarantee an offer of admission. Contact the School of Nursing for more details.

The following programs do not admit under the category of Mature Students: Arts & Science I, Automotive and Vehicle Technology I (B.Tech.), Biotechnology I (B.Tech.), Computer Science I, Engineering I, Health Sciences I, Honours Integrated Science I, Honours Kinesiology I, Integrated Biomedical Engineering and Health Sciences I, Integrated Business and Humanities I, Medical Radiation Sciences I, and Process Automation Technology I (B.Tech.).

If admitted to a program as a mature student, you may register to take up to 18 units of course work (normally Level I courses) during the Fall/Winter session with no more than nine units in each term (three courses). Within the first 18 units, mature students will be limited to taking three units in each term of the Spring/Summer session.

Upon completion of 18 units, your performance will be reviewed according to the general academic regulations of the university. (See Level I *Registration and Academic Standing Requirements under General Academic Regulations*).

C. Visiting Students (Letter of Permission - For Credit at Another University)

If you are a student currently attending another university, you may apply to take McMaster courses for credit at your own/home institution. Please note, not all courses are available for credit outside McMaster and all are subject to enrollment limits, so it is important that all applicants adhere to McMaster application deadlines.

You must initially apply through the Ontario Universities' Application Centre (OUAC) and **send your Letter of Permission and an official transcript from your home institution directly to the Office of the Registrar, Admissions**. Upon receipt, your transcript will be reviewed to ensure you have met the prerequisites for courses you plan to take at McMaster. **Approval of your application as a Visiting Student does not guarantee your enrollment in a course**.

Subsequent requests to take courses on a Letter of Permission do not require another application; however you must send an updated Letter of Permission and a current official transcript from your home institution to the Office of the Associate Dean of the Faculty offering the course at McMaster. If you are attempting to register in courses offered by more than one Faculty, you must obtain approval from each Office of the Associate Dean.

D. Graduates of McMaster Certificate/Diploma Programs

If you have completed certificate or diploma programs from McMaster, you may be granted advanced credit up to maximum specified by Undergraduate Council upon successful completion of the certificate/diploma program. Faculties will take into account the subject matter of both the certificate and degree programs. The credit will normally be applied against your elective courses. For more information concerning the amount of advanced credit granted, please refer to the *Certificate and Diploma Programs* section of this Calendar.

E. Post-Degree Students

If you are a university graduate or a person with professional qualifications who wishes to take one or more graduate courses but not proceed to an advanced degree, you may apply to McMaster as a post-degree student. To enroll as a post-degree student, you must apply to the appropriate departments and have your admission and registration approved by the School of Graduate Studies for each session in which you wish to take courses. You will register and pay fees as a graduate student.

Acceptance as a post-degree student carries no implications with respect to admission to advanced degrees, and even if such admission is granted subsequently, credit toward the advanced degree will not normally be granted for the work previously taken.

F. Listeners

If you are uncertain about degree courses, you may register as a listener in a degree course, but not for credit. You attend all classes, but do not complete any of the essays, tests and other formal requirements. You do not receive a grade for courses that you attend. Some students have eased their way into degree study with this option, subsequently applying for admission and enrolling in further courses for credit. Please note not all courses are available to Listeners. Please see **http://www.mcmaster.ca/bms/student/index.htm** for any applicable fees. For more information please contact the Office of the Registrar.

Written permission to attend must be obtained from the instructor delivering the course. An I.D. card cannot be issued until permission has been obtained.

G. Enrichment Program for Secondary School Students

If you are an outstanding Grade 12 student and wish to enroll in a university-level course while completing Grade 12 U and M courses in your final year of study, you may apply for the Enrichment Program. For more information contact the Office of the Registrar at (905) 525-4600.

H. Former McMaster Degree Students (Returning Students)

Readmission

If you are a former McMaster student who voluntarily withdrew from an undergraduate program **more than five years ago** (and have not attended another university or completed a college diploma elsewhere) and you wish to return to your studies, then you must apply for Readmission. Students from the School of Nursing must apply for Readmission regardless of time elapsed following voluntary withdrawal.

If you were enrolled (have a record of course enrolment) within the last five years and you left the university in good academic standing (and have not attended another university or completed a college diploma elsewhere), then it is not necessary for you to apply for Readmission. Normally, you will be permitted to enrol in your previous program or another program for which you qualify. You must contact the Office of the Registrar directly in order to have your status reactivated prior to enrollment: (905) 525-4600.

Reinstatement

See the *General Academic Regulations* section in this Calendar.

Second McMaster Degree

See *University Graduates Applying for a Second Bachelor's Degree* in this section of the Calendar.

Continuing Studies

See Continuing Students in this section of the Calendar.

4. Transfer Credits

A. General Policy on the Transfer of University Course Credits

To facilitate program completion by undergraduate students seeking to transfer course credit from an accredited university to McMaster, the University has implemented the following principles:

1. Acceptance of transfer credits from accredited universities shall be based on the recognition that, while learning experiences may differ in a variety of ways, their substance may be essentially equivalent in terms of their content and rigour. Insofar as possible, acceptance of transfer credit shall allow for the maximum recognition of previous learning experience in university-level courses;

2. Subject to degree, grade and program requirements, any course offered for credit by an accredited university shall be accepted for credit by McMaster when there is an essential equivalency in course content. However, no course for which a grade of less than C- (60%) has been achieved will be considered.

3. Evaluation of all possible transfer credits available at the time of admission must be completed within one year of the date of admission to the University.

B. From Colleges of Applied Arts and Technology

Normally, if you are a well-qualified graduate of a three-year program and the college work is appropriate to your chosen university program, you could receive up to 30 units of transfer credit. If you have completed a two-year program and performed well, transfer credit will be reviewed on a case-by-case basis.

Credit beyond this may be given on an individual basis where the college and university programs are in similar areas, and where your academic record warrants special consideration.

In the granting of credit, attention will be given to:

1. your performance in the college program;
2. the duration of the college program;
3. the program taken at the college and the program to which entry is sought;
4. your secondary school record.

Each case will be considered individually on its own merits for the program desired.

C. Advanced Credit

Subject to the discretion of the Faculty, advanced credit may be granted if you have completed the International Baccalaureate (I.B.) Diploma, the Advanced Placement (A.P.) Program and the College Board examinations or the General Certificate of Education (G.C.E.) and you have met the minimum requirements prescribed. Advanced credit may shorten your degree program at McMaster.

D. Credit in Courses by Special Assessment (Challenge Examinations)

If you have acquired knowledge at a different type of institution or in a manner that makes assessment of your qualifications difficult, you may be permitted to seek degree credit through special assessment (Challenge for Credit).

Challenge for credit is not intended to give credit for skills or knowledge gained through high school, college or previous university instruction. The special assessment may include one or more of the following: written examinations, papers, essays, submissions of a substantial body of work, or portfolios, or laboratory tests. Credit can be granted only for those courses listed in the current McMaster calendar. Not all courses in all disciplines are available for challenge. Faculties and departments are free to determine which, if any, of their courses are open for special assessment. Challenges are assessed on a pass/fail basis. The passing grade for a challenge appears on the transcript as COM (Complete) and is not used in computing averages or evaluating honours or scholarship standing, but is counted as a course attempt. Unsuccessful attempts will be noted on the transcript. Special Assessment is not available for a course taken previously and a course may be attempted only once by special assessment. Once you have registered for a course by such means (known as challenge exams) the registration may not be cancelled and you may not withdraw from the course. Waivers of prerequisites only (ie. no degree credit) will be at the discretion of the department.

5. English Language Proficiency

If you have been asked to meet our English Language Proficiency requirement, you must demonstrate English language proficiency by achieving the minimum requirements as specified by McMaster. The university reserves the right to require applicants with an English Language Proficiency score disparate from their English prerequisite subject grade to present further evidence of achievement. .You may review acceptable tests of English Language Proficiency and minimum score requirements on our web site **http://future.mcmaster.ca/admission/admission-requirements/language/**. It is your responsibility to make all arrangements regarding the writing of the English Language Proficiency tests and to have the official score report forwarded to the Office of the Registrar, Admissions directly from the testing center in a timely manner.

At the discretion of the university, you may be exempted from this requirement if you meet one of the following requirements:

    i.   Attended immediately prior to application to McMaster, in full-time academic studies (non-ESL), an accredited Secondary School (High School) or Post-Secondary College in an English-speaking country for at least ~~three~~ four years, **OR**

    ii.   Attended immediately prior to application to McMaster, in full-time academic studies (non-ESL), an accredited English medium Secondary School (High School) or Post-Secondary College for at least ~~three~~ four years,* **OR**

    iii.   Attended immediately prior to application to McMaster, in full-time academic studies (non-ESL), an accredited English medium University for at least one year, **OR**

    iv.   Resided in an English speaking country for at least four years immediately prior to application to McMaster.

*Please note that the Undergraduate MD program requires a minimum of three years of study at an English-medium university. More information about the admission requirements for Medicine at McMaster can be found at: **http://www.fhs.mcmaster.ca/mdprog**.

Statements for Application Fraud

If McMaster concludes based on reasonable grounds that the applicant has falsified any information presented to the University as part of his or her application, without limiting any other rights of McMaster available at law, McMaster reserves the right to revoke the offer and, subject to applicable law and University Policy, to terminate a student's registration.

Without limiting McMaster's General Statement on Collection of Personal Information and Protection of Privacy, please take note that McMaster University collects and retains personal information of applicants for admissions to McMaster University under the authority of The McMaster University Act, 1976. This information may be used for the administration of admissions and registration and, subject to McMaster University policies (as may be amended or revoked from time to time), McMaster may disclose any evidence of misrepresentation, fraud or falsification of admissions documentation to other educational institutions, to government agencies, to law-enforcement agencies and to other relevant third parties. The information you provide on any application for admissions will be protected and used in compliance with *Ontario's Freedom of Information and Protection of Privacy Act (RSO 1990)* and will be disclosed only in accordance with this Act. If you have any questions about the collection and use of this information please contact the University Registrar, University Hall, Room 209, Student Records, Gilmour Hall, Room 108, or the University Secretary, Gilmour Hall, Room 210, McMaster University.

Bridging Program: McMaster English Language Development Diploma (MELD) Program

Department of Linguistics and Languages (Faculty of Humanities)

Phone: (+1) 905.525.9140 Ext. 23718

Email: meld@mcmaster.ca

Web: http://meld.mcmaster.ca

Students who meet the academic admission requirements for their choice of Level 1 program, but do not meet McMaster's English Language Proficiency requirement may be admitted to the MELD bridging program which has been developed for international students, providing them with a supportive environment in which they can succeed. The diploma is a two-term, full-time intensive bridging program in English language development, acculturation and engagement.

Students accepted into MELD are given a conditional offer of admission to their program of choice, pending successful completion of the MELD diploma. Once the diploma in MELD has been successfully completed, the student may register in the program to which

he/she was given conditional admission and will have completed 6 units of degree credit courses in Linguistics that may be applied as electives to that program. In exceptional circumstances, MELD will consider transfers from other McMaster programs.

Program

Term 1 (September - December)

- MELD 1A03 - Academic Writing and Integrity
- MELD 1B03 - English Phonetics and Pronunciation
- MELD 1C03 - Academic Reading and Listening Skills
- MELD 1D03 - Social Perspectives on Language
- LINGUIST 1Z03 - Sounds, Words & Meaning in Modern English (degree credit course)

Term 2 (January - April)

- MELD 1AA3 - Advanced Academic Writing
- MELD 1BB3 - Advanced Speaking and Presentation Skills
- MELD 1CC3 - Advanced Academic Reading Skills
- MELD 1DD3 - Academic Success
- LINGUIST 1ZZ3 - Sentence & Communication Structure in Modern English (degree credit course)

Please visit meld.mcmaster.ca for more information or email meld@mcmaster.ca.

McMaster English Readiness for Graduate Excellence Certificate

MERGE (the McMaster English Readiness for Graduate Excellence Certificate) is an intensive 10-week summer Academic English preparatory program, intended for graduate and professional students. Admission requirements include successful completion of an undergraduate degree and English language proficiency minimum requirements of **TOEFL iBT 90** or **IELTS 6.5** (with minimum category requirements). Target English proficiency upon program completion will be an **IELTS score of 7-7.5** or **Common European Framework Reference for Languages (CEFR) level C2.1**, in keeping with graduate English proficiency admission requirements. Students in MERGE will complete a program that includes intensive practice of academic English (listening, reading, writing, speaking), with an emphasis on professional development. The MERGE certificate does not require current or conditional admission to a McMaster University graduate program and program completion does not guarantee admission to a graduate program of study in and of itself. As a stand-alone program, the MERGE certificate coursework cannot be utilized for advanced standing or credit towards degree studies.

Certificate Requirements

- MERGE 100 - Advanced Reading and Writing for Graduate Studies (6 units)
- MERGE 200 - Advanced Listening and Speaking for Graduate Studies (3 units)
- MERGE 300 - Presentation Skills & Lecture Series   (3 units)
- MERGE 400 - Professional Development (3 units)

Application Procedures

HOW TO APPLY

1. Determine the appropriate application form and/or procedures. (See *Categories of Admission* below.)
2. Determine application deadline. (See *Application and Documentation Deadlines* in this section.)
3. Refer to the Admission Requirements and specific Faculty sections of this Calendar for further information.
4. Complete and submit your application as directed.
5. Submit all required documentation to McMaster. (See *Documents* in this section.)
6. Once your application has been received, McMaster's Office of the Registrar, Admissions will provide you with an acknowledgment of receipt of your application plus further instructions/details about tracking your application.

1. Categories of Admission

A. Current Ontario High School Students

You should complete the 101 application if you meet ALL of the following requirements:

- You are taking courses during the day at an Ontario secondary school (this includes students returning for second semester and graduated students returning to upgrade one or more courses)
- You have not, at some point, been out of secondary school for more than seven consecutive months
- You will have received or expect to receive your Ontario Secondary School diploma (OSSD) with six 4U/M courses at the end of the current year
- You have not attended a postsecondary (college/university/career college) institution
- You are applying to the first year of an undergraduate degree program or diploma program at an Ontario university
- You are under 21 years of age.

Use the ~~Compass~~ Undergraduate 101 on-line application at **www.ouac.on.ca/101/**. Please consult with your secondary school guidance office regarding this application process.

B. All Other Canadian High School Students

If you are currently attending secondary school outside of Ontario or have recently completed a secondary school diploma in any Canadian province or territory

- Use the OUAC 105D on-line application at **www.ouac.on.ca/105/**.

C. High School Students with International Qualifications

If you are currently attending or have recently completed a secondary school program outside of Canada and you are not a Canadian citizen nor Permanent Resident of Canada

- Use the OUAC 105F on-line application at **www.ouac.on.ca/105/**.

D. University/College Transfer/Continuing Students

If you are currently registered in or have completed an undergraduate degree program at another university and wish to attend McMaster **OR**

If you are currently registered in or have attended or completed a college diploma program and wish to attend McMaster

- Use the OUAC 105 on-line application at **www.ouac.on.ca/105/**. Applicants residing in Canada (Canadian citizens, permanent residents or applicants studying in Canada on a student permit or other visa) should use the **105D** form. Applicants currently residing outside of Canada who are not Canadian citizens nor Permanent Residents should use the **105F** form.

E. Nursing Consortium Programs

If you are interested in applying to McMaster's Nursing (B.Sc.N). program at the Mohawk College or Conestoga College sites

- Apply on-line through the Ontario College Application Services (OCAS) at **www.ocas.on.ca/**.

F. Previous McMaster Degree Students (Returning Students)

1. **Readmission:** If you are a former McMaster student with a record of course enrolment, who was in good standing and who voluntarily withdrew from an undergraduate program more than five years ago (providing you have not attended another university nor received a college diploma since last registered at McMaster). If you are a former Nursing student, you must apply for readmission regardless of the amount of time that has elapsed. Apply on-line at: **future.mcmaster.ca/admission/process/returning/**
2. **McMaster Second Degree:** If you are a McMaster graduate or potential graduate at the end of your current academic term and wish to pursue a second undergraduate degree (providing you have not attended another university nor received a college diploma since last registered at McMaster).

- Use the McMaster Returning Student Application to apply on-line
  at **future.mcmaster.ca/admission/process/returning/**
3. **Reinstatement:** If you are a former McMaster student who was required to withdraw from studies at McMaster.
   - Obtain the *Reinstatement Request Form* from the Office of the Registrar, Gilmour Hall, Room 108, McMaster University, Hamilton, Ontario, L8S 4L8.
4. **Continuing Student:** If you are a McMaster graduate from an undergraduate program and wish to become a Continuing Student.
   - You do not need to apply for admission.

G. Visiting Students (Letter of Permission - For Credit at Another University)

If you are currently enrolled at another university and wish to attend McMaster to take courses on a Letter of Permission for credit at that university

- Use the OUAC 105 on-line application at www.ouac.on.ca/105/ ~~to apply for full-time studies~~.
- ~~Use the *Part-Time Degree Studies* application to apply on-line (to McMaster only) at **future.mcmaster.ca/admission/process/105pt/** to apply for part-time studies.~~

H. Part-Time Degree Studies at McMaster Only

If you wish to begin undergraduate studies on a part-time basis (enrolled in less than 18 units of study)

- Use the OUAC 105 on-line application at www.ouac.on.ca/105/.

I. Post-Degree Studies

If you wish to register as a post-degree student (taking graduate courses but not proceeding to an advanced degree)

- Contact the Graduate Studies Office, Gilmour Hall, Room 212, McMaster University, Hamilton, Ontario, L8S 4L8 for information on how to apply to the appropriate academic department(s).

J. Medical Program

See the heading *Admission Policy for the Medical Program* in the *Faculty of Health Sciences* section of this Calendar.

2. Documents

A. Required Documents

A complete application includes: an application form, relevant transcripts and all other documentation stipulated in the *Admission Requirements* and specific Faculty sections of this Calendar, in letters from the appropriate Faculty and/or in letters from Office of the Registrar, Admissions.

You must provide McMaster with ~~official~~ transcripts of marks and/or certificates from all secondary and post-secondary institutions you have attended. An official transcript is a signed and sealed record of academic achievement issued and sent by an academic institution directly to McMaster University, Office of the Registrar, Admissions. An official transcript is a signed and sealed record of all academic achievement issued and sent by an academic institution directly to McMaster University, Office of the Registrar, Admissions.

If you are currently attending secondary school, please see your guidance counselor to request that your transcript be sent by your school to McMaster. If you have previously attended secondary school in another province, you may need to submit a request for a transcript containing your secondary school marks from the Ministry or Department of Education in that province.

Where documentation from a school outside of Canada is in a language other than English, you must provide official transcripts in the original language as well as official, notarized English translations.

If McMaster concludes based on reasonable grounds that the applicant has falsified any information presented to the University as part of his or her application, without limiting any other rights of McMaster available at law, McMaster reserves the right to revoke the offer and, subject to applicable law and University Policy, to terminate a student's enrolment.

Without limiting McMaster's General Statement on Collection of Personal Information and Protection of Privacy, please take note that McMaster University collects and retains personal information of applicants for admissions to McMaster University under the authority of The McMaster University Act, 1976. This information may be used for the administration of admissions and registration and, subject to McMaster University policies (as may be amended or revoked from time to time), McMaster may disclose any evidence of misrepresentation, fraud or falsification of admissions documentation to other educational institutions, to government agencies, to law-enforcement agencies and to other relevant third parties. The information you provide on any application for admissions will be protected and used in compliance with Ontario's Freedom of Information and Protection of Privacy Act (RSO 1990) and will be disclosed only in accordance with this Act. If you have any questions about the collection and use of this information please contact the University Registrar, University Hall, Room 209, Student Records, Gilmour Hall, Room 108, or the University Secretary, Gilmour Hall, Room 210, McMaster University.

B. Retention of Documents

All documentation submitted in support of your application for admission **becomes the property of the University and is not returnable**.

If you are not accepted, or you fail to enroll following acceptance, your documentation will be destroyed at the end of the admissions cycle. If you reapply, you must submit any new academic information in addition to the documentation submitted previously.

3. Application and Documentation Deadlines

All programs have enrolment limits and may become full prior to published deadlines. Therefore, applying early and submitting all of the required documentation in support of your application in a timely manner may improve your chances of consideration for admission. **Application fees are non-refundable so we strongly advise you to review our admission requirements carefully before applying**, to determine your academic eligibility for consideration for admission. See the *Admission Requirements* section of this Calendar for information about the academic requirements. The University reserves the right, at its sole discretion, not to accept, process or adjudicate applications or amendments to applications to any program at any time.

Equal consideration Deadline - February 1

Fall and Winter Terms

PROGRAM	APPLICATIONS	MANDATORY SUPPLEMENTARY APPLICATIONS
Arts & Science	February 1	February 1
Biomedical Discovery & Commercialization (Level III entry)	February 1	February 1
Engineering 1 (Regular and Co-op)	January 15	Kira© Assessment Assessment dates available February 1 to February 14 after payment via: http://www.eng.mcmaster.ca/future/apply.html
Health Sciences I	January ~~15~~17	Mid February Details at http://bhsc.mcmaster.ca
Health Sciences (Above Level I)	April 1	Early May Details at http://bhsc.mcmaster.ca
Honours Integrated Science I	February 1	February 1
Integrated Biomedical Engineering & Health Sciences 1 (Regular and Coop)	January ~~15~~17	February 1 On-line Kira© Assessment ~~Assessment dates available February 1 to February 14 after payment via:~~ ~~http://www.eng.mcmaster.ca/IBEHS/admissions.html~~
Integrated Business & Humanities	February 1	February 1 On-line Kira© Assessment ~~Assessment dates available mid-December-February 1~~
Midwifery (including submission of all ~~official~~ transcripts)	February 1	N/A
Physician Assistant (including submission of all official transcripts) **Note:** Program not open to International Applicants. Program open to Canadian citizens and present Permanent Residents of Canada only.	February 1	February 1
Social Work	December 1	~~February~~March 1

Nursing I: Secondary School Applicants	February 1	CASPer™ Assessment ~~Two a~~Available dates for mandatory participation: ~~February 16, 2017 and February 26, 2017~~January 24, 2018 and February 11 and 22, 2018 For full detail regarding required the CASPer™ Assessment: http://nursing.mcmaster.ca/prospective-students/admission ~~http://nursing.mcmaster.ca/education_undergrad_bscn.html~~
Nursing university transfer applicants from programs other than Nursing and applicants from college pre-health programs (including submission of all official transcripts)	February 1	CASPer™ Assessment ~~Two a~~Available dates for mandatory participation: ~~February 16, 2017 and February 26, 2017~~January 24, 2018 and February 11 and 22, 2018 For full detail regarding required the CASPer™ Assessment: http://nursing.mcmaster.ca/prospective-students/admission ~~http://nursing.mcmaster.ca/education_undergrad_bscn.html~~
Nursing Basic-Accelerated Stream (above level I) (including submission of all official transcripts)	February 1	CASPerTM Assessment ~~Two a~~Available dates for mandatory participation:January 24, 2018 and February 11 and 22, 2018 ~~February 16, 2017 and February 26, 2017~~ For full detail regarding required the CASPerTM Assessment: http://nursing.mcmaster.ca/prospective-students/admission ~~http://nursing.mcmaster.ca/education_undergrad_bscnaccel.html~~

All Other McMaster Programs for Fall and Winter Terms

*February 1 – Equal consideration deadline. All applications to first-year Level I programs from current secondary school applicants (with no previous postsecondary experience) received on or before February 1, with all supporting official **documentation received no later than February 15**, will be given equal consideration in the admission process.

Post-February 1 – All applications will be considered on a first-come, first-served basis depending on the availability of space in the program.

April 1 – The final date to apply for admission and submit all required documentation for admission consideration is April 1. This final deadline applies to all International and Domestic applicants.

	APPLICATION DEADLINE	SUPPORTING DOCUMENTATION DEADLINE
Ontario High School Applicants (Recommended)	January ~~11~~17	April 1
Equal Consideration Deadline*(see above)	February 1	February 15
Domestic Applicants	April 1	April 1
International Applicants	April 1	April 1
B.Tech. Degree Completion Program Only - January Entry	November 15	November 15

Spring/Summer Term

	DOMESTIC DEADLINE	INTERNATIONAL DEADLINE
May Entry (Term 1 or 3)	April 1	April 1
Supporting Documentation for May Entry	April 1	April 1
June Entry (Term 2)	May 15	May 15
Supporting Documentation for June Entry	May 15	May 15

Former McMaster Students: Re-admission / Re-instatement Deadlines for Fall and Winter Terms

	DOMESTIC DEADLINE	INTERNATIONAL DEADLINE
Re-instatement Deadline	June 30	June 30
Re-admission Deadline	July 15	July 15
Nursing Deadline	February 1	February 1

Academic Counselling for Admitted Students

If you are offered admission to a program at McMaster, you will be asked to confirm that you have accepted the offer of admission and will attend the University. Your admission ~~package~~ will include information regarding acceptance procedures for the offer of admission, specified deadline for your acceptance and registration procedures. Offer of admission acceptance deadlines specified in your Offer of Admission letter are strictly enforced. Please ensure that you accept your offer of admission as directed well before the specified deadline date.

If you are admitted to Level I, your Faculty may also arrange a visit to the University so you may meet with a Faculty advisor to set up your program. Although attendance at the summer counselling and registration sessions is not compulsory, you are strongly advised to participate. If you cannot attend one of these sessions, counselling will be provided in September.

If you are offered admission above Level I, you may arrange for academic counselling with the Office of the Associate Dean of the Faculty offering the program, or the Office of the Director of the program.

4. Review of Admission and Re-Admission Decisions

No appeal procedure shall be available for decisions on admission or re-admission to the University. Such decisions may be reviewed within the following framework:

a. An applicant to the University who believes that the admission or re-admission decision, or, in the case of a transfer student the decision to grant credits, is incorrect, or based on incorrect or incomplete information, may, **within one week of receiving the decision,** request a review of that decision by writing to the Senior Associate Registrar, Undergraduate Admissions, stating why she/he thinks the decision should be reviewed.

b. The Senior Associate Registrar, Undergraduate Admissions, shall determine whether the information on which the decision was based was incomplete or incorrect and, if so, shall refer the request for review to the appropriate Faculty Committee. That Committee shall make a final decision and report it to the Senior Associate Registrar, Undergraduate Admissions, who shall then convey the decision in writing to the student. The Senior Associate Registrar, Undergraduate Admissions may, at his/her discretion, supply reasons.

Enquiries: Application Procedures

Please direct your enquiries about Application Procedures to:

Office of the Registrar, Admissions
Gilmour Hall, Room 109
McMaster University
Hamilton, Ontario, L8S 4L8
Telephone: (905) 525-4600
http://ask.mcmaster.ca

McMaster University

December 2017

TO: Undergraduate Council

FROM: Susan Searls Giroux
           Vice-Provost, Faculty

RE: 2015-16 and 2016-17 IQAP Cyclical Program Reviews

INTRODUCTION

The purpose of Institutional Quality Assurance Process (IQAP) program reviews is to assist academic units in clarifying their objectives and to assess curriculum and pedagogical policies, including desirable changes for future academic development. Although the primary objective for these reviews is the improvement of our academic programs, the processes that we adopt are also designed to meet our responsibility to the government on quality assurance. The process by which institutions meet this accountability to the government is outlined in the Quality Assurance Framework (QAF), developed by the Ontario Councils of Academic Vice-Presidents (OCAV). Institutions' compliance with the QAF is monitored by the Ontario Universities Council on Quality Assurance, also known as the Quality Council, which reports to OCAV and the Council of Ontario Universities.

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

All program review reports (including self studies, review team recommendations, departmental responses, and dean's implementation plans) are submitted to McMaster's Quality Assurance Committee, a joint committee of Undergraduate and Graduate Councils. The Quality Assurance Committee assesses all submitted reports and prepares a Final Assessment Report (FAR) for each program review conducted during the previous academic session. Each FAR:

- Identifies significant strengths of the program;
- Addresses the appropriateness of resources for the success of the program;
- Identifies opportunities for program improvement and enhancement;
- Identifies and prioritizes the recommendations;

Undergraduate Council and/or Graduate Council will review this report to determine if it will make additional recommendations.

2015 - 16 IQAP CYCLICAL PROGRAM REVIEWS

The following undergraduate program(s) were reviewed during 2015-16:

Honours Integrated Science (iSci)
Civil Engineering
Computer Science
Mechatronics Engineering
Software Engineering
Engineering & Society
Materials Engineering

2016-2017 IQAP CYCLICAL PROGRAM REVIEWS

The following undergraduate programs were reviewed during 2016-17:

Undergraduate Programs
Art History
Economics
Physician Assistant Education Program
Studio Art

Joint Undergraduate and Graduate Reviews
School of Labour Studies

The Final Assessment Reports for the reviews are attached.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Honours Integrated Science (iSci)

Date of Review: March 3 - 4, 2016

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

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

Executive Summary of the Cyclical Program Review of the Undergraduate

Honours Integrated Science Program (iSci)

In accordance with the Institutional Quality Assurance Process (IQAP), the iSci program submitted a self-study in February 2016 to the Associate Vice-President, Faculty to initiate the cyclical program review of its undergraduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

Two arm's length external reviewers, one from Ontario and one from British Columbia and one internal reviewer were endorsed by the Dean, Faculty of Science, and selected by the Associate Vice-President, Faculty. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on March 3 - 4, 2017. The visit included interviews with the Provost and Vice-President (Academic); Associate Vice-President, Faculty, Director of the School of Interdisciplinary Science and meetings with groups of current undergraduate students, full-time faculty and support staff.

The Director of the School of Interdisciplinary Science and the Dean of the Faculty of Science submitted responses to the Reviewers' Report (July 2016, August 2017). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

Strengths

In their report (May 2016), the review team highlighted the comprehensive and coordinated design and implementation of the program and emphasized the project based, integrated approach. They recognized that a foundation of the iSci program is its underlying philosophy and core set of pedagogical approaches that are shared by the instructional team and students. The program focuses on developing the student as a self-guided learner and creator of information and helps them develop a suite of skills and experiences that prepares them well for a range of professional opportunities. The core goals of the program are very successfully mapped to its articulated learning outcomes. The focus throughout the program on science literacy was identified as particularly unique and well done. Additionally, the reviewers commented on the strength of the instructional team (faculty and staff) both in terms of their formation of community scholars and in their commitment to the scholarship and practice of teaching and learning.

Areas of Improvement

The review team had no major concerns but did identify a potential threat to the stability of the program on several fronts. Specifically they were concerned about the leadership and governance of the program in the newly formed School of Interdisciplinary Science, the stability of the instructional team in terms of both faculty and staff, and the importance of the retention of the associated instructional spaces.

The Dean of the Faculty of Science, in consultation with the Director of the School of Interdisciplinary Science shall be responsible for monitoring the recommendations implementation plan. The details of the progress made will be presented in the progress report and filed in the Associate Vice-Present, Faculty's office.

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

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
iSci needs to appoint a faculty member from SIS to be responsible for the day-to-day operations of the program	The School of Interdisciplinary Science (SIS) was created on January 1, 2016 and with its creation, the iSci program was moved into SIS. From January – May 2016, the operational structure of SIS was established in a collaborative manner with those faculty and staff who had their appointments and positions moved into the School. The members of SIS voted to establish a structure including as Associate Director, Curriculum and Pedagogy and 3 Program Coordinators (iSci, Life Sciences and Medication Radiation Sciences and Medical Physics)	Dr. Maureen MacDonald, Director SIS	April 25, 2016: Retreat for SIS members to discuss proposals for operational structure and terms of reference for positions. April 2, 2016: Revised Terms of Reference for position of Program Coordinator iSci circulated to all members of SIS. May 20, 2016: Dr. Kim Dej elected as Associate Director, Curriculum and Pedagogy June 2, 2016: offer of Appointment of Program Coordinator iSci position to Dr. Carolyn Eyles June 13, 2016: Senate approval of appointment confirmed July 2, 2016: start of

			term as Program Coordinator iSci for Dr. Carolyn Eyles.
iSci program enrolment should not increase.	We thank the reviewers for the recognition of the efforts made to refine the student selection process in iSci and agree that the efforts have resulted in improvement in the match between the students receiving offers and student success in the program. We are committed to offering a high quality, research project focussed program and recognize the restraints in terms of enrolment. We have no intention of expanding beyond the 64 student capacity in each level of iSci but will work with enrolment management to explore the options and potential impacts of different enrolment options in the future.	Dr. Maureen MacDonald, Director SIS	Fall 2016: aim to achieve target of 64 students in level 1 iSci

- Yearly: feedback from iSci Program Coordinator, Associate Director and School Administrator to inform enrolment recommendations to the Associate Dean, Undergraduate |
| iSci needs increased library support. | We recognize the tremendous benefits of the specialized support available to encourage the development of science literacy and communication skills in iSci. We are planning to build on this foundation of success to develop and integrate science literacy in all programs in SIS. As such, we are thankful for the initiative of the University Librarian to continue to provide access to the Thode Services Librarian and to support a 12 month contract for a School of Interdisciplinary Science Librarian through a successful Strategic Alignment Fund application. | Dr. Kim Dej, Associate Director, Curriculum and Pedagogy | -April 2016: provide feedback to posting for a 12 month position as Science Fluencies Librarian

-August 2016: Hiring of Science Fluencies Librarian

-August 2016 – July 2017: work in collaboration with Science Fluencies Librarian to develop materials and instructional programming to |

| | | | support science literacy throughout all SIS programs including iSci.

-January 2017: initiate budget discussions with University Librarian and Dean of Science about feasibility for continued support of science literacy in SIS. |
|---|---|---|---|
| A research project on computer science that involves basic programming should be component of the iSci curriculum | Explore the possibility of developing a computer science research project and to enhance the computer programming opportunities embedded in many aspects of the iSci curriculum. | Dr. Carolyn Eyles, Program Coordinator, iSci | - May 2016: during yearly iSci program review meetings discuss the computational opportunities available in levels 1 and 2 and the provision of relevant data sets to increase integration of computational activities across topics.

-August 2016: form working group to explore computer science and computational opportunities |
| Stability of the Teaching Team needs to be improved. | Part of the formation of SIS was stabilize the commitment of faculty associated with its academic programs. As such, several members of iCore have had their academic appointments | Dr. Maureen MacDonald, Director | - January – April 2016: Faculty appointments for iCore faculty |

		SIS	members transferred to SIS (Eyles, Harvey, Symons).
	transferred to the School. The Director of SIS, in consultation with the Associate Director, the Program Coordinators, and the School Administrator is looking to further stabilize the collaborative teaching commitments from other units in the Faculty of Science. Further stability to iSci teaching team will be considered in future requests for faculty positions.		-January – July 2016: ongoing discussions between M. macDonald and Department Chairs and Directors about establishing more stability for teaching commitments from other units towards iSci. -July 2016 onward: Program Coordinator for iSci to develop 5 year plan for teaching in iSci -Fall 2016 develop 5 year strategic plan for hiring in SIS to systematically submit request to Faculty Appointments Committee for consideration.
iSci should expand its Community Engaged Learning (CEL) initiatives.	We thank the reviewers for highlighting the success of a number of the community based projects linked to iSci and agree with the suggestions to build on this foundation to expand the scope of community engaged learning initiatives.	Dr. Kim Dej, Associate Director, Curriculum and Pedagogy	-January 2016 onward: communication with Dr. Sheila Sammon, Director of Community Engagement, on the topic of Community

| | | | Engagement, Student Leadership & Peer Mentoring in SIS.

-June 2016: Establishment of the Students as Partners Committee as outlined in the SIS Bylaws. This committee will assist in the identification and engagement of SIS students in community-based projects. |
|---|---|---|---|

Dean's Response, Faculty of Science:

The Dean thanks the review team for the report and notes that due to turnover in the Office of the Dean of Science, the response of the Dean has been considerably delayed. The Dean would also like to acknowledge that at the time of both the site visit and the preparation of the program response, she was in the role of Director of the School of Interdisciplinary Science (SIS) and therefore was responsible for the leadership of iSci and the associated IQAP review.

The Dean highlights that under the guidance of its new academic home in SIS, iSci has moved forward with a number of the recommendations including the appointment of a faculty member responsible for the day-to-day operations of the program (iSci Program Coordinator), provision of stability in some areas of the teaching team, particularly in the agreements with Departments in the Faculty of Science for the provision of TA's and instructors and in the hiring and organization of laboratory and administrative staff.

The Dean also notes that the relatively high cost of the program for the number of students served, the year over year declining application rates and the fairly high degree of attrition out of the program (and the difficulties in accommodating these students in other programs due to the unique course structure in iSci) present ongoing concerns to be addressed by the leadership of iSci and SIS.

The Dean encourages the continued expansion of innovations in teaching and learning in iSci to other programs in the Faculty of Science and other Faculties at McMaster; however, also encourages the program to be open to adjustments to their delivery model, resourcing, use of space and collaboration, particularly with the other programs in SIS.

<u>**Quality Assurance Committee Recommendation**</u>

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

FINAL ASSESSMENT REPORT
Institutional Quality Assurance Program (IQAP) Review
Civil Engineering
Undergraduate Program

Date of Review: March 31 – April 1, 2016

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

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

Executive Summary of the Cyclical Program Review of the
Undergraduate Civil Engineering Program

In accordance with the Institutional Quality Assurance Process (IQAP), the Department of Civil Engineering submitted a self-study in January 2016 to the Associate Vice-President, Faculty to initiate the cyclical program review of its undergraduate program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

One arm's length external reviewer from Ontario and one internal reviewer were endorsed by the Dean, Faculty of Engineering, and selected by the Associate Vice-President, Faculty. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on March 31 – April 1, 2016. The visit included interviews with the Provost and Vice-President (Academic); Associate, Faculty, Dean and Associate Dean of the Faculty of Engineering, Chair of the department and meetings with groups of current undergraduate students, full-time faculty and support staff.

The Chair of the department and the Dean of the Faculty of Engineering submitted responses to the Reviewers' Report (October 2016). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

The Final Assessment Report was prepared by the Quality Assurance Committee to be submitted to Undergraduate Council, and Senate (December 2016).

Strengths

In their report (September 2016), the Review Team noted several strengths of the Civil Engineering program:

- High quality undergraduate program
- Forward looking, and innovative with an emphasis on experiential learning
- Program of high value, attracts high-achieving students
- Highly motivated and knowledgeable faculty members
- Five new faculty members added since 2010
- Outstanding group of faculty
- Four endowed chairs and one Canada Research Chair
- The volume of research and publication is outstanding
- 30% of the students in all years of Civil Engineering are on the Dean's Honour List

Areas for Improvement and/or Enhancement

In their report, the reviewers noted that despite improvements over the past five years, there remains room for improvement in teaching effectiveness in some cases. Some instructors would benefit from workshops offered by MIIETL on the newest pedagogical innovations for improving student engagement. Further, work is required to improve the communication skills of TAs, along with effort to improve the knowledge of some TAs in the courses to which they are assigned. Students would also feel better prepared for the job market if more opportunities were available to acquire facility in using analysis and design software and software related to computer graphics for civil engineers, especially AutoCAD. More instruction in the area of transportation is needed but this requires hiring of more faculty with this specialization. Finally, with an eye to future planning, the department's enrolment has increased to saturation over the past five years. Further increases in student numbers would threaten the impressive improvements made over the past five years unless commensurate increases in faculty hires and physical space are provided. Laboratories and their equipment would need to be provided.

The Dean of the Faculty of Engineering, in consultation with the Chair of the Department Civil Engineering shall be responsible for monitoring the recommendations implementation plan. The details of the progress made will be presented in the progress report and filed in the Vice-Provost, Faculty's office.

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

Recommendations

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Attention should be paid to the drop in	Issue will be addressed through a memo to the	Department Chair	Over next 12 months, with continuing

student performance from high school to Year 1 Engineering	Associate Dean, with a cc to the director of Level 1.		evaluation of effectiveness
Consideration should be given to establishing contact between the Department of Civil Engineering and the students in Year 1 of the undergraduate program through teaching of some of the course material in Year 1.	Chair to discuss possible increase in exposure of Civil Engineering to Level 1 students with Director, Level 1.	Department Chair	Over next 12 months, with continuing evaluation of effectiveness
Hires should be made to augment instruction in transportation planning and pavement design.	A Transportation Hire search will be conducted in 2016/17 for July 1/17 start.	Department Chair	Over next 12 months
Consideration should be given to provide more opportunities for students to improve their knowledge of software tools related to analysis and design of civil engineering systems, such as Revit and SAP. Similar improved instruction should be given in the use of civil engineering graphics, such as plans and elevations, and in the use of computer graphics programs, such as AutoCAD.	The issue to be considered by the structural/geotechnical curriculum committee (where Revit, SAP and AutoCAD are most germane) with a general discussion at a future departmental meeting.	Department Chair	Over next 12 months, with continuing evaluation of effectiveness
Attention should be paid to re-evaluating the Capstone project to allow more choice of topics.	Direction has been given to the capstone course instructors to expedite this point.	Department Chair	Over next 12 months, with continuing evaluation of effectiveness
Instructors should be strongly encouraged to use the workshops and individual assistance	Encouragement to fully use MIIETL resources will be done now and over time by the	Department Chair	Over next 12 months, with continuing evaluation of effectiveness

offered by MIIETL to continue to develop their teaching effectiveness.	Department Chair		
The department and Faculty should give attention to improving student awareness in Year 1 of the importance of oral and written language skills in all career options.	Issue will be addressed through a memo to the Associate Dean, with a cc to the Director, Level 1. Year 1 has enhanced reporting requirements of ENG 1P03 and 1C04 to include more report writing.	Department Chair	Over next 12 months, with continuing evaluation of effectiveness.
TAs should be strongly encouraged to improve these skills, as well as their teaching skills, through offerings at MIIETL and with the help of the School of Graduate Studies.	Improvements to the training of TAs will be expedited at the start of the 2016/17 academic year through a mentoring program and workshop offerings. We will also initiate a formal exit evaluation for TAs at the end of each term.	Department Chair	Over the next 12 months, with continuing evaluation of effectiveness.
Student evaluation of individual TA performance should be undertaken by all instructors	The evaluation process for individual TA performance will be expedited for the start of the 2016/17 academic year	Department Chair	Over the next 12 months, with continuing evaluation of effectiveness
Consideration should be given to the optimum number of students to be accepted into Civil Engineering programs.	Ongoing discussions will continue on this issue with the Associate Dean's Office, in the context of lab space, TA resources, technician resources and other constraints	Department Chair	Over the next 12 months, with continuing evaluation of effectiveness
Attention should be paid to providing a more advocacy-based approach in finding appropriate co-op positions	Issue will be addressed through a memo to the Associate Dean with a cc to the Manager of the Engineering Co-op and Career Services office.	Department Chair	Over next 12 months, with continuing evaluation of effectiveness

Dean's Response:

As detailed in the Chair's response, the recommendations in the review have led to a series of on-going discussions and actions within the Department, the major ones of which are the approval of a new Faculty position in Transportation, a discussion surrounding providing further opportunities for enhanced use of advanced software tools in the curriculum (e.g. advanced design and drawing tools), widening of the capstone project experience, increased interaction between instructors and MIETL, and enhanced training of TAs to improve the undergraduate experience. A number of these actions have been completed with the majority being address on an on-going basis. Several other actions, more appropriately addressed at the Faculty level (e.g. an enhanced co-op positions), are also on-going.

Overall, the dean is satisfied with the replies of the department to the concerns raised by the IQAP reviewers.

Quality Assurance Committee Recommendation

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

FINAL ASSESSMENT REPORT
Institutional Quality Assurance Program (IQAP) Review
Computer Science
Undergraduate Program

Date of Review: March 28 – March 29, 2016

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

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

Executive Summary of the Cyclical Program Review of the Undergraduate
Computer Science Program

In accordance with the Institutional Quality Assurance Process (IQAP), the Department of Computing and Software submitted a self-study in January 2016 to the Associate Vice-President, Faculty to initiate the cyclical program review of its undergraduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

One arm's length external reviewer from the Ontario and one internal reviewer were endorsed by the Dean, Faculty of Engineering, and selected by the Associate Vice-President, Faculty. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on March 28 – March 29, 2016. The visit included interviews with the Provost and Vice-President (Academic); Associate Vice-President, Dean and Associate Dean of the Faculty of Engineering, Faculty, Chair of the department and meetings with groups of current undergraduate students, full-time faculty and support staff.

The Chair of the department and the Dean of the Faculty of Engineering submitted responses to the Reviewers' Report (January 2017). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

The Final Assessment Report was prepared by the Quality Assurance Committee to be submitted to Undergraduate Council and Senate (December 2017).

Strengths

The main strengths of the Computer Science program are the following:

- The program has a solid curriculum with a mixture of fundamental courses, experiential learning courses, and electives (10 open and 6 technical). The current curriculum was introduced in 2013/14. It helped reduce the Level 1 to Level 2 attrition from over 50% to about 3%. We expect that the 5 new experiential learning courses (called *practice and experience courses*) will have a major positive impact on the student learning experience. We are still in the process of finding the best way to deliver these innovative courses. The 16 open and technical electives allow our Computer Science students to develop a tailored program that is built on a solid computing foundation. We are encouraging our students to develop (1) program plans for combining computer science with their interests and career aspirations using the electives and (2) portfolios that showcase the work they produce by implementing their program plans.
- The program is attracting well-prepared and highly motivated students.

In their report (April 2016), the Review Team highlighted the additional following strengths of the program:
- The program's "focused approach to training the practice of computer programming and software design".
- The program faculty and staff are concerned with "how the [students] are taught and how they learn".
- The experiential *practice and learning courses* that provide students with hands-on experience with computer programming are "well thought out and offers a forward thinking approach to engaging [the] students in their education".
- The program prepares students both for employment immediate after graduation and for graduate studies in computing.
- The program faculty are actively reaching out to industry and local schools.
- The program is supported by a faculty that includes "some very strong researchers, in a variety of research areas".
- The program faculty are rich in international diversity.
- The program has a deep candidate pool.
- The Computer Science program is being monitored by the same learning-outcomes process used for the Department's Mechatronics and Software Engineering programs.

Areas for Improvement and/or Enhancement

The main areas for improvement of the program are the following:

- Some of the required courses in the Computer Science program must be combined with required courses of the Software Engineering program. In 2015/16 there were 11 of these combined courses of these combined required courses with 200-300 students. Not only are these courses very large, they include two very different cohorts of students. The CS students have a higher admission average than SE students, take three computing courses in Level 1 versus the single course SE students take in Level 1, and have a lower course load than SE students (5 versus 6-7 course per term). As a result, the CS students are under challenged, while the SE students are over challenged. This is directly reflected in the course evaluations: An instructor who teaches a combined required course nearly always receives a significantly higher rating from the CS student than from the SE students with a CS Question 1 mean that is often 1 – 2 points higher than the SE Question 1 mean. 7 of the 11 combined required CS and SE courses will be taught separately in 2017/17 at the price of hiring more sessional lecturers.
- The Department's undergraduate student to faculty ratio is 34.4. As a result, nearly all the courses in the CS program are large. The combined required CS and SE courses mentioned above usually have about 240 students; uncombined CS required courses have about 80 students; and most technical electives have about 50 students.
- The department does not have a sufficient number of technical electives in the application areas of computer science. The department does not have the expertise in the Department faculty to teach important application courses like computer graphics, machine learning, and artificial intelligence, nor does the Department have the teaching capacity to deliver a larger number and range of technical electives.
- The student experience is being diminished by the large number of courses that are being taught by sessional lecturers: 6 required courses and 6 technical electives in the CS program will be taught by sessional lecturers in 2016/17.

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

- The main areas for improvement expressed in the report are the "lack of applications of computing topics" and research activities to "entice and attract students to seek graduate studies".
- The program should provide the students more opportunities to do cutting edge research as part of their undergraduate experience.
- The preparation of the Computer Science students is not in alignment with the preparation of Software Engineering students, which causes a "limit to the depth that more advanced material can be covered for computer science students."
- The heavy use of sessional lecturers "on an ad hoc basis signals a unit that is stretched and has challenges in teaching its programs."

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

Recommendations

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
More of an effort to include undergraduate students in research, coupled with more incentives to attract students into graduate studies.	The Faculty is working on this for all of its undergraduate programs. We are working on implementing a portfolio program for Computer Science students, which could include a research component when appropriate.	CAS Associate Chair for Undergraduate Studies.	March 2017
A more visible and prominent approach to internationalization	The Faculty is working on this for the entire Faculty. We could include an internationalization component in the CS portfolio program that capitalizes on the rich international diversity of the CAS faculty and the high number of foreign students in McMaster's CS program. (25% of the CS students entering Computer Science 1 next fall are from outside of Canada).	CAS Associate Chair for Undergraduate Studies	March 2017
The enrolment is capped at 50 students for CS. If the department wishes and has the resources an increase in the number of CS students may be appropriate	We do not have the teaching capacity to raise the Computer Science enrolment without decreasing the enrolment of our other undergraduate programs. We would like to put our Computer Science and Software Engineering programs into balance by increasing the CS intake per year from 50 to 90 and decreasing the SE intake per year	CAS Chair	March 2017

	from 130 to 90.		
A recommendation in the previous cycle was to align the CS curriculum more closely with the SE curriculum. This remains an issue.	The CS and SE curricula have been as closely aligned as they can be at Levels 2 – 4. Alignment is needed at Level 1, but this is impossible since SE students begin in the Engineering 1 program.	Done	
A comment that has been raised repeatedly by faculty is the lack of sufficient teaching assistant support. This appears to be an area where a modest investment in additional teaching assistants would ease the stresses of holding large classes.	The Faculty has significantly increased the Department's TA budget so that we will be able to hire 115 graduate and 52 undergraduate TAs in 2016/17. (We hired 103 graduate and 27 undergraduate TAs in 2015/16). It will be very challenging to find appropriate students to fill all of these TA positions. For that reason, a further increase of the TA budget will likely not have much of an impact.	Done.	
The use of sessional instructors on an ad-hoc basis should be closely monitored to ensure quality and consistency.	Every sessional lecturer will be assigned a full-time faculty member of the Department to serve as a teaching mentor. Moreover, the Department's Undergraduate Curriculum and Policy Committee will monitor the delivery of the courses at the end of each term and give feedback to the sectional lecturers.	CAS Chair	September 2016
Programming courses	This has already been	Done	

should be sectioned so that CS students could be instructed at their appropriate level.	done for the 7 of the 11 combined required Computer Science and Software Engineering courses. To section the remaining 4 courses would require hiring 4 more sessional lecturers so that we have 26 instead of the current 22.		

Faculty Response:

As detailed in the Chair's response, the recommendations in the review have led to a series of discussions within the Department of Computing and Software (CAS) and the Faculty focused on such items as reduction of class sizes or splitting of the current combined CompSci and Software Engineering course, expansion of the program due to its high demand, the incorporation of undergraduate students in research, internationalization, TA support, and issues with a large number of sessional instructors. The vast majority of the recommendations are currently being addressed or have been completed by the Department and include such items as the splitting of combined CompSci and Software Engineering courses and closer monitoring of session faculty to ensure a high quality of instruction. Unfortunately, some of the recommendations, such as increasing the alignment between the Level 2 CompSci and Software Engineering student backgrounds, cannot be implemented due to the common Engineering 1 entry year at McMaster.

Overall, the dean satisfied with the replies of the Department to the concerns raised by the IQAP reviewers.

Quality Assurance Committee Recommendation

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

FINAL ASSESSMENT REPORT
Institutional Quality Assurance Program (IQAP) Review
Mechatronics Engineering
Undergraduate Program

Date of Review: March 31 – April 1, 2016

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

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

Executive Summary of the Cyclical Program Review of the Undergraduate Mechatronics Engineering Program

In accordance with the Institutional Quality Assurance Process (IQAP), the Department of Computing and Software submitted a self-study in January 2016 to the Associate Vice-President, Faculty to initiate the cyclical program review of its undergraduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

One arm's length external reviewer from the United States and one internal reviewer were endorsed by the Dean, Faculty of Engineering, and selected by the Associate Vice-President, Faculty. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on March 28 – March 29, 2016. The visit included interviews with the Provost and Vice-President (Academic); Associate Vice-President, Faculty, Dean and Associate Dean of the Faculty of Engineering, Chair of the department and meetings with groups of current undergraduate students, full-time faculty and support staff.

The Director of the program and the Dean of the Faculty of Engineering submitted responses to the Reviewers' Report (January 2017). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

The Final Assessment Report was prepared by the Quality Assurance Committee to be submitted to Undergraduate Council, and Senate (December 2017).

Strengths

In their report (April 2016), the Review Team highlighted the following strengths of the program:
- The program is in line with the university's priorities (identified in the President's letter), and in particular, *interdisciplinarity* (which is one of the components of the first priority) is one of the main characteristics of the program.
- The program is very popular. Very strong students are admitted to the program (as evident from high admission requirements) and they continue to excel academically (as evident from the Dean's/Provost's honor list as well as students' GPA).
- Within each department (and in particular Computing and Software Department), the professors involved are aware of the program details, as far as their department is concerned.
- The Chair of the Computing and Software Department is familiar with all components of the program (including the courses offered by other departments). The Chair is aware of most of the strengths of the program, and some of its weaknesses.
- Learning outcomes (set by CEAB) are measured in great detail, and the results of all measured attributes are very encouraging.
- The professors teaching the courses are, in general, doing a great job in delivering the course material and motivating the students.
- The program includes some of the most popular courses among the students (especially due to their relevance to the current job market).
- Accessibility of open labs for those students who are interested to work on hands-on projects.
- The Department of Computing and Software has plans to address some of the weaknesses of the program.
- The Computing and Software Department has good initiatives for the students (in all programs), in line with the university's priorities.

Areas for Improvement and/or Enhancement

The Review Team noted some areas for improvement for the program:

- Some of the courses delivered by different departments overlap significantly.
- A lack of mechanical system design courses was noted.
- Additional foundational software courses, including algorithms and data structures, and supporting foundations for the current operating systems course would be considered very valuable, while the value of the thermodynamics course as students currently have to take it was questioned.

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

Recommendations

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
1. A committee consisting of the representatives from four departments involved in offering the program should be created to govern the program and address its weaknesses. The Associate Chairs for Undergraduate Programs of the four departments would be the most appropriate representatives to serve on this committee.	The committee of the undergraduate associate chairs exists "automatically" informally; the CAS department is communicating with all involved departments to establish further enhancements to the governance of the Mechatronics programme.		
2. The departments involved in mechatronics course offerings should take action to address the overlap between some of the courses.	CAS Chair will work with the chairs of other department to ensure better communication between instructors of mechatronics courses. Also mechatronics curriculum committee will revisit the course description to avoid unnecessary overlap between courses.	CAS Chair and CAS Associate Chair for Undergraduate Studies	September 2017
3. In order to further grow the program (if such growth is of strategic interest to the university), more resources will be needed in some labs.	CAS Chair submitted a request to the Faculty of Engineering of additional funds of about $309K to renew and expand the labs. An increase by 20 places for Fall 2017 is currently in the works.	Dean's Office and CAS Chair	September 2017

4. A better management of space allocated to the labs, students and professors will become increasingly important in the near future. Therefore, it is recommended that the department revisits its current space allocation priorities.	CAS Chair has developed a space allocation policy and is negotiating with the faculty concerning space for the growth in the Mechatronics Engineering programme.	CAS Chair	It is being discussed with the Faculty of Engineering and the Mechanical Engineering Department.
5. It is desirable to have a mechanism in course evaluation process to separate the results obtained from mechatronics students (it would be good to do the same for all different programs whose students attend the same class).	Some courses are already split into separate sections (2S03) or in the process of being split (MECHENG 2B03). We plan to incrementally assign separate course numbers also for courses that are still co-taught.	CAS Associate Chair for Undergraduate Studies.	September 2017
6. To evaluate the effectiveness of some initiatives such as mentorship program and involving the undergraduate students in research activities, it is important to come up with some measurable success criteria.	The mentoring program for Computer Science students has not been very successful thus far due to a pronounced lack of participation by the students. A mentoring program for Mechatronics students is desirable, but careful consideration is needed to find ways to better engage the students and to provide effective mentoring given that the Department's faculty workload is already excessive. We need to develop a successful pilot program for Computer Science before developing such a mentor program for Software Engineering.	CAS Chair	June 30, 2017

7. There are two specific areas of interest among the students in the program: one is more related to mechanical design and the other related to algorithms and data structure. It would be good to consider two options for the program, with two sets of core courses (and/or elective courses) in focused areas for each.	CAS undergraduate curriculum committee will be considering this suggestion. However, the lack of teaching resources within the department might be an obstacle to implement this suggestion.	Associate Chair for Undergraduate Studies.	September 2017
8. It is recommended that the professors explain to the students, in the beginning of the semester, how the content of the course they teach is related to the objectives of the program	The department is working on designating some courses taken by Mechatronics Engineering students as "home courses", where the instructors have responsibility to communicate programme-level information to the students.	CAS Associate Chair for Undergraduate Studies.	June 30, 2017
9. Given the heavy load of collecting and evaluating CEAB attributes, it is recommended that two professors be involved in the process.	Assessing graduate attributes is really part of the duties of the individual instructors. The Associate Chair for Undergraduate Studies is supported by the Continuous Improvement committee in the process of aggregating and interpreting the amassed information.	Done.	

10. Plagiarism workshops should be held (perhaps at the university level) upon the admission of students, and serious sanctions should be considered for this type of offence.	We agree.	Associate Dean for Undergraduate Studies	
11. It is recommended that the department creates two mailing lists: one for more important messages (such as the ones concerning the program/class updates) and one for less important ones (such as information on social events). The list for less urgent emails should have an opt-out link.	This will be considered as part of the ongoing restructuring of communication with the Mechatronics Engineering students and of the department web offerings. In partnership with CAS student associations, clubs, and societies, we are rethinking how to communicate and better engage students.	Mechatronics Coordinator, Undergraduate Advisor for Mechatronics Engineering, and CAS Chair	December 2016
12. The design and maintenance of the department website needs to be improved.	This will be considered as part of the ongoing restructuring of communication with the Mechatronics Engineering students and of the department web offerings. In partnership with CAS student associations, clubs, and societies, we are rethinking how to communicate and better engage students.	Mechatronics Coordinator, Undergraduate Advisor for Mechatronics Engineering, and CAS Chair	December 2016

Faculty Response:

As detailed in the Chair's response, the recommendations in the review have led to a series of discussions within the Department focused on inter-departmental co-ordination, course overlap, space considerations for growth, section splitting for some courses, the inclusion of more mechanical design/algorithm courses, and enhanced communication with the students. Many of these initiatives have been addressed or are on-going.

Overall, the dean satisfied with the replies of the Department to the concerns raised by the IQAP reviewers.

Quality Assurance Committee Recommendation

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

FINAL ASSESSMENT REPORT
Institutional Quality Assurance Program (IQAP) Review
Software Engineering
Undergraduate Program

Date of Review: March 31 – April 1, 2016

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

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

Executive Summary of the Cyclical Program Review of the Undergraduate Software Engineering Program

In accordance with the Institutional Quality Assurance Process (IQAP), the Department of Computing and Software submitted a self-study in January 2016 to the Associate Vice-President, Faculty to initiate the cyclical program review of its undergraduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

One arm's length external reviewer from the Ontario and one internal reviewer were endorsed by the Dean, Faculty of Engineering, and selected by the Associate Vice-President, Faculty. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on March 31 – April 1, 2016. The visit included interviews with the Provost and Vice-President (Academic); Associate Vice-President, Faculty, Dean and Associate Dean of the Faculty of Engineering, Chair of the department and meetings with groups of current undergraduate students, full-time faculty and support staff.

The Director of the program and the Dean of the Faculty of Engineering submitted responses to the Reviewers' Report (January 2017). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

The Final Assessment Report was prepared by the Quality Assurance Committee to be submitted to Undergraduate Council and Senate (December 2017).

Strengths

In their report (April 2016), the Review Team highlighted the following strengths of the program:

- The attrition rate for students in the program is relatively low
- "The Department has been successful in recruiting a number of new faculty members with diverse backgrounds"
- The newly introduced "practice and experience" courses and the capstone project course contribute to a strong experiential learning experience
- The program provides a strong background in hardware-oriented programming skills
- The students are exposed to large variety of programming languages and platforms
- The class rooms and laboratories are well equipped and maintained
- The technical and administrative staff are providing excellent support for the
- The Department has created a Continuous Improvement Committee for monitoring the Software Engineering and Mechatronics Engineering programs

Areas for Improvement and/or Enhancement

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

- The learning outcomes at the program level based on CEAB Graduate Attributes and Indicators are too generic and should be specialized for the Software Engineering program
- The differences between the Computer Science and Software Engineering programs are not clear to students
- Software Engineering students entering Level 2 have less knowledge of programming than Computer Science students entering Level 2. Software Engineering students have noticed that they are thus less prepared than Computer Science students in the courses that combine both groups of students
- The program lacks courses, such as web computing and mobile computing. In the application domain
- The required database course should be moved from Level 3 to Level 2
- It is not clear where software maintenance and re-engineering is covered in the program
- The curriculum map does not distinguish between different levels of design content across the curriculum
- Measurement of teamwork is not adequately addressed
- The co-op program is not utilized in assessing learning outcomes
- The increasing enrolment, very high student to faculty ratio, use of a large number of sessional lecturers, and combining courses with Computer Science and Mechatronics Engineering students have negatively impacted the student learning experience
- There is not sufficient office space for sessional lecturers

- The Department does not have a curriculum committee dedicated to the Software Engineering program

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

Recommendations

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
1. The review team encourages the Department to refine the current program learning outcomes into more program-specific learning outcomes. More specific program learning outcomes will enable to Department to better focus its curriculum development as well as allow students to better understand the differences between different Software Engineering program options and the difference between the Software Engineering program as a whole and other related programs, such as Computer Science and Computer Engineering.	Learning outcomes are addressed on two levels. *Learning objectives* are the targeted course-level learning outcomes; they are the components of the pre- and post-conditions for individual courses. *Graduate attributes and indicators* are the targeted program-level learning outcomes; the graduate attributes are the same for all Canadian engineering programs, while the indicators are the same for all McMaster engineering programs. Rather than introducing a third level of program-specific program-level learning outcomes, we need to develop a tighter mapping between the program-level indicators and the course-level learning objectives.	CAS Associate Chair for Undergraduate Studies	June 30, 2017
2. The Department may consider adding a list of *recommended* courses in computer technology and	This recommendation is not feasible since students are admitted into the Engineering 1 program from high school and not directly into the Software Engineering program.		

programming to the formal admission requirements.			
3. The Department may consider adding a list of *recommended* course electives for first year students who are interested in choosing Software Engineering as their degree program, e.g., COMP SCI 1JC3 and COMP SCI 1XA3.	This recommendation is not feasible since Engineering 1 students have no room in their schedules to take technical electives.		
4. The Department may consider making the Database course available (as a mandatory course) even earlier than third year, e.g., the second half of Year 2. If this is not feasible, consider integrating a basic introduction to the use of databases in a second year practice and experience course, e.g., SFWR ENG 2XB3. The Database course should remain a mandatory component of the Software Engineering program.	Although it would be desirable to have the required databases course in Level 2, this is not feasible since none of the courses currently in Level 2 can be easily moved to later levels. The suggestion by the reviewers to incorporate an introduction to databases in the SFWRENG 2XB3 (Software Engineering Practice and Experience: Binding Theory to Practice) is the most promising way to move the subject of databases earlier in curriculum.	CAS Associate Chair for Undergraduate Studies	June 30, 2017
5. The Department may consider adding courses on Web-based and mobile software engineering to the curriculum, while moving some of the advanced hardware-oriented programming courses to electives	The Embedded Systems program is being eliminated as a separate program. Software Engineering students who are interested in embedded systems will be able to take the current embedded systems courses as electives. As a rule, we are making the specialized Computer Science courses, including COMPSCI 4WW3 (Web	CAS Associate Chair for Undergraduate Studies	June 30, 2017

(or mandatory courses in the embedded systems option).	Systems and Web Computing), available to Software Engineering students as technical electives.		
6. The Department may consider strengthening the treatment of fundamental concepts and methods used in Software Maintenance and Reengineering, e.g., by revising the course description for SFWR ENG 3XA3 to explicitly include this topic.	We agree that the treatment of software maintenance and re-engineering should be strengthened and the best vehicle for doing this is SFWRENG 3XA3 (Software Engineering Practice and Experience: Software Project Management).	CAS Associate Chair for Undergraduate Studies	June 30, 2017
7. The Department is encouraged to provide students with opportunities to gain experience with diverse programming languages and platforms in senior program years, wherever possible.	We agree with this recommendation	CAS Associate Chair for Undergraduate Studies	June 30, 2017
8. The Department may consider defining more detailed, program specific learning outcomes that refine the general CEAB graduate attributes. A refined curriculum map may indicate what learning outcomes are *introduced*, further *developed*, and *specialized* in which	See recommendation 1 above		

courses.			
9. The Department may consider adding assessment strategies for teamwork to project-based courses, potentially using the tool of an "Engineering logbook" or a similar mechanism for assessing team collaboration and communication	We agree that the Department should develop better means for assessing teamwork on projects. The suggested logbook idea, that is currently used in courses such as SFWR ENG 3A04, could be implemented by making logbooks an integral part of all Software Engineering courses	CAS Associate Chair for Undergraduate Studies	June 30, 2017
10. The Department may consider the opportunity of assessing the competencies of students participating in the Co-Op program, for example by adding structured questionnaires for work terms supervisors (employers) and students at the exit points of each Co-Op term	This is a good suggestion, but it needs to be investigated and implemented at the Faculty level	Faculty of Engineering Associate Dean, Academic	June 30, 2017
11. The Department may consider a Design learning outcome for its HCI course	We agree that the post-condition of SFWRENG 4HC3 (Human Computer Interfaces) should include a design learning objective	CAS Associate Chair for Undergraduate Studies	June 30, 2017
12. Given the increasing enrolment, upcoming retirements and the need to reduce class sizes, the Department should continue to recruit new faculty members. Specifically, the	The Department intends to hire as many faculty members, including teaching professors, as the Faculty will authorize	CAS Chair	The period of 2017-2019

Department may consider attaining permission to hire one or two teaching professors, as they can be assigned a higher course load			
13. The Department is encouraged to continue recruiting faculty members that increase the diversity of its faculty complement, e.g., gender minorities and faculty with diverse backgrounds	The Department recognizes that it needs to increase the diversity of its faculty, especially with respect to women. Three of the last five faculty hires in CAS were women. The Department is dedicated to continuing hiring in this direction	CAS Chair	On-going
14. The Department may consider exploring options to increase the availability of spaces for meetings between sessional instructors before and after class. Perhaps a keycard reader can be installed in the shared sessional office, so that sessionials do not depend on a single shared physical key to access the shared office	As the number of sessional lecturers has increased, the need for space for them has also increased. CAS, and the Faculty as a whole, is very short of space. Nevertheless, we will work to provide our sessional lecturers adequate space for their needs	CAS Administrator	December 1, 2016
15. The Department may consider creating and communicating a Web site that maintains detailed information on the software and (drop in) laboratories available to students	This facility already exists. See http://www.cas.mcmaster.ca/support/.		
16. The Department is encouraged to continue their efforts	We agree. Our hiring plan for 2016-2017 includes the hiring of a senior faculty with the	CAS Chair	June 30, 2017

	proposal characteristics		
in recruiting faculty members with scholarly interest in practical / application-oriented aspects of software engineering research and teaching			
17. Measures should be taken to reduce class sizes and limit the number of temporary teaching staff (sessionals) in delivering courses	We have reduced the number of required Software Engineering courses combined with required Computer Science or Mechatronics Engineering courses from 13 to 6. This has significantly reduced the average size of the required Software Engineering courses at the cost of increasing the number of courses taught by sessional lecturers. Reducing the intake of students into the Software Engineering program is not an option that the Faculty is able to consider at this time, so the only solution to this problem is to hire more faculty members		
18. The Department is encouraged to expand its current mentoring program (for Computer Science students) to students in Software Engineering	The mentoring program for Computer Science students has not been very successful thus far due to a pronounced lack of participation by the students. A mentoring program for Software Engineering students is desirable, but careful consideration is needed to find ways to better engage the students and to provide effective mentoring given that the Department's faculty workload is already excessive. We need to develop a successful pilot program for Computer Science before developing such a mentor program for Software Engineering	CAS Chair	June 30, 2017
19. The Department should develop a	We agree: the Department should develop renewed	CAS Chair	June 30, 2017

mission statement / vision document for its Software Engineering program, including *specific* program learning outcomes	mission and vision statements for each of its undergraduate and graduate programs		
20. The Department should develop detailed descriptions for all program courses including course-specific preconditions and postconditions (learning outcomes). These should be mapped to the program specific learning outcome	This has been done. What remains to be done is to harmonized the pre- and post-conditions across the program and to improve the mapping of the program-based indicators to the course-based learning objectives	CAS Associate Chair for Undergraduate Studies	June 30, 2017
21. Encourage instructors to incrementally incorporate innovative methods for learning and teaching, with an emphasis on multi-media and flip-classroom teaching methods, in order to decrease faculty teaching load and increase classroom attendance	The previous and current CAS chair has been actively encouraging the CAS instructors to work with McMaster's **Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching** to improve their teaching and to experiment with new teaching formats	CAS Chair	
22. Establish an Industrial Advisory Board with broad representation from different software engineering related industries to advise the Department on trends, curriculum and strategic planning	The Department is interested in establishing an Industrial Advisory Board with broad representation throughout the computing related industries	CAS Chair	June 30, 2017
23. The Department may consider strengthening the	We agree	CAS Associate Chair for Undergraduate Studies	June 30, 2017

input from practitioners in its Continuous Improvement process, e.g., by implementing regular surveys of employers (of co-op students as well as graduates) and alumni.			
24. The Department should create a curriculum committee with dedicated focus on the Software Engineering program and its options.	Our department faculty is too small to support a separate curriculum committee for each of our three undergraduate programs		
25. The Department may strengthen the role of employer and alumni feedback to Continuous Improvement Committee and the Continuous Improvement process	See recommendation 23		
26. The Department may find a way to make aggregate, anonymized data from course evaluations available to members of the Continuous Improvement Committee	This will require significant care in order to protect instructors' privacy. It does not appear that per course data can be provided	CAS Associate Chair for Undergraduate Studies	June 30, 2017
27. The Department may enhance the way it is communicating software / extracurricular lab services and opportunities to students	Communicating effectively with students is becoming increasingly more difficult. For example, email is not an effective way to reach most students. In partnership with CAS student associations, clubs, and societies, we are rethinking how to better engage and communicate with students	CAS Chair	June 30, 2017

Faculty Response:

As detailed in the Chair's response, the recommendations in the review have led to a series of discussions within the Department and Faculty focused on such items as reduction of class sizes, being aware of the differences in level 2 between the Computer Science (CompSci) students and Software Engineering (SE) students combined courses, the enhancement of such items as teamwork and mapping/tracking of learning outcomes, the establishment of an Industrial Advisory Board, and issues with a large number of sessional instructors. The vast majority of the recommendations are currently being addressed by the Department and include such items as the splitting of combined CompSci and Software Engineering courses, the on-going development of a more comprehensive curriculum map, and the hiring of teaching-track faculty. Unfortunately, some of the recommendations, such as increasing the course entry requirements to the Software Engineering program cannot be implemented due to the common Engineering 1 entry year at McMaster.

Overall, the dean satisfied with the replies of the Department to the concerns raised by the IQAP reviewers.

Quality Assurance Committee Recommendation

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

FINAL ASSESSMENT REPORT
Institutional Quality Assurance Program (IQAP) Review
Engineering and Society
Undergraduate Program

Date of Review: March 31 – April 1, 2016

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

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

Executive Summary of the Cyclical Program Review of the
Engineering and Society Program

In accordance with the Institutional Quality Assurance Process (IQAP), the Engineering and Society Program submitted a self-study in January 2016 to the Associate Vice-President, Faculty to initiate the cyclical program review of its undergraduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

One arm's length external reviewer from Quebec and one internal reviewer were endorsed by the Dean, Faculty of Engineering, and selected by the Associate Vice-President, Faculty. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on March 31 – April 1, 2016. The visit included interviews with the Provost and Vice-President (Academic); Associate Vice-President, Dean and Associate Dean of the Faculty of Engineering, Faculty, Chair of the department and meetings with groups of current undergraduate students, full-time faculty and support staff.

The Director of the program and the Dean of the Faculty of Engineering submitted responses to the Reviewers' Report (January 2017). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

The Final Assessment Report was prepared by the Quality Assurance Committee to be submitted to Undergraduate Council, and Senate (December 2017).

Strengths

In their report (April 2016), the Review Team highlighted the following strengths of the program:

- The Engineering and Society program appears to play a hidden role in reducing attrition and attracting and retaining female engineering students in particular.
- The real value in the program appears to be the strong community that students feel within Engineering and Society.
- Engineering and Society alumni and students at all levels expressed a high level of satisfaction with the coursework.
- The teaching team is small but made up of a dedicated group of individuals who enjoy teaching their classes

Areas for Improvement and/or Enhancement

The Review Team identified the following areas for improvement:

- Students requested targeted feedback on writing assignments
- The curriculum between courses should be differentiated more than it currently is
- The administrative load on the program coordinator is exceptionally heavy

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

Recommendations

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Develop a better process to aid students in self-selecting the Program	A number of ideas were brainstormed with the review team and the results are included in the Reviewer's Report. A committee should be struck that includes the core stakeholders of the program to review these ideas and implement new admission policies	Director of the Engineering and Society Program	The policies for admission will have to be reviewed and approved and should be in place for the 2018-2019 academic year
Training of the undergraduate TAs to better prepare them for	Development of a mandatory writing workshop for TAs	Director of the Engineering and Society Program	A student will be hired in the summer of 2017 to work on many tasks

marking and providing feedback to writing assignments			one of which is the development of the material for the writing/grading workshop. The first workshop is to be delivered in September 2017
Differentiating content between courses to remove the overlap	A retreat by the E&S instructors in June 2016 began to address this problem. All of the instructors submitted a synopsis of their course that detailed the topics covered, videos show, assignments, projects and field trips. Some corrections were made immediately but as an ongoing process it was proposed that each instructor provides an annual overview of their course in order to track any changes and avoid duplication.	Director of the Engineering and Society Program

Program Coordinator | This process began in the summer of 2016 and is proposed to continue indefinitely |
| Increase the Administrative Support | Currently there is one program coordinator for both Engineering & Society and Engineering and Management. Hiring of a half or full-time administrative person to share the load for both of these programs is necessary to ensure the high standards that have already been set | Director of the Engineering and Society Program | I fully support this recommendation by the review team. I have broached this topic with the Director of Administration and Finance as well as the Associate Dean (Academic). It is an ongoing process and I will continue to lobby for more support |
| Additional common space for the program would allow for a central space for studying and locating events and speaker series. | With the opening of the Gerald Hatch Centre, the Associate Dean's office and the Student Support Staff will be moving out of JHE A214 and could allow for | Director of the Engineering and Society Program

Program Coordinator | The Director will speak to the Director of Administration and Finance and request more space. The Hatch Centre will be opening in the Summer/Fall of |

	more space to be allocated to the Engineering and Society Program		2017 and all space allocation will be made well ahead of that time
Appointing an Assistant or Associate Director to the Program to help support the administrative side of the program	A conversation with the Dean, Associate Dean and Director of Finance will have to occur in order to determine the feasibility of this recommendation and to delineate the responsibilities and compensation if this proposal moves forward	Director of the Engineering and Society Program	This initial meeting with the indicated parties can take place in Spring of 2017.
Support by a Program Committee	The current Program Committee has not been active in over 13 years. The recommendation in the Reviewers report is to bolster the committee with more alumni, industrial partners and members of the university outside of Engineering	Director of the Engineering and Society Program	Recruitment of new members to the Program Committee will occur in the first half of 2017 and the first meeting will be held in the second half of the year.
Work with Engineering Co-Op and Career Services (ECCS) to articulate the particular values the E&S students bring to the table	Meet with the Manager of ECCS to discuss the E&S brand and how we can differentiate these particular students from other streams of engineering	Director of the Engineering and Society Program Program Coordinator	This meeting will take place in the Spring of 2017

Faculty Response:

As detailed in the Director's response, the recommendations in the review have led to a series of discussions within the program and Faculty focused on developing and encouraging students to self-select the Engineering & Society option, TA training to aid in the assessment of written assignments, reducing overlap between the Engineering & Society inquiry courses, and an increase in the level of administrative support to the program. Actions concerning several of the recommendations are ongoing (e.g. TA training) with the remainder of the recommendations scheduled to be discussed and addressed during the 2017 calendar year, in conjunction with the Dean and Associate Dean (Academic).

Overall, the Dean is satisfied with the replies of the Program to the concerns raised by the IQAP

reviewers.

Quality Assurance Committee Recommendation

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

FINAL ASSESSMENT REPORT
Institutional Quality Assurance Program (IQAP) Review
Materials Engineering
Undergraduate Program

Date of Review: March 28 – March 29, 2016

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

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

Executive Summary of the Cyclical Program Review of the Undergraduate
Materials Engineering Program

In accordance with the Institutional Quality Assurance Process (IQAP), the Department of Materials Science and Engineering submitted a self-study in January 2016 to the Associate Vice-President, Faculty to initiate the cyclical program review of its undergraduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

One arm's length external reviewer from the United States and one internal reviewer were endorsed by the Dean, Faculty of Engineering, and selected by the Associate Vice-President, Faculty. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on March 28 – March 29, 2016. The visit included interviews with the Provost and Vice-President (Academic); Associate Vice-President, Faculty, Dean and Associate Dean of the Faculty of Engineering, Chair of the department and meetings with groups of current undergraduate students, full-time faculty and support staff.

The Director of the program and the Dean of the Faculty of Engineering submitted responses to the Reviewers' Report (January 2017). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

The Final Assessment Report was prepared by the Quality Assurance Committee to be submitted to Undergraduate Council, and Senate (December 2017).

Strengths

In their report (April 2016), the Review Team highlighted the following strengths of the program:

- International reputation, especially in the areas of thermodynamics and phase transformations

Areas for Improvement and/or Enhancement

The Review Team provided seven suggestions for improvement. Details of these suggestions are provided in the chart below.

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

Recommendations

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
In order to recruit more talented students, incorporate more challenging and qualitatively advanced topics in the introductory 1M03 class	This topic has been discussed in the past during MSE departmental meetings. We will continue to identify possible topic areas.	MSE Chair and instructors of 1M03	Fall term 2016
Build on the interdisciplinary nature of Materials Science by offering elective courses from other departments	This recommendation has also been discussed during departmental meetings and efforts are already underway to offer a broader range of electives. For example, a course on photovoltaics from Engineering Physics has recently been added to the list of approved technical electives.	MSE Chair	On going
Develop a vision for the future of biomaterials within the MSE department	This topic will be addressed in the MSE hiring plan for 2016-17	MSE Chair	August 2016
Institute a plan to optimize the effectiveness of teaching assistants	The following changes will be implemented: 1) Based on a suggestion from the	MSE Chair and Associate Chair of Graduate Studies	On going

	IQAP review team, evaluations specific to TAs will be conducted in each course at roughly the midpoint of the term. Any TA who is found to be inadequate will meet with the Chair and Associate Chair for Graduate Studies to discuss plans for improvement. 2) Although we try to align TA expertise with classes, we endeavour to improve this process in the future. 3) Hire more undergraduate TAs by allowing faculty members to transfer fourth year PhD students to RA funding.		
Develop a clear picture of in-course students' participation in the co-op program	The IQAP review team noted that the MSE participation in the co-op program was substantially less frequent than in other departments and they suggested this may be affecting our recruiting ability. However, we have researched the participation rate in more detail. For the incoming second year class in 2016-17, 35 students out of 44 total have listed co-op as their degree choice. Further, it appears that many students in MSE participate in internships, but do not officially enrol in the co-op program due to the prohibitively high cost. Thus, we conclude that		

	students are well aware of the co-op opportunity, but simply elect not to participate. We will pursue no follow up at this time.		
Enhance the opportunities for structured oral presentations	This topic has been discussed at our recent annual Grad Attributes meeting. With respect to oral presentations, in the future we will provide clear and consistent expectations to our students throughout our curriculum. In addition we will attempt to identify additional courses in which oral presentation can be implemented.	MSE department	Fall term 2016
Make a plan for a new foreign exchange program to replace the one with Grenoble	We are currently investigating an exchange program with the University of Lorraine and Ecole de Mines de Nancy	Andre Phillion Hatem Zurob	On going

Faculty Response:

As detailed in the Chair's response, the recommendations in the review have led to a series of discussions within the Department focused on TA effectiveness, recruitment into the Materials Science and Engineering program from Engineering I, enhancing the number of technical electives outside of the Department, and development of a strategic vision for biomaterials within the Department of Materials Science and Engineering. At this time, the Department is addressing all of the recommendations made in the report and a significant number have been completed.

Overall, the dean satisfied with the replies of the Department to the concerns raised by the IQAP reviewers.

Quality Assurance Committee Recommendation

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

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Art History

Date of Review: February 6 – 7, 2017

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

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

Executive Summary of the Cyclical Program Review of the Undergraduate

Art History Program

In accordance with the Institutional Quality Assurance Process (IQAP), the School of the Arts (Art History) submitted a self-study in December 2016 to the Associate Vice-President, Faculty to initiate the cyclical program review of its undergraduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

Two arm's length external reviewers, one from Ontario and one from Pennsylvania and one internal reviewer were endorsed by the Dean, Faculty of Humanities, and selected by the Associate Vice-President, Faculty. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on February 6 – 7, 2017. The visit included interviews with the Provost and Vice-President (Academic); Associate Vice-President, Faculty, Director of the School and meetings with groups of current undergraduate students, full-time faculty and support staff.

The Director of the School and the Dean of the Faculty of Humanities submitted responses to the Reviewers' Report (August 2017). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

Strengths

In their report (March 2017), the Review Team noted that the Art History program is a remarkably strong, dynamic, coherent and intellectually vibrant program with high self-expectations, as serious work ethic, strong commitments to excellence in teaching and research and an impressive reach beyond its core faculty and students enrolled in their courses. The report also notes that faculty and staff outside Art History have high praise for the department and that student and alumni praise is overwhelming. Further highlights identified in the report include:

- Faculty teaching informed by grant-funded research
- Innovative curriculum including pioneering instruction of first year course offered online, and broad offerings of non-western and western courses
- High-quality mentoring of in-course students and considerable success in placing students in well-ranked graduate programs, often with funding, as well as arts-related career trajectories

Areas of Improvement

In their report, the Review Team identified some recommendations for areas of improvement including creating a stronger alignment with the Museum and departments and Schools across campus. Further recommendations are outlined below.

- Continue to strengthen the diverse curricular offerings, in the short term, by drawing from community resources, hiring high-quality Sessional instructors who are a distinct asset to the program
- Continue to foster commitment of alumni and community donors to the Friends of Art History with a longer-term, ambitious goal of raising money to support opportunities for the program

The Dean of the Faculty of Humanities, in consultation with the Director of the School of the Arts shall be responsible for monitoring the recommendations implementation plan. The details of the progress made will be presented in the progress report and filed in the Vice-Provost, Faculty's office.

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

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Tenure-track hire of a specialist in Contemporary Art and Artistic practices	Request that the Faculty of Humanities consider a tenure-track appointment in Art History of a specialist in Contemporary Art and Artistic practices. This position would result in	Drs. Angela Sheng and Alison McQueen	Submit request March 2018

	undergraduate courses that could be cross listed with several other programs including: Indigenous Studies, Communication Studies and Multimedia, History, English and Cultural Studies, as well as potentially graduate courses in Gender Studies and Feminist Research		
Develop an Experiential Learning course to heighten visibility of the internships that have previously be taught as Applied Humanities 3W03 and 4W03 courses	Develop a Level III course entitled Applied Art History for program students through which they would register to undertake experiential learning including: internships (such as at the McMaster Museum of Art, the Art Gallery of Hamilton, and other arts institutions in the region), internships at Heritage Sites, and Historical Societies, and other such possibilities reviewed and approved by program faculty. Students would have the possibility of enrolling in this course in the Fall, Winter, Spring or Summer sessions.	Drs. Angela Sheng and Alison McQueen	Submit new course proposal to the School of the Arts in September 2017, for consideration by the Faculty of Humanities Undergraduate Curriculum Committee in fall 2017
Increased to $5,000 departmental funding for outside lectures, student field trips to museums, or academic related purposes	Request an increase to $5,000, prioritizing for visiting speakers and field trips to museums, from the budget allocated to the School of the Arts; and align with amount allocated to Visiting Artists for the Art program	Dr. Angela Sheng	November 2017 submit request for the increase to take effect for the 2018-19 budget cycle
Audio-visual needs of	Request, through the	Drs. Angela Sheng and	January 2018 submit

the Art History program should be met, with adequate budget to ensure there are sufficient classrooms with AV equipment to support the program, which has distinct needs based on its object-based teaching, and that courses in the Art History program are given priority access to the classrooms that have the necessary equipment	School of the Arts, that the Faculty communicate the distinct audio-visual needs of the Art History program to the head of University Technology Services, and request that adequate budget be assigned to keep classroom AV equipment maintained and renewed in a sufficient number of classrooms. Request, through the School of the Arts, that the Faculty communicate to the head of the Registrar's office that Art History courses be given priority access to those classrooms.	Alison McQueen	assessment of current classroom audio-visual infrastructure, focusing on classrooms in which Art History courses have, historically, most commonly been taught (Togo Salmon Hall B-105, B-106, and B-128) as well as the seminar room in Wilson Hall (1212) that will be replacing the room previously used by the program for its seminars (Togo Salmon Hall 321).
Increase to library funding, specifically for database subscriptions and book purchases	Request an increase to library funding for book purchases, particularly for new and recently developed courses in Art History that are being developed with the intent of continuing to foster the western and non-western curriculum in the program. Request the library fund new database subscription access to Hathi Trust.	Drs. Angela Sheng and Alison McQueen	Submit request to Wade Wyckoff and Janice Adlington in Collections Development at Mills Library in February 2018.
Introduce an annual undergraduate conference or symposium in Art History and Visual Culture	The Art History faculty appreciate the suggestion, which indicates that the External Reviewers' regarded the work of Art History students at McMaster as being of a very high calibre,	Not applicable	Not applicable

	worthy of public presentation. The faculty see the potential value of an annual conference or symposium, however due to the limited faculty complement they do not see it as realistic to undertake such a venture, particularly as any such symposium could only be a forum for papers by a select number of students, best developed over the course of more time than a three-unit course allows.		
Take full advantage of the relationship between the Art and Art History programs	Discuss with the Art faculty their willingness to accommodate one or two Art History students in select Art classes (enrolment permitted, and determined in collaboration with Art faculty). With support from faculty in the Art program, develop a new Level III course entitled Inquiry, Art making and Art History. Program students would attend selected Art courses and participate in art making and produce two written papers that would be graded by Art History faculty. The initial paper would focus on a selected art work, examining its context in history, medium, and why the	Dr. Angela Sheng	During 2017-18 to schedule discussions to result in a course proposal for curriculum submission in September 2018

	student is interest in the object and its aesthetics. At the end of the term the student would submit a longer paper that would outline how the experience of art making has informed how they have a deeper analysis of the same art work than they did previously.		
Take full advantage of the relationship between the Art History Program and the McMaster Museum of Art	The Art History faculty have been very forthcoming with support for the museum in various ways, they have offered regular contributions to exhibitions and curatorial expertise, in addition to offering teaching resources including course outlines. The Art History faculty have been disappointed and dismayed over decisions taken without consultation with them and the many ways in which they have had a negative impact on the Art History program and the Faculty of Humanities. The Art History faculty propose: 1) That all future curatorial and directorial appointments to the McMaster Museum of Art include a commitment that the	Drs. Angela Sheng and Alison McQueen request the support of the Office of the Provost and Vice-President Academic, to which the Director of the MMA directly reports.	2017/18

	individual hired teach a minimum of one three unit course in Art History every academic year. This opportunity will enrich the curator's research and ensure their expertise is directly accessible to students in the Art History and other programs across campus. 2) That their expertise be manifest in a voting capacity on any future curatorial, directorial or fellowship positions assigned to the McMaster Museum of Art. 3) That the Provost's Office patriate to the Art History program the Visual Literacy course that is currently taught by the MMA for the Family Practice program, and that the class be taught by Art History faculty in the future with enrolment credit assigned to the Faculty of Humanities, and that the course continue to enjoy the support of the MMA for students to do direct study of objects at the museum.		

Dean's Response, Faculty of Humanities:

The Dean thanks the Review team, the Director of SOTA and the faculty members in the Art History program for their thorough and constructive approach to the review. Like the reviewers, the Dean was particularly struck by the willingness of sessional instructors, current students and alumni to become actively engaged in the visit of the review team.

The reviewers clearly identify this very small program as surprisingly strong, and as having forged a distinctive identity for itself by encouraging its students to engage with non-western art. The program has had a very good relationship with the Art Gallery of Hamilton, and the increased involvement of their curators in teaching in the program has greatly strengthened opportunities for students. As will be noted in the response, the relationship between the program and our own Museum of Art has been somewhat more strained; the dean notes that he learned from the reviewers that our institution is not alone in facing this kind of situation. Nevertheless, it is to be hoped that the program and the museum can find some opportunities to collaborate in the next few years; the reviewers offer several constructive comments on how such collaborations might be encouraged.

The Dean generally supports the attached response of the School of the Arts and faculty members in the program, and will continue to work to sustain this program.

Quality Assurance Committee Recommendations

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

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Economics Program (Undergraduate)

Date of Review: March 20 – 21, 2017

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

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

Executive Summary of the Cyclical Program Review of the Undergraduate Economics Program

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

Two arm's length external reviewers from Ontario and one internal reviewer were endorsed by the Dean, Faculty of Social Sciences, and selected by the Associate Vice-President, Faculty. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on March 20 - 21, 2017. The visit included interviews with the Provost and Vice-President (Academic); Associate Vice-President, Faculty, Chair of the Department of Economics and meetings with groups of current undergraduate students, full-time faculty and support staff.

The Chair of the department and the Dean of the Faculty of Social Sciences submitted responses to the Reviewers' Report (June 2017). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

Strengths

In their report (April 2017), the Review Team acknowledged the program's "excellent reputation in Canada and internationally". The Review Team's report also recognized the balancing act between serving a huge number of level 1 – 2 students from across the University and providing a strong two-track Honours and Specialist Honours program to the majors. Several strengths of the program were highlighted in the report:

- Excellent reputation in Canada and internationally
- Highly qualified and productive faculty and staff
- Large service teaching, good accessibility
- Wide variety of specialized courses in upper years
- Streaming in Honours to prepare students both for graduate school in economics and other options post degree (e.g. employment, other graduate programs)
- Alignment with FWI and University objectives
- Efficient and collegial department administration and staff provide a "great teaching and learning experience"

Areas of Improvement

The Review Team's report identified the following areas for improvement:

- In-program Math requirements
- Admission requirements and procedures for Honours (specifically with regard to Math)
- Expansion of Honours Econometrics requirements
- Introduction of mandatory Communications course (2nd year)
- Coordination of sections in multiple-section courses and coordination of grades in related courses

The Dean of the Faculty of Social Sciences, in consultation with the Chair of the department shall be responsible for monitoring the recommendations implementation plan. The details of the progress made will be presented in the progress report and filed in the Vice-Provost, Faculty's office.

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

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
The Department and Faculty should consider options for softening the GPA requirements for transfer students who have difficulty getting into the Honours program due to low first-year grades	The department currently has in place a mechanism for informal assessment of students who lie marginally below the Faculty of Social Sciences (FSS) cut-off for admission to Honours. The UG Chair reviews their grades and based on performance in six key Economics courses, determines whether they are a good prospect despite an overall GPA that is below the usual cut-off. We will review whether this process is working well by follow-up on the subsequent performance of the students who have been affected by the policy.	Undergraduate Chair	Next 3 years for tracking follow-up
Grade 12 Calculus should be made an admission requirement for each undergraduate Economics program. Students who do not have that credit should be allowed to satisfy the requirement by taking the university's high school equivalent Math course in the first term of their second year	The department is considering three responses to this recommendation. First, it could require that Grade 12 Calculus be completed by the end of second year, probably by students taking a McMaster Math course (1F03) that is equivalent. Second, there are close relationships between calculus and marginal analysis in economics. With fairly modest resources, the department could offer an "Introduction to Calculus Applications in Economics" course that could introduce the basics of calculus with examples tailored to the specific learning objectives of our students. Third, it is also investigating the option of Direct Admission into Economics, rather than through first year admission to the FSS. With Direct Admission, the requirement could be implemented at the high school level.	Undergraduate Chair	Next year for the first change and then ongoing for resource intensive second change. Next 3 years for Direct Admission discussion and possible implementation
The in-program Math requirement in the two Honours streams should be strengthened to require at least 3 further units of Math at	The department is considering adding Econ 3G03 to the requirements for the Specialist stream of Honours. It is also investigating other potential Math courses that could be added to requirements. The first best option would be to expand our in-house offerings in introductory mathematical economics and require something like 3G03 for all Honours, given sufficient	Undergraduate Chair	**Next 2 years**

university level	resources. We could do this and also add 3G03 to the Specialist requirements.		
Econometrics I (3U03) and Applied Econometrics (3WW3) should both be required courses in the two Honours streams. Econometrics I should be a pre-requisite for Applied Econometrics	The department is first exploring the option of making Econ 4G03 (Econometrics II) a requirement for all these students. Second, to offer 6 units of Econometrics for all Honours students, the department would require additional resources to teach more sections of 3U03. Third, a related issue of heterogeneity of student preparation in 3WW3 could be addressed by offering 2B03 in both terms (i.e., an additional section) and requiring that all Honours take 2B03 (and not SocSci 2J03). This would require a modest amount of teaching resources. In an ideal world, we would undertake all three responses.	Departmental Chair and Undergraduate Chair	Next 2 years, although possibly longer if new resources are available and the recommendation to expand to 6 units is implemented for all Honours
The department should consider mounting a required Communications course in second year of all Economics programs. Students should be taught both oral communication and writing skills in this course	The challenge of offering a required Communications course is one the department is keen to undertake. It fits with current University initiatives (e.g., the Programming in the Arts & Science Faculties (PASF) Report) and has considerable support within the Department. There is strong sentiment for Economics-related writing, rather than a general Faculty (or Faculties) wide offering. This would require 4 or 5 additional classes (class size 20 – 25) for intensive writing and communication training and could possibly be framed within the department as part of the 2D03 Economic Issues offering. Since existing resources are already stretched to the limit and since such a major new initiative would not be appropriate for Sessionals and/or PhD Students, an adequate response would need new teaching resources over the long-term.	Undergraduate Chair	Next 3 years, depending on resource availability and hiring priorities within FSS.
The Department should devise formal methods to ensure that a common set of core topics are taught at an appropriate level in all sections of multi-	As implied by the report, there is already some informal coordination in a number of multi-sectioned courses. As the report proposes, the department will move to more formal coordination. As an immediate first step, the Chair, in collaboration with the UG Chair, will ask the most senior instructor (or the closest full-time faculty member) to serve as coordinator for each such course. The main tasks will be to	Undergraduate Chair and Chair	Immediate, effective Fall 2017

section courses. There should be more coordination amongst instructors of different sections of core courses. One approach is to assign one of them to be a course coordinator. Where possible, the coordinator should be a permanent (tenured/tenure-track or teaching stream) faculty member	ensure common core topics, investigate the possibility of some overlap of testing materials and usually to coordinate standardization of textbook choices. While particularly important for multiple sections offered in the same term, we propose to extend this approach to all sections of the same course offered during the academic year, including Spring/Summer offerings. Even year on year, there should be at most a slow evolution in most course offerings so that completion of a particular course has the same meaning for most students in the program at any given time.		
An effort should be made to keep grade distributions of related sections of courses from becoming excessively different from one another. While for small courses, this may be possible, for large courses with similar students there is no reason to expect them to diverge significantly	The department agrees that grade distributions should not be excessively different within courses at the same level (1 – 4). It will strengthen existing measures to improve outcomes in such cases. There is currently a policy in place that publishes (to all instructors) grade distributions for the preceding academic year by level. The Chair and UG Chair will further monitor submitted grade distributions prior to approval and, when necessary, meet with individual instructors to discuss reasons for any grade distributions that depart significantly from the norms	Undergraduate Chair	Immediate, effective Fall 2017
All Honours students should have tutorials in one level 3	The department already offers tutorials in all level 3 Econometrics courses		

Econometrics course			

Dean's Response:

The reviewers emphasized that the program has an excellent reputation nationally and internationally and that it provides students with an excellent teaching and learning experience. The report also emphasized that the program faces challenges teaching large numbers of first and second year students from outside its program while simultaneously meeting the needs of program students majoring in economics. It endorsed the department's recently adopted two-stream approach within the Honours program that allows greater customization to address the distinct needs of those students planning to pursue graduate study in economics or a related field and those seeking employment directly after completion of their degree. The reviewers provided a number of concrete recommendations to further improve the program, most of which are consistent with changes already underway within the program.

The ideas embodied in some of the recommendations are already in place in some form (e.g., softening GPA requirements for promising transfer students with low first-year grades outside economics, tutorials in third-year econometrics), though perhaps they are not as explicitly developed as they can be. A number of the recommendations have no meaningful resource requirements (e.g. common set of core topics in multi-section courses, more coordination among instructors in core courses, ensuring greater consistency in grade distributions among multi-section and/or related courses), and the department indicates in its response that it is moving quickly to implement these recommendations for the coming academic year.

Implementation of a number of recommendations; however, require resources and/or working with the Faculty to change policies/regulations within its undergraduate program. The department's undergraduate program resource requirements are distinct within the FSS given the large amount of out-of-faculty teaching performed by the department. Resource challenges are particularly acute at the moment because of an unusually large number of recent retirements and resignations, some planned but others unexpected. The FSS has worked with the department to address these challenges through new hires in each of the last two years and further hires planned for the coming year (2017-18). These efforts, however, do not fully address the resource challenges and the FSS will continue to work with the department on these issues within the context of the FSS's own resource constraints.

For each of the recommendations that would create resource demands or require changes to program policies (e.g. Grade 12 calculus program requirement; requirement of 3 additional units of math for honours students; additional econometrics requirement for honours students; a new required communications course), the departmental response offers multiple options to address the underlying issue raised by the reviewers, options that have graduated requirements for resources or policy changes (in each case, the first best option is most resource intensive but it is possible to make some progress without large resource investments). The

Dean's office will work with the department to assess how best to use existing and available new resources to achieve the underlying program improvement prompting the recommendations.

Quite apart from any resource requirements, this set of recommendations raises a few issues for the program and other changes to undergraduate programs. First, full implementation would create 9 new units of required courses within the honours program. This is a non-trivial change to the undergraduate program requirements whose implications have to be carefully assessed. Second, the overall direction of the recommendations is to increase prerequisites, which is in tension with the overall thrust of the Warner and PASF reports, which strive to create greater flexibility. The recommendations, however, do reflect the evolution of the discipline and the expectations certainly at least for students continuing on to graduate school. The department will want to continue to assess the differing needs and goals of the students in the two streams of its honours' program. Finally, the recommendation for a required communications course is consistent with the recommendations of the PASF report, though the IQAP reviewers stress the need for a course specifically about writing economics. This reflects a broader theme of ensuring that students gain greater writing abilities in the context of their specific areas of study.

Quality Assurance Committee Recommendation

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

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Physician Assistant Education Program

Date of Review: February 16 - 17, 2017

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

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

Executive Summary of the Cyclical Program Review of the

Physician Assistant Education Program

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

Two arm's length external reviewers one from Ontario and one from Manitoba and one internal reviewer were endorsed by the Associate Vice President, Academic, Faculty of Health Sciences and selected by the Associate Vice-President, Faculty. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on February 16 – 17, 2017. The visit included interviews with the Provost and Vice-President (Academic); Associate Vice-President, Faculty, Dean of Faculty of Health Sciences, Associate Vice-President, Academic, Faculty of Health Sciences, Associate Dean, Faculty of Health Sciences and meetings with groups of current undergraduate students, full-time faculty and support staff.

The Assistant Dean of the program and the Dean, Faculty of Health Sciences, submitted responses to the Reviewers' Report (May 2017). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

Strengths

In their report (March 2017), the Review team highlighted that the Canadian Medical Association Conjoint Accreditation Service visit in October 2016 awarded a full program accreditation, indicating that the program met all the criteria, requirements and measures involved in delivering the CanMEDS-PA National Competency Profile. The reviewers report also acknowledged a number of program strengths including the admissions process, high pass rate on the national certification exam, curriculum development, and program emphasis on interprofessional collaborative learning.

Areas of Improvement

The reviewers' report identified some potential areas for improvement, including support for students in second year clinical placements, increasing pharmacology teaching, and protection of confidential applicant information.

The Dean, Faculty of Health Sciences, in consultation with the Assistant Dean of the program shall be responsible for monitoring the recommendations implementation plan. The details of the progress made will be presented in the progress report and filed in the Vice-Provost, Faculty's office.

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

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
The PAEP should investigate if the Admission Application's Statement of Intent, review process is fair and ensures confidentiality where possible. Reviewing the subjective nature of application statement for candidate selection is recommended.	The PA program respectfully questions this recommendation as misinformation was passed along by the 1st year students. We have re-reviewed our process to ensure no breaches of confidentiality and have made the students aware during our most recent admissions process that confidentiality is protected (to reassure 1st year students). It should be reasserted that all confidential information (all identifiers) is removed from each applicant's supplemental application.	Assistant Dean, Kristen Burrows Program Manager, Nancy Weller Chair of Admissions, Dr. Michelle MacDonald	N/A
Posting an Admission Bulletin indicating that 98% of successful applicants hold degrees on admission. This notice may reduce the application numbers to a more manageable level, as Faculty indicated 700 applications for the 24 positions.	The program hosts an annual information night (also available online). The previous GPA class averages for admissions is disclosed to potential candidates. Consideration will be given to publishing GPA averages on the admissions bulletin, or disclosing class statistics on the programs website.	Assistant Dean, Kristen Burrows Program Manager, Nancy Weller	To be completed and available online by February 2018.
Attention to the diversity of the program's student body and administrative tracking should be made to address the Ontario Equity and Inclusion Education Strategy. Including diversity demographics would be of value to the Ontario Government as the role Physician Assistants play in healthcare is studied.	Admissions information is collected by OUAC. Disclosure of diversity information is collected as part of the programs admissions process. One other Canadian PA program has done a diversity survey of its incoming graduates, which could be adapted to our program. The Ministry of Health and Long Term Care works closely with our program and only requests basic demographic information, such as age and gender.	Assistant Dean, Kristen Burrows Program Manager, Nancy Weller	N/A

The PAEP is a strong academic and clinical program using the recognized and respected Problem Based Learning approach. Several of those interviewed reported that the PBL cases were taken directly from the Undergraduate Medical Education Program. Students, PAEP graduates, and instructors suggested there is room to adapt some of those cases for the specific role PA play in Healthcare.	Medical Foundations cases are reviewed cyclically. Student and tutor feedback is reviewed annually regarding individual PBL cases. Tailoring cases to be more specific to the PA role will be integrated during the next review period for each medical foundations unit (MF1-MF3).	Assistant Dean, Kristen Burrows Academic Coordinator, Nancy Aza	MF1: August 2017 MF2: December 2017 MF3: April 2018
Ongoing and timely attention to the preparation of the PBL tutors will benefit the program.	The program continues to support and encourage faculty development. Tutors are also expected to pursue lifelong learning, and are made aware of PBL orientations. Consideration will be given to making orientation mandatory. There are no new tutors for the upcoming academic year. Current faculty are familiar with the PBL curriculum and involved in updates and changes.	Assistant Dean, Kristen Burrows Academic Coordinator, Nancy Aza	*will be integrated when new tutors are recruited to the program.*
Implement increased use of large group sessions to support the Pharmacology curriculum and knowledge.	This is a common issue identified in undergraduate medicine and PA education programs. This is a PBL curriculum, and pharmacology is integrated into each tutorial. The program has offered pharmacology large group sessions in this past, and the reviews are variable. We will continue to work with faculty trained in pharmacology to see if this process can be improved.	Assistant Dean, Kristen Burrows Academic Coordinator, Nancy Aza	Trial new large group sessions for the 2017-2018 academic year.

PAEP Faculty members should perform Clinical Sites visits or connect with students more frequently during the Clerkship year.	2nd year clerkship students have access to program faculty every 4 months when they are on campus for workshops. In addition, students can call or email at any time. Student-staff meetings are held after each campus visit (i.e. when students are on site for medical simulations). Clinical site visits do not occur frequently as our students are placed with McMaster faculty as a condition of their core rotation requirements. Site visits and consultations are done when an issue is identified by student, faculty or site staff.	Assistant Dean, Kristen Burrows Academic Coordinator, Nancy Aza	Ongoing
Reinforce information related to accessing wellness and mental health services for PAEP students.	A website link will be created through the students medportal account to ensure students have 24hr access to mental health and wellness information when not on campus. A paper handout will also be provided to students during their clerkship orientation session.	Administrative Assistant, Danielle Laffan	To be in place for class of 2018 (will start clerkship in September 2017).
The Program Reviewers support the need for a Medical Director to be recruited in support of the Program Director and program curriculum. This position is unique to the nature of the PA-MD model and provides support for site development, ensuring current material, and provides quality assurance.	Consideration has been given to a Medical Director position. Due to the political nature of the PA profession in Ontario, this position must be strategically staffed. A job description has been created and will be submitted for approval when the role is required.	Assistant Dean, Kristen Burrows Associate Dean of Education, Dr. Alan Neville	Pending HR and program staffing requirements.

Dean's Response, Faculty of Health Science:

The Dean submitted a letter expressing his strongest support for the McMaster Assistant Education Program. The Dean's letter acknowledged that the Physician Assistant Education Program is among the Faculty of Health Sciences' most elite offerings and that the program trains an exceptionally talented group of students who upon graduation enter the workforce expertly equipped to support physicians in a range of health care settings and alongside physicians, nurses and other members of interprofessional health care teams.

Quality Assurance Committee Recommendation

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

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Studio Art

Date of Review: March 9 - 10, 2017

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

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

Executive Summary of the Cyclical Program Review of the Undergraduate Studio Art Program

In accordance with the Institutional Quality Assurance Process (IQAP), the School of the Arts (Studio Art) submitted a self-study in December 2016 to the Associate Vice-President, Faculty to initiate the cyclical program review of its undergraduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

Two arm's length external reviewers, one from Ontario and one from Ohio and one internal reviewer were endorsed by the Dean, Faculty of Humanities, and selected by the Associate Vice-President, Faculty. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on March 9 - 10, 2017. The visit included interviews with the Provost and Vice-President (Academic); Associate Vice-President, Faculty, Dean and Associate Dean of the Faculty of Humanities, Director of the School and meetings with groups of current undergraduate students, full-time faculty and support staff.

The Director of the School and the Dean of the Faculty of Humanities submitted responses to the Reviewers' Report (August 2017). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

Strengths

In their report (May 2017), the Review Team noted that the Studio Art program is distinct and differentiates itself by its promotion of stewardship and environmentally responsible teaching practices; that the program embeds environmental responsibility into all of its pedagogy and research and presents an impressive convergence of research and life skills through ecological concerns. Further highlights identified in the report included:

- McMaster's position as one of only three Ontario Universities with an Art foundry
- Good retention rates directly related to faculty efforts to undertake individual, in-person portfolio interviews of all applicants
- Support received from the School of the Arts' Pieczonka fund to purchase new kiln and support of Faculty of Humanities and Facilities Services to upgrade infrastructure of room housing kiln
- Experiential and collaborative learning opportunities
- Close affiliation with Multimedia
- Strong ties to the community
- Civic consciousness and recognition of diversity (mindful and responsive to gender parity and inclusivity)
- Shared critiques open to community and commitment to peer-to-peer learning
- Well planned progression in course development from Level 1 to Level IV
- Well considered, newly renovated workspaces
- Commitment and attention to health and safety
- Highly qualified art faculty and high level of student satisfaction with faculty
- Curriculum provides students with skills in research, materials, digital media and theory
- Commitment to material-based learning and digital skill building
- Program is strategic and forward thinking in responsiveness to its own history and environment
- Significant increase in enrolment since creation of the BFA program (66.2%)
- Significant increase in service exposure to art raising the Art profile across the University potential of proposed Certificate Program
- Rigor of Level IV is in line with best programs in Art on an international level

Areas of Improvement

In their report, the Review Team identified some recommendations for areas of improvement and enhancement as outlined below.

- The imminent termination of the 2.5 CLA and CLA technologist position and resulting destabilization is a matter of urgent concern
- Address the high workload demands on technologists and secure permanence of the second technologist position (currently a CLA contract ending in November 2017)
- Enhance faculty potential for research/creation by instituting regular artist in residence appointments, each lasting a term, with some teaching duties, to allow course release for faculty on a rotating basis
- Increase funding for the Visiting Artist program to $6000 in order to raise the stature of the artists invited
- Improve the program's web presence
- Improve storage facilities, particularly in the sculpture area
- Improve communication with technologists regarding limits of assisting vs teaching and include them in policy making decisions
- Provide mentorship of faculty to move towards Full Professor
- Commit to improving the accessibility of facilities in any future renovations
- Continue to build greater synergy between art and the department of Communication Studies and Multimedia
- Address the physical constraints of the sculpture studio which are not well aligned with high enrolment caps for materials-based courses
- Improve student access to technical supervision (uneven response and difficulties with appointment booking system in sculpture)
- Provide access to small power hand tools outside of supervised hours
- Assess contact hours
- Acquire space to allow the entire Level IV cohort to have studios in one location
- Address the high teaching and administrative load currently placed on one of the permanent faculty
- University should provide matching funds for student fundraising for the SUMMA exhibition

The Dean of the Faculty of Humanities, in consultation with the Director of the School of the Arts shall be responsible for monitoring the recommendations implementation plan. The details of the progress made will be presented in the progress report and filed in the Vice-Provost, Faculty's office.

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

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Abandon idea of a Masters program for now	abandon idea of a Masters program for now	all faculty and Director of SOTA	effective immediately
Establish a Certificate in Studio Art for Non-Majors (increase courses for non-majors)	Judy Major-Girardin is currently working to develop a certificate in Art for the School of the Arts as a whole. She and Sally McKay will begin work towards a Studio Art specific Certificate as well, with additional support from Briana Palmer.	Judy Major-Girardin Sally McKay Briana Palmer	Present Certificate in Studio Art as part of curriculum submission for fall 2017 to be Implemented in fall 2018.
Consider a non-degree 1 yr. post BFA program (Special Student or Post-Baccalaureate)	While we have explored similar options in the past, we discovered that the Ministry of Eduction will not fund a 5th year. Nevertheless, we will continue to explore ways of creating opportunities for BFA graduates.	All faculty	On-going
Increase funding for Visiting Artist program	We will inquire with the Director about possibilities for increasing funding for the existing visiting artist program	Judy Major-Girardin	Request 2017-2018
Increase support for faculty release time for creative activity and research	We welcome the reviewers' suggestion to develop an artist-residency position that would enhance our Visiting Artist program and provide course release for faculty (as outlined in the report). We will begin analysis and develop a draft proposal for consideration by faculty, staff, Director and Dean.	All faculty and the Director of SOTA	if deemed feasible, implement plan in 2019-2020
Develop a stronger website presence and, if possible develop an independent Studio Art	We will initiate a discussion with Nathan Nash (Faculty of Humanities Recruitment Co-ordinator), Rita Crespo (School of the Arts Administrative assistant), faculty and the Director to assess institutional requirements for web presence, possibilities	Sally McKay	improvements to existing site by 2017-2018, new site established (if feasible)

website linked to institutional website	moving forward, and responsibilities for faculty and staff re: website implementation and maintenance		by 2018-2019)
Upgrade computer and software	A request for Piezoncka funding for a new computer and software was made to Executive Council in April 2017 by John Ford.	Judy Major-Girardin Agata Derda	Funding approved June 2017 and new equipment anticipated for fall term 2017.
Address imminent termination of CLA faculty position	Propose a permanent faculty appointment to build on the investment and achievements in art service offerings.	Judy Major-Girardin in consultation with full-time faculty and the SOTA Director	Proposal in 2017/18 for implementation in 2018/19
Permanent hire for 2nd studio technologist	Faculty is actively pursuing the request for permanent hire for 2nd studio technologist	Judy Major-Girardin, Rose Mannarino, and the SOTA Director	November 2017
Secure more physical space for storage of student work	Faculty and staff are currently working to maximise effective use of existing space. We will also make a request for additional storage space based on the fact that during the renovation of our space we lost two storage sheds from the studio area, and our previous storage space in T-18 has recently been eliminated due to construction the new Living and Learning Centre. As noted in the report, our current lack of storage space is infringing on our pedagogy.	Judy Major-Girardin Carmela Laganse	if feasible, implementation in 2017-2018
Improve communication with technologists regarding limits of assisting vs teaching and include them in policy making consultation	We have put new procedures in place to improve communication between faculty and staff, including bi- weekly meetings at which staff will be present when issues relevant to them arise	all faculty, technologists, and administrative coordinator	effective immediately, with ongoing commitment
Provide mentorship of faculty to move towards Full Professor	An initiative to explore promotion of one studio faculty member to full professor is already in progress	Director of SOTA	A decision on whether or not this case should proceed to the Faculty of Humanities at this

			time will be made in fall 2017
Commit to accommodating the disabled in future facilities enhancements	While reviewers did not indicate specific concerns in the report, we recognize the importance of accessibility as a priority. Several accessibility issues were addressed in our recent renovation: an elevator was installed, the main entrance is at grade level and our new washrooms are wheelchair accessible and gender neutral. In addition, we commit to enhancing accessibility of the physical space at every opportunity. Actions include a commitment to keep the entrances to the elevator clear, a request that the button access to doors to TSH east tower is maintained in good working order, and the prioritizing of accessible internal doorways and key swipe stations in any future enhancements to the facility.	all faculty and staff	immediate and ongoing
Create greater synergy between Art and the department of Communication Studies and Multimedia	We will continue to build on collegial relations instigated by Chris Myhr in his previous cross- appointed CLA position bridging Art and MM. While this faculty member now holds a tenure-track research position in Communication Studies and Multimedia he will be teaching Studio Art students and Multi- Media students in some cross-listed courses. Chris has volunteered to continue to act as a liaison between Art and Multimedia, and we welcome his contributions.	Chris Myhr	effective immediately
Address physical constraints in sculpture studio, class sizes too large for materials- based learning	We recognize the validity of this comment. While there is great pressure to maintain high enrolment caps, faculty and technologists are currently working to effectively maximize our use of space and equipment	Carmela Laganse Michael Syms	immediate and ongoing
Improve student access to technical supervision	Faculty, technologists and the administrative coordinator are currently establishing new protocols to address this issue, including better communication between faculty, students and technologists around available assistance and more transparent scheduling processes	all faculty, technologists and administrative coordinator	effective immediately, with ongoing commitment

Provide access to small power hand tools outside of supervised hours	Sculpture faculty and technologist will compile a set of tools that are deemed low risk and can be signed out by students for use outside of supervised hours and establish a protocol for access to these tools	Carmela Laganse Michael Syms	2017-2018
Acquire space to allow the entire Level IV cohort to have studios in one location.	Studio space for Level IV students is assessed annually based on the size of the cohort. Our priority is to keep the cohort together in one space whenever possible.	faculty teaching Level IV critique classes	immediate and ongoing
Address the high teaching and administrative load currently place on one of the permanent faculty.	The hands-on nature of an art program involving materials, processes, health and safety and time- intensive contact can create heavy teaching and administrative pressures. This is particularly evident with the Permanent Teaching Track appointment in Studio Art and is magnified in a program with only a handful of tenured faculty. The Director is currently working with the Teaching Track faculty member to explore reduced teaching (18 units)	Director of SOTA with Briana Palmer (supported by studio colleagues)	Reduced load of 18 units secured for 2017/18
University should provide matching funds for student fundraising for SUMMA	We will ask the director to consider a request to the Dean for matching funds.	Judy Major-Girardin	if feasible, to be implemented for Summa Exhibition scheduled for spring 2019

Dean's Response, Faculty of Humanities:

The Dean thanks the Review team, the Director of SOTA and the faculty members in the Studio Art program for their thorough and constructive approach to the review.

The review team clearly identify the core strengths of this program and recognize its great value to students, the Faculty, university and community. The Dean noted that he appreciated in particular that they point to the way in which this program has created a distinct place for itself, by focusing on sustainable art practices, and by sustaining student access to the foundry.

The Dean supports the attached response of the School of the Arts and faculty members in the program, and will continue to work to strengthen this program, and to extend some of its benefits to students beyond the program.

<u>Quality Assurance Committee Recommendation</u>

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

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

School of Labour Studies (Labour Studies, BA and Honours BA, Work and Society M.A)

Date of Review: March 30 - 31, 2017

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

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

Executive Summary of the Cyclical Program Review of the Undergraduate and Graduate Programs in the School of Labour Studies

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

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

The Director of the School and the Dean of the Faculty of Social Sciences submitted responses to the Reviewers' Report (May 2017). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

Strengths

In their report (May 2017), the Review team stated that they found the School of Labour Studies to be a vibrant centre of innovative teaching, productive faculty, dedicated support staff and enthusiastic students. The reviewers highlighted the following strengths of the program:

- This is a Program that has healthy and steady enrolments for their BA and MA degrees; and the PhD has a good number of applications for the first year.
- There is a good record of student success at BA and MA levels; student placements seem to have gone well.
- There is a positive record of completion rates.
- The faculty all have good all-round records: teaching, publications, research, funding, administration, supervision, and engagement in current issues.
- There is a continuing and positive alumni connection thanks to the administrative staff in the School.

Areas of Improvement

The review team had no major concerns but did identify some minor suggestions for alterations and a few observations on the program as a whole.

Undergraduate:
As we expected, the Reviewers had suggestions to make regarding our course offerings. We welcome such suggestions from these seasoned researchers and teachers and we are already in the process of addressing them. At our mini retreats at the beginning of May, we discussed our undergraduate program from top to bottom, and, as a start, have agreed to change the titles, content and scheduling of our first year courses for the 2018-19 academic year. (It is too late to make such changes for the 2017-18 academic year.) Moreover, with regard to their suggestions regarding offering courses – existing and new – with more labour studies content, e.g., collective bargaining, employment standards, and the like, we are very enthusiastic about the possibilities that such courses hold for us in terms of meeting student interest and in terms of how they could assist students in later employment.

In making such recommendations the Reviewers were aware of the difficulties we have in providing our students with a rich and diverse range of courses. Speaking to an issue that also has profound implications for our graduate programs, the Reviewers note our faculty complement is such that we are strained to offer even the bare minimum of required courses at each level, each year. As the Reviewers write: "Some students noted they were doing joint majors not single majors in Labour Studies, precisely because they did not feel there were enough course options for a single major." One of their "solutions" to this set of problems, they write, "is the addition of courses taught by other units to the Labour Studies list of courses." While this "solution" is worthy of discussion, we would point out that our

undergraduate students already have this option, hence, it is not clear if the Reviewers, in making this suggestion, were contemplating that we reduce the number of required courses of our degrees. To date we have not considered this to be a desirable fix for this ongoing issue which in some ways produces a chicken and egg situation: we can not increase the number of our undergraduate courses because we do not have the student enrolment numbers but we do not have the student enrolment numbers because we do not attract enough students. At bottom, we are an interdisciplinary program and would welcome, with open arms, pedagogical and institutional/administrative arrangements with other Departments and Faculties if such arrangements promised to strengthen and deepen our programs without weakening and/or watering down our core mission to study and understand the changing worlds of work.

Graduate:

While our MA in Work and Society was also reviewed very positively, as with our undergraduate programs, there were a number of suggestions regarding changes to our course content and offerings. Consistent with comments from our undergraduate students, our graduate students spoke of their desire for courses with more 'labour studies' content. The Reviewers wonder if this comment stems from students having "fairly traditional definitions of labour studies." Regardless, they recommend that any revisions/additions to our graduate curriculum include "the development of a graduate 'foundation' course, with more material on existing labour problems, policies, and legislation." With regard to this recommendation, we can reply that the Reviewers seem to have missed the change we made last year that increased the number of required Work and Society courses from three to four precisely to expose our MA students to more "labour studies" content. That said, we will keep this recommendation in mind when we next refresh our course offerings.

The biggest issue raised by the Reviewers was, as with the undergraduate programs, the rather limited number of courses offered each year. For the Reviewers, this problem, like the similar problem noted for the undergraduate programs, stemmed directly from the too few faculty members available to offer more courses. Their primary solution to hire more faculty will be addressed below. Additional fixes, they wrote, could possibly be found in developing courses, e.g., methods courses, with other Departments within and outside Social Sciences. Labour Studies faculty discussed this option at our May retreat and it is one option that will pursued. Another possibility, the Reviewers wrote, was to become involved with online courses.

We are prepared to investigate each of these options. With regard to online courses, we believe that the online option is more applicable to undergraduate education. That said, we are generally quite skeptical of such courses given the research that shows poor completions rates. With regard to being able to offer our graduate students a wider range of graduate courses, we cannot do so with our present faculty complement. This leaves adding courses from outside Work and Society. This is something that we already do – both at the MA and in our new PhD program. As the Reviewers write, however, "the problem with this recommendation in terms of electives is that other units have course caps which means that LS MA students sometimes cannot secure spaces in them, and they do not know this until a couple of weeks into the term." This is not a new problem for our Work and Society students and

requires a solution. The Reviewers rightly note that the "solution should come at the chair and administrative level."

The Reviewers make other recommendations geared toward augmenting the richness and attractiveness of our MA and PhD programs. One is to open our supervisory roles and responsibilities to faculty beyond Labour Studies. This would, the Reviewers argue, serve to expose our students to the knowledge and expertise of such faculty while simultaneously lessening the burden of supervision at both the MA and PhD levels. The other recommendation was to give some thought to the development of an "Executive program, credit and/or non-credit, for trade unionists and perhaps others in various social movements.

The first of these recommendations has already been a subject of discussion among Labour Studies faculty. We continue to wonder about the perception of an academic unit that farms out PhD supervisory responsibilities to other faculty members. With regard to the development of an "Executive " MA in Labour Studies, we, like the Social Sciences as a whole, need time to further discuss what would constitute a major departure from our established mandates.

Finally, the Reviewers indicate that the relative controversy regarding the name of our program should be resolved by changing the MA in Work and Society to MA in Labour Studies. In our May retreat we decided to follow that recommendation.

The Dean of the Faculty of Social Sciences, in consultation with the Director of the School of Labour Studies shall be responsible for monitoring the recommendations implementation plan. The details of the progress made will be presented in the progress report and filed in the Associate Vice-President, Faculty's office.

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

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Review 1st year courses for topical interest and content	Issues discussed at May mini retreat and recommended changes will be implemented	First year course instructors; Undergraduate Committee Chair; Director	Fall 2017
Add "labour studies" content to current courses at both undergraduate and graduate levels	Issues discussed at May mini retreat and recommended changes will be implemented	Undergraduate and Graduate Committee Chairs	Fall 2017; Winter 2018
Add new courses with "labour studies" content, e.g., labour policy	Issues discussed at May mini retreat and recommended changes will be implemented when possible	Undergraduate and Graduate Committee Chairs	Dependent on additional faculty resources
Change name of MA in Work and Society to MA in Labour Studies	Issue discussed at May mini retreat and recommended change will be implemented	Graduate Chair; Director	Fall 2017
Expand space to accommodate School of Labour Studies	Issues discussed with Dean of Social Science and new space has been allocated to School of Labour Studies	Director; Staff	Summer/Fall 2017
Senior Administration and School of Labour Studies enter discussions to promote Labour Studies	Forward this recommendation to Senior Administration	Director	
Additional Faculty Resources	Forward this recommendation to Senior Administration	Director	

Dean's Response, Faculty of Science:

Overall, the reviewers provided a resounding endorsement of the programs, while noting some areas for improvement and recommending some specific actions to undertake in response. The reviewers emphasized the pioneering nature of Labour Studies' educational programs both nationally and internationally, and that the school continues to enjoy a leadership role internationally within labour studies. They also noted the dedication and commitment of faculty and staff in the School, which has been instrumental to maintaining strong programs over the last few years during which the School has experienced the loss of senior faculty through resignations and retirements. This commitment is exemplified by its openness to the recommendations of the reviewers and the speedy implementation of a number of them, which were discussed and approved at the School's May retreat.

The response by the School makes clear that it is taking the recommendations seriously and developing concrete, feasible plans for responding as soon as is feasible to those recommendations that are under its full control, and that it will work with the Faculty of Social Sciences (FSS) and the university on those recommendations that require broader consideration and action. The Dean's response focuses on those observations and recommendations in the reviewers' report that call for consideration and action by the Faculty of Social Sciences.

Recommendation: *The School and McMaster recruitment officials should discuss how to acquaint high school students with the degree because labour studies is not a 'teachable' subject in high schools.*

This past year, with support from the Provost, the FSS (joint with Humanities) hired a recruitment coordinator, for which high school outreach is a central element of the Faculty's recruitment strategy. Beginning this fall, the Dean would encourage Labour Studies to work with the recruitment coordinator to develop ways to highlight the program and the kinds of career opportunities it offers graduates as part of the high school outreach.

Recommendation: *With the new PhD program there will be a need for more TAships; these provide invaluable experience for graduate students at both the MA and PhD levels.*

The FSS recently adopted a new, needs-based approach to allocating TA resources to departments and schools. Labour Studies' TA allocation for 2017-18 explicitly took into account the new Ph.D. program, and in the future the TA allocation will automatically adjust to reflect the enrolment of graduate students in the MA and Ph.D. graduate programs.

Recommendation: *Labour Studies might consider adding "adjuncts with dissertation/MRP supervisory privileges" to its list of faculty, although the listed 'Associate members' of the School may serve this purpose; the parameters to these privileges can be listed elsewhere.*

The FSS is happy to work with Labour Studies to examine the role such appointments could play in strengthening the MA and Ph.D. programs.

Recommendation: *There is a request for more physical space for the program, particularly in light of the coming Ph.D. program. It was not clear to us that a final decision had been made on the use of seemingly available space on the 7th floor. We would encourage this expansion so that the Ph.D.*

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program can begin with the possibility of more space for graduate students and perhaps a lounge and meeting room that comes under Labour Studies' jurisdiction.

With good reason, a number of observations and recommendations in the report centre on the theme of faculty resources. The School is small ---even in 2014 the total faculty complement was 5.35 FTE faculty members; further, it has experienced losses and turnover in the last few years as senior faculty have retired or resigned to take up positions at other institutions. This challenge will continue into the future – within the next few years it is expected that the two remaining senior faculty with roots dating back to the founding of the School will retire. This creates challenges of both quantity and historical continuity.

Since its founding, the School has had a strong preference for its faculty to hold joint appointments between Labour Studies and a disciplinary department in the FSS. Indeed, last year marked the first full-time appointment to the School. Because most Labour Studies faculty hold joint appointments, discussion of the faculty complement can be quite confusing when using headcounts, as the review did. For the sake of clarity, here is the recent history of the FTE faculty complement for the School:

2014-15: 5.35 FTE (4.35 tenure stream; 1.0 teaching stream)
2015-16: 4.85 FTE (2.85 tenure stream; 1.0 teaching stream; 1.0 CLA)
2016-17: 5.55 FTE (3.55 tenure stream; 1.0 teaching stream; 1.0 CLA)
2017-18: 5.30 FTE (4.30 tenure stream; 1.0 teaching stream)

This coming year, therefore, the FTE faculty complement is only 0.05 FTEs below it size in 2014. So the faculty complement effectively has been restored to its 2014-15 level. This situation is not accurately represented in the report, which relies on faculty headcounts rather than FTE counts.

This is not to deny that Labour Studies faces legitimate challenges with respect to faculty resources. It does face real challenges offering courses beyond those required for program completion and, as the review notes, the proposal for the Ph.D. program called for an increase of faculty FTEs as the Ph.D. program grows, which will be a challenge in the current fiscal environment. The FSS will continue to work with Labour Studies to address these challenges within the constraints it faces.

Recommendation: *University Advancement should be involved in a significant effort to promote and aid Labour Studies as the new Ph.D. program is launched. Advancement should work with the Labour Studies program to develop a plan for raising funds for specific projects that would highlight the international leadership of McMaster in the study of work. While an endowed chair might be too expensive, other projects could be entertained: a post-doctoral fellowship, specific graduate scholarships, or a visiting professorship for a global scholar, who would come to McMaster on a sabbatical and receive office space and a research allowance (a similar research fellowship at McGill is worth $25,000) annually. All such efforts would raise the profile of Labour Studies, aid the recruiting of graduate students, and also potentially add to the curriculum if a post-doctoral fellow or visitor taught a course.*

This reflects a broader theme that the university administration needs to be aware of the international calibre of the School, and to work with the School to promote it. With respect to this specific recommendation, the re-organization of University Advancement, under which the Faculty of Social Sciences has an advancement officer dedicated to FSS alone, should create greater scope to highlight

and promote advancement opportunities associated with the School of Labour Studies. The Dean notes that he will work with both the advancement officer and the School on such initiatives.

Quality Assurance Committee Recommendation

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