

AGENDA

NOTE: Members who wish to have items moved from the Consent to the Regular Agenda should contact the University Secretariat before the Senate meeting. Members may also request to have items moved when the Agenda is presented for approval.

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REPORT TO SENATE
FROM THE
EXECUTIVE COMMITTEE
Open Session (Consent Agenda)

1. Actions Taken on Behalf of Senate: Facilitated Black Applicant Admissions Pathway for the Midwifery Education Program

On January 27, 2021, the Executive Committee approved, on behalf of Senate, the Facilitated Black Applicant Admissions Pathway for the Midwifery Education Program.

Senate: FOR INFORMATION
February 10, 2021

REPORT TO THE SENATE EXECUTIVE COMMITTEE
from the
UNDERGRADUATE COUNCIL

FOR APPROVAL

- I** Midwifery Education Program – Facilitated Black Applicant Admissions Pathway
At its January 26, 2021 meeting, the Undergraduate Council will review and approve, for recommendation to Senate, the Facilitated Black Applicant Admissions Pathway for the Midwifery Education Program. Details of the proposal are contained in the circulated report.

It is now recommended,

that the Senate Executive Committee approve, on behalf of Senate, the Facilitated Black Applicant Admissions Pathway for the Midwifery Education Program, as recommended by the Faculty of Health Sciences, and set out in the attached.

Senate Executive Committee: January 27, 2021

Facilitated Black Applicant Admissions Pathway

Midwifery Education Program

November 2020

Overview

The Midwifery Education Program strives to be a supportive and inclusive community. We are proposing a new Facilitated Black Applicant Admissions Pathway (FBAP), with the goal of mitigating the potential for bias during the admissions cycle with the aim of decreasing barriers for self-identified Black applicants.

Our aim is to develop a process that will address barriers and facilitate equitable access during each step of the usual admissions cycle. The two key times when this is possible are the a) offer to attend a selection interview (MMI format) based on pre-requisites, and b) applicant assessment during the selection interview.

The FBAP would be open to applicants who self-identify as Black and multi-racial students who have and identify with their Black ancestry. Applicants in the FBAP stream must meet the same requirements for admission as all other applicants, and there is no quota for admission. Black-identified applicants do not have to use the FBAP and can apply through the general stream if they wish.

Context

Over the past 20 years, anecdotal data strongly suggests that Black students are substantially underrepresented in the Midwifery Education Program. Our application and enrollment data has not historically collected information about race/ethnicity from applicants, and so at present it is unclear as to whether this is the result of underrepresentation in the applicant pool, systemic racism in the admissions process itself, or some combination thereof.

In upcoming admissions cycles we will begin to collect demographic data (pilot in February 2021) so that we can evaluate the composition of the applicant pool with respect to a number of underrepresented groups, which will shed light on these questions and help us to strategize accordingly to improve access. We are also collecting demographic data for in-course students to document a starting point from which to measure our progress and help to suggest strategies and targets for action.

Proposed Process

1. At the point of submitting their applications, Black applicants are able to self-identify for the FBAP. A member of the Equity Admissions Review Team (EAR, see below) will conduct a telephone/video conference with the candidate to discuss their interest in the program, the profession, and next steps. Having an opportunity to personally connect can promote a sense of support for the applicant and mitigate the stress of the application process. Personal contact, in contrast to no contact, may help to build positive feelings toward the university and the program and allow for questions and dialogue about supports and resources for racialized students within the program. It is our hope that this discussion will increase knowledge about the admissions process, the program, and the career of midwifery in order to promote success among applicants.
2. We will advance all Black applicants who complete the FBAP process and meet the minimum academic eligibility requirements for Midwifery admission to the MMI selection Interview. This

is because we acknowledge that traditional approaches to grading and GPA may be influenced by systems of racism. We have also used the same approach in our Facilitated Indigenous Applicant Pathway.

3. We will ensure that applicants identified through the FBAP will be assessed by racialized interviewers during the MMI selection interview, which may include members of the EAR team.
4. We will invite all Black applicants who participate in the MMI selection interview to also attend an optional MEP BFAP Interview. This will allow applicants an opportunity to have an individual interview conducted by members of the EAR team. This has been a successful strategy used by Ryerson University, one of our partners in our consortium midwifery program, to increase their intake of Indigenous students. It has been demonstrated to create a positive connection between the university and the applicant which fosters a sense of community and a place of belonging. This process also allows applicants to freely express themselves in spaces they deem culturally safe. In recognition of the barriers that time, distance and finances may play in admissions processes, whenever possible this interview will occur the same weekend as the full selection interview process so that applicants are not required to travel more than once. The EAR team meets to discuss the applicants holistically and finalize the decision regarding offer of admission.
5. In keeping with the usual process for admissions, offers of admission will be made to top ranking candidates based on the interview scores. For candidates who participate in the MEP BFAP Interview, a decision to offer admission made by the EAR team will supersede ranking at the MMI selection interview.

Equity Admissions Review Team (EAR team)

The EAR team will be a panel of racialized faculty, students and alumni of the MEP who will be involved in assessment of applicants opting to be evaluated under the FBAP.

Members will be recruited from among: Black-identified faculty at McMaster, preferably those in FHS; Black-identifying alumni of the MEP; and Black-identifying students currently in the MEP, preferably in years 3 & 4. We believe a core team of 5 people will be adequate. This team will conduct phone discussions with applicants, attend the MMI interview and the optional panel interview. If we have a large number of Black applicants, we will recruit additional more team members as necessary.

Eligibility for the FBAP

A significant question is what kind of stipulations there should be around who can make a claim to using the FBAP. Given the complexity of Black identities, there is certainly an argument to be made that self-identification should be adequate, and at the same time there is a reasonable concern that some unethical individuals may make a false claim in order to gain a perceived advantage in the process.

The University of Toronto BSAP Process states that “You must self-identify as Black African, Black Caribbean, Black North American, or multi-racial, and have, and identify with, your African ancestry” but does not require any further documentation or ‘proof’ of Black identity. We propose using the same or similar language in this case. If there are any applicants who are subsequently found to have falsely made claim to the use of the FBAP the existing policies and procedures around Academic Integrity can be applied.

Proposed Timeline

- November 2020
 - Consultations with stakeholders from the MEP EDI committee and admissions committee
 - Proposal submitted for consideration by FHS Executive
 - Proposal submitted UGC Curriculum & Admissions
- December 2020
 - Update website to advertise FBAP (as 'pending Senate approval')
 - Begin to recruit EAR team members
- January 2021
 - Senate approval anticipated
 - Following OUAC deadline for applications, send email to ALL applicants alerting them to the existence of the FBAP and ask any applicants who wish to apply using the FBAP to identify themselves for the stream
- February 2021
 - All applicants submit application materials
 - All applicants asked to complete demographic questionnaire
 - Training for EAR team members
- March 2021
 - EAR team undertakes phone meetings with FBAP applicants
 - Invitations to attend MMI selection interview sent to applicants
 - Preliminary analysis of demographic questionnaire data
- April 2021
 - MMI selection interview occurs
 - Optional Black equity interview day
- May 2021
 - Admissions decisions made including recommendations from EAR team
- June 2021
 - Deadline for applicants to accept their offers
 - Detailed analysis of demographic questionnaire response

REPORT TO SENATE
from the
UNDERGRADUATE COUNCIL

FOR APPROVAL

I Establishment of New Certificate and Diploma Programs

At its January 26, 2021 meeting, the Undergraduate Council reviewed for approval, the establishment of the following Certificate programs. Details of the proposed Certificates are outlined within the circulated report.

- a. **Certificate of Professional Learning in Nursing Concepts in Continence Care**
- b. **Certificate of Professional Learning in Intercultural Competency**
- c. **Concurrent Certificate in Social Innovation**
- d. **Concurrent Certificate in Creative Writing and Narrative Arts (CWNA)**

It is now recommended,

that Senate approve the establishment of the Certificate of Professional Learning in Nursing Concepts in Continence Care, as set out in the attached.

It is now recommended,

that Senate approve the establishment of the Certificate of Professional Learning in Intercultural Competency, as set out in the attached.

It is now recommended,

that Senate approve the establishment of the Concurrent Certificate in Social Innovation, as set out in the attached.

It is now recommended,

that Senate approve the establishment of the Concurrent Certificate in Creative Writing and Narrative Arts (CWNA), as set out in the attached.

II Revisions to Certificate and Diploma Programs

At the same meeting, the Undergraduate Council reviewed for approval, revisions to the following Certificate and Diploma programs. Details of the proposed revisions are contained within the circulated report.

- a. **McMaster English Language Development Diploma (MELD)**
- b. **McMaster English Readiness for Graduate Excellence Certificate (MERGE)**

It is now recommended,

that Senate approve the revisions to the McMaster English Language Development Diploma (MELD), as set out in the attached

It is now recommended,

that Senate approve the revisions to the McMaster English Readiness for Graduate Excellence Certificate (MERGE), as set out in the attached.

- III Addenda to Curriculum Revisions for Inclusion in the 2021-2022 Undergraduate Calendar
At the same meeting, the Undergraduate Council will reviewed for approval, the following curriculum revisions for inclusion in the *2021-2022 Undergraduate Calendar*.
Admission Requirements, Application Procedures

that Senate approve the revisions to the Admission Requirements and Application Procedures, for inclusion in the 2021-2022 Undergraduate Calendar, as recommended by the Office of the Registrar, and set out in the attached.

FOR INFORMATION

- IV Terms of Award
At the same meeting, the Undergraduate Council reviewed for approval: a) twelve new awards, b) changes to one academic grant, c) changes to four award terms, d) four new bursaries, and e) the removal of four awards.

- a) New Awards
The Arts & Science Program Achievement Award
The DeGroote School of Business Achievement Award
The Faculty of Engineering Award of Excellence
The Faculty of Health Sciences Achievement Award
The Faculty of Humanities Achievement Award
The Faculty of Science Achievement Award
The Faculty of Social Sciences Achievement Award
The McMaster Brighter World Entrance Award
The McMaster University Award of Excellence
The PepsiCo Canada Entrance Award in Business

The PepsiCo Canada Entrance Award in Engineering
The NSBE McMaster Chapter Scholarship

- b) Changes to Academic Grant
The Graeme Macqueen Academic Grant
- c) Changes to Award Terms
The Bank of Montreal Humanities Multimedia Scholarship
The Chin-Chin Award in Electroacoustic Studies/Sound Art
The Newcombe Prize in Peace Studies
The Mahatma Gandhi Scholarship
- d) New Bursaries
The C.F. Crozier & Associates Inc. Bursary
The McMaster RCAF Memorial Bursary Fund
The Gary Disher Family Bursary
The Dr. Janice Legere MD Bursary
- e) Awards Removed
The Addison Family Bursary
The James R. Greilich Memorial AG
The McMaster Honour Awards
The McMaster President's Awards

Documents detailing items for information are available for review on the [Secretariat's website](#).

Senate: February 10, 2021

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):

Program Name:	Nursing Concepts in Continence Care
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Dr. Lorraine Carter, Dr. Joanna Pierazzo
Effective Date:	2021-05-01
Date of Submission:	2020-12-16

Academic Merit (complete all fields; write “not applicable” as needed):

Program Overview:	<p>The Nursing Concepts in Continence Care Certificate of Professional Learning is a collaborative program involving the Faculty of Health Sciences (School of Nursing) and McMaster Continuing Education.</p> <p>The purpose of the program is to provide specialized education for professional healthcare providers interested in better understanding and addressing issues related to continence care in their professional settings.</p> <p>Participants in the program will be required to successfully complete the three courses in the program in order to receive a Certificate of Professional Learning. The courses will be offered in online format.</p> <p>Courses will use a combination of experiential learning activities (i.e., case studies, facilitated group discussions, synchronous sessions, group work) and other methods that support the learning of professionals interested in learning about continence care.</p> <p>Emerging trends and research will be discussed to aid in the learning process and ensure that course content is current and relevant.</p> <p>The program will be an application-based program (see “Program Admission Requirements” and “Program Pre-requisites below).</p>
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Learning Objectives:	<p>Incontinence is a growing healthcare concern affecting the lives of millions of people worldwide. It carries an enormous stigma and is one of the most neglected areas in healthcare. Urinary and fecal incontinence are both manageable and often treatable. Frontline care providers in all care settings (community, acute, rehabilitation, geriatrics and long-term care) have an important role to play in the promotion of continence and prevention of incontinence. Understanding the contributing factors and how to eliminate or manage them to help enhance the quality of life for patients with fecal or urinary incontinence is a key focus of this program.</p> <p>Specifically, graduates of the program will be able to do the following:</p> <ul style="list-style-type: none"> • Integrate knowledge of bladder and bowel function into clinical reasoning and nursing judgments that inform and guide a holistic approach to the assessment and management of bladder and bowel continence care. • Identify contributing factors and underlying medical conditions to incontinence and apply appropriate nursing interventions. • Demonstrate in-depth knowledge of behavioural and educational interventions used in the management of incontinence. • Integrate nursing research (evidence-informed decision making) as the basis of practice where applicable. • Provide rationale for nursing-specific interventions using scientific knowledge. • Understand the impact of incontinence on the client's well-being and quality of life. • Apply the assessment and management of bladder and bowel continence care in a professional clinical setting.
Meeting Learning Objectives:	<p>Students must complete a series of three academic courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning outcomes.</p>
Program Admission Requirements:	<p>This program is designed for licensed healthcare providers (e.g. RPN, LPN, RN, NP, Physio, OT, SW) interested in learning best practices in continence care.</p>

	<p>In addition, all registrants must meet the basic requirements below:</p> <ul style="list-style-type: none"> • Have an Ontario Secondary School Diploma or equivalent. • Be a mature student as defined in the Undergraduate Calendar of McMaster University or be deemed an exceptional case. • A background in health or related fields. <p>In order to ensure that students have the basic capabilities necessary to be successful in their online courses, they are required to have the following pre-requisite knowledge and/or skills:</p> <ul style="list-style-type: none"> • Knowledge and skills with general computer applications, such as keyboarding, file management, video talks, and word processing • Familiarity with internet browsers and web surfing • English Language Proficiency requirements: Completion of TOEFL exam with minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years.
Program Pre-requisites (if applicable):	Proof of registration with a professional licensing healthcare body (e.g. RPN, LPN, RN, NP, Physio, OT, SW).
Program Completion Requirements:	Participants in the program will be required to successfully complete the three courses in the program in order to receive a Certificate of Professional Learning.
Program Delivery Format:	The online delivery format of the courses will be a blend of asynchronous and synchronous activities designed to support the development of knowledge and skills in continence care. Course activities may include synchronous sessions; discussion board contributions; readings; research-oriented tasks; experiential learning activities including but not limited to case studies, group discussions, and projects; and clinical placement.
Student Evaluations (Grading Process):	Each course will include an evaluation component. Evaluation may be based on assignments, case studies, presentations, individual or group projects, participation, or a combination thereof. Evaluations will be structured to assess students' level of competency in achieving overall learning objectives.
Course Evaluation:	At the end of each course, students will complete a course evaluation that explores content, delivery, materials, method of evaluation, and instruction.

Course Instruction:	Instructors for courses will be selected from a pool of qualified applicants. In compliance with McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas, selection will be based on academic background and/or experience in the field. Instructors will have the equivalency of a Master's degree or significant professional and teaching experience within the field. Instructors will be recommended by the Faculty of Health Sciences, School of Nursing.
Credit Towards Degree Programme Studies:	10 units
Program Advanced Standing:	n/a

Statement of Financial Viability:

I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).

Lorraine Carter, Director, Centre for Continuing Education

Statement of Administrative Responsibilities:

Statement of Faculty Alignment:

The staffing and systems infrastructure to support the following functions already exists within Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by Continuing Education.

Continuing Education program responsibilities:

- budget development and monetary responsibilities
- program and course development
- course registrations/administration
- supervision of instructors to ensure all required policies and practices are adhered to and course are taught according to program requirements and standards
- Marketing and Promotions

The Faculty of Health Sciences will act as the academic liaison and is charged with the responsibility of on-going academic review, assessment, and delivery of the curriculum. The Faculty's letter of support is included at the end of this document.

Listing of Courses (complete the chart to provide suggested course title, indicate required or elective course, number of academic units, proposed hours, and estimated term offering):

Course Name	Required/Elective	Unit Value	Term
Nursing Concepts in Continence Care	Required	4 units	Spring 2021

Course Description:

Nursing Concepts in Continence Care is an online course which integrates asynchronous learning modules and discussion boards as well as synchronous online tutorials to develop

students' awareness and understanding about bladder and bowel incontinence including assessment and conservative management strategies. Selected problem based clinical cases will be explored through online, interactive, multimedia learning modules. Online tutorial sessions will provide students with opportunities to discuss their assessments, identify contributing factors and consider treatment recommendations. Discussion Boards will also be utilized to provide students with the opportunity to interact with each other and the tutor.

Course Ends-In-View:

This course provides students with the opportunity to understand normal bladder and bowel function to develop an understanding of the factors that contribute to bladder and bowel incontinence and effective conservative management strategies.

Advanced Concepts in Continence Care	Required	3 units	Spring 2021
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Course Description:

Advanced Concepts in Continence Care is an online course which builds on the introductory course Nursing Concepts in Continence Care. It integrates asynchronous learning modules and discussion boards as well as synchronous online tutorials which will focus on specific bladder and bowel incontinence issues that require specialized knowledge and management strategies. This will further expand students' understanding about the role that nursing can play in assessment, management as well as patient and staff education. Selected problem based clinical cases will be explored through online, interactive, multimedia learning modules. Online tutorial sessions will provide students with opportunities to discuss their assessments, identify contributing factors and consider treatment recommendations. Discussion Boards will also be utilized to provide students with the opportunity to interact with each other and the tutor.

Course Ends-In-View:

This course provides students with the opportunity to understand specific bladder and bowel issues that can arise related to underlying medical issues such as spinal cord injury, acquired brain injury, and multiple sclerosis. Understanding the factors that can contribute to complex bladder and bowel incontinence is essential in developing effective management strategies. This knowledge is essential when developing patient and staff educational materials.

Concepts in Continence Care Clinical Placement	Required	3 units	Spring 2021
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Course Description:

Concepts in Continence Care Clinical Placement is an applied professional practice course that focuses on the assessment and management of urinary and fecal incontinence, including the introduction to the educator role in staff and patient care related to incontinence. Students will be individually placed in a variety of health-care settings based in their area of interest including but not limited to urology, urogynecology, acute care, rehabilitation, primary care, community, and long-term care.

Course Ends-In-View:

The students taking this course will focus on understanding the impact of incontinence on patients and care providers: developing assessment skills; identifying factors contributing to incontinence; and utilizing this information to develop management plans to effectively manage incontinence. Elements of health promotion including patient teaching and staff education will be addressed.

Students will be assisted in their explorations of transition and integration through the support and deliberate guidance of the professional practice tutor and preceptor(s), with a focus on the following domains of professional practice: connecting care experiences to academic learning; seeing connections and translating these to action across contexts, disciplines, perspectives; engaging in intra- and inter-professional communication, self-assessment, reflective practice, and critical inquiry.



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<http://www.fhs.mcmaster.ca/nursing>

To: Certificate & Diploma Committee

From: Dr. Joanna Pierazzo, Faculty of Health Sciences

Re: Proposal for Nursing Concepts in Continence Care Program, Certificate of Professional Learning

Date: December-18-20

I have reviewed the proposal for the Nursing Concepts in Continence Care Program to be delivered as a collaboration between McMaster School of Nursing and McMaster Continuing Education. The proposal meets the criteria set out by the Undergraduate Council in its guidelines for Certificates and Diplomas, specifically meeting the requirements of a Certificate of Professional Learning. I endorse this submission with the support of the Faculty of Health Sciences

Because the courses that comprise this program are undergraduate courses, the program proposal has also been reviewed and approved by Dr. Jennifer Skelly of the School of Nursing as well as the Curriculum Committees of the School of Nursing and the Faculty of Health Sciences. The courses meet the stated objectives, and, as noted above, the program meets Undergraduate Council's criteria for the designation of Certificate of Professional Learning.

The School of Nursing is excited about this collaboration and pleased to be able to bring it to working health professionals through McMaster Continuing Education.

Sincerely,

Dr. Joanna Pierazzo, RN, PhD
Assistant Dean, Undergraduate Nursing Programs
Associate Professor, School of Nursing
Faculty of Health Sciences

cc. Dr. Lorraine Carter, Director, McMaster Continuing Education
Dan Piedra, Assistant Director, McMaster Continuing Education

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Intercultural Competency
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Lorraine Carter
Effective Date:	March 1, 2021
Date of Submission:	January 4, 2021
Academic Merit (complete all fields; write “not applicable” as needed):	
Program Overview:	<p>The increase in global collaboration and connectivity among clients and employees in organizations and recognition of structural and systemic barriers to equity and inclusion have led human resources professionals, managers, and business leaders to recognize the need to develop intercultural awareness, knowledge, skills, and attitudes. Intercultural competence involves “(a) awareness of one’s own cultural assumptions, values, beliefs, and biases, (b) understanding of the worldview and expectations of culturally different interaction partners, and (c) developing and deploying appropriate strategies to relate to an interaction partner in a successful manner”¹. The effect of increasing intercultural competency is a more diverse, competitive, and innovative workplace.</p> <p>The proposed program will focus on the theories, best practices, and application of intercultural competence, and includes three 3-unit courses. Students will begin the program with a foundational course while subsequent courses will build on this knowledge.</p>

¹ Kimmelmeier M., Kusano K. (2018) Intercultural Competence: Teaching It Is Worthwhile. In: Frisby C., O'Donohue W. (eds) *Cultural Competence in Applied Psychology*. Springer, Cham. https://doi.org/10.1007/978-3-319-78997-2_25.

	<p>A Certificate of Professional Learning in Intercultural Competency will attract participants seeking to add to their studies and professional development goals. Linking the foundational course to other certificate and diploma programs as an elective course has the potential to increase student interest in the full program. Furthermore, there is potential to cluster the program with other potential new programs such as workplace communication, career development, community engagement, etc.</p>
Learning Objectives:	<p>Upon completion of the program, students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate self-awareness of one 's cultural norms and values and appreciation of the complexity, mutability, and variability of individuals' cultural identities • Recognize commonality and differences within people and communities • Explain how diverse viewpoints influence relationships with others • Develop effective strategies to communicate respectfully with diverse audiences, both orally and in writing • Apply strategies to establish, interpret, and manage intercultural employee teams • Identify the impact of cultural structures within the workplace and between employees • Explain structural and systemic barriers to equity and inclusion • Identify strategies for combatting discrimination and promoting equity and inclusion <p>The following additional objectives will be threaded within each course:</p> <ul style="list-style-type: none"> • Demonstration of an awareness of ethical practices and professional standards applicable to a field of employment and/or academic study • Exemplification of the knowledge, skills, attitudes, and behaviours required to work and collaborate with people from different cultural backgrounds and to develop effective personal management skills

Meeting Learning Objectives:	The Intercultural Competency program involves three courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
Program Admission Requirements:	<p>The program will not require an application for admission. Recommended program requirements will be posted to Continuing Education's website:</p> <p>"In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the Intercultural Competency program should meet the following requirements based on their education and work experience:</p> <ul style="list-style-type: none"> • Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Centre for Continuing Education • Be knowledgeable with basic computer program applications and skills, such as Word, PowerPoint, web browsing, email • Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years"
Program Pre-requisites (if applicable):	N/A
Program Completion Requirements:	To qualify for a Certificate of Professional Learning, students must successfully complete the three courses of the program.
Program Delivery Format:	Program courses may be delivered in-person, online, and/or a blended format. All formats will include instructor lectures and/or presentations, group discussions, and practical application activities. Each course will be a minimum of 36 hours delivered over an 8-week session (approximately 4.5 hours per week).
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies,

	presentations, reflection journals, application activities, individual or group projects, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants' level of competency in achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.
Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified external professionals. In compliance with <i>McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas</i> , the selection will be based on academic background and/or experience within the field. Instructors must have a Master's degree (or equivalent) and significant professional experience and teaching within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.
Program Advanced Standing:	No transfer credits will be permitted for the Certificate of Professional Learning.
Statement of Financial Viability:	
<p>I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).</p> <p><i>Lorraine Carter, Director, Centre for Continuing Education</i></p>	
Statement of Administrative Responsibilities:	
<p>Statement of Faculty Alignment:</p> <p>The staffing and systems infrastructure to support the following functions already exists within Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by Continuing Education.</p> <p>Continuing Education program responsibilities:</p> <ul style="list-style-type: none"> • budget development and monetary responsibilities • program and course development 	

- course registrations/administration
- supervision of instructors to ensure all required policies and practices are adhered to and courses are taught according to program requirements and standards
- Marketing and Promotions

The Faculty of Humanities will act as an academic liaison and is charged with the responsibility of on-going academic review and assessment of the curriculum. The Faculty's letter of support is included at the end of this document.

Listing of Courses

Course Name	Required/Elective	Unit Value	Term
Foundations of Intercultural Competencies	Required	3.0	Spring 2021

Course Description:

This course is designed to establish a foundation of how intercultural competency is defined, and its importance in the development of inclusive, creative, and effective organizations. By exploring informing concepts and terminology associated with culture, unconscious bias, and systemic barriers, you will discover how they impact and influence personal and professional communities. The course will enable you to develop your capacity for self-reflection through building awareness and understanding of your cultural norms and values and how these are reflected in your interactions with people within the workplace, organizations, and society in general.

Intercultural Communication	Required	3.0	Spring 2021
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Course Description:

How we communicate is affected by our cultural values and the understandings we hold of others as individuals and members of groups. In this course, you will be challenged to explore your perspectives about culture, diversity, and inclusion in order to recognize how these perspectives affect your practice of communication. You will examine communication challenges and explore tools and strategies to develop your communication skills for an intercultural society in which culture is understood as a complex, mutable, and variable reality. By selecting and using various communications media, you will compose messages for a variety of audiences. You will also assess examples and approaches to intercultural communications applicable to the workplace with particular emphasis on communicating within a diverse team.

Intercultural Workplaces	Required	3.0	Spring 2021
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Course Description:

In this course, you will explore today's workplace including how your understanding of cultural competency and your skills in intercultural communication affect the organization and team. You will examine strategies associated with building and managing a successful intercultural team and analyze challenges associated with overt and underlying cultural attributes as present in employees, leaders, and teams. Course activities and case studies will assist in the process of identifying strategies for combatting discrimination and promoting equity and inclusion in the workplace.



HUMANITIES

DATE: December-16-20

TO: Certificate & Diploma Committee

FROM: Dr. Sean Corner, Associate Dean – Academic, Faculty of Humanities

RE: Proposal for Certificate of Professional Learning, Intercultural Competency

I have reviewed the Intercultural Competency program submission presented by McMaster Continuing Education (MCE). I have determined that it meets all the criteria set out by the Undergraduate Council in its guidelines for certificates and diplomas and we, therefore, endorse this submission with the support of the Faculty of Humanities

At my request, this program proposal was reviewed by Dr. Ana Moro. Dr. Moro concluded that the objectives of the proposed program are viable. The courses included in the program will fulfil the stated objectives and the program meets the Undergraduate Council's criteria for the designation of Certificate of Professional Learning.

The Faculty of Humanities is pleased to support a program such as Intercultural Competency. As well, we support McMaster Continuing Education as its academic affiliate for the program, carrying out both review of the initial submission and ongoing expertise in relation to curriculum development and/or revisions. Additionally, we have provided MCE with the guidelines needed by their students for the possible use of the advanced standing rules for students entering our degree programs using credits earned from the program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sean Corner", with a stylized flourish at the end.

Sean Corner, Ph.D
Associate Dean – Academic, Faculty of Humanities

Cc: Lorraine Carter, Director, MCE
Dan Piedra, Assistant Director, MCE

**Proposal for Concurrent Certificate in Social Innovation
December 2020**

Tracy Prowse

Associate Dean Academic
Faculty of Social Sciences

Lynn Giordano

Assistant Dean
Faculty of Social Sciences

Philippa Carter

Assistant Professor, Department of Religious Studies
Faculty of Social Sciences

Adrianne Xavier

Acting Academic Director, Indigenous Studies
Faculty of Social Sciences

Sheila Sammon

Professor Emeritus, School of Social Work
Director, Community Engagement

Certificate Overview and Rationale

The incentive for the development of the Social Innovation certificate is connected to mandates by government granting agencies (e.g., SSHRC) that universities develop research and teaching that will have a positive impact on Canadian society. The second impetus was feedback from undergraduate students in the Faculty of Social Science who indicated that they learn a great deal about societal problems, but would like more training in how to help address these problems, that is, how to enact social change. Our definition of Social Innovation is the development and implementation of solutions for effective, long-term social impact (i.e., not entrepreneurship).

The certificate is also designed to provide students with an experiential learning opportunity as part of the requirements for completion. We want to give students enough options to make this flexible and attractive to students in all programs, so we have tried to include course options from all departments/programs in our faculty.

Structure

The concurrent certificate in Social Innovation is designed for students to develop an academic focus in the development and implementation of solutions for effective, long-term social impact. Completion of the Social Innovation Concurrent Certificate will indicate that students have developed knowledge and competencies in this area. This certificate meets the requirements outlined in McMaster's Certificates and Diplomas Policy.

Certificate Requirements

Any student in an undergraduate degree program at McMaster may declare the certificate, at the time of graduation, and upon completion of the following courses. Non-McMaster credit may not be utilized in fulfilment of certificate requirements.

No more than 9 units of Level 1 courses may be applied towards the completion of the Concurrent Certificate. It is the student's responsibility to check for pre-requisites, co-requisites and enrolment restrictions of all courses in these lists. Up to 6 units can overlap with the Interdisciplinary Minor in Community Engagement.

REQUIREMENTS

18 units total (of which no more than 9 units may be from Level 1 courses)

9 units

Course List A – Foundations

- SOCWORK 1BB3 – Re-Imagining Help: Introduction to Social Work II
- SOCIOL 1C03 – Canadian Society: Social Problems, Social Policy, and the Law
- CMTYENGA 2A03 – Foundations of Community Engagement

3 units* from

Course List B – Experiential

Experiential units are to be completed **after required foundation courses are completed to ensure that students have the necessary theoretical and methodological background prior to engaging with community partners.*

- INSPIRE 3EL3 – Experiential Learning Opportunities (check [Intersession website](#) for current course offerings)
- SOCSCI 3EL3 - Leadership for Social Innovation
- HTHSCI 4ID3 – Innovation by Design (only open to Level 4 students)

6 units

from

Course List C – Thematic

- ANTHROP 3HH3 – Globalization, Social Justice and Human Rights
- ANTHROP 4D03 – Practicing Anthropology: Ethics, Theory, Engagement
- CMTYENGA 3A03 – The Art of Change
- ECON 2D03 – Economic Issues
- ENVSOCTY 2EI3 – Environment & Society: Challenges and Solutions
- GLOBALZN 1A03 – Global Citizenship
- GLOBALZN 3A03 – Globalization, Social Justice, and Human Rights
- HLTHAGE 3AA3 – State, Civil Society and Health
- HLTHAGE 3G03 – Community Based Research
- INDIGST 2C03 – Current Issues in Indigenous Studies: Selected Topics
- INDIGST 2M03 – Indigenous Research Methods and Ethics
- INNOVATE 2SI3 – Social Innovations
- LABRST 1D03 – Will Robots Take All Our Jobs?
- LABRST 2G03- Labour and Globalization
- LABRST 2J03- Work and Racism
- POLSCI 2F03 – Politics, Power and Influence in Canada

- POLSCI 2M03 – Governance, Representation, and Participation in Democracies
- POLSCI 3LL3 – Development and Public Policy
- SCAR 2RD3 – Religion and Diversity
- SOCPSY 2C03 – The Social Science of Popular Culture
- SOCPSY 3Y03 – Social Psychology in Action
- SOCWORK 4J03 – Social Change: Social Movements and Advocacy
- SOCIOL 2R03 – Perspectives on Social Inequality
- SOCIOL 3MM3 – Political Sociology
- SOCIOL 4DD3 – Social Movements and Social Change
- SOCIOL 4KK3 – Sociology through Community Engagement and Service

For students interested in **Citizenship, Human Rights, and Diversity**, these are recommended courses:

ANTHROP 3HH3/GLOBALZN 3A03, CMTYENGA 3A03, GLOBALZN 1A03, INDIGST 2C03, LABRST 2G03, 2J03, POLSCI 2M03, SCAR 2RD3, SOCIOL 2R03

For students interested in **Social Movements, Community Engagement, and Advocacy**, these are recommended courses:

CMTYENGA 3A03, HLTHAGE 3G03, SOCWORK 4J03, SOCIOL 4DD3, SOCIOL 4KK3

Resources

No new courses or teaching resources are required to implement this Concurrent Certificate. All courses are currently offered in the Faculty of Social Sciences.

**Proposal for Concurrent Certificate in Social Innovation
December 2020**

Tracy Prowse

Associate Dean Academic
Faculty of Social Sciences

Lynn Giordano

Assistant Dean
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Resources

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**REPORT TO UNDERGRADUATE COUNCIL
FACULTY OF HUMANITIES**

NOVEMBER 2020

Approved by the Faculty of Humanities November 11, 2020

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**SUMMARY OF CHANGES TO CERTIFICATE & DIPLOMA PROGRAMS
FOR THE 2021-22 CALENDAR**

For a complete review of all changes, please refer to the November 2020 Faculty of Humanities Report to Undergraduate Council for changes to the 2021-2022 Undergraduate Calendar, found at <https://www.humanities.mcmaster.ca/about-the-faculty-of-humanities/faculty-meetings/>

Diploma Programs:

1. **MELD (McMaster English Language Development Diploma)**
 - Revision of program structure

Certificate Programs:

1. **MERGE (McMaster English Readiness for Graduate Excellence Certificate)**
 - Revision of program structure

Concurrent Certificate Programs:

1. **Concurrent Certificate for Applied Ethics and Policy (CAEP)**
 - Updating of course options
2. **Concurrent Certificate in Creative Writing and Narrative Arts (CWNA)**
 - Proposal for a new concurrent certificate
3. **Concurrent Certificate in Essential French**
 - Minor revision to program copy
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 - Updating of course listing
5. **Concurrent Certificate in Professional French**
 - Inclusion of note regarding alternate option

**REPORT TO UNDERGRADUATE COUNCIL
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FACULTY OF HUMANITIES
CURRICULUM REVISIONS FOR 2021-22

MELD (McMaster English Language Development Diploma)

Rationale for all Program and Course Changes:

Given the rapid growth of MELD, and evidence-based outcomes, MELD was restructured for 2020-21 to better achieve a high-quality transition program that meaningfully engages and meets the needs of students, and that can deliver a consistent and superior student experience. Approval was expedited due to the virtual environment: Senate approval was received June 3, 2020, and so included here for information purposes.

The restructure represents a long-needed permanent change in the program delivery model to address rigor, coherence and cohort size. The new courses display a greater integration of academic content and skill development across the program, additional contact hours (eight hours have been added to the program), the adoption of a university-based model (lecture-lab-tutorial structure) and the inclusion of new teaching strategies (e.g., problem-based learning), all of which better reflect the purpose of a comprehensive university transition program and better enable us to meet the needs of students in the program.

1.0 REVISIONS TO EXISTING PROGRAMS:

McMaster English Language Development Diploma (MELD)

Department of Linguistics and Languages (Faculty of Humanities)

Phone: (+1) 905.525.9140 Ext. 23718

Email: meld@mcmaster.ca

Web: ~~<http://meld.mcmaster.ca>~~ <https://meld.humanities.mcmaster.ca/diploma/>

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~~ the student 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.

Please visit ~~<http://meld.mcmaster.ca>~~ <https://meld.humanities.mcmaster.ca/diploma/> for more information or email meld@mcmaster.ca.

Fall Term

(September - December)

- MELD 1Q03 – Critical and Analytic Reading
- MELD 1QQ3 – Grammar, Structure and University Writing
- MELD 1R03 – Aural Communication and Academic Culture
- MELD 1RR3 – Oral Communication for Academic and Social Interactions
- ~~MELD 1A03 – Academic Writing and Integrity~~
- ~~MELD 1B03 – English Phonetics and Pronunciation~~
- ~~MELD 1C03 – Academic Reading Skills~~
- ~~MELD 1D03 – Social Perspectives on Language~~
- ~~MELD 1L00 – Linguistics Lab 1~~
- MELD 1M00 – Mentorship Lab 1
- ~~LINGUIST 1Z03 – Structure of Modern English I (degree credit course)~~
- LINGUIST 1E03 Introduction to English Linguistics I (degree credit course)

Winter Term
(January - April)

- MELD 1S03 – Critical Reading, Research and Academic Vocabulary
- MELD 1S53 – Academic Writing, Reporting and Research
- MELD 1T03 – Cross-cultural Perspectives on Language and Language Learning
- MELD 1TT3 – Oral Communication for Academic Discourse
- ~~MELD 1AA3 – Advanced Academic Writing~~
- ~~MELD 1BB3 – Advanced Speaking and Presentation Skills~~
- ~~MELD 1CC3 – Advanced Academic Reading Skills~~
- ~~MELD 1DD3 – Advanced Academic Listening Skills~~
- ~~MELD 1LL0 – Linguistics Lab 2~~
- MELD 1MM0 - Mentorship Lab 2
- ~~LINGUIST 1ZZ3 – Structure of Modern English II (degree credit course)~~
- LINGUIST 1EE3 Introduction to English Linguistics II (degree credit course)

2.0 NEW COURSES:

2.1 MELD 1Q03 – Critical and Analytic Reading

In this course students develop their critical reading and reasoning skills by engaging, summarizing, analyzing, and reflecting on texts representing a variety of academic disciplines. The course emphasizes vocabulary building strategies (vocabulary in context) to communicate information clearly in different academic writing tasks.

2 hours lecture; 2 hours tutorial; 2 hours lab; one term.

Prerequisite(s): Registration in the McMaster English Language Development Diploma (MELD) program.

Enrolment: 600

2.2 MELD 1QQ3 – Grammar, Structure and University Writing

This course focuses on using appropriate language (grammar, vocabulary, style), structure, and source attribution for writing in common post-secondary genres, while developing the critical thinking skills necessary for academic success. Attention will also be paid to less formal modes of online communication, such as email writing.

2 hours lecture; 2 hours tutorial; 2 hours lab; one term.

Prerequisite(s): Registration in the McMaster English Language Development Diploma (MELD) program.

Enrolment: 600

2.3 MELD 1R03 – Aural Communication and Academic Culture

This is an intensive course that focuses on the listening and note-taking strategies needed for aural and oral success in university, that also introduces students to problem-based learning. Aural skills are enhanced through exposure to a variety of academic lectures, discussions, debates and podcasts.

2 hours lecture; 2 hours tutorial; 2 hours lab; one term.

Prerequisite(s): Registration in the McMaster English Language Development Diploma (MELD) program.

Enrolment: 600

2.4 MELD 1RR3 – Oral Communication for Academic and Social Interactions

In this course students are introduced to the fundamentals of oral communication, including listening, for communicating successfully in university contexts, through inquiry-based learning activities and discussions. Pronunciation sessions will reinforce speech production and overall fluency.

2 hours lecture; 2 hours tutorial; 2 hours lab; one term.

Prerequisite(s): Registration in the McMaster English Language Development Diploma (MELD) program.

Enrolment: 600

2.5 MELD 1S03 – Critical Reading, Research and Academic Vocabulary

This course further develops students' analytical reading and critical thinking skills. Students will engage, analyze, synthesize, evaluate, and reflect on more challenging scholarly texts from a range of disciplines. The course strengthens students' contextual vocabulary knowledge to enable effective and accurate written academic communication.

2 hours lecture; 2 hours tutorial; 2 hours lab; one term.

Prerequisite(s): Registration in the McMaster English Language Development Diploma (MELD) program.

Enrolment: 600

2.6 MELD 1S53 – Academic Writing, Reporting and Research

This course focuses on the development of research, reading, and composition skills to craft an academic report. Language (grammar, vocabulary, style), structure, source attribution, and critical thinking skills are further developed.

2 hours lecture; 2 hours tutorial; 2 hours lab; one term.

Prerequisite(s): Registration in the McMaster English Language Development Diploma (MELD) program.

Enrolment: 600

2.7 MELD 1T03 – Cross-cultural Perspectives on Language and Language Learning

In this course students will explore the relationships between language, culture and society and how those relationships affect English language learning and communication in English. Students will further develop their critical listening and note-taking skills through lectures and inquiry-based learning scenarios.

2 hours lecture; 2 hours tutorial; 2 hours lab; one term.

Prerequisite(s): Registration in the McMaster English Language Development Diploma (MELD) program.

Enrolment: 600

2.8 MELD 1TT3 – Oral Communication for Academic Discourse

In this course students will learn to apply effective oral communication strategies to a variety of higher education contexts, including case-study presentations and formal discussions. Cultural awareness, aural skills, and advanced features of pronunciation will also be reinforced.

2 hours lecture; 2 hours tutorial; 2 hours lab; one term.

Prerequisite(s): Registration in the McMaster English Language Development Diploma (MELD) program.

Enrolment: 600

3.0 **REVISIONS TO EXISTING COURSES:** n/a

4.0 COURSE DELETIONS:

4.1 **MELD 1A03 - Academic Writing and Integrity**

4.2 **MELD 1AA3 - Advanced Academic Writing**

4.3 **MELD 1B03 - English Phonetics and Pronunciation**

4.4 **MELD 1BB3 - Advanced Speaking and Presentation Skills**

4.5 **MELD 1C03 - Academic Reading Skills**

- 4.6 MELD 1CC3 - Advanced Academic Reading Skills
- 4.7 MELD 1D03 - Social Perspectives on Language
- 4.8 MELD 1DD3 - Advanced Academic Listening Skills
- 4.9 MELD 1L00 - Linguistics Lab 1
- 4.10 MELD 1LL0 - Linguistics Lab 2

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McMaster English Readiness for Graduate Excellence Certificate (MERGE)

Rationale for Changes: The MERGE Program has been updated to allow for more flexibility and to take into consideration Graduate students' needs. After the first pilot, the length of the program changed from 10 weeks to 6 weeks but the number of contact hours remains the same (200+ hours of language training) for an intensive but impactful program, necessary for measurable language improvement and modeled on evidence-based research on best practices for the teaching of Advanced Academic ESL.

McMaster English Readiness for Graduate Excellence Certificate

<https://meld.humanities.mcmaster.ca/merge/>

MERGE (the McMaster English Readiness for Graduate Excellence Certificate) is an intensive ~~10-week~~ 6-week summer ~~Academic English preparatory program, intended for graduate and professional students~~ certificate program for current or prospective graduate students from any institution who are looking to improve their English-language skills. The MERGE program offers over 200 hours of language training; 35 hours per week. 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 program goes beyond essential training in speaking, listening, reading, and writing. It has been designed to support the integration of these skills as applied to real world contexts students will encounter during graduate school and beyond.

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)~~

Each of the program's six weeks will be divided into modules that will focus on a different set of skills. These modules will approach the development of these skills from the point of view of both cultural understanding and practical implementation, with an emphasis on teaching and practising the language skills needed to be successful in each domain. The six modules are:

- **Module 1 – General social interactions:** conventions and strategies for everyday social encounters students face
- **Module 2 – Academic feedback and critique:** the role of critique in academia along with tools for both giving and receiving feedback or peer review
- **Module 3 – Academic reasoning:** identifying, understanding, and summarizing arguments and evaluating supporting evidence in both reading and listening
- **Module 4 – Academic interactions:** navigating relationships with supervisors, teams, and other faculty in person, through email, at conferences, and in seminars
- **Module 5 – Career preparation:** best practices for CVs/resumes, job interviews, elevator pitches, and online brand building
- **Module 6 – Teaching:** principles of effective teaching including developing lessons, interacting with students, and grading



Concurrent Certificate for Applied Ethics and Policy (CAEP)

Department of Philosophy

University Hall, Room 310, ext. 24275

<http://philos.humanities.mcmaster.ca/>

The Certificate for Applied Ethics and Policy (CAEP) is designed to prepare undergraduate students from Health Sciences, Engineering, Business, Humanities, Science, and Social Sciences to work together on teams to identify and resolve the ethical, institutional, and policy challenges posed by novel technologies that are highly promising but also potentially disruptive. The Certificate will recognize students for having gained skills in ethics and critical reasoning, the development of policy recommendations, working within multi-disciplinary teams, and engaging with relevant stakeholders.

Certificate Requirements

Any student in an undergraduate program at McMaster may declare the certificate at the time of graduation and upon satisfaction of each of the following requirements:

1. The student must be accepted by the Certificate for Applied Ethics and Policy Committee (the CAEP Selection Committee). The CAEP Selection Committee will consider supplemental applications soon after the end of Winter term of each academic year, but only from students who are enrolled in an undergraduate program at McMaster University and who have completed PHILOS 2D03 or 2YY3 and either (or both) PHILOS 2S03 or PHILOS 2G03. The CAEP Selection Committee's selections will be made on the basis of the student's cumulative grades and answers to the supplemental application questions.
2. The student must complete 15 units in accordance with the following requirements.

Notes

1. Students accepted and enrolled in the Justice, Political Philosophy, and Law Honours BA Program are not eligible to apply for the Certificate.
2. Any student seeking a Philosophy Honours BA may satisfy no more than 2 courses (6 units) of the Philosophy Honours BA Program requirements with courses that the student has also designated as counting toward the satisfaction of the Certificate's requirements.
3. Students who declare the certificate are precluded from declaring a philosophy minor.
4. Transfer credits will not be accepted in lieu of PHILOS 4V03. Students accepted into the certificate program are free to request transfer credit in lieu of any other certificate course requirement. The student may submit such a request to the Selection Committee (via philadm@mcmaster.ca) at any time.
5. Note that selection by the selection committee is distinct from the successful declaration of the certificate, and a student's selection does not imply that the candidate has satisfied all certificate

requirements. It is the student's responsibility to make sure that at the time of graduation, all requirements of the certificate as enumerated above have been fulfilled.

6. Integrated Business and Humanities students may substitute IBH 2BD3 for PHILOS 2D03.

Requirements

15 units total

3 units

from

- PHILOS 2D03 - Bioethics
- PHILOS 2YY3 - Ethics

3 units

from

- PHILOS 2G03 - Social and Political Issues
- PHILOS 2S03 - History of Political Philosophy

3 units

from

- PHILOS 2N03 - Business Ethics
- PHILOS 2TT3 - Ethical Issues in Communication
- PHILOS 3C03 - Advanced Bioethics
- PHILOS 3CC3 - Advanced Ethics
- PHILOS 3GH3 - Global Health Ethics

3 units

from

- PHILOS 3I03 - Philosophy and Feminism
- PHILOS 3L03 - Environmental Philosophy
- PHILOS 3N03 - Political Philosophy
- PHILOS 3Q03 - Philosophy of Law

3 units

- PHILOS 4V03 - Multidisciplinary Workshop in Applied Ethics and Policy

Rationale: Inclusion of new relevant course option to the advanced ethics certificate requirement.

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Concurrent Certificate in Creative Writing and Narrative Arts (CWNA)

Department of English and Cultural Studies

Chester New Hall, Room 321, ext 24491

<http://english.humanities.mcmaster.ca/>

The Concurrent Certificate in Creative Writing and Narrative Arts (CWNA) is designed for students who wish to develop their creative writing skills through workshops, groups, public-facing community work, and individual projects. Students will also enrol in other English and Cultural Studies courses to ensure they gain exposure both to the creative practice, techniques, and possibilities to be found in a variety of genres and media, and to the perspectives and learning objectives of undergraduate study in English and Cultural Studies. In their final year of study, students will participate in a series of workshops, culminating in a creative writing capstone project.

Certificate Requirements

Any student in an undergraduate program at McMaster may declare the certificate at the time of graduation and upon completion of each of the following requirements:

1. The student must be accepted by the Creative Writing and Narrative Arts (CWNA) Selection Committee.

Enrolment in this Certificate is limited and possession of the published minimum requirements does not

guarantee admission. The CWNA Selection Committee will consider supplemental applications soon after the end of Winter term of each academic year. Applicants must be enrolled in an undergraduate program at McMaster University and have completed at least one of ENGLISH 2CW3, 3CP3, or 3CW3 and 3 units of any other English and Cultural Studies course. The CWNA Selection Committee's selections will be made on the basis of the student's cumulative grades and their supplemental application. See Note #1.

2. The student must complete 18 units in accordance with the following requirements.

Notes

1. Students must complete a supplemental application for admission, due at the time of program selection for the next academic year. This application includes a writing portfolio of 10 double-spaced pages of original creative writing in more than one genre. Supplemental applications will be available on the English and Cultural Studies website when the application period is open.
2. Students not accepted in the CWNA Concurrent Certificate may take open Level 2 and Level 3 Creative Writing courses as electives, as space permits; please note that enrolment in ENGLISH 3CR3 and 4CC3 are restricted to students accepted to the Certificate and enrolment in ENGLISH 4FW3 is restricted to students in an English and Cultural Studies Honours or Combined Honours BA program.
3. Any student wishing to also complete the Minor in English and Cultural Studies should make note that no more than 6 units may be double-counted toward both the concurrent certificate and minor requirements.
4. Note that acceptance by the Selection Committee is distinct from the successful declaration of the Certificate, and a student's acceptance does not imply that the candidate has satisfied all Certificate requirements. It is the student's responsibility to make sure that, at the time of graduation, all requirements of the Certificate have been fulfilled.

Requirements

18 units total

3 units

- ENGLISH 2CW3 - Genre in Creative Writing

6 units

from

- ENGLISH 3CP3 - Writing Practices
- ENGLISH 3CR3 - Writing Out
- ENGLISH 3CW3 - Creating Writing in/for/with Communities
- ENGLISH 4FW3 - Forms of Creative Writing

3 units

- ENGLISH 4CC3 - Creative Writing Capstone

6 units

- Any Level II or III ENGLISH courses apart from the Creative Writing courses specified above

Rationale: In response to student demand for expanded programming in Creative Writing, we are looking to create opportunities for both program and non-program students to develop and deepen their creative writing practice. This certificate is the next logical step in accomplishing that aim.

The proposed certificate would see a mix of new and existing creative writing courses offered to provide certificate students with an incremental, graduated approach to the study and practice of creative writing and narrative arts, a study of writing in diverse genres and media, and a broad sense of the sites of creative writing. The certificate would require the introduction of new Level 2 and 3 courses (replacing some of our existing creative writing offerings) and a mandatory capstone project that would offer a distinctive, summative experience to those

completing the certificate, giving students the opportunity to develop a single piece or set of smaller pieces over the course of the year.

The Creative Writing and Narrative Arts concurrent certificate also represents an opportunity for the Department of English and Cultural Studies to extend the work that has already been done through the Writer in Residence program to recognize and nurture diverse forms of imaginative expression. Recognizing that creative writing isn't just an individual pursuit but one that happens in and for community, the program emphasizes the responsibility that engagement entails, and the forms that it can take, whether students are engaged in writing, editing, organizing literary events, or other allied activities.

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Concurrent Certificate in Essential French Department of French

Togo Salmon Hall, Room 532, ext. 24470

<http://french.humanities.mcmaster.ca/>

The Concurrent Certificate in Essential French is intended for those students seeking a solid foundation in essential French, including receptive linguistic skills in French (listening, reading, comprehension), and fundamental productive communication skills (speaking, writing). Students completing a degree program in French (Hons BA, BA, minor) are not eligible for the concurrent Certificate in Essential French.

Certificate Requirements

Any student in an undergraduate degree program at McMaster may declare the certificate, at the time of graduation, and upon completion of the following courses in French.

Requirements

18 units total

- FRENCH 1Z06 A/B - Beginner's Intensive French I
- FRENCH 2Z06 A/B - Beginner's Intensive French II
- FRENCH 2M06 A/B - Introduction to French Studies: Advanced Level *

Alternate Pathway to Certificate

Those students who begin their French Studies at McMaster with FRENCH 2Z06 A/B may still complete the concurrent Certificate in Essential French, through fulfilment of the following alternate pathway.

Requirements

15 units total

12 units

- ~~FRENCH 2M06 A/B - Introduction to French Studies: Advanced Level~~ FRENCH 2Z06 A/B - Beginner's Intensive French II
- ~~FRENCH 2Z06 A/B - Beginner's Intensive French II~~ FRENCH 2M06 A/B - Introduction to French Studies: Advanced Level

3 units

- Level II French

Note:

*Students may replace FRENCH 2M06 A/B with equivalent language courses taken during the summer through the Explore program, or with other pre-approved exchange or study abroad courses. No more than 6 units of the Certificate, however, can come from non-McMaster courses.

The Department of French strongly recommends that an immersion experience be part of the work towards the certificate.

Rationale: Reverse order of courses listed in alternate pathway, to be noted in order in which students would proceed.

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Concurrent Certificate in the Language of Medicine and Health

Department of Classics

Togo Salmon Hall, Room 706, ext. 24311

<http://classics.humanities.mcmaster.ca>

This concurrent certificate provides students with formal recognition of competency in the etymology, word formation, and logic of medical terminology.

Certificate Requirements

Any student in an undergraduate degree program at McMaster may declare the certificate, at the time of graduation, and upon completion of the following courses.

Requirements

15 units total

6 units

- CLASSICS 2MT3 - Ancient Roots of Medical Terminology
- CLASSICS 3MT3 - Advanced Ancient Roots of Medical Terminology

6 units

from

- GREEK 1Z03 - Beginner's Intensive Ancient Greek I
- GREEK 1ZZ3 - Beginner's Intensive Ancient Greek II
- LATIN 1Z03 - Beginner's Intensive Latin I
- LATIN 1ZZ3 - Beginner's Intensive Latin II

3 units

from

- GREEK 1Z03 - Beginner's Intensive Ancient Greek I
- GREEK 1ZZ3 - Beginner's Intensive Ancient Greek II
- GREEK 2A03 - Intermediate Greek I
- LATIN 1Z03 - Beginner's Intensive Latin I
- LATIN 1ZZ3 - Beginner's Intensive Latin II
- LATIN 2A03 - Intermediate Latin I
- LINGUIST 1A03 - Introduction to Linguistics: Sounds, Speech and Hearing
- ENGLISH 2NH3 - ~~Narratives of Health~~
- ENGLISH 3NH3 - Narratives of Health

Notes

1. Any student seeking a Classics program may satisfy no more than 2 courses (six units) of the Classics program's requirements with courses that the student counts toward the satisfaction of the Certificate's requirements.
2. Any student wishing to declare a Minor in Classics, Latin, or Greek may satisfy no more than 2 courses (six units) of the Minor's requirements.
3. Students who have Grade 12 Latin or Greek and are therefore not eligible to take Beginner's Intensive Latin or Greek can substitute the Intermediate Latin or Greek.

Rationale: *The Department of English and Cultural Studies is reintroducing this course as a third-level course.*

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Concurrent Certificate in Professional French

Department of French

Togo Salmon Hall, Room 532, ext. 24470

<http://french.humanities.mcmaster.ca/>

The concurrent Certificate in Professional French provides students with substantial vocabulary from such fields as business, law, medicine, journalism and the hospitality industry. Through a focus on the study of sample cases, the certificate will help prepare students for possible real-life situations which they could encounter in their careers.

Notes

1. No more than 6 units of the Certificate may be completed using non-McMaster courses.
2. Students majoring in any French program must complete the certificate requirements FRENCH 2I03 and FRENCH 3I13 as elective credit. These courses must be taken outside of the French (Honours B.A., Combined Honours B.A. or B.A.) degree requirements.
3. Students uncertain as to whether language course prerequisites best reflect their linguistic ability are encouraged to consult the French department for a placement test.
4. Students interested in further study may wish to review requirements for the Minor in French, however, should note that they would be unable to declare both the Concurrent Certificate in Professional French and the Minor in French.

Admission

Any student in an undergraduate degree program at McMaster may declare the certificate, at the time of graduation, and upon completion of the following courses in French.

Requirements

18 units

- FRENCH 1A06 A/B - Introduction to French Studies: Advanced Level
or
- FRENCH 2M06 A/B - Introduction to French Studies: Advanced Level
- FRENCH 2B03 - French Language Practice I
- FRENCH 2BB3 - French Language Practice II
- FRENCH 2I03 - Professional French I
- FRENCH 3I13 - Professional French II

Alternate Pathway to Certificate

Those students who begin their French Studies at McMaster with FRENCH 2B03 may still complete the concurrent Certificate in Professional French, through fulfilment of the following alternate pathway.

Requirements

15 units total

12 units

- FRENCH 2B03 - French Language Practice I
- FRENCH 2BB3 - French Language Practice II
- FRENCH 2I03 - Professional French I
- FRENCH 3I13 - Professional French II

3 units

- Level II or III French, excluding FRENCH 2Z06 A/B - Beginner's Intensive French II; FRENCH 2M06 A/B - Introduction to French Studies: Advanced Level

Rationale: Confirmation of alternate degree pathway for those students who begin French studies above French 1A06.

Admission Requirements

1. Admission from Secondary Schools

All Level I 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: Co-op courses are not included in any admission or final admission average calculations. 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 ~~these for all of the~~ required subjects. **McMaster calculates averages to two decimal points and we do does 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 admission average ranges for our Level I Programs can be found at: <http://future.mcmaster.ca> and ~~click on select~~ *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 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 ~~see~~), Honours Integrated Science, and Nursing have **mandatory online supplementary application forms or online assessments** which must be completed by specific deadline dates. Applicants to Nursing must complete a **mandatory on-line assessment (CASPer™)** on the dates 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)** by January 29 ~~February 4~~ 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. Applicants to Business 1 may elect to complete an optional supplemental form prior to February 1 to let the program know more about themselves. 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 Gateway, Computer Science I (regular and co-op), Economics I, Engineering I (regular and co-op), Environmental and Earth Sciences Gateway, Honours Health and Society I, Health Sciences I, Humanities I, Honours Integrated Science (Level I), Honours Kinesiology (Level I), Integrated Biomedical Engineering & Health Sciences I (regular and co-op), Integrated Business & Humanities I, Life Sciences Gateway, Mathematics and Statistics Gateway, Medical Radiation Sciences (Level I), Midwifery I, Music I, Nursing I, Social Sciences I, and Studio Art I.

ARTS & SCIENCE I

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

AUTOMATION ENGINEERING TECHNOLOGY I CO-OP (B.TECH.), AUTOMOTIVE AND VEHICLE ENGINEERING TECHNOLOGY I CO-OP (B.TECH.), BIOTECHNOLOGY I CO-OP (B.TECH.)

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.~~

BUSINESS 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

Note: Students without Data Management U will be required to take Stats ILL3 in first year.

Applicants to Business I may elect to complete an optional supplemental form prior to February 1 to let the program know more about themselves.

COMPUTER SCIENCE I, COMPUTER SCIENCE I CO-OP

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.~~
ECONOMICS I (Effective September 2019)

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 I. Applicants without Data Management U will be required to take an equivalent Stats course in Level I.

ENGINEERING I, ENGINEERING I CO-OP

Admission to Engineering 1 (regular and co-op) is by selection. A minimum average range in the high 80s is required for application consideration. Applicants must complete a **mandatory on-line assessment (2016 © Kira Talent)** by the January 29 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.~~

ENVIRONMENTAL AND EARTH SCIENCES GATEWAY

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

HONOURS HEALTH AND SOCIETY I (Effective September 2019)

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

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

HONOURS HEALTH SCIENCES I

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

HUMANITIES I

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

1. English U
2. Completion of five 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 the a Cognitive Science of Language program.

HONOURS INTEGRATED SCIENCE (Level 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/iscl/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 (Level I)

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

1. English U
2. Calculus and Vectors U
3. Biology U
4. Completion of three additional Grade 12 U or M courses to total six courses. Introductory Kinesiology U is strongly recommended.

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)** by ~~January 29~~ **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
2. Calculus and Vectors U
3. Data Management U
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 GATEWAY

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 GATEWAY

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 (Level 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

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.
6. Current (Ontario) secondary students may apply if one or more of the three (3) mandatory prerequisite courses are in progress at the time of application; however, the grade 11 prerequisite(s) in the same subjects must be completed at the time of application so that a preliminary assessment of the subject area(s) can be made. Admission is based on in-progress secondary school subjects for current secondary students only if the grade 11 prerequisite in that subject area has been completed with a minimum grade of at least 75%.

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/music/> ~~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 <https://nursing.mcmaster.ca/programs/undergraduate> ~~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 (October – February).

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.

CHEMICAL & PHYSICAL SCIENCES GATEWAY

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

SOCIAL SCIENCES I

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

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

Advanced Functions U ~~or~~ and Calculus and Vectors U ~~is~~ **are** 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.

STUDIO ART I

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> ~~https://sota.humanities.mcmaster.ca/studio-art/~~.

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 mid-year transcripts 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: <https://future.mcmaster.ca/> ~~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 Studies 12, English 12 or English 12 First Peoples. **Five Grade 12 academic courses, including all required courses, are used for programs with five requirements.**

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 **611** or 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 or two English 604 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 <https://future.mcmaster.ca/> ~~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 AP ~~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. For all students who have completed AP 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 admission and advanced credit evaluation process. For more information please refer to <https://future.mcmaster.ca/admission/>

~~https://future.mcmaster.ca/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: <https://future.mcmaster.ca/admission/>

~~https://future.mcmaster.ca/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 <https://www.wes.org/ca/> <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

American Curriculum High School applications are reviewed for admission based on McMaster's own calculation of the admission average. McMaster's calculations of the admission averages may vary from those used at other institutions.

Applicants from an American high school curriculum must satisfactorily complete a secondary school diploma with a minimum overall average of at least 80% in a Grade 12 academic program from an accredited American high school/International American Curriculum high school AND must present all prerequisite courses for their chosen program(s).

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: <https://future.mcmaster.ca/admission/> <https://future.mcmaster.ca/admission/requirements/>.

General Requirements

High school Diploma from an accredited school with prerequisite subjects including English completed at the AP or Senior Grade 12 academic level.

Students may be required to satisfy our English language proficiency requirements: <https://future.mcmaster.ca/admission/language/> McMaster will consider a minimum of five Senior Grade 12 academic courses including all prerequisite subjects for the applicant's selected program(s).

Students applying to programs in Engineering, Science, Health Sciences, Economics and Business programming that have mandatory Science and/or Mathematics prerequisites should note the following requirements for each subject:

- **Biology** - 2 years/ 2 full credits (Junior and Senior) or AP Biology (or equivalent)
- **Physics** - 2 years/2 full credits (Junior and Senior) or AP Physics (or equivalent)
- **Chemistry** - 2 years/ 2 full credits (Junior and Senior) or AP Chemistry (or equivalent)
- **Calculus** - 4 years of high school Mathematics including Pre-Calculus and AP Calculus or equivalent.

McMaster University will accept the results of an equivalent **AP challenge examination** in lieu of ONE of the science/math prerequisites for your chosen subject if your school does not offer the subject. A minimum score of 4 or 5 will be required for AP challenge exams.

Students who are presenting AP courses that are prerequisite to their selected program(s) will be required to complete and submit the AP Examination(s) via the College Board and minimum grades of at least 3 will be required from the examinations to meet admission conditions.

SAT II Subject Test with a score of at least 670 or higher may be considered on a case-by-case basis in lieu of ONE of the science/math prerequisites for your chosen program.

For claimed equivalencies, detailed syllabi including all topics covered, total hours and textbooks used are required for our evaluation and should be submitted alongside official high school transcripts/reports.

~~Students in continental US high schools must submit results from either the SAT or ACT testing – SAT Essay and the ACT Writing Test are optional for McMaster. All other applicants in American Style Curriculum schools outside of the US are also encouraged to submit the results of SAT/ACT tests as admission to all of McMaster's undergraduate programs is highly competitive – may be given to applicants presenting excellent scores.~~

~~Students in China and who are completing an International hybrid curriculum (National curriculum concurrent with an AP/American style curriculum are required to supply results from either SAT or ACT testing:~~

- ~~• **SAT** – minimum overall score of 1200 or greater (Reading/Math sections only) with minimum scores of 600 in each section. (Institutional Code for SAT/AP 0036)~~
- ~~• **ACT** – minimum composite score of 27 or greater (Institutional Code 5326)~~

~~High scores in external tests such as SAT, SATII Subject Tests, ACT and AP may help your applications to be more competitive for your selected program.~~

In response to the pandemic, McMaster University is making the submission of **SAT/ACT optional** for the Fall 2022 admission cycle. Results (if submitted) will be considered if they benefit the student and make their application stronger however students who do not submit a score will not be penalized.

Applicants choosing to submit SAT/ACT results may do so by email to: macdocs@mcmaster.ca.

- Detailed school profile including grading scale
- 2nd quartile results can be used for consideration for a conditional offer of admission provided at least 2 of the 5 required courses have been completed and grades presented.
- Grade 9, 10, 11 and Grade 12 2nd quartile results
- SAT and SAT II Subject Test results must be sent from the College Board directly and cannot be accepted electronically.
- SAT minimum – overall score of 1200 or greater (Reading/Math sections only) with a minimum score of 600 in each section (Institutional Code for SAT/AP – 0936)

OR

- ACT – minimum composite score of 27 or greater (Institutional Code – 5326)

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 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.

For program specific requirements please refer to <https://future.mcmaster.ca/admission/>

<https://future.mcmaster.ca/admission/requirements/>.

Other Countries or Educational Systems

For admission requirements from other education systems, please visit <https://future.mcmaster.ca/admission/> <https://future.mcmaster.ca/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. For full transfer information see our website: <https://future.mcmaster.ca/admission/transfer-student-information/>.

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 please visit <https://future.mcmaster.ca/admission/college-transfer-student-information/>.

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

All programs have enrollment limits and admission 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 cannot be done as second degree programs. Honours Music is only available as a second degree to students whose first degree is not a BA in Music. 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/405pt>.

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 Gateway:** 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 Gateway:** 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 Gateway:** 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 Gateway:** 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 (Level I), Honours Kinesiology (Level I), Integrated Biomedical Engineering and Health Sciences I, Integrated Business and Humanities I, Medical Radiation Sciences (Level I), Midwifery I, Nursing 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 <https://financial-affairs.mcmaster.ca/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 <https://future.mcmaster.ca/contact-us/> 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 or the Physician Assistants program 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)

Students who have acquired knowledge at a different type of institution or in a manner that makes assessment of their qualifications difficult are 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 as a grade of F. 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~~ the 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 <https://future.mcmaster.ca/english-proficiency/> ~~<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 ~~submitted 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 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 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: <https://mdprogram.mcmaster.ca/> ~~<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.

McMaster English Language Development Diploma (MELD)

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

Fall Term

(September - December)

- MELD 1A03 - Academic Writing and Integrity
- MELD 1B03 - English Phonetics and Pronunciation
- MELD 1C03 - Academic Reading Skills
- MELD 1D03 - Social Perspectives on Language
- MELD 1L00 - Linguistics Lab 1
- MELD 1M00 - Mentorship Lab 1
- LINGUIST 1Z03 - Structure of Modern English I (degree credit course)

Winter Term

(January - April)

- MELD 1AA3 - Advanced Academic Writing
- MELD 1BB3 - Advanced Speaking and Presentation Skills
- MELD 1CC3 - Advanced Academic Reading Skills
- MELD 1DD3 - Advanced Academic Listening Skills
- MELD 1LL0 - Linguistics Lab 2
- MELD 1MM0 - Mentorship Lab 2
- LINGUIST 1ZZ3 - Structure of Modern English II (degree credit course)

McMaster English Readiness for Graduate Excellence Certificate

<https://meld.humanities.mcmaster.ca/merge/>

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)

Rationale of Changes

General changes:

- Minor changes to words, dates or weblinks

Section 1D: University/College Transfer/Continuing Students

- Changes reflect OUAC application change. Students no longer select D or F applications.

Section 1F: Previous McMaster Degree Students (Returning Students)

- Physician Assistant added to reflect change by PA requirement for 2022

Section 2: Documents

- A. Required Documents
 - Change to reflect process change – applicants can upload unofficial documents for review

Section 3: Application and Documentation Deadlines

- Re-admission/re-instatement Deadlines – addition of Physician Assistant to chart to reflect change for 2022.
- Academic Counselling – changes to word counselling to advising to better reflect Faculty Office assistance.
- Review of Admission and Re-Admission Decisions – removal of last sentence to not set expectations of disclosure of review process

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 institution (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 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 105B 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/.~~
- For admission to Nursing for Fall 2022, applicants to all three sites will apply through the OUAC at www.ouac.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** or **Physician Assistant 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 or online here: <https://registrar.mcmaster.ca/build-degree/reinstatement/>
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. Contact the Office of the Registrar, Services, for assistance <https://registrar.mcmaster.ca/events/connect-with-us-online/>.

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/

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 transcripts of marks and/or certificates from all secondary and post-secondary institutions ~~you have~~ attended. When you are requested to provide an **official** transcript, then 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 current Grade Report showing all courses you will be completing in Grade 12 ~~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 if it is not normally provided by your high school.:

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.

For specific document submission requirements and processes/procedures, please review:

<https://future.mcmaster.ca/admission/documents/>.

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 will not be returned. 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

McMaster 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. Meeting minimum application requirements does not guarantee admission to any program at McMaster University. **Application fees are non-refundable: you are advised to so we strongly advise you to review our admission requirements carefully before applying,** to determine your academic eligibility for consideration for admission. Please see the *Admission Requirements* section of this calendar for general information. University transfer applicants should review programs by Degree and Minors requirements before applying.

McMaster University has a number of highly competitive by-selection programs that require a mandatory supplementary application/assessment, and all of these programs have early application and supplementary submission deadlines, as specified in the chart below. Failure to apply on time or to submit the required supplementary application/assessment by the specified dates will automatically disqualify consideration for these specified programs. You are advised to submit your application and/or amendments well in advance of the deadlines listed below.

Fall and Winter Terms

The dates and deadlines listed below are for applications submitted for the 2020-2021 academic year. Please refer to <http://future.mcmaster.ca> for the date and deadline information for new applications.

PROGRAM	APPLICATIONS	MANDATORY SUPPLEMENTARY APPLICATIONS
Arts & Science	February 1	February 1
Actuarial & Financial Mathematics (Above Level 1) Regular and Co-op Programs	April 1	April 30 For information see: https://www.math.mcmaster.ca/index.php/undergraduate-studies/undergraduate-programs/41-undergraduate-studies/1758-afm-supplementary-application.html https://www.math.mcmaster.ca/undergraduate/undergraduate-programs/41-undergraduate-studies/1758-afm-supplementary-application.html
Bachelor of Technology Degree Completion (Above Level 1)	April 1 (May intake) July 15 (September intake) November 1 (January intake)	Must be completed by the application deadline. View more information about the mandatory supplementary application for the Bachelor of Technology degree.
Biomedical Discovery & Commercialization (Level 3 entry)	February 1	February 1
Engineering 1 (Regular and Co-op)	January 15	Online Kira® Assessment January 29 Details at https://www.eng.mcmaster.ca/future-students/supplementary-application Assessment dates available February 1 to February 14 after payment via: http://www.eng.mcmaster.ca/future/apply.html
Health Sciences I (Honours)	January 15	Early February Details at bhsc.mcmaster.ca
Health Sciences (Honours) (Above Level 1)	April 1	Early May Details at bhsc.mcmaster.ca
Health Sciences (Above Level 2) Biomedical Discovery & Commercialization	February 1	February 1 Details at: https://bdcprogram-mcmaster.ca/
Honours Biology and Pharmacology Co-op (Above Level 1)	February 1	February 1 Mandatory Letter of Intent specifying reasons for applying and applicant suitability for the program. Email biophrm@mcmaster.ca by February 1.
Honours Integrated Science I	February 1	February 1
Integrated Biomedical Engineering & Health Sciences 1 (Regular and Co-op)	January 15	Online Kira® Assessment January 29 Details at https://www.eng.mcmaster.ca/future-students/supplementary-application February 1 Online Kira® Assessment
Integrated Business & Humanities	January 15 February 1	February 1 Online Kira® Assessment
Justice, Political Philosophy & Law	April 1	April 1 For more information see: https://www.humanities.mcmaster.ca/programs/undergraduate-programs/justice-political-philosophy-law/ https://philos.humanities.mcmaster.ca/undergraduate-programs/justice-political-philosophy-and-law-program/

PROGRAM	APPLICATIONS	MANDATORY SUPPLEMENTARY APPLICATIONS
Midwifery (including submission of all transcripts)	February 1	N/A
Physician Assistant (including submission of all official transcripts) Note: This program is not open to International Applicants. This program is open to Canadian citizens and present Permanent Residents of Canada only.	February 1	February 1
Social Work	February 1 December 4	February 1
Nursing I: Secondary School Applicants	January 15 February 1	Mandatory Supplementary application information is available on the CASPer™ website.
Nursing 1 (university transfer applicants from programs other than Nursing and applicants from college pre-health programs) (including submission of all official transcripts)	February 1	Mandatory Supplementary application information is available on the CASPer™ website.
Transfer from another Nursing program to the McMaster site.		Students from other university Nursing programs should contact the McMaster Nursing program office at 905-525-9140, ext. 22232, for information about transfer options and application procedures. McMaster will not typically accept transfer applications from students already in a Nursing program elsewhere.
Nursing Basic-Accelerated Stream (above level 1) (including submission of all official transcripts)	February 1	Mandatory Supplementary application information is available on the CASPer™ website.

Application Deadlines for All Other McMaster Programs for Fall and Winter Terms

***February 1** - Applications received on or before February 1 with all supporting official documentation received no later than February 15 from applicants with no postsecondary experience will be reviewed for admission pending space availability in the program. All applications received after February 1 will be considered only if there is space available 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 15	April 1
Early Deadline* (see above)	February 1	February 15
Final Deadline Domestic Applicants	April 1	April 1
Final Deadline 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
Physician Assistant	February 1	N/A

Academic Advising 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 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 1, your Faculty may also arrange a visit to the University so you may have a meeting with a Faculty advisor to set up your program. Although attendance at the summer advising counselling and registration sessions are 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 1, you may arrange for academic advising 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:

- 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.
- 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
<https://future.mcmaster.ca/>
<http://ask.mcmaster.ca>

Rationale of Changes

General changes:

- Minor changes to words, dates or weblinks

Admissions Criteria 1A and 1B

- Changes to NOTES in Admissions Criteria 1A and 1B are to align with Y1 Viewbook
- Select programs where: *Note: Applicants are also expected to have completed Advanced Functions U* has been deleted as students cannot take Calculus and Vectors U without having completed Advanced Functions U first. This also aligns with the Viewbook.
- Business reference to Stas 1L03 has changed to Stats 1LL3 to align with course curriculum change
- Early Conditional Admission
- Changes reflect the process change where applicants can upload unofficial documents for admission review.
- American High School Curriculum
- Changes to SAT/ACT requirement are reflective of applicants' inability to access test centres. This wording is consistent with content on the website for the current cycle.

Section H: Former McMaster Degree Students Returning Students

- Readmissions – addition of need to apply for readmission regardless of time elapsed reflects PA's change for 2022

Section 5: English Language Proficiency

- Reflects changes to process – students can upload unofficial copy for admissions assessment. Copies can be verified through testing centres prior to offers being made.
- In Slate (implementation July 2021), verification will be done through downloads from the testing centres into the new system.

PROPOSED NEW AWARDS FOR APPROVAL

Entrance Awards

The Arts & Science Program Achievement Award

Established in 2020 by McMaster University to celebrate the academic achievement of students entering Level 1 of the Arts & Science Program.

Requirements: A variable number of scholarships to be awarded to students on the basis of final admission average.

Typically Available: Variable x \$1,000

The DeGroote School of Business Achievement Award

Established in 2020 by McMaster University to celebrate the academic achievement of students entering Level 1 in the DeGroote School of Business (Faculty of Business).

Requirements: A variable number of scholarships to be awarded to students on the basis of final admission average.

Typically Available: Variable x \$1,000

The Faculty of Engineering Award of Excellence

Established in 2020 by McMaster University to celebrate the academic achievement of students entering Level 1 in the Faculty of Engineering.

Requirements: A variable number of scholarships to be awarded to students on the basis of final admission average.

Typically Available: Variable x \$3,000

The Faculty of Health Sciences Achievement Award

Established in 2020 by McMaster University to celebrate the academic achievement of students entering Level 1 in the Faculty of Health Sciences.

Requirements: A variable number of scholarships to be awarded to students on the basis of final admission average.

Typically Available: Variable x \$1,000

The Faculty of Humanities Achievement Award

Established in 2020 by McMaster University to celebrate the academic achievement of students entering Level 1 in the Faculty of Humanities.

Requirements: A variable number of scholarships to be awarded to students on the basis of final admission average.

Typically Available: Variable x \$1,000

The Faculty of Science Achievement Award

Established in 2020 by McMaster University to celebrate the academic achievement of students entering Level 1 in the Faculty of Science.

Requirements: A variable number of scholarships to be awarded to students on the basis of final admission average.

Typically Available: Variable x \$1,000

The Faculty of Social Sciences Achievement Award

Established in 2020 by McMaster University to celebrate the academic achievement of students entering Level 1 in the Faculty of Social Sciences.

Requirements: A variable number of scholarships to be awarded to students on the basis of final admission average.

Typically Available: Variable x \$1,000

The McMaster Brighter World Entrance Award

Established in 2020 by McMaster University to celebrate the achievements of Black students entering an undergraduate program.

Requirements: A variable number of scholarships to be awarded to Black students entering a Level 1 program.

Typically Available: 100 x \$2,500

The McMaster University Award of Excellence

Established in 2020 by McMaster University to celebrate the academic achievement of students entering a Level 1 program in the top 10% of their Faculty.

Requirements: A variable number of scholarships to be awarded to students on the basis of final admission average.

Typically Available: Variable x \$3,000

The PepsiCo Canada Entrance Award in Business

Established in 2020 by PepsiCo Canada.

Requirements: To be awarded to undergraduate students entering Level 1 in the Faculty of Business who identify as racialized students, attain high averages, and who demonstrate leadership potential.

Typically Available: Variable x \$2,500

The PepsiCo Canada Entrance Award in Engineering

Established in 2020 by PepsiCo Canada.

Requirements: To be awarded to undergraduate students entering Level 1 in the Faculty of Engineering who identify as racialized students, attain high averages, and who demonstrate leadership potential.

Typically Available: Variable x \$2,500

Pending approval of the Trust Funds Operation Committee (TFOC) by January 8th -

The NSBE McMaster Chapter Scholarship

Established in 2020 by The National Society of Black Engineers (NSBE) McMaster Chapter.

Requirements: To be awarded to undergraduate students entering Level 1 in the Faculty of Engineering who identify as Black students and who demonstrate involvement and leadership within the Afro-Canadian or the wider Canadian Community.

Typically Available: Variable x \$2,500

CHANGES TO ACADEMIC GRANT TERMS FOR APPROVAL

The Graeme MacQueen Academic Grant

Established in 2012 by Dr. Paul McArthur, B.Sc. (Class of '88) and Dr. Susan McArthur in recognition of their friend Graeme MacQueen, a retired McMaster professor who taught from 1974-2003 and was the Director, Centre for Peace Studies from 1989-1996.

Requirements: To be granted to a student who has obtained a high Fall-Winter Average in a Peace Studies the Global Peace and Social Justice program and who demonstrates financial need.

CHANGES TO AWARD TERMS FOR APPROVAL

The Bank of Montreal Humanities Multimedia Scholarship

Established in 1999 by the Bank of Montreal

Requirements: A variable number of scholarships to be awarded to students entering Level 2; 3 or 4 above of the Humanities Combined Honours in Multimedia Media Arts program who, in the judgment of the Department of Communication Studies and Multimedia, demonstrate outstanding academic achievement in the Humanities Multimedia program or great promise in the program. area of Humanities multimedia.

The Chin-Chin Award in Electroacoustic Studies/Sound Art

Established in 2011, the award celebrates the continuing artistic contribution of Chin-Chin Chen, the Taiwanese-American composer whose music degree is in both performance and composition.

Requirements: To be awarded to a student who has completed the Introduction to Digital Audio (MMEDIA 2G03/MUSIC 2Z03) or equivalent and at least Level II of any program in the Faculty of Humanities who, in the judgment of the Faculty, has demonstrated a deep interest in the area of electroacoustic studies or sound art. Preference given to a student in an Honours program.

The Newcombe Prize in Peace Studies

Established in 1991 in memory of Dr. Alan G. Newcombe (1923-1991) and Dr. Hanna Newcombe (1922-2011) who devoted their lives to Peace Studies and were co-founders, of the Canadian Peace Research and Education Association and the Peace Research Institute - Dundas.

Requirements: To be awarded to a student who, in the judgment of the Peace Studies Global Peace and Social Justice program, demonstrates leadership in extracurricular endeavours and high academic achievement.

The Mahatma Gandhi Scholarship

Established in 2017 to promote the Gandhian concepts of non-violence and help foster peace and harmony in the world.

Requirements: To be awarded to a student enrolled in any program who has completed at least 6 units in Peace Studies Global Peace and Social Justice courses and attained a high average in those courses.

PROPOSED NEW BURSARIES FOR APPROVAL

The C.F. Crozier & Associates Inc. Bursary

Established in 2020 by C.F. Crozier & Associates Inc., a multidisciplinary consulting engineering firm contributing to the growth of communities across Canada, from progressive land development projects to facility expansions and upgrades. **Requirements:** To be granted to students enrolled in Level 3 or above in any Civil Engineering, Mechanical Engineering, or Electrical & Computer Engineering program, who demonstrate financial need. Preference will be given to students who come from a rural location.

The McMaster RCAF Memorial Bursary Fund

Established in 2021 through the estate of a generous donor in memory of those members of the Royal Canadian Air Force, both air crew and ground crew, who gave their lives in World War II (1939-1945).

Requirements: To be granted to students enrolled in any program who demonstrate financial need.

The Gary Disher Family Bursary

Established in 2020 by Gary Disher, B.Eng. (Class of '77) and his wife, Margery Fisher, in honour of his father, Jerrold Ward Disher, P.Eng, a champion of engineering awareness and recognition in the Hamilton region, and his belief that education should be accessible to everyone.

Requirements: To be granted to students in the Faculty of Engineering who demonstrate financial need. Preference to be given to students in the Department of Electrical and Computer Engineering.

Submitted by the Faculty of Health Sciences

The Dr. Janice Legere MD Bursary

Established in 2020 by Dr. Janice Legere (MD '95) to commemorate the 25th Anniversary of her graduation from the McMaster Medical School.

Requirements: To be granted to students enrolled in the Michael G. DeGroote School of Medicine who demonstrate financial need. Preference will be given to a sole support parent, or child of a single parent.

Awards Removed from the Undergraduate Calendar for Approval

The Addison Family Bursary

The James R. Greilich Memorial AG

The McMaster Honour Awards

The McMaster President's Awards

FOR INFORMATION

AWARD VALUE CHANGES

The Barbara and Ronald Bayne Award	Typically Available: 1 x	\$—750	\$ 1,000
The Louise E. Bettger Scholarships in Music	Typically Available: 1 x	\$—450	\$ 500
The Charu Late Bhaduri Scholarship in Nursing	Typically Available: 1 x	\$—800	\$ 1,000
The J.P. Bickell Foundation Mining Scholarships	Typically Available: 1 x	\$—6,500	\$ 10,000
The Can Soc for Chemical Engineer (CSCHE) Schship	Typically Available: 1 x	\$—600	\$ 700
The Maria Chan Schship for Inter Stud in Bus	Typically Available: 1 x	\$—1,000	\$ 1,500
The Class of '50 Scholarship in Honours Economics	Typically Available: 1 x	\$—1,595	\$ 1,500
The Class of 1953 50th Anniversary Scholarships	Typically Available: 1 x	\$—1,500	\$ 2,000
The D. M. Davies Prize	Typically Available: 1 x	\$—575	\$ 700
The Helen Emery Scholarship- Environmental Science	Typically Available: 1 x	\$—1,650	\$ 1,850
The Munic Chap of Hamilt IODE Muriel E Skelton Award	Typically Available: 1 x	\$—500	\$ 1,000
The Stanford N. Katambala Earth Sciences Prize	Typically Available: 1 x	\$—75	\$ 100
The Karl Kinanen Alumni Prize in Gerontology	Typically Available: 1 x	\$—50	\$ 100
The Catherine MacNeill Prize	Typically Available: 1 x	\$—175	\$ 200
The John Mayberry Scholarship	Typically Available: 1 x	\$—1,000	\$ 1,500
The Charon Burke McCain Memorial Scholarship	Typically Available: 1 x	\$—500	\$ 1,000

The John B. McDougall Academic Grant	Typically Available: 1 x	\$3,000	\$ 2,500
The Janet McKnight Award	Typically Available: 1 x	\$—600	\$ 800
The Newcombe Prize in Peace Studies	Typically Available: 1 x	\$1,100	\$ 1,200
The Pioneer Energy LP Scholarship in Gerontology	Typically Available: 1 x	\$1,000	\$ 4,500
The Political Science Prize	Typically Available: 1 x	\$—200	\$ 100
The Science Alumni Scholarships	Typically Available: 1 x	\$—500	\$ 1,000
The Tax Executives Institute Scholarship	Typically Available: 1 x	\$1,000	\$ 2,000
The Corelene Helen Tostevin Scholarships	Typically Available: 1 x	\$—250	\$ 1,200



School of Graduate Studies

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Fax 905.521.0689
<http://www.mcmaster.ca/graduate>

**REPORT TO SENATE
from
GRADUATE COUNCIL**

FOR INFORMATION

I. Change to Course Requirements and Calendar Copy

At its January 19th meeting, Graduate Council approved revisions to the course requirements and calendar copy for the Blended Learning Part-time MBA program to revise the list of available electives, change the sequence in which two courses were taken and the timing in their degree cycle where students were able to complete their independent study electives.

[Note: A complete file for the information items listed above is available in the Graduate Council office, cbryce@mcmaster.ca.]

MEMORANDUM

DATE: January 11, 2021

TO: Senate

FROM: Dr. Jerry Hurley, Dean of Social Science

RE: Social Sciences Bylaws

Please find the revised bylaws for the Faculty of Social Sciences enclosed for your consideration and approval.

A summary of the changes includes:

- 1) Committee membership lists have been updated to reflect current positions and administrative titles
- 2) The name of the School of Geography and Earth Sciences has been changed to the School of Earth, Environment & Society throughout the document
- 3) The name of the Undergraduate Admissions, Study and Reviewing Committee has been changed to the Undergraduate Reviewing Committee
- 4) The following committees are no longer functioning and have been removed from the document:
 - a. Graduate Admissions and Study Committee
 - b. Multi Media, Computer and Electronic Communication Committee
Budget and Planning Advisory Committee
 - c. Committee to Recommend the Appointment of a Departmental Chair or a Director of a School or Program
- 5) The following committees are new and have been added to the document:
 - a. IT Governance Committee
 - b. Dean's Advisory Council
 - c. Recognition, Awards, and Ranking Committee

Any other changes are immaterial such as formatting and wording.

Please let me know if you require any additional information.

Faculty of Social Sciences By-laws

General

I. GENERAL

In this document Faculty means the Faculty of Social Sciences; any reference to Departments shall also apply to the Schools and the Programs within the Faculty, and any reference to Chairs of Departments shall also include the Directors of Schools and Programs.

II. THE GENERAL FACULTY

i. Membership:

Ex Officio:

- President
- Provost
- Vice-President (Research ~~and International Affairs~~)
- ~~Associate Vice-President and Dean of Graduate Studies~~
- ~~Associate Vice-President (Academic)~~
- Associate Vice-President (Academic)
- Associate Vice-President and Dean of Graduate Studies
- Dean of the Faculty (Chair)
- Associate Dean (Academic) of the Faculty
- Associate Dean (Graduate Studies and Research) of the Faculty
- ~~Assistant Dean (Academic)~~
- Assistant Dean (Academic) of the Faculty
- Director of the Centre for Continuing Education
- University Librarian
- Registrar

Faculty: All full-time, part-time and associate members at the rank of lecturer or higher, of the

Departments of Anthropology; Economics; Health, Aging and Society; Indigenous Studies Program; Institute on Globalization and the Human Condition¹; Political Science; Religious Studies; and Sociology; the School of Social Work; the School of Labour Studies; the Department of Psychology, Neuroscience and Behaviour; and the School of ~~Geography and Earth Sciences, Environment & Society~~; including those who hold joint appointments in one or more of these Departments, Schools and Programs, and including those members of the Faculty without departmental affiliation.¹ One member from each of the other Faculties of the University.

~~¹Members of the School of Geography and Earth Sciences, the Department of Psychology, Neuroscience and Behaviour, the Indigenous Studies Program and/or the Institute on Globalization and Human Condition who are not also members of a Department in the Faculty of Social Sciences are not eligible to participate in the Faculty Tenure and Promotion Committee, or in Faculty elections outlined in VI (i), (ii), and (iii).~~

¹ Members of the School of Earth, Environment & Society, the Department of Psychology, Neuroscience and Behaviour, the Indigenous Studies Program and/or the Institute on Globalization and Human Condition who are not also members of a Department in the Faculty of Social Sciences are not eligible to participate in the Faculty Tenure and Promotion Committee, or in Faculty elections outlined in H (i), (ii), and (iii).

Two part-time instructors, elected by and from the Social Sciences members of CUPE, Local #3906, Unit #2, for one-year terms.

Students: One undergraduate student, to be selected by and from the undergraduate students in each of the aforementioned Departments, Schools and Programs; and (where applicable) one graduate student to be selected by and from the graduate students in each of the aforementioned Departments and Schools; and two students selected by the Dean from the students in Level I Social Sciences.

Staff: Three members, elected by and from the regular full-time, non-teaching staff of the Faculty, for staggered two-year renewable terms.

Secretary: Secretary of the Senate and/or delegate (non-voting)

(ii)ii. Functions:

The General Faculty shall hold regular meetings twice a year, at which the rules of procedure of the Senate shall apply. A quorum for a regular meeting shall consist of those present at the meeting, provided that the meeting has been properly called and that regrets have not been received by the Secretary from more than fifty per cent of the members. In the absence of the Dean of the Faculty, the Chair shall be ~~the~~an Associate Dean, or in ~~his/her~~their absence, a member of the Faculty designated by the Dean.

The General Faculty may, within its area of jurisdiction and subject to the constraints imposed by its By-laws, determine the various levels of responsibility within the Faculty and establish appropriate standing and ad hoc committees of the Faculty. Under the authority of its By-laws, the General Faculty may determine the functions and powers that may be delegated to subordinate bodies.

The General Faculty delegates to the Faculty Council responsibility for the conduct of regular Faculty business subject to the following conditions and constraints.

~~(a)a.~~ The agenda and minutes of the Faculty Council, as well as summaries of minutes of the Faculty Council and of the standing committees of Faculty (excluding the Tenure and Promotion Committee, and the Budget and Planning Advisory Committee), shall be available to all members of the General Faculty.

~~(b)~~b. Meetings of the Faculty Council shall be open to all members of the General Faculty as observers.

~~(e)~~c. At the request of the Dean of the Faculty, or of the General Faculty, or of the Faculty Council, or of any ten members of the General Faculty, an issue can be reserved for action at a special meeting of the General Faculty, for which the quorum shall be fifty members.

~~(d)~~d. A special meeting of the General Faculty with power to override either the Faculty Council, or any Committee of the Faculty (with the exception of the Tenure and Promotion Committee, and the Budget and Planning Advisory Committee), shall be called at the written request of ten members of the General Faculty. The quorum for such a special meeting shall be fifty members.

~~(e)~~e. A notice of a General Faculty meeting and an agenda shall normally be circulated to all members at least one week prior to the meeting. Any substantive change in the agenda shall be brought to the attention of members at least forty-eight hours prior to the meeting.

III. FACULTY COUNCIL

~~(i)~~ Composition:

i. Membership:

Ex Officio: _____ President
Provost
Dean of the Faculty (Chair)
Associate Dean (Academic)
Associate Dean (Graduate Studies and Research)
Assistant Dean (Academic)
Associate Vice-President and Dean of Graduate Studies, or delegate
Chair, or delegate, from each of the Departments of Anthropology;
~~Economics; Health, Aging, and Society; Political Science; Psychology;~~
~~Neuroscience and Behaviour; Religious Studies; and Sociology~~
Economics; Health, Aging, and Society; Political Science;
Psychology, Neuroscience and Behaviour; Religious Studies; and
Sociology
Director of the School of ~~Geography and Earth Sciences,~~
Environment & Society, or delegate
Director of the Indigenous Studies Program, or delegate
Director of the Institute on Globalization and the Human
Condition, or delegate
Director of the School of Social Work, or delegate
Director of the School of Labour Studies, or delegate
Members of the Senate elected by the Faculty _____

Chairs of Standing Committees of the Faculty-

Faculty:	At least one, and no more than two, representatives, elected annually by and from each of the Departments, Schools and Programs (see definition on p.1) that report to the Dean of the Faculty on matters administrative.
Students:	Five students elected annually by and from the student members of the General Faculty. -Student members shall withdraw from meetings when the cases of specific students are under consideration.
Staff:	One non-teaching staff member from the General Faculty elected by the non-teaching staff members of the General Faculty
Secretary:	____ Secretary of the Senate and/or delegate- (non-voting)

~~(ii)~~ **ii. Functions:**

To conduct the business of the Faculty subject to the conditions and constraints specified in Section ~~III~~ (ii).

~~(iii)~~ **iii. Procedures:**

In the absence of the Dean of the Faculty, the Chair shall be ~~the~~an Associate Dean or, in ~~his/her~~their absence, a member of the Faculty designated by the Dean.

A quorum shall consist of one third of the members.

~~IV~~ **iii. DEAN'S AD HOC OPERATING COMMITTEES**

The Dean of the Faculty may appoint Dean's Ad Hoc Operating Committees for assistance and advice in the operation of the Faculty, or as requested by the Faculty, and the Faculty shall be informed regarding the function and composition of any such committee. Such committees shall report, at least annually, to the Faculty.

~~All such committees shall annually review and update their operating procedures and file a copy in the Office of the Dean.~~

IV. STANDING COMMITTEES

General

~~(a)~~a. The President, the Provost and the Dean of the Faculty are *ex officio* members of all Standing Committees, except that the President is not an *ex officio* member of the Tenure and Promotion Committee and the Associate Dean (~~Academic~~Graduate Studies and Research), rather than the Dean, is an *ex officio* member of the Graduate Curriculum and Policy Committee.

~~(b)~~b. The Committees listed below, and such other committees as the General Faculty or Faculty Council ~~shall establish~~, shall meet at the call of the Chair; ~~unless~~ Unless otherwise specified in these By-laws, three voting faculty members, in addition to the Chair, and not including the President, the Provost, or the Dean of the Faculty, shall constitute a quorum.

~~(c)~~c. Student members of committees shall withdraw from meetings when the cases of specific students are under consideration.

~~(d)~~d. The Committees listed below shall report at least annually to the General Faculty.

~~(e)~~e. Where the Chair of a Standing Committee is to be elected from among the members, the Dean or delegate shall call the first meeting and preside until a Chair has been elected.

(i)A. Undergraduate Academic Planning and Policy Committee

i. Membership:

Functions:

~~To advise the Associate Dean (Academic) on policy related to undergraduate academic planning, enrolment management, and student awards.~~

Composition:

Chair: _____ Associate Dean (Academic)

Ex Officio: President
Provost
Dean of Faculty
Assistant Dean (Academic)

Faculty: _____ Undergraduate Chairs of each Department, School, and Program (see definition in Section I) offering programs in which there are students ~~who are~~ counselled by the Associate Dean (Academic)

Students: One undergraduate student from each Department, School, and Program (see definition in Section I) offering programs in which there are students ~~who are~~ counselled by the Associate Dean (Academic)

Consultants: Manager of Experiential Education (non-voting);
Others as ~~necessary~~required (non-voting)

ii. Functions:

To advise the Associate Dean (Academic) on policy related to undergraduate academic planning, enrolment management, and student awards.

(ii)B. Undergraduate Admissions, Study and Reviewing Committee

~~i. Functions:~~

~~To make recommendations to the Faculty Council on admissions policy; to review and approve in-course results on behalf of the Faculty; to establish and review guidelines related to the adjudication of petitions for special consideration including applications for reinstatement and requests for deferred examinations; and to adjudicate the results of formal re-readings in accordance with Section 15 of the Student Appeal Procedures.~~

Composition:

i. Membership:

Chair: Associate Dean (Academic)

Ex Officio: President
Provost
Dean of the Faculty
Associate Dean and/or Assistant Dean (Academic)

Faculty: One member appointed by and from each Department, School and Program (see definition ~~on p. 4 in Section I~~) offering programs in which there are students who are counselled by the Associate Dean (Academic), for staggered two-year terms

Consultants: Assistant Dean (Academic) (non-voting)

ii. Functions:

To review and adjudicate, when necessary, petitions for special consideration including applications for reinstatement, retroactive accommodations, and requests for deferred examinations, and to adjudicate the results of formal re-readings in accordance with Section 15 of the Student Appeal Procedures.

(iii)C. Graduate Curriculum and Policy Committee

~~i.~~ **~~Functions:~~**

~~To make recommendations to the Faculty/Faculty Council on matters of graduate policy, on curriculum changes arising from consideration of departmental proposals and from the curriculum policies adopted by the Faculty, and on new~~

~~programs and fields of study arising from departmental proposals; and to deal with matters referred to it by the Committee on Graduate Admissions and Study. To report to both Faculty Council and Graduate Council at least annually. To review and update regularly its operating procedures, and file a copy with the Dean's Office and with the School of Graduate Studies.~~

Composition:

i. Membership:

Chair: _____ Associate Dean (Graduate Studies and Research)

Ex-Officio: _____ President

_____ Provost

_____ Associate Vice-President and Dean of Graduate Studies

_____ Associate Dean (Academic)

Faculty: One representative from each Department, School and Program offering Social Sciences graduate work (normally, the graduate chair or other faculty member responsible for graduate matters in the Department, School or Program). Each of these representatives has one vote.

Students: Two full-time graduate students, one Ph.D. student and one master's student, elected annually by and from the Ph.D. and master's students respectively. Each student representative has one vote.

Consultants: _____ Faculty representatives to Graduate Council (non-voting)

Secretary: _____ Graduate Registrar and Secretary of the School of Graduate Studies or delegate (non-voting).

ii. Functions:

To make recommendations to the Faculty/Faculty Council on matters of graduate policy, on curriculum changes arising from consideration of departmental proposals and from the curriculum policies adopted by the Faculty, and on fields of study arising from departmental proposals; and to deal with matters referred to it by the Committee on Graduate Admissions and Study. To report to both Faculty Council and Graduate Council at least annually. To review and update regularly its operating procedures, and file a copy with the Dean's Office and with the School of Graduate Studies.

iii. Procedures:

Quorum: ~~Two shall be two (2)~~ voting faculty members in addition to the Chair, and not including the President, Provost or Faculty Deans

~~Secretary: _____ Graduate Registrar and Secretary of the School of Graduate (non-voting) _____ Studies or delegate.~~

~~(iv) _____ Graduate Admissions and Study Committee~~

~~i. Functions:~~

~~To determine the admissibility to graduate study of any applicant, on the recommendation of a department, program, school, unit or institute;~~

~~To approve each student's course program, to determine action on the recommendation of departments in instances of failure in a course, and to recommend to the Graduate Council students to receive graduate degrees;~~

~~To handle re-reads and formal inquiries as stated in the *Student Appeal Procedures* and to handle appeals and Petitions for Special Consideration as stated in the **General** Regulations of the Graduate Calendar;~~

~~To refer through the Graduate Curriculum and Policy Committee any matter to the General Faculty/Faculty Council or to the Graduate Council before taking action if either the Associate Vice-President and Dean of Graduate Studies or the Committee considers the matter of precedent or policy to be involved.~~

~~i. **Composition:**~~

~~Chair: Associate Dean (Graduate Studies and Research)~~

~~Ex Officio: President~~

~~Provost~~

~~Dean of the Faculty~~

~~Chair of the Graduate Curriculum and Policy Committee~~

~~Associate Dean of Social Sciences~~

~~Faculty: Two faculty members (who shall be members of Graduate Council) appointed by the Associate Vice-President and Dean of Graduate Studies in consultation with the Dean of the Faculty.~~

~~One member appointed by the Graduate Council to represent departments outside the Faculty.~~

~~Secretary: Graduate Registrar and Secretary of the School of Graduate (non-voting) Studies or delegate~~

(v)D. Tenure and Promotion Committee

i. Membership:

~~Chair: **Functions:**~~

~~To receive from Chairs of Departments, the Director of the School of Social Work, the Director of the School of Labour Studies, and, where appropriate, the Director of the Indigenous Studies Program or Director of the Institute on Globalization and the Human Condition, and to consider, all recommendations for the granting or withholding of tenure or permanence. For each candidate, the Committee shall recommend to the Senate Committee on Appointments that tenure or permanence be granted, or that the tenure or teaching-track appointment~~

~~be allowed to lapse, or that the period of the tenure or teaching-track appointment be extended, or that no action be taken on the case.~~

~~To consider all recommendations for promotion received from Department Chairs, the Director of the School of Social Work, the Director of the School of Labour Studies, and, where appropriate, the Director of the Indigenous Studies Program or Director of the Institute on Globalization and the Human Condition. For each candidate, the Committee shall recommend to the Senate Committee on Appointments that promotion be granted or not be granted at this time.~~

~~The Chair shall convey the Committee's recommendations to the Senate Committee on Appointments.~~

Composition:

~~Chair:~~ Dean of the Faculty

Faculty: Seven tenured members of the full-time faculty who are also members of the Departments and Schools which report to the Dean of the Faculty on matters administrative, elected from those holding the rank of Professor or Associate Professor. Of these, at least three shall be Professors and at least one shall be an Associate Professor. They shall be elected for staggered three-year terms.

Quorum: ~~All~~ Quorum shall be all members but one.

ii. Functions:

~~vi) Multi-Media, Computing and Electronic Communication Committee~~

~~i. Functions:~~

~~To review and evaluate~~ To consider all recommendations regarding the contribution of tenure or permanence received from Chairs of Departments, Directors Schools, and, where appropriate, the Directors for Educational Programs.

~~To consider all recommendations~~ Faculty's computing facilities toward regarding promotion received from Department Chairs, the Directors of Schools, and, where appropriate, the Directors of Educational Programs.

In carrying out these functions, the work of the Committee will comply with all relevant elements of the McMaster University Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion.

E. SS IT Governance Committee

i. Membership:

Co-Chairs: Faculty Co-Chair (appointed by the Dean)

Staff Co-Chair (appointed by the Dean)

Faculty: Four faculty members from the Faculty of Social Sciences to include a mixture of ranks and appointment types (tenure-stream, teaching-stream), and research approaches, and to represent, as much as is feasible with a limited number members, diverse IT needs of faculty in fulfilling the teaching, their research, educational and service responsibilities.

Staff: Four staff members from the Faculty of Social Sciences to include a mixture of administrative staff, research staff, and teaching staff and to represent, as much as is feasible with a limited number members, diverse IT needs of staff in supporting the research, educational and service mission of the Faculty.

Students: ~~needs of its faculty, staff and~~ Two students; one undergraduate and one graduate, enrolled full-time in programs offered by the Faculty of Social Sciences

~~To recommend to the Dean purchases~~ Quorum: Quorum is 50 percent of membership, including at minimum two faculty, two staff and one student.

Membership terms are for three years for faculty and staff and two years for students, and are consecutively renewable once.

ii. Functions: ~~new computing equipment to meet the requirements~~

The overall function of the Faculty of Social Science IT Governance Committee is to set IT-related goals for the Faculty of Social Sciences that support our research, teaching and administrative functions, and to make recommendations to the Dean and the Director of Finance and Administration regarding resources, best practices, and policies to achieve these goals.

iii. ~~To consider alternative uses of the existing computing equipment better to~~ Meetings:
The Committee will normally meet the requirements of the Faculty;

~~To define, review and evaluate the role and responsibilities of any relevant staff under Faculty jurisdiction; and~~

~~To review and evaluate the contribution of the University's computing resources and policies toward meeting the needs of the Faculty, and propose any changes to that at least three times per year, but may meet more frequently as appropriate officer or committee.~~

~~To inform the Faculty about, and promote, appropriate use of technology in the research, teaching and administration undertaken by its faculty, staff and students.~~

Composition:

iv. Procedures:

Meetings will be led by the Co-chairs, and will provide a forum for contributions by all Committee members. Decisions will be taken by consensus (meaning balance of views, not unanimity) or, where appropriate, by a vote of the members.

F. Dean's Advisory Council

i. Membership:

~~Chair: To be appointed by the Dean~~

Ex Officio: President
Provost
~~Provost~~
Dean of the Faculty
Associate Dean (Academic)
Associate Dean (Graduate Studies and Research)

Chair: Dean of the Faculty (Chair)

Faculty: ~~Four faculty members selected by the Nominating Committee, for staggered three-year terms, from the Chairs of Departments, Directors of Schools, and Directors of Educational Programs (see definition on p.1) offering programs in which there are students who are counselled by that report to the Dean of the Associate Dean.~~ Faculty on matters administrative.

~~One Faculty Instructional Assistant, selected by the Nominating Committee.~~

(vii) Budget and Planning Advisory Committee

ii. Function:

a. To advise the Dean of the Faculty on matters of budget academic and related questions of administrative policies, procedures for the Faculty, and on short-term and long-term planning for the Faculty.

Composition:

Chair: ~~Dean of the Faculty (Chair)~~

Ex Officio: ~~President~~

~~Provost~~

~~Dean of the Faculty Associate Dean (Academic)~~

~~Chairs of Departments that report to the Dean of the Faculty on-
matters administrative, the Director of the School of Social
Work, the Director of the School of Labour Studies, the
Director of the Indigenous Studies Program and the~~

~~Director of the Institute on Globalization and the Human Condition.~~

~~Director, School of Geography and Earth Sciences (for discussion of matters relating to the Faculty's undergraduate programs)~~

~~Chair, Department of Psychology, Neuroscience and Behaviour (for discussion of matters relating to the Faculty's undergraduate programs)~~

(viii) ~~Committee to Recommend the Appointment of a Departmental Chair or a Director of a School or Program~~

~~To be constituted no later than September of the final year of the term of a chair of an academic department or of a director of a school or program. In the event of a premature vacancy, the Committee shall be constituted as soon as possible.~~

~~Function:~~

~~To recommend to the Senate Committee on Appointments the appointment of a chair of a department or a director of a school or program.~~

~~Composition:~~

~~Chair: ——— Dean of the Faculty (Chair)~~

~~Ex Officio:~~

~~Provost~~

~~Associate Vice President and Dean of Graduate Studies~~

~~Faculty: ——— Three faculty members from the department, school or program concerned, one from each rank of professor, associate professor and assistant professor or lecturer, elected by and from the full-time members of that rank in the department or school or program. Representation by rank may, with the approval of the Dean of the Faculty, be varied when the composition of the department or school so warrants. An incumbent chair is not eligible for election to the Committee.~~

~~One faculty member from the Faculty, but outside the department school or program concerned, appointed by the Chair of the Committee.~~

~~**Students:** ——— For departments, schools or programs offering undergraduate work only, two undergraduate students who are in Levels III or~~

~~IV of programs offered by the department, school or program, elected by the undergraduate students in those programs.~~

~~For departments, schools or programs offering both graduate and undergraduate work, one undergraduate student who is in Level III or IV of programs offered by the department, school or program, elected by the undergraduate students in those programs, and one full-time graduate student elected by and from the students registered in graduate degree programs in the department, school or program concerned.~~

~~Staff: — One staff member from the department, school or program concerned, elected by and from the staff members in the department, school or program. To be eligible for election, a staff member should normally have at least one year of service within the department, school or program or at least two years of service within the Faculty and, in either case, there should be the expectation of continued service within the department, school or program for a year or more beyond the start of the term of the new or re-appointed department chair or director of the school or program. For this purpose, a staff member is defined as any full-time employee of the University who is not a member of the teaching staff. The election of the staff member shall be by secret ballot. Should such an election result in a tie, the tie will be resolved by random selection. The election and its resolution, when required, will be the responsibility of the Dean's Office.~~

~~Other: — One additional member may be appointed by the Chair of the Committee to reflect the interests of alumni or other external groups.~~

~~Additional Faculty: — In addition, the Chair of the Committee may appoint one extra-faculty member from within the department, school or program to provide representation from an unrepresented group.~~

~~Additional Staff: — The Chair of the Committee may also appoint one extra-staff member to the Committee, not necessarily from within the department, school or program concerned.~~

~~(ix) Nominating Committee~~

Functions:

- b. To make nominations sufficient to ensure an election for representatives of the Faculty on the Graduate Council, the Undergraduate Council, and the Senate, and for members of the Tenure and Promotion Committee; to make nominations to Faculty Standing Committees, ~~as required; to and to nominate Social Sciences faculty members to other Faculties in which the Faculty has representation, as required~~
- c. To select members of the Undergraduate Hearings Committee, the Research Funding and Priorities Committee and the Teaching and Learning Committee; ~~and to nominate Social Sciences faculty members to other Faculties in which the Faculty has representation.~~

G. Recognition, Awards, and Ranking Committee

i. Membership:

Ex Officio: President
Provost

Composition:

~~Chair:~~ Dean of FSS

Chair: To be appointed by the Dean, in consultation with the Dean's Advisory Group

Faculty: One member nominated from each Department and School

Secretary: Provided by the Office of the Dean (non-voting)

ii. Functions:

~~Ex Officio:~~ President
Provost
Associate Dean (Academic)
Chairs of Departments that report to the Dean of the Faculty on matters administrative, the Director of the School of Social Work, the Director of the School of Labour Studies, the Director of the Indigenous Studies Program, and the Director of the Institute on Globalization and the Human Condition.

Note: A call for nominations shall be issued to all faculty members each February, and faculty members shall be invited to make suggestions for nominations to the members of the Nominating Committee in advance of its annual meeting, which shall replace a meeting of the Budget and Planning

~~Advisory Committee.~~ To review and nominate faculty members for University wide, national, and international awards related to academic or teaching excellence, research and/or scholarship. To make recommendations to the Dean for honorary degree nominations.

VII. ELECTIONS

- (i) — Elections shall be held before the end of April each year to fill vacancies on Faculty Standing Committees, as required, and on the Faculty Tenure and Promotion Committee. The Nominating Committee's nominations for these positions shall be ~~mailed~~mailed to the eligible voters, at their University ~~addresses, email address~~ giving them the opportunity to nominate, within a designated period, additional candidates for any vacancy, any such nomination to have the consent of the nominee and to be supported by five eligible voters. The elections shall be conducted by the Secretary of the Senate by means of ballots ~~mailed~~circulated electronically to the

-
- i. University email address of each eligible voter. The electorate for the Tenure and Promotion Committee shall consist of all full-time members of the Faculty (see definition III(i)).
 - ~~(ii)~~ii. The ~~Nominating Committee~~Dean's Advisory Council shall nominate a representative of the Faculty of Social Sciences, for a three-year renewable term, to each of the other Faculties in which the Faculty of Social Sciences has representation. Additional nominations may be made by members of the Faculty of Social Sciences, within a designated period, any such nomination to be supported by five members of the Faculty of Social Sciences. If an election for any of these representatives should be necessary, it shall be held concurrently with the elections alluded to ~~in Section VI(i)~~ above.
 - ~~(iii)~~iii. Elections shall be held before the end of April each year to fill Faculty vacancies on the Graduate Council, the Undergraduate Council and the Senate. The Nominating Committee's nominations for these positions shall be provided to the eligible voters, giving them the opportunity to nominate, within a designated period, additional candidates for any vacancy, any such nomination to have the consent of the nominee and to be supported by five eligible voters. The elections shall be conducted by the Secretary of the Senate by means of ballots provided to each eligible voter. The electorate shall consist of all part-time and full-time members, at the rank of lecturer or higher of each Department, Program and School that reports to the Dean of the Faculty on matters administrative (see definition III(i-j)).
 - ~~(iv)~~iv. All elections (unless otherwise specified) shall be conducted in accordance with the single transferable vote procedure.
 - ~~(v)~~v. If any of the elected positions referred to in ~~VI(i) and VI(ii), the above paragraphs~~, except a position on the Tenure and Promotion Committee, becomes vacant, the Faculty Council shall have the power to fill this position for the remainder of the session.
 - ~~(vi)~~vi. In the election of members to the Faculty Tenure and Promotion Committee and the Senate, eligible voters shall be provided with a modified curriculum vitae of each candidate, which should not exceed one page, and should include degrees, dates and ranks of appointments, lists of representative publications or other scholarly works, and relevant experience.
 - ~~(vii)~~vii. Retiring members of all Standing Committees shall be replaced by newly-elected or appointed members on July 1 of each year, except for the Undergraduate Awards and Scholarships Committee. For this Committee, retiring members shall be replaced by newly-appointed members on November 1 of each year.

~~(viii)~~—The conduct of the election of the regular full-time, non-teaching staff members of the Faculty shall be carried out by the Office of the Dean. Any member of the viii. non-teaching staff who is eligible to vote may be nominated as a candidate for election, provided written consent has been filed with the Office of the Dean and the nomination paper has been signed by two members of the non-teaching staff eligible to vote. The election, if necessary, shall be conducted by means of ballots ~~mailed~~mailed to the University address of each regular full-time, non-teaching staff member of the Faculty. The candidate(s) receiving the most ballots shall be declared elected.

VIII. AMENDMENTS TO THE BY-LAWS

~~(i)~~i. Any amendment to these Byby-laws shall require the approval of the Senate.

~~(ii)~~ii. A recommendation to the Senate for any amendment to the Byby-laws or for any new Byby-law, shall be made only after the proposed change in the Byby-laws has been approved at a Faculty meeting. Notice of motion to request such amendment shall be given at a previous meeting of the Faculty, or in writing to all members of the Faculty at least four weeks before the Faculty meeting.

iii. By-Laws shall be reviewed and updated, at a minimum, every three years.

J. IMPLEMENTATION

The date of effect of the By-laws shall be the date on which they receive Senate approval.

Revised: February 9, 1983; May 8, 1989; June 13, 1990; June 12, 1991; February 8, 1995; November 5, 1997;

September 9, 1998; October 10, 2002; November 12, 2003; June 15, 2005; June 14, 2006; June 3, 2009; June 2, 2010; June 6, 2012; June 25, 2014; October 14, 2015.

REPORT TO THE SENATE

from the

COMMITTEE ON UNIVERSITY CEREMONIALS AND INSIGNIA

On February 1, 2021, the Committee on University Ceremonials and Insignia approved the following recommendation and now recommends it to Senate:

Degree Designation, Abbreviation and Hood

Degree abbreviation and hood designs for the Master of Public Policy Degree

It is now recommended,

That Senate approve that the Master of Public Policy degree assumes the degree abbreviation M.P.P. and that it adopts the hood description currently used by the Master of Arts: black silk, lined with white silk and bound over the anterior side with red silk and over the posterior side with grey silk

**For Approval
Senate: February 10, 2021**

December 2, 2020

TO: Members of the Committee on University Ceremonials and Insignia

FROM: Melissa Pool
University Registrar

RE: Degree abbreviation and hood design for Master of Public Policy

Dear Members,

In accordance with the Senate Policy on Academic Regalia, Hood Descriptions and Degree Abbreviations, I submit for your approval that,

the **Master of Public Policy** degree assumes the degree abbreviation **M.P.P.** and that it adopts the hood description currently used by the Master of Arts:

Black silk, lined with white silk and bound over the anterior side with red silk and over the posterior side with grey silk.



REPORT TO THE SENATE
FROM THE
COMMITTEE ON APPOINTMENTS

Open Session (Regular)

On January 18, 2021, the Committee on Appointments approved the following recommendations and now recommends them to Senate for approval:

1. Terms of Reference

- a. ToR – Associate Vice-President (Research)**
- b. ToR – Director, Experiential Learning**
- c. ToR – Associate Dean, Continuing Professional Development (CPD)**

It is now recommended,

that Senate approve the proposed revisions to the Terms of Reference listed above, as circulated.

2. SPS B13 Revisions

It is now recommended,

that Senate approve the revised Supplementary Policy Statement B13 – Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic, effective March 4, 2021.

3. Establishment of the McMaster Children’s Hospital Chair in Autism and Neurodevelopment

It is now recommended,

that Senate approve the establishment of the McMaster Children’s Hospital Chair in Autism and Neurodevelopment.

4. Establishment of the Jack Gauldie Boehring Ingelheim Chair in Interstitial Lung Disease

It is now recommended,

that Senate approve the establishment of the Jack Gauldie Boehring Ingelheim Chair in Interstitial Lung Disease.

5. Name Change – David Braley Chair in Human Stem Cell Research

It is now recommended,

that Senate approve the name change of the David Braley Chair in Human Stem Cell Research be changed to the David Braley Chair in Computational Biology.

**SENATE: FOR APPROVAL
February 10, 2021**

MEMO

TO: Senate Committee on Appointments

FROM: Karen Mossman, Vice-President (Research) *Karen Mossman*

RE: Revised Terms of Reference – Associate Vice-President (Research)

DATE: January 4, 2021

This is a recommendation for review and approval of the Revised Terms of Reference for the Associate Vice-President (Research). Dr. Andy Knights' current term as Acting Associate Vice-President (Research) will end on June 30, 2021. The search/selection for a new AVP Research will begin shortly, with an incumbent starting on July 1, 2021.

The Terms of Reference changes follow a review and consultation with senior leaders of the VP Research Office.

Attached please find the original Terms of Reference with tracked changes, as well as a clean copy of the updated document.

Thank you.

Attch.

McMaster University

Associate Vice-President (Research)

The Associate Vice-President (Research) will work with the Vice-President (Research) to advance the University's strategic directions by fostering, shaping, articulating and advocating the University's research endeavors and aspirations.

Reporting relationships:

The Associate Vice-President (Research) reports directly to the Vice-President (Research).
~~She/he is expected to work closely with the Faculty Deans and Associate Deans (Research).~~

Collaboration & Support:

~~The Associate Vice-President (Research) is expected to work closely with the Faculty Deans and Associate Deans (Research) and with other leaders in the Office of the Vice-President (Research)~~

Duties and Responsibilities:

The following responsibilities relate specifically to this key leadership position:

- ~~to assist the Vice-President (Research) in defining the University's research goals and to work toward their achievement~~
- ~~to support the Vice-President (Research) in articulating and promoting the University's strengths, goals, and achievements in research with a vision and passion that engage the University community, external partners, and patrons~~
- to work closely with senior University officers for the development of a diverse scholarly and research environment reflecting a broad range of fields, ~~thus creating conditions for increasing the overall quality and quantity of diverse research activities~~
- ~~to encourage and develop mechanisms to support scholarship in areas of research with less access to funding from external bodies~~
- ~~to support the Vice-President (Research) in developing close and mutually supportive relationships with federal and provincial granting agencies and key partners~~
- to review and support research centres and institutes and core research platforms
- ~~to support the Vice-President (Research) in promoting and maintaining a culture of innovation and commercialization in collaboration with the Assistant Vice-President Research, Innovation & Partnerships~~
- ~~to support the Vice-President (Research) and the McMaster Industry Liaison Office in encouraging knowledge transfer activities and overseeing the management of intellectual property issues~~
- ~~to support the Vice-President (Research) and Provost and Vice-President (Academic) in developing an international strategy supporting research and academic activities~~

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- to regularly liaise with and act on behalf of the Presidential Biosafety Advisory Committee and Biosafety Office, where necessary and serve as the “License Holder” on the Human Pathogens and Toxins Act license
 - to manage the University’s research operations including, among other responsibilities, Tri-Council relations, research ethics policies, reviews of research centres and institutes, and nominations for prizes and awards
 - to ensure that the culture of research administration at McMaster University is such that it provides excellent service to faculty
 - to identify and anticipate funding opportunities in the public and private sectors and facilitate the development of suitable funding proposals
 - to define and promote the use of appropriate indicators for measuring the success and impact of research activities
 - to serve as the key point of contact between the University and the Postdoctoral Fellow community at McMaster University and to assist in the development of administrative procedures and services in support of that community
 - to support the Vice President (Research) in promoting and maintaining a culture of innovation, and to create conditions for increasing the overall quality and quantity of research activity at McMaster University
 - to encourage and develop mechanisms to support scholarship in areas of research with less access to funding from external bodies
 - to assist the Vice President (Research) in defining the University’s research goals and to work toward their achievement
 - to support the Vice President (Research) in encouraging knowledge transfer activities and overseeing the management of intellectual property issues
-
- to support the Vice President (Research) and Dean of Graduate Studies in creating opportunities for the support of graduate students and to be a strong proponent of high-quality graduate programs
 - to support the Vice President (Research) in articulating and promoting the University’s strengths, goals, and achievements in research with a vision and passion that engage the University community, external partners, and patrons
 - to support the Vice President (Research) in developing close and mutually supportive relationships with federal and provincial granting agencies

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Conditions of Appointment:

The position of Associate Vice-President (Research) shall be held by a qualified faculty member, appointed for a renewable five-year term. The individual will be selected by a Senate *Ad Hoc* Selection Committee for nomination through the Senate Committee on Appointments to the Senate and the Board of Governors, as required by *The McMaster University Act, 1976* and the Senate By-laws.

McMaster University

Associate Vice-President (Research)

The Associate Vice-President (Research) will work with the Vice-President (Research) to advance the University's strategic directions by fostering, shaping, articulating and advocating the University's research endeavors and aspirations.

Reporting relationships:

The Associate Vice-President (Research) reports directly to the Vice-President (Research).

Collaboration & Support:

The Associate Vice-President (Research) is expected to work closely with the Faculty Deans and Associate Deans (Research) and with other leaders in the Office of the Vice-President (Research)

Duties and Responsibilities:

The following responsibilities relate specifically to this key leadership position:

- to assist the Vice-President (Research) in defining the University's research goals and to work toward their achievement
- to support the Vice-President (Research) in articulating and promoting the University's strengths, goals, and achievements in research with a vision and passion that engage the University community, external partners, and patrons
- to work closely with senior University officers for the development of a diverse scholarly and research environment reflecting a broad range of fields, thus creating conditions for increasing the overall quality and quantity of diverse research activities
- to encourage and develop mechanisms to support scholarship in areas of research with less access to funding from external bodies
- to support the Vice-President (Research) in developing close and mutually supportive relationships with federal and provincial granting agencies and key partners
- to review and support research centres and institutes and core research platforms
- to support the Vice-President (Research) in promoting and maintaining a culture of innovation and commercialization in collaboration with the Assistant Vice-President Research, Innovation & Partnerships
- to support the Vice-President (Research) and the McMaster Industry Liaison Office in encouraging knowledge transfer activities and overseeing the management of intellectual property issues
- to support the Vice-President Research and Provost and Vice-President Academic in developing an international strategy supporting research and academic activities


- to regularly liaise with and act on behalf of the Presidential Biosafety Advisory Committee and Biosafety Office, where necessary and serve as the “License Holder” on the Human Pathogens and Toxins Act license

Conditions of Appointment:

The position of Associate Vice-President (Research) shall be held by a qualified faculty member, appointed for a renewable five-year term. The individual will be selected by a Senate *Ad Hoc* Selection Committee for nomination through the Senate Committee on Appointments to the Senate and the Board of Governors, as required by *The McMaster University Act, 1976* and the Senate By-laws.



MEMORANDUM

Date: December 7, 2020
To: Senate Committee on Appointments
Cc: Susan Tighe, Provost
From: Ishwar Puri, Dean and Professor 
SUBJECT: Revised Terms of Reference - Director, Experiential Learning

In follow up to the approval of the terms of reference for the role of Director, Experiential Learning, the Faculty of Engineering has recommended a revision to the terms of reference at the meeting on November 24, 2020.

The Faculty of Engineering recommends to the Senate Committee on Appointments that the attached revised terms of reference for the Director, Experiential Learning be approved.

Thank you.

Faculty of Engineering
Terms of Reference
Director, Experiential Learning

Functions:

The *Director, Experiential Learning* provides leadership for all multidisciplinary experiential courses offered by the Faculty of Engineering through its *Experiential Learning Office (ELO)*. The Director is central to the administration, development and delivery of (1) the Engineering 1 program, and (2) multidisciplinary undergraduate ENGINEER courses. The Director also fulfills the role of the Engineering 1 program director when such a role is required.

Administration:

- Ensures that all University and Faculty policies are followed within the ELO
- Provides leadership to the Engineering 1 program
 - Development, maintenance and delivery of the curriculum
 - Mentorship of Engineering 1 students and maintaining a positive learning environment within Engineering 1
- Leads the collection of Graduate Attributes and all related Accreditation activities for Engineering 1 and multidisciplinary ENGINEER courses offered by the Faculty
- Works in cooperation with the Faculty Outreach and Recruitment Manager to maintain the high quality of the Level 1 intake
- Provides leadership to the team of faculty, CLAs and staff involved in the delivery of the Engineering 1 program as well as multidisciplinary ENGINEER courses

Teaching:

- Assigns teaching resources to Engineering 1 program as well as multidisciplinary ENGINEER courses in the Faculty in consultation with Departments
- Leads curriculum planning and development, for both Engineering 1 and multidisciplinary ENGINEER courses in the Faculty
- Ensures that administrative matters in connection with the ELO are carried out, in particular that Faculty and University deadlines for the submission of examination copy, curricular revisions, student evaluations, final grades etc., are met

Organizational structure:

- Reports to the Associate Dean (Academic) of the Faculty of Engineering
- Chairs the Engineering Experiential Learning Operating Committee¹
- Chairs Engineering 1 Operating Committee
- Serves on Recruitment Committee
- Serves on Undergraduate Curriculum and Policy Committee
- Serves on Dean's Council

¹ If this role is approved by the Faculty and Senate, this ELO operating committee, consisting of representation from each department, will be constituted.

January 8, 2021

Senate Committee on Appointments
c/o University Secretariat
Gilmour Hall, Room 210

For approval: Terms of Reference - Associate Dean, Continuing Professional Development (CPD)

On behalf of the Health Sciences Faculty Executive Council, I am submitting updates terms of reference for the position of Associate Dean, Continuing Professional Development. These terms were approved in early 2020 and a search committee for the incoming Associate Dean was approved in late 2020. However, since that time, we have realized that a number of improvements could be made to clarify the responsibilities of this position. This has also resulted in changes to the membership of the Selection Committee to ensure greater diversity.

As such, we are submitting the updated Terms of Reference and Selection Committee membership for approval. Please find attached both documents.

Yours sincerely,



Paul M. O'Byrne, MB, FRCPC, FRSC
Dean and Vice President

Encl.

POB/rc

Associate Dean, Continuing Professional Development (CPD), Faculty of Health Sciences

The Associate Dean, Continuing Professional Development, Faculty of Health Sciences, is a senior academic leader responsible for the planning, development, coordination and evaluation of the Continuing Professional Development (CPD) Office. The CPD office includes the academic portfolios of: Continuing Health Sciences Education (CHSE), Faculty Development (FD), and the Learning Technologies Lab (LTL) in the Faculty of Health Sciences at McMaster University.

Reporting to the Vice Dean, Faculty Affairs, the Associate Dean CPD will implement policies approved by the Faculty Executive Council with respect to Continuing Professional Development. Specific responsibilities are as follows:

Administration:

- Oversee the development and coordination of continuing professional activities across disciplines, programs and departments within the Faculty of Health Sciences and with external institutions, including our hospital partners, as appropriate.
- Evaluate outcomes of the above activities from educational, logistical and budgetary perspectives.
- Ensure effective operation of the CPD office, maintain financial accountability for the operating budgets of the CPD office and the associated academic portfolios; and actively pursue opportunities for expansion of CPD activities that promote its fiscal position.
- Collaborate with the: Assistant Dean, Faculty Development; Assistant Dean, Continuing Health Sciences; Director, Learning Technologies Lab, and other relevant leaders to ensure a coordinated and integrated program of continuing professional development in the Faculty.
- Implement and oversee a continuous quality improvement process in the CPD Office that ensures ongoing compliance with the Committee on Accreditation of Continuing Medical Education (CACME) standards and CPD activity accreditation standards as outlined by relevant national accrediting organizations.
- Oversee the CACME accreditation process for the CPD Office and ensure ongoing successful accreditations of the Office.
- Chair the Continuing Professional Development Advisory Council.
- Participate as a member of the Michael G. DeGroote School of Medicine Council.
- Participate as a member of Faculty and hospital committees relevant to Continuing Professional Development.
- Liaise with continuing education units and initiatives across the Faculty of Health Sciences and the broader University.
- Represent the CPD Program to internal and external groups, institutions and agencies.

Education:

- Provide ongoing academic leadership for the CPD Office, including the development of innovative approaches to continuing professional development and novel collaborative ventures.
- Support the Assistant Deans of Faculty Development and Continuing Health Sciences Education and the Director of the Learning Technologies in developing opportunities faculty to enhance their academic scholarship.

- Promote the renewal of CPD to include a broader scope of activities for health care professionals that integrates Quality Improvement (QI); Practice Improvement (PI); Patient Safety; Continuing Interprofessional Education (CIPE); Equity, Diversity and Inclusion; and Technology within Continuing Health Science Education and Faculty Development.
- Support the CPD Office in providing opportunities to maintain and enhance the competencies required to fulfill the academic and professional roles of faculty.
- Promote educational opportunities within CPD that respond to evolving population health and societal needs, to advance health sciences education, research and patient care
- Facilitate the identification of the professional development needs of full and part time faculty, and other health professionals where appropriate.
- Facilitate, and where appropriate, coordinate activities related to the review, enhancement and maintenance of the competence of health care professionals.

Research

- Contribute to the advancement of the discipline of CPD through facilitating CPD scholarship including applying new evidence regarding the effectiveness of CPD interventions, knowledge translation strategies, and effective evaluation practices.

Conditions of Employment

The position of Associate Dean, Continuing Professional Development, shall be held by a qualified faculty member, appointed for a five-year term (renewable). The individual will be selected by a Senate Ad Hoc Selection Committee for nomination through the Senate Committee on Appointments to the Senate and the Board of Governors, as required by The McMaster University Act, 1976 and the Senate By-laws.

Most recent approval Dates:

2019-09 – SCA approval re realignment of titles (Change from Assistant Dean CHSE to Associate Dean CHSE)

2020-02– Approved Faculty Executive (Title change – Associate Dean CHSE to Associate Dean CPD)

2020-04 – SCA approved (Title change)

2020-12 - Approved Faculty Executive (updated content)



Selection Committee

Associate Dean, Continuing Professional Development

Co-Chair

Susan Denburg, Executive Vice-Dean & Associate Vice President (Academic)

Mark Walton, Vice Dean, Faculty Affairs

Ex Officio

William Orován, Vice-Dean, Clinical Services & Commercial Enterprises

Alan Neville, Vice-Dean, Education

Jonathan Bramson, Vice-Dean, Research

Steve Hanna, Vice Dean, Graduate Studies

Members:

Ilana Bayer, Director, Learning Technologies Lab

Nancy Carter, Assistant Dena, Graduate Programs, School of Nursing

Lilliana Coman, Department Education Coordinator, SRS

Nick Kates, Chair, Department of Psychiatry & Behavioural Neurosciences

Aliya Khan, Clinical Professor, Department of Medicine

Michelle MacDonald, Associate Chair, Undergraduate Education, Biochemistry

Beth Murray-Davis, Associate Professor, Midwifery Education Program

Sean Park, Assistant Professor, Department of Medicine

Liz Shaw, Associate Chair, Education, Family Medicine

Jonathan Sherbino, Assistant Dean, MERIT

Catherine Tong, Faculty Development Lead, Waterloo Regional Campus

Staff Representative:

Danielle Stayzer, Manager, CPD

January 6, 2021

TO: Senate Committee on Appointments

FROM: Andrea Thyret-Kidd, University Secretary

RE: Revisions to SPS B13 - Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic

McMaster's Supplementary Policy Statement B13 - *Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic* contains a clause stipulating a review by the Senate Committee on Appointments and MUFA to determine if revisions are required or an extension is necessary. The University Secretariat brought together the Working Group that drafted the original Policy in order to conduct a review and to solicit feedback and propose revisions. This work was undertaken in November and December 2020 and included participation from the Provost's Office, MUFA, Health Sciences, and staff from the University Secretariat. Attached with this memo are tracked and clean versions of the Policy.

After meeting as a group and seeking feedback from across campus (including Faculty Deans) the Working Group heard that, although the Policy is working well, it could benefit from some modification to enhance clarity for users. The Working Group considered the current Policy and is proposing a number of revisions to improve clarity including:

- Highlighting and bolding points to add emphasis to important clauses
- Updating dates to reflect an extension of the Policy for faculty hired as of June 30, 2021
- Adding language related to the responsibilities of Department Chairs;
- Revising headings to enhance clarity
- Including a review by the Senate Committee on Appointments and MUFA in December 2021

It is now recommended,

that the Senate Committee on Appointments approve, for recommendation to the Senate and Board of Governors, the revised Supplementary Policy Statement B13 - Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic, effective March 4, 2021.



Policies, Procedures and Guidelines

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Complete Policy Title

**Extension of Timeline for Academic
Assessments in Response to the COVID-19
Pandemic**

Policy Number (if applicable):

SPS B13 draft 02

Approved by

**Senate Executive /
Board of Governors**

Date of Most Recent Approval

**April 29, 2020 /
June 4, 2020 - effective May 12, 2020**

Date of Original Approval(s)

Supersedes/Amends Policy dated

Responsible Executive

Provost and Vice-President (Academic)

Policy Specific Enquiries

[**Provost and Vice-President \(Academic\)**](#)

General Policy Enquiries

[Policy \(University Secretariat\)](#)

DISCLAIMER:

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by the policy owner, the written copy prevails.*

PREAMBLE

1. McMaster University recognizes the exceptional circumstances that have resulted from the COVID-19 pandemic and the effect it has had on the career progression of its faculty members. COVID-19 has resulted in an unprecedented situation that has required faculty to rapidly adapt to new and/or alternate methods for teaching and course delivery for Winter Term 2020 classes, as well as future classes. This has affected their ability to engage in normal scholarly activities, University service, and has impeded faculty in their ability to undertake research and clinical scholarly activities.
2. The purpose of this Policy is to outline the details of how the academic assessment extension will be applied and administered in conjunction with the *Tenure and Promotion Policy* and *SPS (Supplementary Policy Statement) documents*.
3. For the purpose of interpreting this Policy:
 - a) words in the singular may include the plural and words in the plural may include the singular;
 - b) **One-Year Extension** means the one-year extension of a tenure-track appointment beyond the normal six-year limit and includes delaying the timing of their academic assessments by one year;
 - c) **SPS** means the [Supplementary Policy Statements](#);
 - d) **Tenure and Promotion Policy** means the [McMaster University Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion \(2012\)](#); and
 - e) **Tenure-Track** means:
 - (i) tenure-track appointments;
 - (ii) teaching-track appointments; and
 - (iii) special appointments.
4. Normally the total duration of a faculty member's initial **Tenure-Track** appointment may not exceed six years from the date of their first appointment (Section II, clause 6 of the *Tenure and Promotion Policy*). However, the *Tenure & Promotion Policy* does envision specific situations where these time limits may be extended (Section II, clause 7).
- 4.5. In keeping with the principles of the *Tenure and Promotion Policy* the University has deemed it appropriate that all Tenure-Track faculty have their appointment extended by one year, which will in turn affect the timing of their academic assessments for re-appointment, tenure/permanence, and promotion.

ELIGIBILITY

~~All faculty members holding a Tenure-Track appointment as of June 30, 2020, shall have their appointment extended by one year and the timing of their academic assessments may be delayed by one year.~~

6. All faculty members holding a Tenure-Track appointment as of June 30, 2021, shall have their appointment extended by one year and the timing of their academic assessments may be delayed by one year.

6. Section II, clause 4 (c) of the *Tenure and Promotion Policy* will continue to apply to those in ~~Special~~ special appointments. Although this Policy outlines a one-year extension for all eligible ~~tenure~~ Tenure-track-Track faculty, individuals do have the ability to proceed on the normal timing, as outlined in the *Tenure and Promotion Policy*.

7. _____

PRINCIPLES GOVERNING EXTENSION GUIDELINES

Responsibilities of Department Chairs

8. It is the responsibility of the Chair of each Department to inform all members of the Department of the University's tenure and promotion provisions related to the COVID-19 pandemic.

6-9. The *Tenure and Promotion Policy* (Section III, clause 37a) sets out the expectation that Department Chairs should meet at least once each academic year with all Tenure-Track candidates. Results of these discussions must be recorded in writing and agreed to by both parties. When a faculty member is eligible for the One-Year Extension the extended date must be clearly documented in the written summary of these discussions.

One-Year Extension Requirements

10. The One-Year Extension for eligible faculty is automatically granted, in compliance with the following:-

- a) ~~The~~ One-Year Extension applies to the next assessment of a Tenure-Track faculty member, specifically the academic assessment that usually occurs in the faculty member's third year at McMaster or the tenure/CAWAR/permanence assessment-;
- b) ~~If~~ Faculty members currently in years 1, 2 or 3, may decide if they want to go forward with the year 3 assessment or defer to year 4-;
- c) ~~If~~ Faculty members currently in years 4 or 5 may decide if they want to go forward with the tenure/CAWAR/permanence assessment in year 5 or defer to year 6-;
- d) ~~If~~ Faculty members currently in year 6 ~~can may~~ go forward with the tenure/CAWAR/permanence assessment or request a final review in year 7; and-

a-e) ~~Regardless~~, the total tenure clock will be a maximum of 7 years.

Faculty Member Decision to Proceed on the Normal Timing

11. Although this Policy outlines a ~~one-year extension~~ **One-Year Extension** for all eligible **Tenure-Track** faculty, individuals do have the ability to proceed on the normal timing, as outlined in the *Tenure and Promotion Policy*.

12. Faculty members will inform their Chair in writing of their decision to go forward for re-appointment, tenure/permanence/CAWAR on the normal timing. In such cases, faculty should refer to the *Tenure and Promotion Policy* for guidance on timing and requirements.

Other Time Limit Extensions

13. The One-Year Extension is in addition to any other time limit extensions that have been made in compliance with Section II, clause 7 of the *Tenure & Promotion Policy* (e.g. special leave, medical leave, or a pregnancy/parental leave).

Dossiers

14. All eligible faculty members' ~~D~~dossiers ~~shall (prepared in compliance with include a copy of this Policy in SPS B12 Preparation of Dossiers for Re-Appointment, Tenure/Permanence and/or Promotion) shall include a copy of this Policy under section #8 identified in the Table of Contents (listed below):~~

TENURE, PERMANENCE AND/OR PROMOTION DOSSIER: Dr. E. Z. Rider Table of Contents

1. Written Recommendation of the Departmental Tenure and Promotion Committee
- based on an examination of the following elements of the dossier:
2. Curriculum Vitae
3. Candidate's Statement
4. Departmental Teaching Evaluation Report
5. Candidate's Response to Departmental Teaching Evaluation Report
6. List and Biographical Sketch of Potential Referees
7. Referee Letters
8. Sample Copy of Chair's or Dean's Letter Sent to Referees, and the Relevant Policy for Referees

15. Chairs and Directors are encouraged to include in their statement to the Faculty Tenure and Promotion Committee a description of the effect the COVID-19 pandemic had on the candidate's research, clinical, and/or teaching activities.

16. ~~Eligible f~~Faculty members may elect to include an additional 1-page statement on how the COVID-19 pandemic has affected their research, teaching and/or University service within section 3 of their dossier (Candidate's Statement).

REVIEW

~~This Policy will be reviewed by MUFA and the Senate Committee on Appointments in December 2020 to determine if conditions require an extension of the application of this Policy and/or if revisions are necessary.~~

REVIEW

This Policy will be reviewed by MUFA and the Senate Committee on Appointments in December 2021 to determine if conditions require an extension of the application of this Policy and/or if revisions are necessary.

Complete Policy Title

Extension of Timeline for Academic
Assessments in Response to the COVID-19
Pandemic

Policy Number (if applicable):

SPS B13

Approved by

Senate Executive /
Board of Governors

Date of Most Recent Approval

April 29, 2020 /
June 4, 2020 - effective May 12, 2020

Date of Original Approval(s)

Supersedes/Amends Policy dated

Responsible Executive

Provost and Vice-President (Academic)

Policy Specific Enquiries

[Provost and Vice-President \(Academic\)](#)

General Policy Enquiries

[Policy \(University Secretariat\)](#)

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PREAMBLE

1. McMaster University recognizes the exceptional circumstances that have resulted from the COVID-19 pandemic and the effect it has had on the career progression of its faculty members. COVID-19 has resulted in an unprecedented situation that has required faculty to rapidly adapt to new and/or alternate methods for teaching and course delivery for Winter Term 2020 classes, as well as future classes. This has affected their ability to engage in normal scholarly activities, University service, and has impeded faculty in their ability to undertake research and clinical scholarly activities.
2. The purpose of this Policy is to outline the details of how the academic assessment extension will be applied and administered in conjunction with the *Tenure and Promotion Policy* and *SPS (Supplementary Policy Statement) documents*.
3. For the purpose of interpreting this Policy:
 - a) words in the singular may include the plural and words in the plural may include the singular;
 - b) **Tenure and Promotion Policy** means the *McMaster University Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion (2012)*;
 - c) **SPS** means the Supplementary Policy Statements;
 - d) **Tenure-Track** means tenure-track appointments, teaching-track appointments, and special appointments;
 - e) **One-Year Extension** means the one-year extension of a tenure-track appointment beyond the normal six-year limit and includes delaying the timing of their academic assessments by one year.
4. Normally the total duration of a faculty member's initial Tenure-Track appointment may not exceed six years from the date of their first appointment (Section II, clause 6 of the *Tenure and Promotion Policy*). However, the *Tenure & Promotion Policy* does envision specific situations where these time limits may be extended (Section II, clause 7). In keeping with the principles of the *Tenure and Promotion Policy* the University has deemed it appropriate that all Tenure-Track faculty have their appointment extended by one year, which will in turn affect the timing of their academic assessments for re-appointment, tenure/permanence, and promotion.

ELIGIBILITY

5. All faculty members holding a Tenure-Track appointment as of June 30, 2020, shall have their appointment extended by one year and the timing of their academic assessments may be delayed by one year. Section II, clause 4 (c) of the *Tenure and Promotion Policy* will continue to apply to those in Special appointments. Although this Policy outlines a one-year extension for all eligible tenure-track faculty, individuals do have the ability to proceed on the normal timing, as outlined in the *Tenure and Promotion Policy*.

PRINCIPLES GOVERNING EXTENSIONS

6. It is the responsibility of the Chair of each Department to inform all members of the Department of the University's tenure and promotion provisions related to the COVID-19 pandemic.
7. The One-Year Extension for eligible faculty is automatically granted. The One-Year Extension applies to the next assessment of a Tenure-Track faculty member, specifically the academic assessment that usually

occurs in the faculty member's third year at McMaster or the tenure/CAWAR/permanence assessment. Faculty members currently in years 1, 2 or 3, may decide if they want to go forward with the year 3 assessment or defer to year 4. Faculty members currently in years 4 or 5 may decide if they want to go forward with the tenure/CAWAR/permanence assessment in year 5 or defer to year 6. Faculty members currently in year 6 can go forward with the tenure/CAWAR/permanence assessment or request a final review in year 7. Regardless, the total tenure clock will be a maximum of 7 years.

8. Although this Policy outlines a one-year extension for all eligible tenure-track faculty, individuals do have the ability to proceed on the normal timing, as outlined in the Tenure and Promotion Policy. Faculty members will inform their Chair in writing of their decision to go forward for re-appointment, tenure/permanence/CAWAR on the normal timing. In such cases, faculty should refer to the *Tenure and Promotion Policy* for guidance on timing and requirements.
9. The One-Year Extension is in addition to any other time limit extensions that have been made in compliance with Section II, clause 7 of the *Tenure & Promotion Policy* (e.g. special leave, medical leave, or a pregnancy/parental leave).
10. Chairs and Directors are encouraged to include in their statement to the Faculty Tenure and Promotion Committee a description of the effect the COVID-19 pandemic had on the candidate's research, clinical, and/or teaching activities.
11. Faculty members may elect to include an additional 1-page statement on how the COVID-19 pandemic has affected their research, teaching and/or University service within section 3 of their dossier (Candidate's Statement).
12. All eligible faculty members' Dossiers shall include a copy of this Policy in #8 below:

TENURE, PERMANENCE AND/OR PROMOTION DOSSIER: Dr. E. Z. Rider
Table of Contents

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8. Sample Copy of Chair's or Dean's Letter Sent to Referees, and the Relevant Policy for Referees

REVIEW

13. This Policy will be reviewed by MUFA and the Senate Committee on Appointments in December 2020 to determine if conditions require an extension of the application of this Policy and/or if revisions are necessary.

January 4, 2021

Senate Committee on Appointments
c/o University Secretariat
Gilmour Hall, Room 210

Re: Establishment of the McMaster Children's Hospital Chair in Autism & Neurodevelopment

On behalf of the Faculty of Health Sciences, I would like to recommend the establishment of the McMaster Children's Hospital Chair in Autism & Neurodevelopment.

Hamilton Health Sciences Foundation and McMaster Children's Hospital have very generously provided funding to support this position for a period of ten years. Their gift is being supplemented with matching funds from the Department of Psychiatry and Behavioural Neurosciences in the Faculty of Health Sciences. The Chair will support innovative research and knowledge translation in the field of autism spectrum disorders and other neurodevelopmental conditions in children and youth.

The terms of reference for the Chair are attached. Subsequent to the signing of the terms of reference and gift agreement, it was agreed upon by the Donors that the name of the Chair be changed to McMaster Children's Hospital Chair in Autism & Neurodevelopment instead of the McMaster Children's Hospital Chair in Autism and Neurodevelopmental Disorders in Children and Youth as originally planned.

Yours sincerely,



Paul M. O'Byrne, MB, FRCP(C), FRSC
Dean and Vice-President
Faculty of Health Sciences

Encl.

PO/bvd

TERMS OF REFERENCE

McMaster Children's Hospital Chair in Autism and Neurodevelopmental Disorders in Children and Youth

GENERAL

Hamilton Health Sciences Foundation and McMaster Children's Hospital have made a commitment to fund a Chair at McMaster University. This funding has been directed to the Faculty of Health Sciences to provide support for the *McMaster Children's Hospital Chair in Autism and Neurodevelopmental Disorders in Children and Youth*.

The incumbent will have demonstrated excellence in the area of autism spectrum disorders and other neurodevelopmental conditions in children and youth.

DETAILS AND DUTIES

The holder of the Chair shall be an individual with sufficient research and education experience.

Specifically, the Chairholder will:

- Hold an appointment in the Department of Psychiatry and Behavioural Neurosciences in the Faculty of Health Sciences at McMaster University;
- Be an integral part of both institutional visions toward establishing and maintaining a world-class program in autism and neurodevelopmental disorders in children and youth, which exemplifies the central values of the University, the Faculty of Health Sciences and Hamilton Health Sciences;
- Contribute significantly to the body of scholarship in the area of autism and neurodevelopmental disorders in children and youth, through teaching, research and/or clinical work at the University and Hamilton Health Sciences;
- Lead an interdisciplinary team of researchers, clinicians and educators at McMaster Children's Hospital and McMaster University and foster collaboration between the McMaster Autism Research Team (MacART) and researchers and clinicians at the Offord Centre for Child Studies, the Department of Psychiatry and Behavioural Neurosciences, and the Autism and Child/Youth Mental Health programs at McMaster Children's Hospital;
- Contribute to the evidence base needed for improved, individualized, family-centred treatment and care at McMaster Children's Hospital and Hamilton Health Sciences;
- Lead or promote innovative research studies – from biomedical to clinical to sociocontextual – to understand the etiology, diagnosis, treatment, and prognosis of autism and neurodevelopmental disorders;
- Generate an actionable roadmap for the establishment of a Learning Health System for autism and neurodevelopmental disorders based on the best available research evidence and systematically elicited stakeholder insights, to improve coordination and integration in research, policy, and care on a national scale;

- Facilitate the timely translation of research into improved healthcare programs, policies, and services for people with autism and neurodevelopmental disorders at a regional, provincial and national level;
- Represent McMaster Children's Hospital, McMaster and MacART at provincial, national and international policy, planning and knowledge dissemination meetings;
- Build partnerships with organizations working with children and families with ASD or NDD.
- Develop experiential, interdisciplinary learning and training opportunities for the next generation of autism researchers and clinicians;
- Provide mentoring and leadership to future generations of academic health researchers in the Faculty of Health Sciences and at Hamilton Health Sciences;
- Undertake the normal duties of a faculty member in the Faculty of Health Sciences and the Department of Psychiatry and Behavioural Neurosciences, including participation in the education programs of the Department.

NOMINATION AND DESIGNATION OF THE CHAIRHOLDER:

The selection and designation of the Chairholder will be determined as follows:

- The Dean and Vice-President of the Faculty of Health Sciences will appoint an appropriate Selection Committee, which shall include, at a minimum, the Vice-Dean, Research, the Chair of the Department of Psychiatry and Behavioural Neurosciences, the President of McMaster Children's Hospital, and the Head of the Academic Division of Child Psychiatry at McMaster Children's Hospital. Committee members who do not hold a faculty appointment at the University (e.g. members of McMaster Children's Hospital) will have Observer status on the selection committee.
- The Selection Committee will invite and receive nominations for the Chair and make recommendations for the appointment to the Dean and Vice-President of the Faculty of Health Sciences for approval.
- Once approved, the Dean and Vice-President will forward the Selection Committee's recommendation to the Senate Committee on Appointments.

TERM:

An appointment to the McMaster Children's Hospital Chair in Autism and Neurodevelopmental Disorders in Children and Youth shall be for up to five (5) years, with the understanding that renewal for additional terms is possible based on satisfactory reviews and available funding.

ACKNOWLEDGEMENT

The incumbent will acknowledge that she/he holds the "*McMaster Children's Hospital Chair in Autism and Neurodevelopmental Disorders in Children and Youth*" in all publications, lectures and any other activities supported through the fund.

June 2020

January 4, 2021

Senate Committee on Appointments
c/o University Secretariat
Gilmour Hall, Room 210

Re: Establishment of the Jack Gauldie Boehringer Ingelheim Chair in Interstitial Lung Disease

On behalf of the Faculty of Health Sciences, I would like to recommend the establishment of the Jack Gauldie Boehringer Ingelheim Chair in Interstitial Lung Disease.

Boehringer Ingelheim (Canada) Ltd. has very generously provided funding to permanently fund a Chair at McMaster University. Their gift is being supplemented with matching funds from the Faculty of Health Sciences. The Chair will establish and maintain a world-class program in interstitial lung disease.

The terms of reference for the Chair are attached.

Yours sincerely,



Paul M. O'Byrne, MB, FRCP(C), FRSC
Dean and Vice-President
Faculty of Health Sciences

Encl.

PO/bvd

TERMS OF REFERENCE

Jack Gauldie Boehringer Ingelheim Chair in Interstitial Lung Disease

General

A gift has been directed to the Faculty of Health Sciences to provide support for the *Jack Gauldie Boehringer Ingelheim Chair in Interstitial Lung Disease*. The incumbent will have demonstrated excellence in the field of interstitial lung disease.

Details and Duties

The holder of the Chair shall be an individual with sufficient research, education and/or clinical experience.

Specifically, the Chair will:

- Hold a full-time appointment in the Department of Medicine in the Faculty of Health Sciences at McMaster University;
- Be an integral part of the institutional vision towards establishing and maintaining a world-class program in interstitial lung disease, which exemplifies the central values of the University and the Faculty of Health Sciences;
- Contribute significantly to the body of scholarship in the area of interstitial lung disease, through teaching, research and/or clinical work at McMaster University;
- Carry out the normal duties of a faculty member in the Faculty of Health Sciences and the Department of Medicine, including participation in the education programs of the department.

Selection Process

- The Dean and Vice-President of the Faculty of Health Sciences will appoint an appropriate ad-hoc selection committee which shall include, at minimum, the Vice Dean, Research and the Chair of the Department of Medicine.
- The Selection Committee will invite and receive nominations for the Chair and make recommendations for the appointment to the Dean and Vice-President of the Faculty of Health Sciences for approval.
- Once approved, the Dean and Vice-President will forward the Selection Committee's recommendation to the Senate Committee on Appointments.

Term

An appointment to the Chair shall be for up to five (5) years, with the understanding that renewal for additional terms is possible.

Acknowledgement

The incumbent will acknowledge that she/he holds the "*Jack Gauldie Boehringer Ingelheim Chair in Interstitial Lung Disease*" in all publications, lectures and any other activities supported through the fund.

January 2021



January 4, 2021

Senate Committee on Appointments
c/o University Secretariat
Gilmour Hall, Room 210

Re: Name Change for the David Braley Chair in Human Stem Cell Research

On behalf of the Faculty of Health Sciences, I would like to recommend the name of the David Braley Chair in Human Stem Cell Research be changed to the **David Braley Chair in Computational Biology**.

In 2007, David Braley pledged \$50 million to McMaster, with a portion of this pledge to permanently fund the David Braley Chair in Human Stem Cell Research. At the time of the agreement, investment in stem cell research reflected a desire to expand the research capacity in the Stem Cell and Cancer Research Institute at McMaster University. Due to a number of factors, this research area did not intensify at McMaster in the manner originally envisaged. The former Chairholder has resigned their full-time position at McMaster and the Stem Cell and Cancer Research Institute has been formally discontinued. There is no candidate for the Chair in its currently described Terms of Reference and investment in this particular research area is no longer a priority for the Faculty of Health Sciences.

The Faculty of Health Sciences would like to rename this Trust Fund and adjust the Terms of Reference accordingly. McMaster has become nationally and internationally recognized for our research strengths in infectious diseases and antimicrobial resistance. These research areas have led to groundbreaking discoveries in drug-resistant infection research and provided world-class training to hundreds of highly qualified personnel from all over the world. This new Chair would leverage big data analytics, computational genomics, and the development of curated databases to help solve the antibiotic resistance crisis.

Communication and consultation regarding these changes took place with David Braley before his untimely passing, as well as the affected areas in our Faculty.

Thank you for considering this recommendation. Enclosed please find a copy of the original and revised terms of reference.

Yours sincerely,

Paul M. O'Byrne, MB, FRCP(C), FRSC
Dean and Vice-President
Faculty of Health Sciences

Encl.

PO/bvd

TERMS OF REFERENCE

David Braley Chair in Computational Biology

General

A gift from Mr. David Braley has been directed to the Faculty of Health Sciences at McMaster University to provide an endowment fund in support of the David Braley Chair in Computational Biology. The research and education interests and accomplishments of the incumbent will support a University-wide initiative to advance discovery and commercialization of research in the area of antimicrobial resistance.

Details and Duties of the Chair

The holder of the Chair shall be an individual with a proven record of accomplishments in research and education and who can advance the objectives set out below.

Specifically, the Chairholder will:

- Hold a faculty appointment in a Department in the Faculty of Health Sciences at McMaster University;
- Focus on the use of computational biology to advance research and find solutions to the antimicrobial resistance crisis, at a level in keeping with the caliber and research-intensity of McMaster University;
- Be an integral part of the institutional vision towards establishing and maintaining a world-class research program in infectious disease research and antimicrobial resistance, thereby exemplifying the central values of the University's research enterprise;
- Contribute significantly to the body of scholarship in the area of antimicrobial resistance and infectious diseases, through teaching and research at McMaster University;
- Provide mentoring and leadership to future generations of academic health researchers in the Faculty of Health Sciences;
- Undertake the normal duties of a faculty member in the Faculty of Health Sciences, including participation in the educational programs of the Faculty.

Selection Process

The selection and designation of the Chairholder will be determined as follows:

- The Dean and Vice-President of the Faculty of Health Sciences will appoint an appropriate Selection Committee, which shall include the Vice-Dean, Research among other leaders in the Faculty.
- The Selection Committee will invite and receive nominations for the Chair and make recommendations for the appointment to the Dean and Vice-President of the Faculty of Health Sciences for approval.
- Once approved, the Dean and Vice-President will forward the Selection Committee's recommendation to the Senate Committee on Appointments.

Term

An appointment to the David Braley Chair in Computational Biology shall be for up to five (5) years, with the understanding that renewal for additional terms is possible based on satisfactory reviews.

Acknowledgement

The incumbent will acknowledge that she/he holds the "*David Braley Chair in Computational Biology*" in all publications, lectures and any other activities supported through the fund.

September 2020

TERMS OF REFERENCE

David Braley Chair in Human Stem Cell Research

General

A gift from Mr. David Braley has been directed to the Faculty of Health Sciences at McMaster University to provide an endowment fund in support of the David Braley Chair in Human Stem Cell Research. The research, education interests and accomplishments of the incumbent will encompass a broad and comprehensive range of topics in human stem cell research.

Details and Duties of the Chair

The holder of the Chair shall be an individual with sufficient research and education experience and who has demonstrated interest in and capability to implement the objectives set out below.

Specifically, the Chair will

- Focus on the field of human stem cell research, address scientific uncertainty, address scientific advancement and include the calibre of scientific content displayed with other research projects ongoing at the University;
- Be an integral part of the institutional vision towards establishing and maintaining a world class research program in human stem cell research and thereby exemplify the central values of the University;
- Contribute significantly to the body of scholarship in the area of human stem cell research, through teaching and research at McMaster University.
- Undertake the normal duties of a faculty member in the Faculty of Health Sciences, including participation in the education programs of the Faculty.

Selection Process

The Dean and Vice-President of the Faculty of Health Sciences will appoint an appropriate ad-hoc Selection Committee. The Selection Committee will recommend the appointment of the David Braley Chair in Human Stem Cell Research. The Committee will forward its recommendation to the Senate Committee on Appointments.

Term

An appointment to the David Braley Chair in Human Stem Cell Research shall be for up to five (5) years, with the understanding that renewal for additional terms is possible.

Acknowledgement

The incumbent will acknowledge that she/he holds the *“David Braley Chair in Human Stem Cell Research”* in all publications, lectures and any other activities supported through the fund.

April 2012