

UNDERGRADUATE COUNCIL
Tuesday, April 23, 2024 at 2:30 p.m.
Gilmour Hall, Council Room (Room 111)

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MEETING MINUTES OF UNDERGRADUATE COUNCIL

Tuesday, March 26, 2024 at 2:30 p.m.

Gilmour Hall, Council Room (Room 111)

- Attendance:** Kim Dej (*Chair*), Nicholas Bock, Sean Corner, Rosa da Silva, Sarah Dickson-Anderson, Cathy Gris , Vivian Lewis, Beth Marquis, Teal McAteer, Karen McGarry, Bridget O’Shaughnessy, Cheryl Quenneville, Sarah Robinson, Aaron Schat, Rob Whyte, Kelly Snow (*Assistant University Secretary*), Michelle Zheng (*Associate University Secretary*)
- Consultants:** Cait Brooks, Amy Gullage, Cathy Mackenzie, Ben O’Connor, Jackie Osterman, Greg Rombough, Monique Savage Williams, Maria White
- Invited:** Dan Piedra, *Assistant Director, Programming and Online Education*
Barrington Walker, *Vice-Provost, Equity and Inclusion*
- Regrets:** Lorraine Carter, Adrian Mesly, Caitlin Mullarkey (*on leave*)
-

1. Call to Order

Kim Dej, *Chair of the Undergraduate Council*, called the meeting to order.

2. Minutes of the Previous Meeting - February 27, 2024

It was duly moved and seconded,

that the Undergraduate Council approve the minutes of the meeting held on February 27, 2024, as circulated.

The motion was *Carried*.

3. Business Arising

There was no business arising

4. Chair's Remarks

K. Dej advised members that committee assignments are being prepared for next year. Continuing members of UGC were encouraged to advise the Secretariat as soon as possible of their preferences.

5. Presentation to the Undergraduate Council

Barrington Walker, *Vice-Provost, Equity and Inclusion*, delivered a presentation on the Equity and Inclusion Office to the Undergraduate Council.

6. Report from the Awards Committee

Cathy Gris , *Chair of the Awards Committee*, presented the report.

1. Terms of Award

At its meeting on March 5, 2024, the Awards Committee reviewed and approved the following award terms for recommendation to Undergraduate Council.

Approval

- a. Proposed New Awards
- b. Changes to Award Terms
- c. Proposed New Bursary
- d. Awards Removed from the Undergraduate Calendar
- e. Changes to Bursary Terms

Information

- f. Award and Bursary Name Changes

C. Gris  noted a typographical error in the materials. The correct name of the Dr. Kenneth and Joan Hill Bursary is the Dr. Kenneth and Jones *Hall* Bursary.

It was duly moved and seconded,

that the Undergraduate Council approve two new awards and changes to one award term, one new bursary and changes to one bursary term, and one award to be removed from the Undergraduate Calendar, as amended.

The motion was *Carried*.

7. Report from the Joint Committee on Certificates, Diplomas and Microcredentials

Aaron Schat, *Chair of the Joint Committee on Certificates, Diplomas and Microcredentials*, presented the report.

1. Revision to Certificate Program

At its meeting on March 5, 2024, the Joint Committee on Certificates, Diplomas and Microcredentials reviewed and approved the course cancellation of ICL 103 Intercultural Workplaces from the Certificate in Management Principles and Practices (MGT).

It was duly moved and seconded,

that the Undergraduate Council approve the revision to the Certificate in Management Principles and Practices.

The motion was *Carried*.

8. Report from the Curriculum & Admissions Committee

Sean Corner, *Chair of the Curriculum & Admissions Committee*, presented the report.

1. New Program Proposal: Combined Honours in Leadership and Civic Studies and Another Subject

At the meeting held on March 5, 2024, the Curriculum and Admissions Committee reviewed and approved the proposal for the Combined Honours in Leadership and Civic Studies and Another Subject for inclusion in the 2025-2026 Undergraduate Calendar. S. Corner and Karen McGarry, *Associate Deans of Humanities and Social Sciences*, respectively, provided an overview of the new program.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to the University Planning Committee and the Senate, the establishment of the Combined Honours in Leadership and Civic Studies and Another Subject degree program, as recommended by the Faculties of Humanities and Social Sciences for inclusion in the 2025-2026 Undergraduate Calendar, as amended.

A member asked that there be a statement of admission requirements for inclusion in the 2024-2025 Undergraduate Calendar. Members discussed this request and agreed to follow-up on the matter further following the meeting.

The motion was *Carried*.

2. Addenda to Curriculum Revisions for Inclusion in the 2024-2025 Undergraduate Calendar

At the same meeting, the Curriculum and Admissions Committee approved addenda to curriculum revisions for inclusion in the 2024-2025 Undergraduate Calendar from the noted Faculties below, as well as the Arts & Science Program. The Faculty of Social Sciences' addenda includes revisions to the academic general regulations.

- a. Arts & Science Program
- b. Faculty of Health Sciences

- c. Faculty of Social Sciences
- d. Faculty of Business

It was duly moved and seconded,

that the Undergraduate Council approve the curriculum revisions recommended by the Arts & Science Program, as well as the Faculties of Health Sciences and Business for inclusion in the 2024-2025 Undergraduate Calendar, as circulated.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the revisions to academic general regulations recommended by the Faculty of Social Sciences for inclusion in the 2024-2025 Undergraduate Calendar, as circulated.

The motion was *Carried*.

9. Report from the Ad Hoc Committee on Relief for Student Absences

K. Dej presented the report.

1. Revisions to the Policy on Requests for Relief for Missed Academic Term Work

On March 19, 2024, the Ad Hoc Committee on Relief for Student Absences reviewed and approved, via electronic vote, revisions to the Policy on Requests for Relief for Missed Academic Term Work. There were minor changes made since the Undergraduate Council reviewed the policy for information at its February meeting. Members heard that no feedback or recommended changes had been received from Senators since sending the policy to the Senate for information the week prior.

K. Dej thanked the members for their work: Beth Marquis, Sarah Dickson-Anderson, Sarah Robinson, Joanna Pierazzo, Bridget O'Shaughnessy, Shaiya Robinson and Abby Samuels as well as consultants Michelle Bennett, Jackie Osterman, Greg Rombough, Brad Coburn, Kelly Snow, and Carolyn Brendon, *Ombuds*, who also had several important contributions.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to the Senate, the revisions to the Policy on Requests for Relief for Missed

Academic Term Work, including the name change of the policy, effective July 1, 2024 and as circulated.

There was a discussion about the MSAF (Self-Report) section of the policy. A member asked that further direction be provided to students to heighten their awareness in cases where they may file an administrative report prior to submission of a self-report. After this discussion, which included a question of whether the policy would be sufficient in limiting this practice, members agreed that additional information be added to the MSAF (Self-Report) section detailing restrictions, as well as recommendations for when to speak to an academic advisor. There was also a proposal to amend the preamble from “doctor’s notes” to “documentation”.

The meeting lost quorum during the discussion. Members were advised that the revised version of the policy would be circulated to members for information, and an e-vote would be held shortly thereafter.

10. Other Business

K. Dej called for other business.

11. Adjournment

As there was no other business, the meeting adjourned at 3:57 PM.

An electronic vote was held between March 28 and April 2, 2024, during which the Undergraduate Council approved the revisions to the Policy on Requests for Relief for Missed Academic Term Work.

REPORT TO THE UNDERGRADUATE COUNCIL
from the
AWARDS COMMITTEE

1. Terms of Award

At its meeting on April 9, 2024, the Awards Committee reviewed and approved the following for recommendation to Undergraduate Council. Further details of the proposed recommendations are contained within the circulated report.

a. New Awards

The CIBC Future Technology Leaders Black & Indigenous Scholarship
The Fein Family Scholarship in German Studies
The Dr. Atif A. Kubursi Scholarship
The Fredrick Moyes Scholarship in Anatomy
The Tom Dignan Memorial Bursary
The McMaster MD Class of 1997 EDI Bursary
The Ian and Averil Thompson Bursary in Medicine

b. Awards Removed from the Undergraduate Calendar

The Covid-19 Student Emergency Relief Fund (20014190)
The Dominic Rosart Academic Grant (10773660)

It is recommended,

that the Undergraduate Council approve seven new awards and two awards to be removed from the Undergraduate Calendar.

2. Revisions to the 2024/2025 Undergraduate Calendar

At the same meeting, the Awards Committee reviewed and approved minor revisions to the 2024/25 Undergraduate Calendar. This was a result of the recently launched Indigenous Student Bursary program, named ionkhihahonnién:ni, which means “they’re making a path for us” in the Mohawk language.

It is recommended,

that the Undergraduate Council approve the revisions recommended by the Office of the Registrar, Aid & Awards for inclusion in the 2024-2025 Undergraduate Calendar, as circulated.

Undergraduate Council
APPROVAL
April 23, 2024

PROPOSED NEW AWARDS FOR APPROVAL

Incourse Awards

The CIBC Future Technology Leaders Black & Indigenous Scholarship

Established in 2024 by CIBC.

Requirements: To be awarded to undergraduate students enrolled in Level 2 of a Faculty of Engineering co-op program who self-identify as Black and/or Indigenous and who are interested in working in the financial technology industry to build a more secure, equitable and sustainable future.

Typically available: 10 x \$10,000

The Fein Family Scholarship in German Studies

Established in 2024 from the estate of Otto R. Fein in memory of Otto P. Fein, Senior and Emma P. Fein.

Requirements: To be awarded to undergraduate students enrolled in any Humanities program who have taken a minimum of 9 units in courses focused on Germany, including German language, who attain high averages.

Typically available: 1 x \$5,000

The Dr. Atif A. Kubursi Scholarship

Established in 2024 by former students and friends in honour of Dr. Atif A. Kubursi, an internationally acknowledged scholar and highly respected professor in Economics at McMaster University.

Requirements: To be awarded to undergraduate students enrolled in either an Arts & Science or Economics program who attain high averages and demonstrate qualities of leadership and altruistic service. The awarding of this scholarship will alternate between even years to Arts & Science students and odd years to Economics students.

Typically available: 1 x \$3,000

The Fredrick Moyes Scholarship in Anatomy

Established in 2024 by Fredrick Moyes.

Requirements: To be awarded to undergraduate students enrolled in the Kinesiology program who attain high averages and demonstrate an interest in anatomy.

Typically available: 1 x \$1,000

Submitted by the Faculty of Health Sciences

The Tom Dignan Memorial Bursary

Established in 2023 by generous donors and from the Estate of Eva Elizabeth and Lloyd Edward May, in memory of Dr. Thomas Dignan, CM, OOnt, MD. Dr. Tom Dignan was the first Indigenous graduate of McMaster's medical school. He mentored generations of Indigenous physicians, and as a licensed pilot and fly-in physician, brought health care to remote and isolated regions of Ontario.

Requirements: To be granted, on the recommendation of the Indigenous Health Learning Lodge in the Faculty of Health Sciences, to undergraduate and/or graduate students enrolled in the Faculty of Health Sciences who self-identify as Indigenous and demonstrate financial need. This bursary is renewable for the duration of the student's academic program at the same value, provided the recipient remains enrolled in the Faculty of Health Sciences.

The McMaster MD Class of 1997 EDI Bursary

Established in 2022 by members of the McMaster MD Class of 1997.

Requirements: To be granted to students enrolled in the Michael G. DeGroot School of Medicine who identify as a member of an equity-deserving group and demonstrate financial need.

The Ian and Averil Thompson Bursary in Medicine

Established in 2010 by Mr. and Mrs. Ian and E. Averil Thompson.

Requirements: To be granted to students enrolled in the Michael G. DeGroot School of Medicine who demonstrate financial need.

Awards Removed from the Undergraduate Calendar for Approval

1. The Covid-19 Student Emergency Relief Fund (20014190)
2. The Dominic Rosart Academic Grant (10773660)

Memo

To: Undergraduate Council Awards Committee

From: Sean Van Koughnett, associate vice-president, (Students and Learning) and Dean of Students

Date: April 2, 2024

RE: New Indigenous Student Bursary and Financial Aid Supports

A new Indigenous Student Bursary program, named ionkhihahonnién:ni, which means “they’re making a path for us” in the Mohawk language has been launched with an announcement at the March 20th Senate meeting and subsequently a story in the [Daily News March 21st](#).

This program was developed by a working group comprised of:

- Chrissy Doolittle, director, Indigenous Student Services
- Dawn Martin-Hill, professor, academic co-chair, Indigenous Education Council
- Nicole Martin-Enlund, academic department manager, Indigenous Studies
- Elya Porter, research coordinator, McMaster Indigenous Research Institute
- Alexandra Trottier, executive director, Indigenous Health Learning Lodge, Faculty of Health Sciences
- Sean Van Koughnett, associate vice-president, (Students and Learning) and Dean of Students
- Elizabeth Way, senior associate registrar, Aid & Awards
- Brad Coburn, Policy Advisor and Projects Officer, University Secretariat

Input was also provided by McMaster University’s Indigenous Education Council and the Joint Indigenous-Administrative Consultation Group.

This financial need-based program seeks to address funding gaps experienced by Indigenous learners from the Haudenosaunee and Mississauga nations. These gaps can include tuition as well as cost of living expenses. Learners in McMaster Continuing Education and OSAP eligible Undergraduate and Graduate programs from these communities can apply. Each learner will be accessed individually. Application details will be available in May.

Alongside the bursary program, a new Indigenous Financial Aid Specialist role will be established within the Indigenous Student Services team for the 2024-25 Academic Year. The role will address funding needs through internal and external bursaries, scholarships, and awards, Indigenous financial literacy programming, and access to emergency supports. This role will also be accountable to the Aid & Awards team within the Office of the Registrar.

MEMORANDUM

To: Undergraduate Council Awards Committee

From: Liz Way
Senior Associate Registrar
Office of the Registrar, Aid & Awards

Date: April 9, 2024

Re: Addition to 2024/25 Undergraduate Calendar

The Office of the Registrar, Aid & Awards submits the following additions to the 2024/25 Undergraduate Calendar for your consideration and approval:

1. Inclusion of ionkhihahonnién:ni, which means “they’re making a path for us” Indigenous bursary program as follows:
 - a. Addition into top level index between [Bursaries and Work program](#)
 - b. Addition into [bursary index](#)
 - c. Standalone page with text as attached that will be linked from both above

The draft copy of the relevant 2024/25 Undergraduate Calendar section is attached for your review.

ionkhihahonnién:ni, “they’re making a path for us”

ionkhihahonnién:ni , “they’re making a way for us” is a financial assistance program for Indigenous students. This program was created in 2024 to support funding gaps Indigenous learners face which may include tuition, housing, childcare, food, and transportation. Members of the Haudenosaunee and Mississauga nations, whose traditional territories are the lands on which McMaster is situated, are eligible to apply. Program participants may be studying full or part time and enrolled in OSAP eligible Undergraduate and Graduate programs as well as McMaster Continuing Education courses. More information is available on the [Office of the Registrar website](#).

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

FOR INFORMATION

1. New Non-Academic Microcredentials

At its meeting on April 16, 2024, the Joint Committee on Certificates, Diplomas and Microcredentials received, for information, an overview of two Non-Academic Microcredentials.

- a. Data Strategy for Healthcare Organizations**
- b. Managing Innovation, Quality and Change in Health Care**

Undergraduate Council
FOR INFORMATION
April 23, 2024

Continuing Education–Proposal for Non-academic Microcredential (for information purposes)

Department & Microcredential Information	
Microcredential Name:	Data Strategy for Healthcare Organizations
Credential:	Non-academic Microcredential (co-branded)
Name of Representative:	Nancy McQuigge/ Patti Lago
Date of Submission:	April 1, 2024
Microcredential Information	
<p>This non-academic microcredential is offered in partnership by McMaster Continuing Education (MCE) and the National Institutes of Health Informatics (NIHI). NIHI provides professional development training for health care professionals across Canada. This micorcredential adds to existing programs based on the McMaster Continuing Education and NIHI collaboration.</p> <p>Data Strategy for Healthcare Organizations provides a concise yet comprehensive overview of developing and implementing data strategies in the healthcare sector. The program emphasizes the importance of data governance, security, and ethical handling of patient information. It also explores the use of analytics and AI to enhance evidence-informed decision making in health care. Concluding with actionable strategies and healthcare-specific examples, the program is ideal for healthcare organizations seeking to leverage data for improved operational efficiency and patient care.</p> <p>Participants will complete their 10-12 hour training program with NIHI, and, upon completion of the required hours and relevant assessment, MCE will issue a microcredential (non-academic) in digital format.</p> <p>Learning objectives for the microcredential are established by NIHI. Learners will:</p> <ul style="list-style-type: none"> • demonstrate understanding of the foundational concepts and significance of data strategy in the modern digital era. • recognize how a robust data strategy can enhance patient care, operational efficiency, and innovation in healthcare settings. • identify essential roles and competencies for an effective healthcare data management team. • describe the critical role of leadership and stakeholder engagement in building a data-centric culture in healthcare organizations. • explore how data initiatives must align with broader healthcare objectives, ensuring that data strategies support improved patient outcomes and organizational performance. 	

<ul style="list-style-type: none"> • identify the skills to effectively execute data strategies in healthcare settings, including planning, implementation, and evaluation. • explore strategies to cultivate a data-driven culture within healthcare organizations, emphasizing the importance of data literacy among healthcare professionals. • define best practices and explore ethical considerations for protecting sensitive healthcare data and maintaining patient confidentiality.
<p>Meeting Learning Objectives: A series of modules/sessions will be presented to achieve program objectives. Individual modules/session 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.</p>
<p>Completion Requirements: To receive a non-academic microcredential in Data Strategy for Healthcare Organizations, participants must complete all learning and evaluative components.</p>
<p>Delivery Format: Sessions will be delivered online using a combination of synchronous and asynchronous activities.</p>
<p>Credit Toward Another Credential: Not applicable</p>
<p>Learner Evaluations (Grading Process): The final grade for participants will be “pass/fail.”</p>
<p>Course Evaluation: NIHI will distribute a post-evaluation for participants to assess content, delivery, materials, and facilitation.</p>
<p>Instructors/facilitators: Facilitators are selected by NIHI from a pool of qualified professionals. Selection is based on academic background and/or experience within the program area.</p>
<p>Listing of Modules / Sessions</p>
<p>Session 1: Course Overview & Introduction to Data Strategy This session provides an overview of what will be covered in the course, as well as the homework assignments. It introduces the concept of data strategy, and explains its importance in the modern digital landscape and its impact on organizational success.</p> <p>Session 2: People This session focuses on the human element of data strategy, emphasizing the roles and skills needed for effective data lifecycle management and analytics in a modern organization. It discusses how to build and train a data-centric team and the importance of leadership and stakeholder engagement in driving a data-focused culture.</p> <p>Session 3: Process</p>

Session 3 explores the methodologies and procedures essential for data lifecycle management, covering aspects such as data collection, storage, and governance. The session highlights the importance of well-defined processes in ensuring data accuracy, accessibility, and compliance.

Session 4: Technology

This session explores the technological backbone of data strategy, including tools and systems such as data warehouses, data platforms, and cloud technologies. It emphasizes how technology choices should align with organizational goals and data strategy needs.

Session 5: Strategic Alignment

This session examines how to align data strategy with overall organizational objectives, demonstrating how data initiatives can support and drive organizational goals. It includes practical approaches to integrating data strategy within the broader organizational strategy.

Session 6: Data Governance, Security, & Quality

This session focuses on the importance of robust data governance frameworks that ensure high data quality and protect data assets through security measures. It underscores the importance of governance and security in maintaining data integrity and complying with legal and regulatory standards.

Session 7: Analytics, Business Intelligence, & AI

This session covers the utilization of data through analytics, business intelligence tools, and the emerging role of AI and machine learning. It discusses how to extract actionable insights from data and use them to inform decision-making and strategy.

Session 8: Data Culture & Literacy

This session addresses the need for a strong data culture and widespread data literacy within the organization. It provides strategies for enhancing understanding and appreciation of data across all levels of the organization, fostering a mindset that values data-driven decision-making.

Session 9: Data Strategy Execution

The final session focuses on putting the elements of a data strategy into action, discussing implementation best practices, and how to overcome common challenges. It includes examples and tips for maintaining and evolving data strategy over time.

Continuing Education–Proposal for Non-academic Microcredential (for information purposes)

Department & Microcredential Information	
Microcredential Name:	Managing Innovation, Quality and Change in Health Care
Credential:	Non-academic Microcredential (co-branded)
Name of Representative:	Nancy McQuigge/ Patti Lago
Date of Submission:	April 1, 2024
Microcredential Information	
<p>Overview: This non-academic microcredential is offered in partnership by McMaster Continuing Education (MCE) and the National Institutes of Health Informatics (NIHI). NIHI provides professional development training for healthcare professionals across Canada. This microcredential adds to existing programming based on the McMaster Continuing Education and NIHI collaboration.</p> <p>Healthcare is a growing area of business, with new innovative medical devices, computer systems, and tools emerging. Questions arising from this include the following: How does an organization or company foster an innovative mindset? How does an organization manage the quality of the new product, system, tool, and ongoing change? These questions are fundamental to innovation, quality, and change within a healthcare company or organization.</p> <p>This microcredential includes three parts:</p> <p><u>Innovation</u>: Three sessions will focus on exploring aspects of innovation in the healthcare space: innovation readiness, solutions for strategy, and the processes around product innovation.</p> <p><u>Quality</u>: Three sessions will focus on the concept of quality as well as tools and best practices for acquiring and maintaining certifications in the regulated environment of medical devices.</p> <p><u>Change Management</u>: Three sessions will focus on the concept of change management. Models around process improvement and implementing changes in organizations and healthcare settings will be explored.</p> <p>This microcredential is for early-stage companies, scaling up companies seeking certification and new markets, and healthcare organizations looking to undertake innovation and/or streamline their service offerings or increase engagement in their existing operations. Operational and technical leaders and managers will find this program valuable in enhancing their understanding of concepts and ideas related to innovation readiness, the interaction of quality systems, and the implementation of change.</p>	

<p>This will be a 9-hour program. Participants will complete their training with NIHI, and, upon completion of the sessions described above including relevant assessment, McMaster Continuing Education will issue a microcredential (non-academic) in digital format.</p>
<p>Learning Objectives: Learning objectives for the microcredential are established by NIHI.</p> <p>Learners will:</p> <ul style="list-style-type: none"> • explore an innovation framework for the healthcare environment. • examine approaches to foster innovation in an organization. • review the world regulatory environment for medical devices. • learn key parts of a quality management system as it includes creation, maintenance, and continuous improvement. • identify pragmatic approaches to managing continuous improvement. • identify best practices in change management.
<p>Meeting Learning Objectives:</p> <p>A series of sessions will be presented to achieve program objectives. Individual session outcomes are mapped to the overall objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.</p>
<p>Completion Requirements:</p> <p>To receive a non-academic microcredential in Managing Innovation, Quality and Change in Health Care, learners must complete all learning and evaluative components.</p>
<p>Delivery Format:</p> <p>Sessions will be delivered online using a combination of synchronous and asynchronous activities.</p>
<p>Credit Toward Another Credential:</p> <p>Not applicable</p>
<p>Learner Evaluations (Grading Process):</p> <p>The final grade for learners will be “pass/fail.”</p>
<p>Course Evaluation:</p> <p>NIHI will distribute a post-evaluation for learners to assess content, delivery, materials, and facilitation.</p>
<p>Instructors/facilitators:</p> <p>NIHI selects facilitators from a pool of qualified professionals. Selection is based on academic background and/or experience within the program area.</p>
<p>Listing of Modules / Sessions</p> <p>Session 1 – Introduction to the course, and the concept of how innovation, quality and change are related. Introduction to innovation in the healthcare environment.</p> <p>Session 2 – Innovation in relation to new products, improvements Return on Investment (ROI) and Product Lifecycle Management (PLM).</p> <p>Session 3 – Creating innovation, methods, and tools for process and product improvement such as Agile, Lean, Software Development Life Cycle (SDLC).</p> <p>Session 4 – Introduction to quality in healthcare and organizations. Outline of medical devices, regulatory classifications, and pathways.</p>

Session 5 – Building a Quality Management System (QMS) and management commitment. ISO 13485:2016, processes and procedures.

Session 6 – Pragmatic approaches to managing continuous improvement and infrastructure needs for enabling innovation and change.

Session 7 – Change management considerations for healthcare organizations and companies.

Session 8 – Methods and Tools: Six Sigma (Define, Measure, Analyze, Improve and Control - DMAIC), Lean, Change and Adkar.

Session 9 – People: People-centred implementation and other change models to manage resistance and continued adoption for a culture of innovation. Program learning summary.

REPORT TO UNDERGRADUATE COUNCIL
from the
CURRICULUM AND ADMISSIONS COMMITTEE

FOR APPROVAL

1. Proposal to Pilot an Equitable Admissions Process for the Arts & Science Program

At the meeting held on April 16, 2024, the Curriculum and Admissions Committee reviewed and approved the Proposal to Pilot an Equitable Admissions Process for the Arts & Science Program. Further details can be found in the circulated materials.

It is recommended,

that the Undergraduate Council approve, for recommendation to the Senate, the proposal to pilot an Equitable Admissions Process as recommended by the Arts & Science program, and as circulated.

2. Addenda to Curriculum Revisions for Inclusion in the 2024-2025 Undergraduate Calendar

At the same meeting, the Curriculum and Admissions Committee approved addenda to curriculum revisions for inclusion in the *2024-2025 Undergraduate Calendar* from the Faculty of Social Sciences and the Office of the Registrar. The Office of the Registrar's addenda included revisions to the academic general regulations. Further details can be found in the circulated materials.

- a. Faculty of Social Sciences**
- b. Office of the Registrar**

It is now recommended,

that the Undergraduate Council approve the revisions recommended by the Faculty of Social Sciences and the Office of the Registrar for inclusion in the *2024-2025 Undergraduate Calendar*, as circulated.

It is now recommended,

that the Undergraduate Council approve, for recommendation to Senate, the revisions to academic general regulations recommended by the Office of the Registrar for inclusion in the *2024-2025 Undergraduate Calendar*, as circulated.

Proposal to Pilot an Equitable Admissions Process for the Arts & Science Program

Submitted by Dr. Beth Marquis, Director (Arts & Science), April 2024

Background/Rationale

As a limited enrolment, by-selection program, the Arts & Science Program is able to offer students meaningful, small-group learning opportunities and to support the development of a rich community of learning wherein students, faculty, and staff know one another and work closely together. Nevertheless, the Program's small size also raises important questions about its accessibility—questions with which we have long grappled. In *Combining Two Cultures* (Jenkins, Ferrier, & Ross, 2004)—a book that outlines the creation and early history of Arts & Science—for instance, former Program Directors discuss how vital the program's size is to its success, while also noting the importance of ongoing attention to access and pointing out that students from some groups appear to be underrepresented in the program despite its broad diversity. Several steps have been taken over the years to continue to navigate this challenge, including a process (no longer in place) through which a small number of seats in the program were reserved for Indigenous students, and review of supplementary application questions and procedures. Nonetheless, continuing to diversify our applicant pool remains a priority, and was identified as such in a piece co-authored by the current and most recent Program Directors (Marquis & Wilson, 2022).

Areas of particular significance to consider in relation to this goal include the racial/ethnic diversity of the program community and the extent to which Indigenous people are represented within it. Writing in 2004, former Program Director Gary Warner noted that “the ethno-cultural diversity of the students enrolled in the Programme is adequate in terms of students from Asia, but not in terms of students of African or Aboriginal heritage” (p.272). While the diversity of the program appears to have increased in recent years, little demographic information is available to systematically confirm or complicate these perceptions. At the same time, what minimal demographic information exists suggests that some gaps, including those mentioned by Dr. Warner in 2004, are still in need of careful attention. In the Student Census and Experience Survey conducted by the Equity and Inclusion Office in 2021, for example, a strong majority of Arts & Science respondents identified as White, and significant proportions identified as Chinese and as South Asian. Fewer than 5 survey participants selected each of the other response options (with the exception of Multiracial/ethnic, which was selected by slightly more than 5 people). Complicating these findings is the fact that only ~30% of then-current Arts & Science students completed the survey; demographic information for those who didn't participate is unknown.

More recently, OUAC has begun collecting demographic data from applicants to Ontario Universities. As part of our efforts to better understand the specific demographic composition of the Arts & Science program and increase its diversity where needed, we are currently working with the Office of Institutional Research and Analysis and the Equity and Inclusion Office as one of a small number of “use cases” that will help to determine how best to draw on and provide secure access to these OUAC data. This work also includes consultation with the Privacy Office to ensure data protection and equity requirements are part of operationalizing the data use and disclosure processes, including the impact of small cell data on disclosure. While data collected from applicants in 2022-23 (accessed through this use case process) cannot yet be made public, early considerations of those data have been drawn in the development of this proposal.

Alongside this (limited) program specific-data, a considerable body of research considers barriers to postsecondary education experienced by individuals who identify as Black, Latin American/Latinx, and/or Indigenous in Canada. Census data demonstrate that Indigenous and Black Canadians are less likely than many others to hold a university degree (Arriagada, 2021; Melvin, 2023; Turcotte, 2020; StatsCan, 2023),

and that, while rates of degree-holding among Latin American/Latinx people are slightly higher than those of the general population, these figures are affected by the increasing proportion of Latin American/Latinx immigrants who have already earned university degrees when they arrive in Canada (StatsCan, 2023¹). At the same time, a range of longitudinal studies (drawing primarily on data collected by the Toronto District School Board), demonstrate that Black and/or Latin American/Latinx students are less likely to confirm university attendance than those from other racial groups (Gallagher-Mackay et al., 2023; James, 2021a; Malette & Robson, 2021; Robson et al., 2015). Some research also suggests that Black men are less likely than others to attend “prestigious” universities (Davies et al., 2014²), and that Black students represent smaller proportions of students in “elite” university programs than they do in “general programs in the Arts and health” (James & Parekh, 2021, p.79). Arts & Science, though it offers a broad-based, interdisciplinary Liberal Arts education, is arguably understandable as a prestigious or sought-after program, given that it is a well-respected, limited enrollment, “by-selection” program.

While some studies point toward recent shifts in the disparities in access to PSE between Black and Latin American/Latinx students and others or don’t fully replicate some of the above findings, even this work highlights the need for caution and continued attention. Gallagher-Mackay and Brown (2023), for example, note that Black and Latin American students in the GTA have seen increased rates of university access over the early years of the COVID-19 pandemic; nevertheless, the data they provide make clear that rates of university confirmation still remain much lower for Black (29%) and Latin American (29.1%) students than for White students (55.3%) in the final year represented by their dataset. Conversely, Robson et al. (2019) demonstrate that while Latin American students experienced reduced rates of university confirmation relative to White students in one cohort represented in the data from which they draw, Black students were *more* likely to confirm university places than White students when other variables were controlled. Nevertheless, the authors emphasize, “these findings are derived from statistical models that assume ‘all things being equal,’ but as numerous reports by us and others have demonstrated, this assumption of equality (particularly in terms of prior attainment, streaming and special education needs) is often very faulty” (p.39; see also Parekh, Brown, & Abdulkarim, 2021; Robson et al., 2018).

As this comment suggests, a large body of research also documents racism and inequity experienced by Indigenous, Black, and Latin American/Latinx students within the primary and secondary school systems. Students in these groups are more likely than many others to enrol in/be streamed into “applied” vs. “academic” courses in high school (Gallagher-Mackay et al., 2023; Gallagher-Mackay, Yau et al., 2023; James & Turner, 2017; Parekh, Brown, & Abdulkarim, 2021; People for Education, 2022; Robson et al., 2018), a finding which has contributed to the recent decision to de-stream the Grade 9 curriculum in Ontario. At the same time, White students (and particularly White boys with parents in “high status” occupations) are more likely to be identified as gifted than those from many racialized groups (Parekh et al., 2018; James & Turner, 2017; James, 2021a), while Black and Latin American/Latinx students are more likely (than other groups or, in some cases, than overall averages) to be placed in special education programs or identified as requiring an Individual Education Plan (James, 2021a; Parada et al., 2023; Parekh & Brown, 2019; Robson et al., 2018). Several studies document the extent to which Black and Latin American/Latinx students must navigate low expectations and insufficient support from teachers

¹ This same study demonstrates that immigration/generation status also affects the rates of postsecondary achievement among Black Canadians, with those whose parents were born in Canada experiencing particular gaps, while some first- and second-generation Black Canadians have rates of postsecondary completion similar to or above the national average.

² Though the authors of this study note that factors beyond race contribute to this outcome.

and guidance counsellors, barriers to parental involvement in education, increased levels of discipline and punishment at school, experiences of racism and stereotyping, comparatively low senses of belonging or connectedness, and/or the effects of insufficient representation in curricula and among teaching staff (see, for example, Adam et al., 2023; Edwards & Parada, 2022; Escobar Olivo et al., 2022; F.A.C.E.S. of Peel Collaborative, 2015; George, 2023; George et al., 2021; Gray et al., 2016; James, 2021b; James & Turner, 2017; Parada et al., 2021; Parada, Escobar Olivo & Limón Bravo, 2023; Parada et al., 2023; Patte et al., 2021; Poteet & Simmons, 2016; Thompson & Pinnock, 2022). Parekh, Brown, & Zheng (2021) also provide evidence of discrimination within assessment practices, demonstrating that White students (as well as girls, those without disabilities, and those of privileged class backgrounds) are more likely to receive “Excellent” scores on Learning Skills ratings than are many others, even when achievement levels are similar. (Black students, in contrast, were least likely to achieve a rating of “Excellent” across all levels of achievement among the racial groups studied in this research).

Taken together, these and other research findings provide compelling evidence that Black, Latin American/Latinx, and Indigenous students experience considerable inequity in schooling and must navigate barriers to accessing university in Ontario. At the same time, our limited program-specific data begin to suggest that these barriers and injustices might well be affecting the numbers of students from these groups who apply to and enroll in the program. In line with the Ontario Human Rights Commission’s guidelines for “Special Programs,” we thus wish to develop an equitable admissions process that aims to help address and respond to this discrimination and promote substantive equality for Black, Latin American/Latinx, and Indigenous applicants. This document thus outlines the first planned stream of this proposal, which we hope to pilot in 2024-25 (the next admissions cycle) as one piece of our efforts to further diversify our applicant pool and ensure that our admissions processes are as equitable as possible. This admissions-focused process will be supplemented by additional recruitment efforts focused not simply on attracting applicants (we continue to have strong application numbers), but specifically on ensuring that a wider variety of applicants who would be interested in and qualified for the Program know about it and what it entails, and see it as a potential academic home. A new limited-term staff role has been created to help with this latter task, in part by developing new, equity-conscious recruitment strategies. This proposed addition to our admissions processes will also complement ongoing efforts to further equity and justice across the Program and its curriculum.

Consultation and Guidance

We are indebted, in this work, to the efforts of former Arts & Science Directors and to those of others on campus who have established (and are continuing to establish) equity-conscious admissions strategies. The Honours Health Sciences Program’s Equitable Admission for Black Applicants (EABA) process was a touchstone for us in developing our plans, for example, as were other established processes such as the Faculty of Health Sciences’ Facilitated Indigenous Application Stream, and the School of Social Work’s Indigenous Admissions Process. Ultimately, however, we are proposing a slightly different process that we hope responds specifically to the unique features of our program and complements the growing number of important equity-conscious admissions strategies being rolled out on campus.

An initial version of this process was developed in consultation with Arts & Science faculty (with particular input from Dr. Clare Warner), staff, and students, as well as a small number of alumni, via a range of discussions held in 2022-23, and subsequently refined following feedback and further discussion with Dr. Barrington Walker and staff at the Equity and Inclusion Office, Dr. Dawn Martin Hill and members of the Indigenous Education Council Academic Subcommittee, and the Office of Legal Services. As these revisions were refined, further discussions were held with Arts & Science faculty and students (including Black students who had contributed to conversations about the initial proposal) and

with an additional Arts & Science alumnus. We also consulted, at this point, with Dr. Rodrigo Narro Perez and Dr. Stacy Creech de Castro (co-founders of the Latin American Network at McMaster University, and in Dr. Creech de Castro's case, an Arts & Science instructor), with Dr. Juliet Daniel and Dr. Bonny Ibhawoh, co-chairs of the African Caribbean Faculty Association of McMaster, and with Faith Ogunkoya, Director of the Black Student Success Centre. We're also exceedingly grateful for the helpful feedback and input (on equitable admissions processes and related matters) and/or encouragement received from Dr. Kim Dej, Carla Hodal, Celeste Licorish, Melissa Pool, and Dr. Stacey Ritz. These processes of consultation have been extremely helpful, and we look forward to continuing to connect with these and other relevant partners to refine our processes as our pilot unfolds. In the meantime, we appreciate the encouragement we've received to proceed with these plans, with full knowledge that they will likely need continuous review and enhancement but might constitute helpful first steps in the interim.

The Proposed Process

The Arts & Science Equitable Admissions Process would, in the first instance, involve two streams:

1. One open to applicants who identify as Black and/or Latin American/Latinx.
2. One open to applicants who identify as Indigenous (First Nations, Métis, and/or Inuit).

The decision to create a separate stream for Indigenous applicants followed from a recommendation to this effect from the Indigenous Education Council Academic Subcommittee. The preliminary plan for this stream is to create *additional* spaces in the program for Indigenous applicants who meet all program application criteria (i.e., to add these spaces for Indigenous students to our target intake). This approach, which was also recommended by the IEC Academic Subcommittee, is still being developed, and will be further refined following additional consultation with the IEC. As such, it is not included for approval in this proposal, but will be brought forward for consideration once further consultation is completed.

The current proposal thus focuses only on the first stream of the planned Equitable Admissions Process. The proposed process for this stream would invite applicants who identify as Black and/or Latin American/Latinx to *optionally* self-identify and choose to have their application considered via the stream. We will provide text in the instructions for our required supplementary application (which ALL applicants must complete) that explains the rationale for the process and asks students who identify as a member of one or more of these groups to indicate whether they would like to participate or not (See Appendix A). Students will not be asked to provide further demographic information at this stage; instead, they will be informed that their demographic information will be accessed from the OUAC demographic survey if they have elected to complete that as part of their application.

Admissions decision processes will subsequently proceed as follows:

1. ALL applicants will be assessed according to the usual procedures (i.e., grade point averages will be calculated by admissions staff and collated; supplementary applications will be assessed by a team of multiple trained readers and a combined supp app score will be calculated). Note: all student supp app readers currently take part in an orientation session that includes attention to equity in the review process. Faculty/Instructor readers receive instructions that likewise attend to equity, and this past year, we also offered an orientation session for faculty readers similar to those provided to student readers (though not all faculty readers were able to attend). We hope to continue to provide this orientation for all new/first-time faculty supp app readers in future. To our knowledge, student and faculty supp app readers already often include individuals who identify as members of equity-denied groups (though not always/necessarily Black and/or Latin American/Latinx people, given the small number of folks from these groups in the program community). We will endeavour to ensure that this remains the case, and/or that readers

include a *greater* proportion of equity-denied students and faculty going forward wherever possible.

2. The majority of offers to the program (~90% of our target intake of ~70 students) will be made as usual, based on admissible applicants' grade point averages and supplementary application scores. Quite likely, some people who choose to self-identify and participate in the Equitable Admissions Process option will receive an offer via this typical process (i.e., they wouldn't ultimately be evaluated under the Equitable Admissions Process, as they would receive an offer regardless).
3. For the final ~10% of the offers, for which there are usually many applicants with similar academic records and supplementary application scores, preference will be given to applicants who have self-identified as Black and/or Latin American/Latinx *and* opted into the Equitable Admissions Process. That is, among the next set of admissible applicants, spaces in the program would preferentially be offered to applicants who have experienced systemic barriers.

The hope is that this process will both recognize (and attempt to account to some degree for) the systemic barriers and inequities that are well-documented in the literature, and not contradicted by the limited program-specific demographic data available. As noted above, the combined grades and supplementary application scores of many applicants are often quite similar, and we receive applications from many more admissible students than we are able to accept. This proposed process aims to recognize that, for students experiencing barriers, it may in fact be more difficult to receive those comparable grades and scores (e.g., for someone navigating various forms of racism and exclusion, achieving the high grades necessary to receive an offer may be more difficult, and thus comparable scores are all the more impressive). We're also hopeful this process will avoid some of the pitfalls of a quota system (in that we're not "reserving" a set number of seats for students from particular groups, but rather factoring inequity explicitly into the decision-making process for cases right around the offer cut off). This process is also intended to avoid asking students from equity-denied groups to do substantial additional work for their applications (e.g., asking them to answer a question about barriers/challenges they've experienced) and to prevent a situation in which applicants might feel like they *need* to share difficult experiences in order to increase their likelihood of admission. Most centrally, we hope that this process will help to further enhance the community of learning in the program by providing another mechanism to work intentionally toward increasing the diversity of our student group by mitigating barriers that affect Black and Latin American/Latinx students.

Eligibility / Self-Identification

As with other processes of this nature, an important – and especially complex – question for our pilot concerns which applicants are eligible to opt into this first stream of our Equitable Admissions Process, and, relatedly, how eligibility will be determined and communicated. We recognize that Black and Latin American/Latinx communities are heterogeneous, and that identities are complex, multiple, and overlapping in ways that we will not be able to predict or control for. Existing research also documents that individuals within Black and Latin American/Latinx communities, like others, also experience distinct and intersecting forms of oppression and inequity related to factors such as gender, disability, class/socioeconomic status, immigration/generation status, etc. (e.g., James, 2021a; Parada, Escobar Olivo & Limón Bravo, 2023; Robson et al., 2014; Robson et al., 2015; Villegas & Aberman, 2019). For example, a large body of research suggests that Black boys and men navigate particular forms of racism in the school system, and experience lower rates of access to universities than others, including Black women (e.g., F.A.C.E.S. of Peel Collaborative, 2015; Gray et al., 2016; James, 2021b; Robson et al., 2015; Robson et al., 2018). Relatedly, data indicate that greater proportions of Latin American/Latinx women hold Bachelor's degrees than do Latin American/Latinx men as well (StatsCan, 2022). Nevertheless, we

have elected to open this equitable admissions stream to *all* Black and/or Latin American/Latinx applicants, in line with the concern articulated in the Ontario Human Rights Commission’s “Guide to Special Programs” about not making program criteria too narrow and thus potentially excluding people the program was meant to serve. This feels particularly important, in relation to gender, given scholarship suggesting the need for further consideration of the racism experienced by Black women and girls in Ontario school systems (George, 2020), and the reality that research also indicates that women in Canada and elsewhere continue to experience barriers to STEM education – and particularly to disciplines like Mathematics and Physics, which constitute core parts of the Arts & Science curriculum (Archer et al., 2020; Danielsson et al., 2023; Wall, 2019). Since evidence demonstrates that all Black and/or Latin American/Latinx students may be subject to inequities to some degree, we wish to make all such students eligible for the stream, despite the fact that some will invariably experience particular challenges connected to their intersectional identities. At the same time, we also hope this decision will allow us to avoid establishing an unwelcoming and possibly unjust process wherein varying Black and/or Latin American/Latinx applicants feel the barriers they might experience are being judged as “sufficient” or “insufficient.”

We also wish to avoid the sense that applicants are being asked from the outset to “prove” themselves. As such, like some other equitable admissions processes on campus, we will rely on applicant self-identification to determine eligibility for this first stream of our process. Applicants will be informed that they can opt in to this stream if they identify as Black and/or Latin American/Latinx. While we hope this process offers one way of navigating some of the complexities mentioned above, we recognize that it is imperfect. In particular, we understand that self-identification can be a fraught, inexact, and potentially contentious process, and that there are important concerns about false or disingenuous identity claims that need to be taken into account. If any applicant is found to be misrepresenting themselves or making a false claim to take advantage of the Equitable Admissions Processes, procedures set out in existing academic dishonesty policies will be applied. We will also monitor and review the process following this application cycle, and make further adjustments (to be brought forward in future) as we see how it plays out in practice. Given the growing awareness of fraudulent claims to Indigenous identity, further processes for establishing eligibility for the forthcoming Equitable Admissions Stream for Indigenous Applicants will be established in consultation with the Indigenous Education Council.

Pilot Timeframe and Plans for Assessment

Ideally, this equitable admissions stream will accomplish its goals and become unnecessary as barriers are mitigated and discrimination is addressed. Since it will take several admissions cycles to begin to determine any meaningful trends in enrolment, however (particularly given the small size of the Program), we plan to pilot this stream for a period of at least 5 years in the first instance. Throughout that period, we will examine demographic data collected via the OUAC survey after each application cycle, with an eye to noting potential shifts or additional gaps. Should this more reliable and consistent access to demographic data indicate other groups who might be experiencing barriers to the program, we will also consider submitting an update to add those groups to this stream.

Ultimately, several factors will be considered to determine whether the program has been effective at meeting its goals. Markers of success will include the following:

1. A sustained increase in the number of Black and/or Latin American/Latinx applicants to the program.
2. A sustained increase in the number of Black and/or Latin American/Latinx students accepting their offers and enrolling in the program (at a bare minimum, this would involve percentages of

Black and/or Latin American/Latinx students in the program that consistently meet or slightly exceed the rates of people identifying as Black and/or Latin American/Latinx in Ontario).

3. Perceptions among Black and Latin American/Latinx students that they experience a sense of community and adequate representation in the program.
4. Perceptions among Black and Latin American/Latinx students that this stream works effectively and doesn't contribute to their further marginalization.

The first two of these indicators will be assessed through annual review of demographic information. The latter two markers will be assessed via qualitative feedback sought from applicants following the first, third, and fifth years of the pilot. If, after 5 years, the data suggest the program is working but remains necessary, it will be continued. If, on the other hand, these assessments suggest the process is no longer needed, the stream will be discontinued. Refinements based on the collected data may be proposed throughout the five-year period should they prove necessary.

Proposed Timeline for Next Steps

- **April 2024:** Submit proposal for first stream for consideration via governance processes.
- **April-May 2024:** Complete final/further consultation with campus partners as needed.
- **15 May 2024:** Senate approval anticipated.
- **Spring/Summer 2024:** Develop and refine materials to advertise the process; incorporate information about the new stream into recruitment strategies. Review demographic data from the 2023-24 admissions cycle once it is made available from OUAC/Institutional Research.
- **Fall 2024:** Build information about the stream for Black and/or Latin American/Latinx students into the supplementary application tool. Share further information at recruitment events and through various recruitment strategies.
- **Fall 2024/Winter 2025:** Pending further consultation with the IEC, submit Indigenous Applicant Stream for consideration via governance processes (to roll out, if approved, in 2025-26).
- **15 January 2025:** OUAC application deadline.
- **1 February 2025:** Supplementary application deadline (for all applicants).
- **March-April 2025:** Review and score supplementary applications (for all applicants).
- **May 2025:** Send final admissions decisions.
- **Spring/Summer 2025:** Complete initial assessment of the pilot and plan for further revision as necessary.

Appendix A

Below, we provide sample text for the opt in question to be appended to the supplementary application. We hope to have this text reviewed by folks with whom we've been consulting (and others, as needed), and will adjust it as necessary. We include it here not for approval per se, but as an example of how we intend to communicate the process to applicants and others. Similar information (again, to be developed and refined in consultation with students and others) will be placed on our website and used in communications about the new Equitable Admissions Stream.

Applicants are eligible to be considered under the Arts & Science Equitable Admissions Process for Black and/or Latin American/Latinx Students if they identify as Black and/or Latin American/Latinx. Via this process, a small percentage of admission offers will be preferentially made to applicants who have met the admission requirements, have comparable academic records and supplementary application scores to other applicants, and identify as Black and/or Latin American/Latinx. This process does not involve quotas, and Black and/or Latin American/Latinx applicants who opt into the process will be expected to meet the same application standards and requirements as all other

applicants. Indeed, given that the equitable admissions process will only affect a small percentage of admissions offers, students who identify as Black and/or Latin American/Latinx might receive offers through the regular admissions process, even if they opt into the equitable admissions stream. The aim of the process is to acknowledge and attempt to account for the large amount of evidence that demonstrates the inequities and barriers to postsecondary education experienced by Black and Latin American/Latinx students in Ontario and Canada.

If you identify as Black and/or Latin American/Latinx, please indicate below whether you wish to participate in the Equitable Admissions Process. Your response to this question will be removed from your supplementary application, along with other identifying information, before the application is assessed. You do not need to provide further demographic information here; instead, your demographic information will be accessed from information you provided to the Ontario Universities Applications Centre when you applied (if you elected to complete this information). Please note that falsifying your identity to participate in this process is a violation of academic integrity, and will be treated accordingly.

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**REPORT TO SENATE
FACULTY OF SOCIAL SCIENCES
ADDENDUM TO THE
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2024-2025**

Below is the summary of substantive curriculum changes being proposed by the Faculty of Social Sciences in this Addendum.

1.0 NEW PROGRAMS: N/A

2.0 PROGRAM CLOSURES: N/A

3.0 MAJOR REVISIONS: N/A

**Faculty of Social Sciences
Report to Undergraduate Council
ADDENDUM TO THE
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2024-2025**

The Department of Political Science is requesting the following change to be approved retroactively. This was a late change which was permitted to be entered into the 2024-25 Undergraduate Calendar, however, it requires official approval.

Department of Political Science

4.0 REVISIONS TO EXISTING COURSES:

4.1 POLSCI 3EL3 – Election Law and Policy

3 unit(s)

This course examines the politics, policy, and legal foundations of electoral systems in Canada and on a comparative basis.

Lectures and discussion (three hours); one term

Prerequisite(s): POLSCI 1AA3 and registration in Level III or above of any program in ~~Political Science.~~

Cross-list: CIVDEM 3EL3 Election Law and Policy

Justification: Cross-list of CIVDEM 3EL3 Election Law and Policy

6.0 NEW CROSS LISTINGS:

6.1 CIVDEM 3EL3 – Election Law and Policy

3 unit(s)

This course examines the politics, policy, and legal foundations of electoral systems in Canada and on a comparative basis.

Lectures and discussion (three hours); one term

Prerequisite(s): POLSCI 1AA3 and registration in Level III or above of any program in ~~Political Science.~~

Cross-list: POLSCI 3EL3 Election Law and Policy

Justification: Cross-list of POLSCI 3EL3.

**Office of the Registrar:
Undergraduate Curriculum Report
to
Undergraduate Council
for the 2024 – 2025 Undergraduate Calendar
April 2024**

Revisions to the Undergraduate Calendar
2024 - 2025 Summary and Revision
Justifications
Office of the Registrar, April 2024

Admission Requirements

- Addition of Admission statement regarding new Wilson College program beginning in Fall 2025.
 - *Justification: to ensure current high-school students are aware of the upcoming offering.*

Admission: Addition to Visiting Students Section

- Addition of Visiting Student Researcher program
- Addition of VSR Course

Application Procedures

- Addition of Wilson College program supplemental application information on supp app info table.
 - *Justification: to ensure current high-school students are aware of the upcoming offering.*

General Academic Regulations:

- Changes to MSAF language due to recent policy changes

Rationale for Submission in April:

Initially, this submission for a new VSR program would have waited until the Fall 2024, however, with the expectation many students arriving for the spring/summer term, we felt it was necessary to include this information in the 2024-25 Undergraduate Calendar. A similar program exists in the School of Graduate Studies for graduate student visiting researchers.

Justification:

Historically, McMaster has welcomed visiting undergraduate student researchers for brief or extended periods of time within our research laboratories, Centres or Institutes. Collaborating with faculty and students from other institutions aligns with McMaster's Research & Scholarship strategic priority to "be the go-to place for world-class researchers and collaborators who share our values and commitment to working together across disciplines, sectors, and borders to develop knowledge, tackle global issues, and advance human understanding."

This group would include: Mitacs award recipients and internships, EduCanada award recipients, ERASMUS+ KA171 participants, ERASMUS MCSE participants, miscellaneous other scholarship recipients and short-term research visitors.

Visiting undergraduate student researchers do not normally take any courses at McMaster but are expected to pay supplementary fees, as it is necessary for (international) visiting undergraduate student researchers to enroll in the UHIP program to ensure adequate health insurance coverage during their stay.

McMaster currently allows out-of-province and international students to visit in one of two ways: to conduct research in a specific lab; or to participate in an internship with a specific program or faculty member. In any case, students will be enrolled for a maximum of one year. Acceptance is on the recommendation of the department or program at McMaster. For every term that the student is here in residence they must register in VSR 1A00. Visiting students are not permitted to audit courses. It is necessary for international visiting students to enroll in the UHIP program to ensure adequate health insurance coverage during their stay.

A working group comprising the Registrar's Office, School of Graduate Studies, Office of International Affairs and the International & Exchange Student Experience office worked on a proposal to formalize a process for visiting undergraduate student researchers. A process is in place already for graduate student visiting researchers.

Applicants must have permission from both the potential supervisor at McMaster and from their home institution. The McMaster faculty member must submit a form (available online through the Office of International Affairs, the International and Exchange Student Experience Office or the Office of the Registrar). Department chair approval is required. Once this is complete, students will apply through the admissions team in the Office of the Registrar.

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, an applicant must satisfy the general requirements of the university and the specific subject requirements for the program to which they 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 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 is calculated using the best six Grade 12 U and/or M grades, including all required subjects. **McMaster calculates averages to two decimal points and does not round up averages.** 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> under *Admission Requirements*.

Conditional Admission

Conditional admission may be granted annually to qualified applicants with strong academic standing. **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.

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

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

1. The minimum final average required was not met; OR
2. The OSSD was not awarded; OR
3. Six Grade 12 U and/or M courses including all required subjects were not completed; OR
4. The applicant did not successfully accept the offer of admission at the Ontario Universities' Application Centre (OUAC) by the response deadline indicated on the offer letter; OR
5. Conditions stipulated on the conditional offer of admission were not met; OR
6. A post-secondary institution was attended prior to beginning your studies at McMaster; OR
7. The 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

Secondary school applicants who receive a conditional offer of admission, are required to achieve an overall average (calculated to two decimal points) on six (6) final grades including all program specific required courses. This information is indicated on conditional offers of admission.

If an applicant's final average falls below this level (or equivalent), the offer of admission will be rescinded/revoked, and registration will be cancelled.

The required minimum final average varies from year to year and by program. This average is clearly stated in the offer letter.

Supplementary Application Forms and Extenuating Circumstances

Certain Level I programs including Arts & Science I, Automation Systems Engineering Technology 1 (co-op), Automotive & Vehicle Engineering Technology 1 (co-op), Honours Health Sciences 1, Biotechnology 1 (co-op), Computer Science 1 (regular and co-op), Engineering 1 (regular and co-op), Integrated Biomedical Engineering & Health Sciences (iBioMed) (regular and co-op), Integrated Business and Humanities (IBH), Honours Integrated Science, Midwifery, and Nursing, and Wilson College of Leadership and Civic Engagement have **mandatory online supplementary application forms or online assessments** which must be completed by specific deadline dates. See *Application and Documentation Deadlines*, for specific deadline dates. Applicants to Business 1 may elect to complete an optional supplemental form prior to February 1.

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 provide information to the Office of the Registrar, **Admissions** explaining the nature of their extenuating circumstances. The Request for Special Consideration form can be found at <https://future.mcmaster.ca/apply/pre-application/ouac-101/> under 'How do I report extenuating circumstances?'. The form is open from November 1 to May 1. 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 completed their OSSD and have final grades in six Grade 12 U and/or M courses. Applicants who fulfill these requirements by the end of February, may be granted a **final admission offer**.

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

1. Failure to accept an offer of admission at the Ontario Universities' Application Centre (OUAC) by the response deadline indicated on the offer letter; OR
2. Attendance at a post-secondary institution prior to beginning studies at McMaster.
3. An 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 are to be submitted by September 1 of the application year, outlining the reasons for the request. Deferrals will be considered only after the applicant has accepted the offer of admission and all conditions outlined in the offer of admission letter have been met. If a deferral is granted, it is conditional upon the student not attending a secondary or post-secondary institution during the deferral period. For additional information, please refer to: <https://registrar.mcmaster.ca/events/admission-deferrals/>

Subject Requirements for Specific Level I Programs

McMaster University offers the following Level I programs:

Arts & Science I, Automation Systems 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, Honours Health Sciences, Humanities I, Honours Integrated Science (Level I), Honours Kinesiology (Level I), Integrated Arts 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, Nursing I, and Social Sciences I.

ARTS & SCIENCE I

Admission to Arts & Science I is by selection. Applicants must complete a **mandatory supplementary application** which must be submitted at (<https://artsci.mcmaster.ca/prospective-students/supplementary-application/>) by the deadline as specified each year. See *Application and Documentation Deadlines* for specific deadline dates. A minimum overall average of 88% 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 SYSTEMS ENGINEERING TECHNOLOGY I CO-OP (B.TECH.), AUTOMOTIVE AND VEHICLE ENGINEERING TECHNOLOGY I CO-OP (B.TECH.), BIOTECHNOLOGY I CO-OP (B.TECH.)

Admission to Automation Systems Engineering Technology I, Automotive and Vehicle Engineering Technology I, and Biotechnology I is by selection. A minimum average range in the low 80s is required for application consideration. Applicants must complete a **mandatory on-line assessment** by the 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

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

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

COMPUTER SCIENCE I, COMPUTER SCIENCE I CO-OP

Admission to Computer Science I (regular and co-op) is by selection. A minimum average range in the low 90s is required for application consideration. Applicants must complete a **mandatory on-line assessment** by the 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. 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

ECONOMICS 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

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** by the 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

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

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

Applicants will be selected based on both their academic qualifications and their scores on the **mandatory on-line Supplementary Application (due early February)**; details at <https://bhsc.healthsci.mcmaster.ca/future-students/level-i-program/>. A minimum overall average of 90% or higher is required for consideration. The 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; non-technology 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 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 Cognitive Science of Language program.

INTEGRATED ARTS I (iArts)

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

iArts is 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 creative submission** to the School of the Arts. <https://sota.humanities.mcmaster.ca/undergraduate-programs/iarts/apply-now/>

For questions, please contact sota@mcmaster.ca.

HONOURS INTEGRATED SCIENCE (Level I)

Candidates are required to complete a mandatory **Supplementary Application Form** which must be submitted electronically at <http://science.mcmaster.ca/sis/undergraduate/isci/isci-admission-requirements.html#admission-review-process>. The information provided in the supplementary application is considered during 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

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 average of 90% or higher is required for application consideration. Applicants must complete a **mandatory on-line assessment** 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 (© 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. Completion of four additional U and M courses 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.
- LIFE 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. 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

Space in the Midwifery program is 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 January 15.** 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

Students must obtain a minimum grade of 75% in each of the three required courses listed in points 1, 2, and 3 above AND a minimum overall average of 75% on grade 12 U or M courses including the required courses.

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 has been completed with a minimum grade of at least 75%.

Applicants to Midwifery must complete a mandatory Casper (computer-based assessment for sampling personal characteristics) assessment on the dates specified each year and distribute results to Midwifery by February 1. Additionally, all applicants to Midwifery must complete a mandatory Identity and Admission Survey as part of the application to the Midwifery Education Program. The survey must be completed and submitted along with the other requirements and documents by the February 1 deadline.

MUSIC I (applications for September 2024)

Effective immediately, the Music I program will temporarily suspend admissions for the September 2024 intake. Prospective applicants with an interest in pursuing a degree in Music are encouraged to apply to Humanities I. Interested applicants can take relevant courses within this program to work towards obtaining a Bachelor of Arts in Music.

Currently on pause:

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 past 100 years
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/>

Auditions take place between February and April. Audition arrangements are to be made with the School of the Arts at sota@mcmaster.ca.

NURSING I

NURSING CONSORTIUM (MOHAWK)

All applicants for the two sites apply to the OUAC (Ontario Universities' Application Centre), selecting McMaster University BScN and the specific site(s) of interest.

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

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 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, or Mathematics of Data Management U
3. Biology U
4. Chemistry U
5. Completion of two additional U or M courses to total six courses

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 is required. 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.

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 and Calculus and Vectors U 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.

WILSON COLLEGE OF LEADERSHIP AND CIVIC ENGAGEMENT (Effective September 2025)
(The availability of this program is subject to completion of McMaster University's Quality Assurance approval process.)

Admission to the Wilson College of Leadership and Civic Engagement is by selection. A minimum average in the mid-80s or higher is required for application considerations. Applicants must complete a **mandatory supplemental application** as specified each year. See *Application and Documentation Deadlines* for specific dates.

The following are minimum Grade 12 U and M requirements:

1. English U
2. Completion of five additional U or M courses, to a total of six (6) courses

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 is also required. Please refer to <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.

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 **upload interim/midyear/in-progress 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 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 final transcripts confirming graduation directly to the Admissions Office.**

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/>.

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 five acceptable Grade 12 academic courses (or equivalent), including one of English Studies 12, English 12, or English 12 First Peoples.

Manitoba

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

New Brunswick

Grade 12 high school diploma with five acceptable Grade 12 academic courses numbered 120, 121, or 122, including one of English 121, English 122, or English as a Second Language 22411.

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 or advanced courses, 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 may 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/>.

D. Visiting Student Researcher

Visiting Students are individuals who are currently registered in an undergraduate degree program at another university, and who have made arrangements through their home university and an undergraduate program at McMaster, or with an individual researcher to spend time at McMaster as part of their degree program. While they are visiting students, they will not be enrolled in a degree program at McMaster. They are not part of any official exchange agreement although there may be an agreement between the McMaster program and their home institution.

Applicants must have permission from both the potential supervisor at McMaster and from their home institution. The McMaster faculty member must submit a form (available online through the Office of International Affairs, the International and Exchange Student Experience Office or the Office of the Registrar). Department chair approval is required. Once this is complete, students will apply through the admissions team in the Office of the Registrar.

ED. Advanced Placement (AP) Courses/Examinations

Applicants who have completed AP courses will be considered for admission to a Level I program. Applicants who have completed A.P. exams through the College Board in acceptable courses and achieve a minimum grade of 4 may be considered for up to 18 units of advanced credit upon request, after acceptance of the offer and receipt of official results. 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/>.

FE. Other International Secondary School Qualifications

Admission requirements for applicants from the more common international educational systems are noted below. For all other education systems, please visit our website country-specific requirements. Required subjects are the same as required for Ontario and other Canadian students: <https://future.mcmaster.ca/>.

Applicants must upload high school transcripts as part of the application process. 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. Applicants are considered for admission on an individual basis, and you will not be allowed to attend the University until all conditions specified in the admission offer have been fulfilled.

McMaster University may require students presenting admission documents from schools outside of North America, to have those documents authenticated via WES Canada <https://www.wes.org/ca/>. This requirement, if applicable, will be specified in the 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 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/>.

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/english-proficiency/>.

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

Results of an equivalent **AP challenge examination** will be accepted in lieu of ONE of the science/math prerequisites. A minimum score of 4 or 5 is required for AP challenge exams.

Upon request, students presenting AP courses to fulfill program requirements (or requisites) may be required to present official AP Examinations results with minimum results of '3' via the College Board to finalize their admission.

For claimed course 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.

For Fall 2024, SAT/ACT results (if submitted), will be considered if they benefit the student and strengthen their application. Students who do not submit a score will not be penalized. The institutional code for SAT/AP is 0936. The institutional code for ACT is 5326.

For SAT/ACT admission requirements for Fall 2025, please visit <https://future.mcmaster.ca/> for updated information as it becomes available.

- Detailed school profile including grading scale may be requested.
- 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 with grades presented.
- Grade 9, 10, 11 and Grade 12 2nd quartile results are required for an admission review.
- SAT results must be sent directly from the College Board.

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

Applicants presenting the General Certificate of Education (British Patterned Education) require a minimum of five G.C.E. subjects, **at least** three 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.

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

Other Countries or Educational Systems

For admission requirements from other education systems, please visit <https://future.mcmaster.ca/> 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 and required admission average on official transcripts from accredited

schools. 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.

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.

Having attended a post-secondary institution after high school graduation disqualifies applicants from being 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

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

Transfer applicants will normally receive credit for courses in which a grade of at least a C- (as per the McMaster grading scale) has been achieved. Assessment of courses for transfer credit is subject to the guidelines of the individual Faculties.

Transfer students 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. The Admissions Committee may request 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

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

For information regarding the amount of available transfer credits when transferring from a College of Applied Arts and Technology and to view the minimum admission requirements, please visit <https://future.mcmaster.ca/college-transfer-student/>.

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), Honours Health Sciences, B.Sc. (Honours) in Integrated Science (ISCI), Honours B.Sc. Kinesiology, Integrated Biomedical Engineering and Health Sciences, and Integrated Business and Humanities, and Social Psychology cannot be done as second degree programs. B.Arts Sc. (Honours) can only be completed as a second degree by students who have completed a B.Arts Sc. at McMaster. 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 for admission 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. To be eligible to take courses as a Continuing Student applicants will need to be completing or have completed an undergraduate university degree with a minimum GPA of a C average, with no failures in the final year of study, (or 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

Graduates of a McMaster undergraduate degree program who wish to become a Continuing Student 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 in courses.

Graduates from Other Universities

Continuing Students with a non-McMaster degree, must apply for admission through OUAC. In subsequent academic terms, students will only be required to enrol.

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

E. From Six Nations Polytechnic

McMaster University, along with five 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 indigsc@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

Applicants 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 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/>.

B. Mature Students (Admission)

Applicants who do not qualify for admission under one of the above categories, may be assessed for eligibility as a mature student, provided the following criteria are presented:

1. The applicant has not attended secondary school or college on a full-time basis for at least two years.
2. The applicant has 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:

- **Business I:** requires satisfactory completion of Grade 12 Calculus and Vectors U (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 Grade 12 U Advanced Functions U and Calculus and Vectors U (or equivalent) 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. Presenting the minimum admission requirements does not guarantee an offer of admission. Contact the School of Nursing for more details.
- **Economics I:** requires satisfactory standing in Grade 12 U Advanced Functions U and Calculus and Vectors U (or equivalent) as specified under the heading *Subject Requirements for Specific Level I Programs*.

The following programs do not admit under the category of Mature Students: Arts & Science I, Automation Systems Engineering Technology I (B.Tech.), Automotive and Vehicle Technology I (B.Tech.), Biotechnology I (B.Tech.), Computer Science I, Engineering I, Honours 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, and Nursing I.

Mature students may register for up to 18 units of course work (normally Level I courses) during the Fall/Winter session with no more than nine units per term (three courses). Within the first 18 units, mature students will be limited to taking three units (one course) per term of the Spring/Summer session.

Upon completion of 18 units, academic performance is 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)

Students currently attending another university, may apply to take McMaster courses and receive credit at their home institution. Please note, not all courses are available for credit outside McMaster and all are subject to enrollment limits. Applicants must adhere to McMaster application deadlines.

Applications are made through the Ontario Universities' Application Centre (OUAC). The **Letter of Permission and an official transcript are required**. Transcripts are reviewed to ensure prerequisites courses have been completed. **Approval of a Visiting Student application does not guarantee your enrollment in a course.**

Subsequent requests to take courses on a Letter of Permission do not require another application; however an updated Letter of Permission and updated official transcript must be sent to the Office of the Associate Dean of the Faculty offering the course at McMaster. If interested in registering in courses offered by more than one Faculty, approval from each Office of the Associate Dean must be obtained.

D. Graduates of McMaster Certificate/Diploma Programs

Applicants who have completed certificate or diploma programs from McMaster may be granted advanced credit up to maximum specified by Undergraduate Council. Faculties review the subject matter of both the certificate and degree programs. Credit granted will normally be applied against elective courses. For more information regarding advanced credit, please refer to the *Certificate and Diploma Programs* section of this Calendar.

E. Post-Degree Students

University graduates or persons with professional qualifications who wish to take one or more graduate courses but not proceed to an advanced degree, may apply to McMaster as a post-degree student. To enroll as a post-degree student, apply to the appropriate department(s) 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 uncertain about taking degree courses, registering as a listener in a degree course may be of interest. Listeners attend all classes, but do not complete any of the essays, tests or other formal requirements and do not receive a grade or credit. 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://registrar.mcmaster.ca/fees/> 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

Outstanding Grade 12 students who wish to enroll in a university-level course while completing Grade 12 U and M courses in their final year of study, may apply for the Enrichment Program. For more information contact the Office of the Registrar <https://future.mcmaster.ca/contact-us/>.

H. Former McMaster Degree Students (Returning Students)

Readmission

Former McMaster students 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 wish to return to studies, 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.

Those enrolled (have a record of course enrolment) within the last five years and who left the university in good academic standing (and have not attended another university or completed a college diploma elsewhere), do not require an application for readmission. Students will be permitted to enrol in their previous program or another program for which they qualify. Students must contact the Office of the Registrar directly to request registration access prior to enrollment.

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, well-qualified graduates of a three-year program where the college work is appropriate to the chosen university program, may receive up to 30 units of transfer credit. Graduates of two-year programs will be reviewed for transfer credit 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 the academic record warrants special consideration.

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

1. 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. The applicant's secondary school record.

Each case will be considered on its own merits for the program desired. Further information is available at <https://registrar.mcmaster.ca/build-degree/college-transfer/>. Requirements may be subject to change.

C. Advanced Credit

Subject to the discretion of the Faculty, advanced credit may be granted for a completed: 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.). Advanced credit may shorten the degree program length at McMaster.

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

Applicants 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, 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/below 50%. 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

Applicants asked to meet the English Language Proficiency requirement, 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. Acceptable tests of English Language Proficiency and minimum score requirements are specified on our web site <https://future.mcmaster.ca/english-proficiency/>. It is the applicant's responsibility to make all arrangements regarding the writing of the English Language Proficiency tests and to have the official score report submitted to the Office of the Registrar, Admissions in a timely manner.

At the discretion of the university, applicants may be exempt from this requirement if meeting one of the following requirements:

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

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. Questions regarding the collection and use of this information may be directed to the University Registrar, University Hall, Room 209, Student Records, Gilmour Hall, Room 108, or the University Secretary, Gilmour Hall, Room 210, McMaster University.

STEP Certificate

Summer Transition through English Prep (STEP) Certificate

Department of Linguistics and Languages (Faculty of Humanities)
Phone: (+1) 905.525.9140 Ext. 23718

Email: macstep@mcmaster.ca
Web: <https://meld.humanities.mcmaster.ca/step/>

The Summer Transition through English Prep (STEP) program is an intensive six-week academic English bridging program designed for English-Language Learners who wish to pursue their undergraduate studies at McMaster University and almost meet the university's language proficiency requirements. During the STEP program, students will develop the academic English skills necessary for a successful transition in September, into their first-year undergraduate program.

Acceptance into the STEP program includes a conditional offer of admission from an undergraduate program. Following the successful completion of the STEP certificate, students move on to their undergraduate studies at McMaster University.

Please visit <https://meld.humanities.mcmaster.ca/step/> for more information or email macstep@mcmaster.ca.

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

Fall Term

(September - December)

- LINGUIST 1E03 (degree credit course)
- MELD 1M00 - Mentorship Lab 1
- 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

Winter Term

(January - April)

- LINGUIST 1EE3 - Introduction to English Linguistics II (degree credit course)

- MELD 1MM0 - Mentorship Lab 2
- MELD 1S03 - Critical Reading, Research and Academic Vocabulary
- MELD 1SS3 - Academic Writing, Reporting and Research 14
- MELD 1T03 - Cross-Cultural Perspectives on Language and Language Learning
- MELD 1TT3 - Oral Communication for Academic Discourse

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 six-week summer 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.

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

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

Application Procedures

HOW TO APPLY

1. Determine application deadline. (See *Application and Documentation Deadlines* in this section.)
2. Refer to the Admission Requirements and specific Faculty sections of this Calendar for further information.

3. Complete your application at <https://ouac.on.ca/guide/undrgrd-guide> and submit your application as directed.
4. Submit all required documentation to McMaster. (See *Documents* in this section.)
5. Once an application has been received, McMaster's Office of the Registrar, Admissions will provide an acknowledgment of receipt of application plus further instructions/details about tracking the application.

1. Categories of Applicant Groups

All applicants apply to McMaster University using the application at the Ontario Universities Application Centre, <https://ouac.on.ca/guide/undrgrd-guide>.

A. Current Ontario High School Students

The 101 application should be used if ALL of the following requirements apply:

- 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 any 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)**
- 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.

B. All Other Canadian High School Students

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

C. High School Students with International Qualifications

You are currently attending or have recently completed a secondary school program outside of Canada.

D. University/College Transfer/Continuing Students

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

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

E. Nursing Consortium Programs

You are applying to McMaster's Nursing (B.Sc.N). and programs at the Mohawk College site.

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 or Physician Assistant student, you must apply for readmission regardless of the amount of time that has elapsed. Apply on-line at: <https://registrar.mcmaster.ca/build-degree/continuing-students-second-degree/#tab-20>
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 <https://registrar.mcmaster.ca/build-degree/continuing-students-second-degree/#tab-10>
3. **Reinstatement:** If you are a former McMaster student who was required to withdraw from studies at McMaster.
 - Complete the *Reinstatement Request Form* found online here: <https://registrar.mcmaster.ca/build-degree/reinstatement/>. Submit a Service Request in Mosaic and attach the completed form.
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. You will submit a Continuing Student Status Update form as a Service Request in your Mosaic Student Centre. Once this is approved you will be activated for the requested term and be able to enrol. You will be subject to any course prerequisites and seat availability. Access the necessary form online at: <https://registrar.mcmaster.ca/build-degree/continuing-students-second-degree/#tab-00>.

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.

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).

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. The Admission Office may request clarification and/or additional supporting documentation when applicable. Application requirements will be available for the applicant to view in their McMaster Applicant Portal. Upon applying, all applicants receive communication with instructions on how to access the McMaster Applicant Portal.

Transcripts of marks and/or certificates from all secondary and post-secondary institutions attended must be provided. When requested to provide an **official** transcript, an official signed and sealed transcript record of all academic achievement must be **issued and sent by an academic institution directly to McMaster University, Office of the Registrar, Admissions.**

If currently attending secondary school, contact a guidance counselor to request your current Grade Report showing all Grade 12 courses. If you previously attended secondary school in another province, you may need to request 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, transcripts in the original language as well as notarized English translations are required.

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 their 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 an application for admission **becomes the property of the University and will not be returned.**

Documentation for those not accepted or for those who fail to enroll following acceptance, will be destroyed at the end of the admissions cycle. If an applicant reapplies, they must resubmit required documentation.

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 and you are advised to review admission requirements carefully before applying**, to determine your academic eligibility for admission consideration. Please see the *Admission Requirements* section of this calendar for general information. University transfer applicants should review Programs (by Degree) and Minors requirements section before applying.

McMaster University has several highly competitive by-selection programs requiring a mandatory supplementary application/assessment, and 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 applicants for consideration to these specified programs. Submission of an application and/or amendments should be made well in advance of the deadlines listed below.

Fall and Winter Terms

The dates and deadlines listed below are for applications submitted for the 2024-2025 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 I	January 15	February 1, 11:59 (ET) Details at: https://artsci.mcmaster.ca/future-students/supplementary-application/
Actuarial & Financial Mathematics (Above Level 1) Regular and Co-op Programs	April 1	May 8 For information see: https://www.math.mcmaster.ca/undergraduate/usefullinks/actuarial-and-financial-mathematics-supplementaryapplication.html
Automation Systems Engineering Technology I Co-op (B.Tech.), Automotive and Vehicle Engineering Technology I Co-op (B.Tech.), Biotechnology I Co-op (B.Tech.)	January 15	January 26, 12:00 noon (ET) Online Kira® Assessment Details at: https://www.eng.mcmaster.ca/future-students/supplementary-application
Bachelor of Technology Degree Completion (Above Level 1)	March 1 (May intake) July 1 (September intake) November 1 (January intake)	Must be completed by the application deadline. Details at: https://www.eng.mcmaster.ca/forms/bachelor-technologydegree-completion-program-supplementary-application-form
Biomedical Discovery & Commercialization (Level 3 entry; Health Sciences (Above Level 2))	February 1	February 1 Supplementary application deadline - details at https://bdcprogram.mcmaster.ca/apply/
Computer Science I (Regular and Co-op)	January 15	January 26, 12:00 noon (ET) Online Kira® Assessment Details at: https://www.eng.mcmaster.ca/future-students/supplementary-application
Computer Science (Above Level 1) (Regular and Coop)	April 1	April 17 Online Kira® Assessment Details at: https://www.eng.mcmaster.ca/futurestudents/supplementary-application
Engineering 1 (Regular and Co-op)	January 15	January 26, 12:00 noon (ET) Online Kira® Assessment

PROGRAM	APPLICATIONS	MANDATORY SUPPLEMENTARY APPLICATIONS
		Details at: https://www.eng.mcmaster.ca/future-students/supplementary-application
Engineering (Above Level 1) (Regular and Co-op) Engineering & Management (Above Level 1) (Regular and Coop) Engineering & Society (Above Level 1) (Regular and Co-op)	April 1	April 17 Online Kira® Assessment Details at: https://www.eng.mcmaster.ca/futurestudents/supplementary-application
Honours Health Sciences I	January 15	Early February Details at: https://bhsc.mcmaster.ca
Honours Health Sciences I (Above Level 1)	April 1	Early May Details at: https://bhsc.mcmaster.ca
Health Sciences (Above Level II) Biomedical Discovery & Commercialization Program	February 1	February 1 https://bdcprogram.mcmaster.ca/apply/bhsc-admission-requirements/
Honours Biology and Pharmacology Co-op (Above Level II)	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	January 15	February 1 Details at: https://www.science.mcmaster.ca/sis/undergraduate/isci/isci-admission-requirements.html
Integrated Biomedical Engineering & Health Sciences 1 (Regular and Co-op)	January 15	January 26, 12:00 noon (ET) Online Kira® Assessment Details at: https://www.eng.mcmaster.ca/ibiomed/programs/ibehs-1/admissions/
Integrated Business & Humanities	January 15	February 1 Online Kira® Assessment. For more information see: https://ug.degroote.mcmaster.ca/academic-programs/integrated-business-humanities/
Justice, Political Philosophy & Law	April 1	April 30 For more information see: https://philos.humanities.mcmaster.ca/undergraduate-programs/justice-political-philosophy-and-law-program/
Midwifery (including submission of all transcripts)	January 15	Note: You must complete all prerequisite subjects by the application deadline date.

PROGRAM	APPLICATIONS	MANDATORY SUPPLEMENTARY APPLICATIONS
		<p>High school applicants: The corresponding Grade 11 subjects for prerequisite subjects must be included in the Grade 12 transcript to be submitted to the University by February 1, if you are completing the corresponding Grade 12 subject in the second semester.</p> <p>You must complete Casper on one of the dates listed on https://takealtus.com/welcome_to_takealtus/.</p> <p>You must complete the Identity and Admissions Survey found here https://surveys.mcmaster.ca/limesurvey/index.php/675272?lang=en by February 1.</p>
Nursing I: Secondary School Applicants	February 1	You must complete Casper on one of the dates listed on the CASPer™website, https://takealtus.com/welcome_to_takealtus/ .
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	You must complete Casper on one of the dates listed on the CASPer™website, https://takealtus.com/welcome_to_takealtus/ .
Nursing: Transfer from another Nursing program to the McMaster site.	February 1	<p>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.</p> <p>In addition, you must have completed or already registered for any prerequisite subjects by February 1, 2024.</p>
Nursing Basic-Accelerated Stream (above level 1) (including submission of all official transcripts)	February 1	<p>You must complete Casper on one of the dates listed on the CASPer™website, https://takealtus.com/welcome_to_takealtus/.</p> <p>In addition, you must have completed or already registered for any prerequisite subjects by February 1, 2024.</p>
Nursing Post-Diploma RPN Stream (Mohawk)	February 1	<p>You must complete Casper on one of the dates listed on the CASPer™website, https://takealtus.com/welcome_to_takealtus/.</p> <p>In addition, you must have completed or already registered for any prerequisite subjects by February 1, 2024.</p>
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.	January 15	The supplementary application will be released by February 23 and must be completed by noon (ET) on February 29, 2024. https://physicianassistant.mcmaster.ca/

PROGRAM	APPLICATIONS	MANDATORY SUPPLEMENTARY APPLICATIONS
Social Work	January 15	February 1 You must complete a supplementary application. https://socialwork.socsci.mcmaster.ca/undergraduate-programs/
Wilson College of Leadership and Civic Engagement	Please see program website	You must complete a supplemental application. You can find information about the supplemental application on our website: https://wilsoncollege.mcmaster.ca/programs/

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

***February 1** - Applications from applicants with no postsecondary experience will be reviewed for admission pending space availability in the program. All supporting official documentation must be received by February 15, 2024. All applications received after February 1, 2024, or without all paperwork submitted by February 15, 2024, 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 May Entry September Entry	November 1 March 1 July 1	November 15 March 15 July 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	September entry - June 30 May entry - April 1 June entry - May 15 Humanities September entry - July 15	September entry - June 30 May entry - April 1 June entry - May 15 Humanities September entry - July 15
Re-admission Deadline	July 15	July 15
Nursing Deadline	February 1	February 1
Physician Assistant	January 15	N/A

Academic Advising for Admitted Students

Applicants offered admission to a program at McMaster, will be asked to confirm acceptance of the offer. Admission offers will include information regarding acceptance procedures, a response deadline and registration procedures. Admission acceptance deadlines specified in the Offer of Admission letter are strictly enforced. Accepting the offer of admission well before the specified deadline date is recommended.

An Admission offer letter may recommend that a student meet with an Academic Advisor prior to enrolling in courses. For Level 1 students, although summer advising and registration sessions are not compulsory, it is recommended to participate.

4. Review of Admission and Re-Admission Decisions

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

- a. An applicant to the University believes 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 they think the decision should be reviewed.
- b. The Senior Associate Registrar, Undergraduate Admissions, shall determine whether the information on which the decision was based was incomplete or incorrect and, if so, shall refer the request for review to the appropriate Faculty Committee. That Committee shall make a final decision and report it to the Senior Associate Registrar, Undergraduate Admissions, who shall then convey the decision in writing to the student.

Enquiries: Application Procedures

For information about applying to McMaster, visit: <https://future.mcmaster.ca/apply/>, or direct your enquiries to our online chat: <https://future.mcmaster.ca/contact-us/>

General Academic Regulations

This section outlines the general undergraduate academic regulations of the University. Students must read and comply with both these regulations and those set out by their Faculty elsewhere in this Undergraduate Calendar, as applicable. In the event of a conflict between the Faculty/Program Regulations and these General Academic Regulations, the program regulations take precedence.

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

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

Academic Commitments

Students should expect to have academic commitments for instructional activities (e.g., lectures, labs, tutorials, etc.) Monday through Saturday, normally 8:30 a.m. to 10:30 p.m., but not on statutory holidays, as outlined in the Sessional Dates. Also, students may be required to write tests or examinations Monday through Sunday. Students are responsible for meeting all course requirements, including final examinations, as scheduled.

Academic Accommodations: Religious, Indigenous or Spiritual Observances

Students who require accommodations to meet religious, Indigenous or Spiritual Observances are expected to read the *Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances* ("RISO policy") and must make their requests within 10 working days from the beginning of the start of term to their Faculty/Program Office.

Academic Accommodations: Permanent Disability, Temporary Disability, and Retroactive Accommodation

Students seeking an accommodation related to a permanent or temporary disability, or a retroactive accommodation, are expected to read the *Academic Accommodation of Students with Disabilities* policy. Important excerpts from the current policy include:

- students are not to seek accommodation directly from their professors, instructors, and/or teaching assistants. Accommodation requests should be directed to Student Accessibility Services or the Faculty Office;
- students are not required to reveal their private medical information, such as the cause of the disability, diagnosis, symptoms or treatment (unless these clearly relate to the accommodation being sought) to register with Student Accessibility Services, or receive accommodations or supports;
- students may request interim accommodations for disabilities (this includes mental health disabilities) pending receipt of medical documentation;
- both Temporary and Permanent disabilities will be accommodated
 - **Permanent Disability** is where a functional limitation will occur for more than one academic term or as defined by a regulated health professional.
 - **Temporary Disability** may be a short-term injury or illness (such as mononucleosis, a broken limb or concussion) or an episodic condition (e.g. mental illness) where a functional limitation *generally* occurs within one academic term or less or as defined by a regulated health professional.
- requests for accommodation should be submitted in a prompt and timely manner. Requests made after a deadline has passed may be considered Retroactive Accommodations. A Retroactive Accommodation may be for either a Permanent or Temporary Disability when the request is made after the fact (e.g. after a course has been completed), as the result of the discovery or diagnosis of an existing disability of which the student was previously unaware.

Sessional Dates

Please visit the Sessional Dates page for important dates for this academic year.

Student Responsibilities

Academic

McMaster University provides many resources to help students achieve their academic goals, including the Undergraduate Calendar, program advisement reports and academic advisors.

Students must assume certain responsibilities. They include:

- meeting admission requirements and application deadlines for their intended program(s) of study
- selecting and completing courses in an order that meets requisite and program requirements
- becoming familiar with and respecting University Sessional Dates, the General Academic Regulations, their Faculty/Program-specific regulations, and the Regulations for Aid and Awards as found in the appropriate sections of this Calendar.

Students who do not follow these guidelines may experience academic consequences such as cancellation of course enrolment, completion of courses that are not counted toward their degree, or delayed graduation.

In addition to the responsibilities listed above, students are expected to:

- know and follow the Senate policies
- keep their student account in good standing, paying all charges on time
- be aware that changes to course load and program may affect eligibility for government and University aid and awards (e.g. OSAP, work programs, bursaries, scholarships, etc.)
- consult with Student Accessibility Services in a timely manner to make disability related accommodation requests under the *Academic Accommodation of Students with Disabilities* policy

Enrolment

Access to Undergraduate Courses

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

Enrolment capacities are set on all undergraduate courses taking into account enrolment projections along with resources and type of course (required or elective). Where students are selecting from a list of required courses, access to a specific course is not guaranteed when there is another course available to meet a specific degree requirement.

The University reserves the right to change a student's enrolment in classes should the need occur (e.g. low enrolment, urgent timetable changes, etc.).

Communication

It is the student's responsibility to:

- maintain current contact information with the University, including address, phone numbers, and emergency contact information
- use the university provided e-mail address or maintain a valid forwarding e-mail address
- regularly check the official University communications channels, including the Mosaic Student Centre. Official University communications are considered received if sent by postal mail, by fax, or by e-mail to the student's designated primary e-mail account via their @mcmaster.ca account
- accept that forwarded e-mails may be lost and that e-mail is considered received if sent via the student's @mcmaster.ca account

Due Date Restrictions

Academic assessments, due dates and evaluations are described in course outlines except where other University policies apply, e.g., SAS accommodations, deferred exams, etc. When students are aware of their progress early in a course they can make informed decisions. Restrictions are placed on academic obligations to enable students to plan their work schedules.

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

Maximum Value of Academic Assessments

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

Early Feedback

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

Residence Requirements

Most students complete all undergraduate work at McMaster University. However, students who complete work at other universities must meet the minimum requirements set out below.

To obtain any four- or five-level, first undergraduate degree:

- at least two levels (approximately 60 units of work) beyond Level 1, including the final level, must be completed at McMaster University.

To obtain a three-level, first undergraduate degree:

- the final level and at least one other level (a minimum of approximately 60 units of work) must be completed at McMaster University,
or,
- the final level (approximately 30 units of work) including at least 18 units of program- specific requirements must be completed at McMaster University.

Courses taken at another university on a *Letter of Permission* will not count toward the residence requirements.

All course work for a second bachelor's degree must be completed at McMaster University.

McMaster University Statement on the Collection of Personal Information and the Protection of Privacy

McMaster University collects and retains personal information of students, alumni and other parties, including but not limited to faculty, staff, visiting academics and private citizens using services provided by McMaster University, under

the authority of the *McMaster University Act, 1976*. This information is used for the academic, administrative, employment-related, safety and security, financial and statistical purposes of the University, including for the administration of admissions, registration, awards and scholarships, convocation, alumni relations and other fundamental activities related to being a member of the University community, a user of services provided by McMaster or an attendee of, or applicant to, a public post-secondary institution in the Province of Ontario. The information will be used, among other things, to admit, register and graduate students, record academic achievement, issue library cards and, where applicable, local transit passes, to provide access to information systems and to operate academic, financial, athletic, recreational, residence, alumni and other University programs. Additionally, this information may be shared with other institutions of higher education in order to administer collaborative programs. Information on admissions, registration and academic achievement may also be disclosed and used for statistical and research purposes by the University, other post-secondary educational institutions and the federal and provincial governments. The names of alumni, their Faculty and program, award information, degree(s) awarded and date of graduation is considered public information and may be published by McMaster University. In addition, student photographs posted by the University in the form of individual pictures or class pictures may be publicly displayed. Aside from the foregoing, the information you provide and any other information placed in a student record, or in a personnel record, 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 University may also collect personal information from other relevant sources including, without limitation, the Ontario Universities' Application Centre, secondary schools, colleges, universities and other institutions previously attended, including third-party services and test score providers where the items collected form a part of the application or admission process to a university program.

Furthermore, McMaster is required to disclose personal information such as Ontario Education Numbers, student characteristics and educational outcomes to the Ministry of Colleges and Universities. The Ministry collects this data for purposes such as planning, allocating and administering public funding to colleges, universities and other post-secondary educational and training institutions and to conduct research and analysis, including longitudinal studies, and statistical activities conducted by or on behalf of the Ministry for purposes that relate to post-secondary education and training. Any information collected by McMaster for the purposes of self-identification as a member of a specific group (i.e. First Generation, First Nations, etc.) may be subject to disclosure to the Ministry by McMaster and collected by the Ministry pursuant to its statutory authority. Further information on how the Ministry uses personal information is available on the ministry's website (<https://www.ontario.ca/page/ministry-colleges-universities>).

In addition to collecting personal information for the purposes noted above, McMaster University collects specific and limited personal information on behalf of the McMaster Student Union, the McMaster Association of Part-time Students and/or the McMaster Graduate Students Association. These constituent student groups use personal information for the purpose of membership, administration, elections, annual general meetings, health plans and other related matters only. Please contact the relevant Student Union or Association office if you have questions about this collection, use and disclosure of your personal information and their respective privacy policies.

June 2019

Notification of Disclosure of Personal Information to Statistics Canada

Statistics Canada is the national statistical agency. As such, Statistics Canada carries out hundreds of surveys each year on a wide range of matters, including education. In order to carry out such studies, Statistics Canada asks all colleges and universities to provide data on students and graduates. Institutions collect and provide to Statistics Canada student identification information (student's name, student ID number), student contact information (address

and telephone number), student demographic characteristics, enrolment information, previous education and labour force activity.

The *Federal Statistics Act* provides the legal authority for Statistics Canada to obtain access to personal information held by educational institutions. The information may be used only for statistical purposes, and the confidentiality provisions of the Statistics Act prevent the information being released in any way that would identify a student. Students who do not wish to have their information used are able to ask Statistics Canada to remove their identification and contact information from the national database. For further information, please see Statistics Canada's web site at: <http://www.statcan.ca> or write to the Postsecondary Section, Centre for Education Statistics, 17th Floor, R.H. Coats Building, Tunney's Pasture, Ottawa, K1A 0T6.

Record Retention

When individuals apply for admission to and enrolment in programs at McMaster they accept the University's right to collect pertinent personal information. This information is needed to assess qualifications for entry, establish records of performance in programs and courses, provide the basis for University aid and awards and governmental student aid programs, and to assist the University in the academic and financial administration of its affairs. All documentation submitted to the University in support of applications for admission, residence accommodation, University aid and awards, appeals and/or petitions becomes the property of the University.

All application documents are normally destroyed at the end of each admission cycle for applicants who are not accepted, or who do not enrol following acceptance. For applicants who become McMaster students, their application documents are normally destroyed five years after the last term of their enrolment at the University (regardless of whether or not they graduate).

Supporting documentation relevant to government student aid programs (e.g., OSAP) is kept per the retention policies of the Federal and/or Provincial governments. Supporting documentation, relevant to the administration of online aid applications, as well as University aid and awards, will normally be destroyed after the petition for special consideration period, per the Regulations for Aid and Awards, has passed.

All information needed to produce official transcripts is maintained permanently.

Second Bachelor's Degree Programs

For admission to a second undergraduate degree program a student must hold a first undergraduate degree. A second degree is not available in all degrees and/or subject areas. See *University Graduates Applying for a Second Bachelor's Degree*.

1. All work for the second degree must be completed at McMaster University.
2. Second degree programs may not be available where there is substantial overlap in the requirements of the first degree. See individual Faculty/Program regulations or consult Faculty/Program Offices for exclusions or further information.
3. Extra courses taken while enrolled in a first degree program, or courses completed as a Continuing Student, may, with the approval of the Faculty, be applied to the second degree program.
4. Students must meet the same regulations for continuation and graduation as are applied to students enrolled in a first degree program.
5. Credit from the first two degrees cannot be applied to a third undergraduate degree. To obtain a third undergraduate degree students must complete all program requirements, i.e. approximately 90 units for a three-level degree and approximately 120 units for a four-level degree.

Requirements for Second Bachelor's Degree Programs

- **Honours Degree following a Three-Level Degree in the Same Subject:** For consideration into an Honours B.A., Honours B.Sc., or Honours B.A.Sc. degree program following a three-level degree in the same subject, a Cumulative GPA of at least 5.0 in the first degree program is required. For consideration into all other eligible degree programs, a Cumulative GPA of at least 6.0 in the first degree program is required. If admitted, at least 30 units beyond the first degree, including all program requirements, must be completed.
- **B.A. or B.Sc. in Another Subject:** For consideration, students must meet the admission requirements for the program. If admitted, at least 30 units beyond the first degree, including all program requirements, must be completed. Students are not eligible for a second B.A. or B.Sc. degree in a program in which they have been awarded a minor, however, they may apply for an honours second degree in that subject.
- **Honours B.A., Honours B.A.Sc., Honours B.Sc. or Honours B.H.Sc. in Another Subject:** For consideration, students must meet the admission requirements for the program and have a Cumulative GPA of at least 5.0. If admitted, at least 60 units beyond the first degree, including all program requirements, must be completed.
- **B.M.R.Sc.:** For consideration, students must meet the admissions requirements for the program. If admitted, students will be required to complete a minimum of 24 units during Level 1 of the program. Some of these units may be extra to the degree requirements.
- **B. Eng., B.Tech., and B.A.Sc.:** For consideration, students must meet the admission requirements for the program. If admitted, students must complete at least 60 units beyond the first degree including all program requirements.

McMaster Students Studying at Another University: Letter of Permission (LOP) and Exchange (Study Abroad)

1. McMaster students who wish to complete courses at another university for transfer credit towards their McMaster degree must be in good academic standing.
2. Grades obtained in courses at another university will not be included in the calculation of McMaster averages, which may affect consideration for in-course academic awards.
3. Courses taken at another university cannot be used to satisfy McMaster's Residence Requirements.
4. Students may take up to six units at another university toward a minor.

Letter of Permission (LOP):

1. Students must obtain necessary approval in advance from their Faculty/Program Office.
2. Upon completion of course work, if a grade of 60% or better is obtained, the transcript designation reads T indicating *transfer credit*. If less than a 60% grade is attained, the transcript designation reads NC indicating *no credit*. If the student withdraws from the course, the transcript designation reads W indicating *withdrawn*.
3. Students who do not to use their Letter of Permission or drop the course must supply the Faculty/Program Office with a certified letter from the host university, otherwise a grade of NC will be placed on the transcript.

Exchange (Study Abroad):

1. Students must obtain necessary approvals in advance from both their Faculty/Program Office and International Student Services.
2. Upon completion of course work, if a passing grade (as determined by the host university) is obtained, the transcript designation reads T indicating *transfer credit*. If less than a passing grade is attained, the transcript designation reads NC indicating *no credit*. If the student withdraws from the course(s), the transcript designation reads W indicating *withdrawn*.
3. Students who return from exchange prior to completion of course work must supply the Faculty/Program Office with a proof of withdrawal from the host university, otherwise grades of NC will be placed on the transcript.

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 (i.e. no degree credit) will be at the discretion of the department.

Voluntary Withdrawal from the University

Students who wish to permanently or temporarily withdraw from the University must consult their Faculty/Program Office. Students in receipt of government student aid (e.g., OSAP) and/or University aid or awards should contact the Office of the Registrar, Aid & Awards.

Petitions for Special Consideration

The University wishes to assist students with legitimate difficulties. It also has the responsibility to ensure that degree, program and course requirements are met in a manner that is equitable to all students. Students may submit, in a prompt and timely manner, a Petition for Special Consideration to the Faculty/Program Office in those instances where a student acknowledges that the rules and regulations of the University have been applied fairly, but is requesting that an exception to the regulations be made because of special circumstances. Requests related to temporary or permanent disabilities, or for retroactive accommodations related to a disability are excluded from petitions and must be processed under the *Academic Accommodation of Students with Disabilities* policy. Petitions should be submitted in a prompt and timely manner for the relevant term, but no later than July 31 immediately following the Fall/Winter Term or November 15 immediately following the Spring/Summer Term.

Two forms are available from your Faculty/Program Office:

Petition for Special Consideration (Form A):

The *Petition for Special Consideration (Form A)* is submitted for a variety of issues, including, when a student wishes to have a leave of absence or seeks to depart from University requirements based on compelling medical or personal reasons; or a student believes that an adverse ruling or decision about their academic performance, such as failing a course, or being required to withdraw from a program for failure to meet program requirements, should be waived because of compelling medical or personal circumstances. Requests related to temporary or permanent disabilities, or for retroactive accommodations related to a disability are excluded from petitions and must be processed under the *Academic Accommodation of Students with Disabilities* policy.

Petition for Special Consideration: Request for Deferred Examination (Form B):

The *Petition for Special Consideration: Request for Deferred Examination (Form B)* is used when a student misses an examination because of compelling medical or personal reasons. Requests related to temporary or permanent disabilities, or for retroactive accommodations related to a disability are excluded from petitions and must be processed under the *Academic Accommodation of Students with Disabilities* policy.

1. Once a student has completed an examination, no special consideration will be granted.
2. A student who misses an examination because of compelling medical or personal reasons may submit a Petition for Special Consideration: Request for Deferred Examination (Form B) to the Faculty/Program Office, normally within five working days of the missed examination.
3. If the reason is medical, the approved McMaster University Medical Form must be used. The student must be seen by a doctor at the earliest possible date, normally on or before the date of the missed exam and the doctor must verify the duration of the illness. Relief will not be available for minor illnesses. If the reason is non-medical, appropriate documentation with verifiable origin covering the relevant dates must be submitted, normally within five working days.
4. In deciding whether or not to grant a petition, the adequacy of the supporting documentation, including the timing in relation to the due date of the missed work and the degree of the student's incapacitation, will be taken into account.
5. It is the student's responsibility to check Mosaic Student Center > Deferred Exam Approvals or with the Faculty/Program Office for a decision on the request for a deferred examination. If the deferred examination is granted, the student will be informed officially by means of the notation DEF which will appear against the relevant course on the student's academic record and via Mosaic > Student Center > View My Grades.
6. Deferred examinations are written during the next official University deferred examination period. Default of the deferred examination will result in a fail for that examination.
7. Students who have been granted more than one deferred examination may be required by their Faculty/Program Office to reduce their course load during the term in which the deferred examinations are being written. The decision on a reduced load will be made and communicated with the decision on the request for deferred examinations.
8. At the discretion of the Faculty/Program Office, students who have been granted one or more deferred examinations, may not be allowed to enrol in a subsequent term until all deferred examinations have been completed and the Academic Standing calculated. Students will be notified of this decision by their Faculty/Program Office.
9. Students who will be living more than 160 kilometres from Hamilton during the deferred examination period and wish to write their approved deferred examination at an institution other than McMaster must submit a Request to Write Deferred Examination Off-campus Form at least 15 working days prior to the deferred examination period. Students are responsible for making arrangements for a presider to conduct the deferred examination at an outside institution and for paying any fees such as invigilation and return courier.

10. The authority to grant any petitions lies with the Faculty/Program Office and is discretionary. It is imperative that students make every effort to meet the originally-scheduled course requirements and it is a student's responsibility to write examinations as scheduled.

Decisions made on Petitions for Special Consideration are final. In accordance with the *Student Appeal Procedures*, decisions made on Petitions for Special Consideration cannot be appealed to the Senate Board for Student Appeals. However, should students believe that a decision may be a violation of their human rights, they may wish to contact the Equity and Inclusion Office to identify appropriate avenues of recourse as per the *Policy on Discrimination and Harassment: Prevention & Response*. Requests related to temporary or permanent disabilities, or for retroactive accommodations related to a disability, are excluded from Petitions for Special Consideration and, therefore, must be processed under the Academic Accommodation of Students with Disabilities policy.

Regulations for Authorized Leave for Undergraduate Students Studying with a Study Permit

Students studying with a study permit have a number of conditions they must meet in order to maintain their eligible status in Canada. These conditions are found on the Immigration, Refugees and Citizenship Canada (IRCC) website as follows: Your conditions as a study permit holder in Canada. Failure to meet the study permit conditions may result in students losing their student status and IRCC cancelling their study permit. Students may also be required to leave Canada.

Subject to eligibility and specific conditions, undergraduate students studying with a study permit may request an authorized leave to pause their studies for a defined period of time.

Students attending the University under a study permit who will not be enrolling in the next expected term or are withdrawing from all courses in the current term must contact their Faculty or program office and request an authorized leave. This ensures that the student's status is correctly reported under the University's obligation as a Designated Learning Institution (DLI). If the authorized leave is approved, the Faculty or program office will also assist the student in developing an academic plan for a successful return to their studies.

Approval from the student's Faculty or program office and subsequent arrangements should be finalized prior to the start of the authorized leave.

Eligibility:

Authorized leaves may be granted for the following reasons:

1. Medical or parental leave.
2. Military service in another country.
3. Family emergency.
4. Death of a friend or family member.
5. Other reasons as approved by the Faculty or program office.

The IRCC will only recognize leaves up to a maximum of 150 days for students to still be considered as actively pursuing their studies. Visit The Government of Canada - Your conditions as a study permit holder in Canada for more information.

Students may be required to provide documentation to support the reason for their authorized leave. If the leave is approved, the Registrar's Office will issue an authorized leave letter to provide to IRCC documenting the authorized leave.

Return from Authorized Leave:

Students are encouraged to inform their Faculty or program office of their desire to resume their studies. Students who fail to return from their authorized leave by the date specified in the terms of their authorized leave letter may not be permitted to return as planned and academic progress may be impeded. An authorized leave from clinical placements, co-ops, internships, or other experiential learning course components may have additional requirements for return.

For extended leaves, please visit the Former McMaster Degree Students (Returning Students) - Readmission (3.H) section of the Undergraduate Calendar to understand your return options.

Deferral of Admission: For deferral of admission, consult the Office of the Registrar - Deferral of Admissions.

Additional Support for Students: Students should seek the advice of an Immigration specialist to ensure full compliance and understanding of the IRCC policies. Support for immigration-related issues is available through the Student Success Centre - Immigration Advising.

Requests for Relief for Missed Academic Term Work (MSAF)

The University recognizes that students periodically require relief from academic work due to extenuating circumstances. ~~for medical or other personal situations.~~ Students seeking relief for missed academic term work are expected to read the **Senate Policy on McMaster Student Absence Form Policy Requests for Relief for Missed Academic Term Work** (if there is a discrepancy between the calendar copy and the approved Policy, the Policy prevails.) The Policy aims to manage these requests by taking into account the needs and obligations of students, instructors and administrators. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in their course. Any concerns regarding the granting of relief should be directed to the respective Faculty/Program Office.

The McMaster Student Absence Form (MSAF) is a Mosaic tool that:

- a) is used to allow students to submit the MSAF Self-Report (~~Type A~~) requests for relief; and
- b) is used by Faculty/Program Offices for the MSAF Administrative Report (~~Type B~~) requests to:
 - manage requests for relief; and
 - to communicate with students and instructors about these requests.

The MSAF is available in the MOSAIC Student Center (in the drop-down menu under *Other Academics*).

MSAF Self Report (~~Type A~~) requests for relief

- is a single request which covers all of the student's courses and applies only to the work due within the time period of the request;
- are for missed academic work worth **less than 25%** of the final grade, resulting from **extenuating circumstances** ~~medical or personal situations~~ **lasting up to three (3) calendar days**;
- are made using the MSAF tool in Mosaic;
- may only be submitted once per Term; **not per course**
- requires no supporting documentation; and
- apply only to work that is due within the period for which the request applies, i.e. the three (3) day period that is specified in the MSAF; however, all work due in that period can be covered by one request

An email will be sent to the course instructor(s) to inform them of the request. The instructor will determine the appropriate relief for the MSAF Self-Report (~~Type A~~) request. Students must immediately follow up with their

instructor(s) after submitting the MSAF Self-Report (Type A) request. Failure to do so may negate the opportunity for relief.

MSAF Administrative Report (Type B) requests for relief

- are for extenuating circumstances ~~medical or personal situations~~ lasting more than three (3) calendar days; and/or
- are for missed academic work worth 25% or more of the final grade; and/or
- are for any request for relief in a Term where the MSAF tool has been used previously in that Term

Students must report to their Faculty/Program Office to discuss their situation and ~~may be required~~ **will be required** to provide appropriate supporting documentation (see Documentation Requirements below). If warranted, the Faculty/Program Office will process the relief request and will notify the instructor(s) and student. The instructor will determine the appropriate relief for the MSAF Administrative Report (Type B) requests. Students must ~~immediately~~ follow up with their instructor(s) ~~no later than one (1) calendar day~~ after being notified their request has been processed ~~unless the course outline states otherwise~~. Failure to do so may negate the opportunity for relief.

Restrictions:

a) Normally, relief for missed work will not be provided where the cumulative value of missed work within a course, prior to the exam period, is greater than thirty-five percent (35%).

b) Normally, relief for missed work will not be provided for more than two (2) MSAF (Administrative Report) requests within a single term.

The Policy on Requests for Relief for Missed Academic Term Work cannot be used:

- for academic work that has already been completed or work that has been attempted (which includes the viewing and/or partial completion of on-line assessments (quizzes, tests, etc.);
- to seek an accommodation to meet religious, Indigenous or Spiritual Observances (see the Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances);
- to seek an accommodation related to a permanent or temporary disability, or a retroactive accommodation (see the policy Academic Accommodation of Students with Disabilities); or
- to apply for relief for any final examination or its equivalent (see Petitions for Special Consideration).

Documentation Requirements

~~If the reason for a request for relief is medical, the approved McMaster University Medical Form covering the relevant dates must be submitted. The student must be seen by a doctor at the earliest possible date, normally on or before the date of the missed work and the doctor must verify the duration of the illness.~~

~~If the reason is non-medical, appropriate documentation with verifiable origin covering the relevant dates must be submitted, normally within three (3) business days.~~

1. Students should **not** send documentation unless it has been **requested** by the Faculty/Program Office.

2. Supporting documentation may be required for an MSAF (Administrative Report). When requested by the Faculty/Program Office, students shall submit the McMaster University Student Health Certificate (completed by the licensed/registered health practitioner).

3. Requests for information and/or supporting documentation will, where possible, be limited to the nature of the limitation or restriction, in order to assess needs and determine whether the request for relief is granted, or if the request should be referred for processing under another policy or procedure.

4. Supporting documentation does not require the disclosure of a medical diagnosis but must be sufficient to allow the University to determine reasonable relief and/or explore reasonable alternatives.

Late Withdrawal

McMaster University provides a Late Withdrawal option to assist students who have become irretrievably behind in a course. Students who have fallen behind with assignments and/or are not prepared to write final examinations (or equivalent) in one or more courses are encouraged to make use of this option and must contact their Academic Advisor in the Faculty/Program Office. Students will work with their Academic Advisor to discuss the situation and what steps they can take to prevent a recurrence.

The maximum number of units for which students may request a Late Withdrawal is 18 units throughout their undergraduate degree.

Students may request a Late Withdrawal, without petition, no later than the last day of classes in the relevant Term. However, it is important to note that:

- Requests for Late Withdrawal cannot be made in courses for which the final exam (or equivalent) has been attempted or completed. This also includes courses where a final grade has been assigned (e.g. clinical courses).
- Such requests will be cancelled or revoked if it is determined that the student attempted or completed the final exam (or equivalent).
- Students cannot use the Late Withdrawal option for courses in which they are under investigation or for which they have been found guilty of academic dishonesty.

Course(s) approved for Late Withdrawal will be:

- Assigned a non-numeric grade of LWD, in lieu of an alpha/numerical grade
- Excluded from the calculation of the GPA
- Ineligible for tuition refund

Approval of a late withdrawal is final, and requests to be re-enrolled in the withdrawn course(s) will not be considered. A withdrawal will not preclude students from enrolling in the course(s) in a subsequent term.

Examinations

(See also *Office of the Registrar (Examinations)*)

Examinations conducted by the Office of the Registrar will appear in the Mosaic Student Center and may be scheduled in the morning, afternoon, or evening, Monday through Sunday. Other instructor-scheduled tests and examinations may be held throughout each term in compliance with Academic Obligations: Restrictions.

Full details regarding examination procedures conducted by the Office of the Registrar are found in the Undergraduate Examinations Policy.

McMaster student photo identification cards are required at all examinations.

Examinations are not rescheduled for purposes of travel. Students must be available for the entire examination period as listed in the Sessional Dates section.

The Office of the Registrar will reschedule final examinations within the examination period for the reasons listed below. Application to reschedule examinations must be made at least 10 working days before the scheduled examination period. Failure to meet the stated deadline may result in the denial of the application.

- Conflict with religious obligations
- More than one examination scheduled at the same time
- Three examinations in one calendar day (midnight to midnight).
- Three consecutive examinations over two days (e.g., December 14th at 4:00 pm and 7:30 pm and December 15th at 9:00 am).

Students who miss a final examination for medical or personal reasons may submit a Petition for Special Consideration: Request for Deferred Examination (Form B) to their Faculty/Program Office, normally within five working days of the missed examination.

Students who begin a final examination, but are unable to complete it for medical reasons, may submit a Petition for Special Consideration (Form A) to their Faculty/Program Office, normally within five working days of the examination.

Students with disabilities are required to inform Student Accessibility Services of accommodation needs for examinations on or before the last date for withdrawal from a course without failure by default. This allows sufficient time to verify and arrange appropriate accommodation.

Request to Write Deferred Examinations at an Off-Campus Location

Students living more than 160 kilometers from Hamilton during the deferred examination period and wishing to write their approved deferred examination at an institution other than McMaster must submit a Request to Write Deferred Examination Off-campus Form at least 15 working days prior to the deferred examination period.

If the deferred examination is written at an off-campus location, any fees incurred are the responsibility of the student. This includes the fee to courier the written examinations back to the Office of the Registrar, Scheduling and Examinations (GH 114).

For information regarding application for Deferred Examination, see *Petition for Special Consideration: Request for Deferred Examination (Form B)*.

Academic Evaluations

Numeric Grading System

The results of all courses attempted will appear on the transcript. The method for determining final grades will be given in the course outline. Unless otherwise specified in the course outline, course results determined on a percentage scale will be converted to an official letter grade, as indicated in the following equivalent percentage scale.

Grade	Equivalent Grade Point	Equivalent Percentages
A+	12	90-100
A	11	85-89

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

Non-Numeric Grades and Notations:

Non-Numeric Grades

AUD	Audit
CAN	Cancelled
COM	Complete
CR	Credit
F	Fail
INC	Incomplete
IP	In Progress

LWD	Late Withdrawal
MT	Multi-Term
NC	No Credit
NMR	No Mark Received
P	Pass
T	Transfer Credit
W	Withdrawn
XCH	Exchange

Notations

DEF	Deferred Examination
EXTRA	Extra credits not used towards degree
REPEAT	Repeat of a previously failed course (under discontinued repeat regulations)
(R)	Repeat of a previous course (under current repeat regulations)
UPGRADE	Repeat of a previously passed course (under discontinued repeat regulations)

Withdrawn

After the last day for enrolment and course changes, students may withdraw from courses until the last day to withdraw without failure by default. Withdrawn courses will be shown on the student's transcript with a grade of W. After the last day to withdraw without failure by default, the student will remain enrolled, whether or not they fulfil any further academic obligations, and a final grade will be assigned.

DEF

Courses with the notation DEF have been approved for a deferred examination.

Extra

Courses designated as "Extra" at the time of registration by the Faculty Office are not included as units toward completion of a student's program. The grades obtained in such courses will not be included in the computation of the Cumulative GPA. However, they will be included in the computation of the Fall-Winter Average and the Spring-Summer Average.

Unused

Courses designated as "Unused" cannot be used to fulfil the requirements for the student's current degree program. The grades obtained in such courses will be included in the computation of all averages.

Graded Units

Graded units refer to the number of units taken at McMaster for which a letter or Numeric Grade is earned. Graded units do not include courses assessed with a Non-Numeric Grade.

Pass/Fail Courses

Courses evaluated on a Pass/Fail basis are not included in the calculation of averages. The earned units are counted towards degree requirements.

Multi-Term Fall/Winter Courses

Codes for multi-term Fall/Winter courses have an A/B suffix. Part A must always be taken in the Fall Term immediately preceding Part B. Neither Part A nor B of a multi-term course has academic credit independent of both parts being successfully completed. Students who drop or withdraw from Part A must also withdraw from B.

Upon completion of the Fall Term, a grade of MT indicating multi-term will be assigned to Part A and the final grade will be assigned to Part B.

Cumulative Grade Point Average (Cumulative GPA)

The Cumulative GPA is the weighted average based on the Graded Units taken throughout the undergraduate career. The Repeating Courses regulation, effective September 1, 2018, will affect the calculation of subsequent Cumulative GPA.

Fall-Winter Average

The Fall-Winter Average is a weighted average based on the grades attained in the Fall and Winter Terms. Overload courses and Extra courses are included in the Fall-Winter Average.

Spring-Summer Average

The Spring-Summer Average is a weighted average based on the grades attained in the Spring and Summer Term. Overload courses and Extra courses are included in the Spring-Summer Average.

Term Grade Point Average (Term GPA)

The Term GPA is a weighted average based on the Graded Units taken in the term.

Weighted Average

Weighted average is calculated by multiplying the grade points achieved in each course by the number of units in each course, totaling these results, and then dividing this result by the total number of course units.

Example of a weighted average calculation, using the grade points and units for courses attempted:

Grade	Grade Points		Units		Total Points
A-	10	x	6	=	60
C+	6	x	3	=	18
B	8	x	6	=	48
B+	9	x	3	=	27
F	0	x	6	=	0
			Total 24		153

To calculate average: $153 \div 24 = 6.4$

Honour Lists

Students are reviewed for Deans' Honour Lists (DHL) and Provost's Honour List (PHL) each time a minimum of 30 units (with at least 24 graded units) have been completed. Subsequent assessments are based on all units completed since the previous review. Students will be named to the Deans' Honour List when a minimum average of 9.5 is achieved. Students will be named to the Provost's Honour List when an average of 12.0 is achieved.

With Distinction

Graduation *With Distinction* standing is awarded when a minimum Cumulative GPA of 9.5 is achieved in a degree program. In this case, the Latin phrase *summa cum laude* ("with highest honour") will appear on the graduate's diploma.

Transcripts

A transcript summarizes a student's academic career at McMaster University and is available by electronic request through Mosaic. Students may request a transcript upon demand and free of charge in the Office of the Registrar, Student Services, Gilmour Hall Room 108. Transcript requests will not be processed for students with outstanding financial accounts at the University or those under investigation for an academic integrity violation.

Credentials

A credential is a body of academic work or collection of course work that stands on its own and for which a parchment is issued. McMaster credentials include certificates, diplomas and degrees. A single course is permitted to be counted toward a maximum of two credentials.

Minors

Students enrolled in a four- or five-level program (with the exception of the Medical Radiation Sciences programs) are eligible to obtain a Minor in another subject area, provided that the subject area is not integral to the requirements of their degree program. At least 18 units must be completed at McMaster. Students who wish to receive a Minor must consult the appropriate department section of the calendar. McMaster also offers *Interdisciplinary Minors and Thematic Areas*. To apply for a Minor, students must complete the Minor/Certificate Application in addition to completing their profile in the graduation tile in Mosaic. The student's Faculty will verify that the requirements have been met and, if successful, the transcript will indicate that a Minor has been obtained. Minors cannot be revoked once approved.

Overload Work

Students wishing to take more units than prescribed for their Level/program in the Fall-Winter Term or more than 12 units in the Spring-Summer Term (no more than 6 units in either session of that term) must seek permission from their Faculty/Program Office. Normally, a Fall-Winter Average of at least 7.0 in the immediately preceding review period will be required if an overload is to be permitted. Additional academic fees will be assessed for overload work.

OSAP Eligible Course Load

OSAP Eligible Course Load or equivalent refers to the 60% minimum course load per term (40% minimum course load per term for students with permanent disabilities) required to be eligible for full-time OSAP government student aid funding.

Repeating Courses

Effective September 1, 2018, students may repeat a course twice (i.e. attempt a course three times). Cross-listed courses count as attempts. Grades from every attempt will appear on the academic transcript. The Cumulative GPA will include only the grade earned on the most recent attempt. Units earned will be counted once toward the student's program requirements, regardless of the number of times the course is repeated. Prior to September 1, 2018 the grades from all attempts are included in the GPA calculation.

Auditing Courses

Students currently enrolled in a degree program wishing to audit a course must obtain approval from the course instructor and their Faculty/Program Office. Additionally:

- course requisites must be met

- academic obligations (assignments, test, examinations, etc.) are not completed
- a grade of AUD (audit) will be assigned
- units will not be earned nor applied toward the student's program requirements
- tuition fees apply
- students will not be permitted to enrol for credit in the course after the Last Day for enrolment and course changes
- students enrolled in a course for credit will not be permitted to change the course to 'audit' after the Last Day for enrolment and course changes

Non-McMaster students wishing to audit a course must enrol as a Listener.

Personal Interest Course (PIC)

McMaster University encourages interdisciplinary study and believes undergraduate studies provides an excellent opportunity to explore topics which are new and unfamiliar. Students, however, may be reluctant to take a course if they are unsure of their academic performance for fear of compromising their Cumulative GPA. The Personal Interest Course (PIC) option is designed to encourage students to explore interests outside of their program without affecting their Cumulative GPA.

1. A student can declare a PIC to signify they want an elective course to be assessed on a *Credit or No Credit (CR/NC)* grading scale.
2. To receive the grade of CR, the student must earn a final mark of at least 50%. Units earned from a successfully completed PIC will be counted in the units required for a student's degree as applicable.
3. Courses with a final grade of NC do not count as degree credits or as failures, nor are they included in the GPA calculation or averages. Please note, government student aid (e.g., OSAP) will consider a NC grade as a failure.
4. The PIC option is not available for any course that is considered a program requirement (which includes courses listed as possible required courses), independent study, thesis, field study or placement course, or on a list of required courses. Students are responsible for ensuring the course is an elective course for their program. Engineering students should note the PIC option is available only for complementary studies electives. For students in a Bachelor of Commerce program, only non-Commerce electives may be taken as a PIC.
5. Students may declare a maximum of 3 units of PIC per term to a maximum of 12 units per four- or five-level degree or a maximum of 9 units per three-level degree. A maximum of 6 units of PIC may be used to satisfy requirements toward a Minor.
6. The PIC option is available to undergraduate students registered in a program above Level 1, with a Cumulative GPA of at least 3.5, who are enrolled in a Program/Faculty which is participating in the PIC option. Exchange students should seek advice from the International Study Office and Faculty/Program Office.

The PIC option is not available to students who

- are enrolled in the School of Medicine, or
 - are enrolled in a Program/Faculty which is not participating in the PIC option (see Faculty Academic Regulations), or
 - have graduated and are in a second degree or a non-degree program, e.g., continuing, etc.
7. If a percentage grade in a course is required for future applications to graduate or professional school, the PIC option should not be selected for that course. Students may not subsequently request to have a PIC grade recalculated to a numeric grade. Students must carefully review any government (e.g., OSAP) and University aid and award eligibility rules which may be affected by the use of the PIC option.
 8. If the student changes their program of study and a course taken as a PIC becomes a required course, the new Faculty/Program Office may accept the course grade of CR or NC or have the grade converted back

into a numeric grade. If a grade is converted back into a numeric grade, there will be no retroactive reconsideration of aid and award.

9. Students cannot use the PIC option for courses in which they have been found guilty of academic dishonesty. In these cases, the grade will be converted into a numeric grade.

Deadlines:

1. Students must declare a course as a PIC on Mosaic by the last day for enrollment and course changes date. The student progresses in the course as per normal, and has the option to withdraw from the course as per the normal procedures and deadlines.
2. If the student would rather keep the numeric grade, they must indicate the course is no longer a PIC on Mosaic by the final date in which a student can withdraw from a course without failure by default and the numeric grade will appear on their transcript.

Academic Standing Review:

Each year in May and August (and after deferred examinations) academic standing is reviewed and determined for students who have:

- attempted at least 18 units of work since the last review, or
- may be eligible to graduate.

In the academic standing review, three determinations are made:

- whether a student may graduate
- whether a student may continue at the University
- whether a student may continue in a program.

Academic Standings:

Good Standing

A student who satisfies the minimum requirements to continue in their program without restriction.

May Continue in Program - Academic Probation

Academic probation is assigned when a student:

- achieves a Cumulative GPA between 3.0 and 3.4. If at any future academic standing review their Cumulative GPA falls below 3.5, the academic standing assigned will be *May Not Continue at the University*.
- returns to studies after being Reinstated. If at any future academic standing review their Cumulative GPA falls below 3.5, the academic standing assigned will be *Required to Withdraw from the University*.

May Continue in Program - Program Probation

Program Probation is assigned when a student's Cumulative GPA falls below the minimum requirements to remain in their program. Failure to achieve *Good Standing* at the next academic standing review will result in their removal from the program. See Faculty specific *Minimum Requirements for Entering and Continuing in a Program Beyond Level 1*.

May Not Continue in Program

This standing is assigned to:

- students who fail to achieve the minimum Cumulative GPA to remain in the program, or
- students previously on Program Probation who fail to achieve *Good Standing*.

To continue at the University, the student must apply to transfer to another program.

May Not Continue in Faculty

May Not Continue in Faculty is assigned when:

- a student enrolled in a program in the Faculty of Engineering or Business has achieved a Cumulative GPA between 3.0 and the minimum requirements to remain in their Faculty, or
- a student enrolled in a program in the Faculty of Business in Level 2 or above receives a grade of F in more than 6 units.

To continue at the University, the student must apply to transfer to another program or continue as a transition student for one reviewing period.

May Not Continue at University

May Not Continue at University is assigned when:

- a student achieves a Cumulative GPA below 3.0, or
- a student previously on Academic Probation fails to achieve *Good Standing*.

The student cannot enroll in courses at the University unless granted Reinstatement.

Required to Withdraw from University

A student who at any time received a standing of Academic Probation and at a future academic standing review achieves a Cumulative GPA below 3.5 will be required to withdraw from the University. The student will be unable to apply for Reinstatement for at least 12 months.

Reinstatement

Students must contact the Office of the Registrar to apply for reinstatement within the application deadlines. Reinstatement is not guaranteed.

If reinstatement is granted, the student is placed on academic probation and their Cumulative GPA is re-set to 0.0 on zero units. At the discretion of the Faculty, the student may retain credit for courses successfully completed. If at any academic standing review after reinstatement the student's Cumulative GPA falls below 3.5, the student will be required to withdraw from the University.

The student must complete a minimum of 60 units of work after reinstatement to be eligible for Graduation With Distinction or other recognition based on the Cumulative GPA.

Level 1 Registration and Academic Standing Requirements

When you are admitted to McMaster University for a first degree, you will enrol in one of the following Level 1 programs: Automation Engineering Technology I Co-op (B.Tech.), Automotive and Vehicle Engineering Technology I Co-op, Arts & Science I, Biotechnology I Co-op, Business I, Chemical and Physical Sciences Gateway, Computer Science I, Economics I (effective 2019-2020), Engineering I, Environmental and Earth Sciences Gateway, Health Sciences I, Honours Health and Society I (effective 2019-2020), Humanities I, Honours Integrated Science (Level I), Honours Kinesiology (Level I), Integrated Biomedical Engineering and Health Sciences (IBEHS) I, Integrated Business & Humanities I, Life Sciences Gateway, Mathematics and Statistics Gateway, Honours Medical Radiation Sciences (Level I), Midwifery I, Music I, Nursing I, Process Automation Technology I, Social Sciences I, and iArts I. If you enter the University without Advanced Standing being granted, you must normally attempt a full load of Level 1 work before proceeding to the work of higher levels.

If you are studying part-time, the Office of the Associate Dean has the discretion to permit you to take some of the work in the higher levels prior to having attempted the full load of Level 1. Decisions will be made on an individual basis, according to the special circumstances that apply in the particular case.

At any review during Level 1 before you complete the Level 1 work, as in the case of a part-time student, you must attain a GPA of at least 3.5 to continue at the University in good standing. If you attain a GPA of 3.0 to 3.4 you may remain at the University for one reviewing period, but will be placed on academic probation. You may be on academic probation only once during your University career. If your GPA is less than 3.0 you may not continue at the University.

At the review when you complete the Level 1 work, if you attain a GPA of at least 3.0 and have not previously been on academic probation, but fail to meet the admission requirements of any program, you may continue at the University for one additional reviewing period on academic probation. You will be enrolled in your original Faculty, and will be classified as a Level 1 transition student if your work may only qualify you to be considered for admission to a program in another Faculty. If, at the end of the next reviewing period, you again do not qualify for admission to a program, you may not continue at the University. If your GPA is less than 3.0 you may not continue at the University.

Students in Arts & Science I should refer to the Arts & Science Program regulations listed below.

Health Sciences I, Nursing I and Midwifery I students should refer to the program regulations listed in the Faculty of Health Sciences section in this Calendar.

Minimum Requirements for Entering and Continuing in a Program Beyond Level 1

Admission to the programs beyond Level 1 is based on performance in Level 1. You must meet both the minimum requirements to continue at the University, as described above, and program-specific requirements of each Faculty, as described in this Calendar.

Arts & Science Program

B.Arts Sc. (Honours) AND B.Arts Sc. Programs

You must have a Grade Point Average (GPA) of at least 6.0 to continue in the program. If your GPA is from 5.5 to 5.9, you may remain in the program, but will be placed on program probation for one reviewing period. You may be on program probation only once.

If your GPA is 3.5 to 5.4, you must transfer to another program for which you qualify, or enrol in the Arts & Science Program as a transition student for one reviewing period. During that period you cannot take Arts & Science Program courses. At the end of that period, you may apply for readmission to the Arts & Science Program.

If your GPA is 3.0 to 3.4, you will be placed on academic probation. You may continue in the program for one reviewing period as a transition student but cannot take Arts & Science Program courses. The purpose of this period is to prepare yourself for a program outside the Arts & Science Program. You may be on academic probation only once.

If your GPA is less than 3.0 you may not continue at the University.

School of Business

Business I

For specific admission requirements to the Honours B.Com. program, see *Program Notes* under the heading *Programs* in the *DeGroot School of Business* section of this Calendar.

If you are not admitted to the Honours B.Com. program at the end of Business I, you have the following options available to you:

- If your cumulative Grade Point Average is 3.5 or greater, you are still in good standing at the University. You may continue at the University in a program outside the School of Business or as a *transition* student in Business. To continue in a program outside the School of Business you must apply for admission to that program through the Office of the Associate Dean appropriate for that program. You should consult that office for more details.
- If you are not admitted to another Faculty you may enrol in the School of Business as a transition student for one reviewing period. During that period you cannot take upper-level Commerce courses. The purpose of your registration as a transition student is to make yourself eligible for admission to a degree program. If you have a cumulative Grade Point Average of 3.0 to 3.4, you will be on academic probation and may continue at the University for one reviewing period as a transition student in the School of Business but will not be permitted to take any upper-level Commerce courses. The purpose of the probation period is to make yourself eligible for a degree program.

If you have a cumulative Grade Point Average of less than 3.0 at the end of Business I, you may not continue at the University either on a full-time or part-time basis.

Honours B.Com. Program:

You must have a cumulative Grade Point Average of at least 5.0 to continue in the Honours B.Com. Program. Once admitted to Honours B.Com., if your cumulative GPA is 4.5 to 4.9, you may continue in the Honours B.Com. Program, but will be placed on program probation. You may be on program probation for only one reviewing period. If your GPA is a 3.5 to 4.4, you may transfer to the B.Com Program.

B.Com. Program:

You must have a cumulative Grade Point Average of at least 4.0 to continue in the B.Com. Program. If your GPA is 3.5 to 3.9, you are permitted to continue in the B.Com. Program on program probation for one reviewing period.

Integrated Business & Humanities:

To be admitted to Level 2 of the Integrated Business & Humanities (IBH) program, students must have completed at least 24 units of the required Level 1 courses with a minimum Cumulative Grade Point Average (GPA) of 5.0. In Level 2 and above, you must maintain a cumulative GPA of at least 5.0 to continue in the IBH program. If your

cumulative GPA is 4.5 to 4.9, you may continue in the Integrated Business & Humanities program, but will be placed on program probation. You may be on program probation for only one reviewing period. If your cumulative GPA is a 3.5 to 4.4, you must transfer to another program for which you qualify, or enrol in the IBH program as a transition student for one reviewing period. During that period you cannot take IBH program courses. The purpose of this period is to prepare yourself for a program outside the IBH program. If your GPA is 3.0 to 3.4, you will be placed on academic probation. You may continue in the program for one reviewing period as a transition student but cannot take IBH program courses. The purpose of this period is to prepare yourself for a program outside the IBH program. You may be on academic probation only once.

If your GPA is less than 3.0 you may not continue at the University.

Faculty of Engineering

B.Eng., B.A.Sc. Programs

Admission to Level 2 Engineering programs requires completion of all 31 units of required Engineering I courses. Students must maintain a Cumulative Grade Point Average (GPA) of 4.0. In Level 2 and above, you must maintain a GPA of at least 4.0 to continue in an Engineering program or in an Honours Computer Science programs. If you have a GPA of 3.0 to 3.9, you may not continue in the Faculty. If your GPA is less than 3.0, you may not continue at the University.

B.Tech. Programs

For specific minimum requirements, please see the descriptions for the individual programs within the Faculty of Engineering section in this Calendar.

Integrated Biomedical Engineering & Health Sciences (B.Eng.BME., B.H.Sc. (Honours)) Programs

For specific minimum requirements, please see the descriptions for the individual programs within the Faculty of Engineering section in this Calendar.

Faculty of Health Sciences

For specific minimum requirements, please see the descriptions for the individual programs within the Faculty of Health Sciences section in this Calendar.

Faculties of Humanities and Social Sciences

Honours B.A. Programs; B.Mus. (Honours) Program; BFA (Honours) Program

You must have a Grade Point Average (GPA) of at least 5.0 to continue in an Honours B.A. program. If your GPA is 4.5 to 4.9, you may remain in the Honours program, but will be placed on program probation for one reviewing period.

You may be on program probation only once. If your GPA is 3.0 to 4.4, you must transfer to another program for which you qualify. If your GPA is less than 3.0, you may not continue at the University.

Honours B.S.W., B.A./B.S.W. and B.S.W. Programs

You must have a Grade Point Average (GPA) of at least 6.0 to continue in an Honours B.S.W., B.A./B.S.W. or B.S.W. program. If your GPA is 5.5 to 5.9, you may remain in the program, but will be placed on program probation for one reviewing period. You may be on program probation only once. If your GPA is 3.0 to 5.4, you must transfer to another program for which you qualify. If your GPA is less than 3.0, you may not continue at the University.

B.A. Programs

You must have a Grade Point Average (GPA) of at least 3.5 to continue in, or graduate from, a three-level B.A. program. If your GPA is 3.0 to 3.4, you may remain in the program, but will be placed on academic probation. You may be on academic probation only once. If your GPA is less than 3.0, you may not continue at the University.

Faculty of Science

Honours B.Sc. Programs

Students must have a Grade Point Average (GPA) of at least 5.0 to continue in and graduate from an Honours B.Sc. program. Students with a GPA between 4.5 to 4.9, may remain in the Honours B.Sc. program, but will be placed on program probation. Students may be on program probation for only one reviewing period. Students with a GPA between 3.0 to 4.4, must transfer to another program for which they qualify. Students with a GPA below 3.0 may not continue at the University.

Honours B.Sc. Kinesiology Program

Students must complete Level I Honours Kinesiology (including KINESIOL 1A03, 1AA3, 1E03, 1F03, 1K03) with a Grade Point Average (GPA) of at least 6.0 to continue onto Level II Honours Kinesiology.

If, upon completion of Level I Honours Kinesiology (including KINESIOL 1A03, 1AA3, 1E03, 1F03, 1K03), students achieve a GPA between 5.5 and 5.9, they may enrol in Level II Honours Kinesiology but will be placed on program probation for one reviewing period. Students may be on program probation only once.

If, upon completion of Level I Honours Kinesiology, students who achieve a GPA between 3.5 and 5.4 and/or fail to successfully complete each of KINESIOL 1A03, 1AA3, 1E03, 1F03, 1K03, may enrol in Level II Kinesiology General and take Level II required Kinesiology courses (for which all prerequisites have been met). At the next review, such students must achieve a GPA of at least 6.0 including, successful completion of KINESIOL 1A03, 1AA3, 1E03, 1F03, 1K03, to transfer to the Honours Kinesiology program. Such students must attend a mandatory preregistration counselling session with an Academic Advisor. Students who fail to meet the minimum requirements for transfer to Honours Kinesiology, must transfer to a non-Kinesiology program for which they qualify.

Students with a GPA between 3.0 to 3.4, must transfer to another program to which they qualify. Students with a GPA below 3.0 may not continue at the University.

B.Sc. Programs

Students must have a Grade Point Average (GPA) of at least 3.5 to continue in a three-level B.Sc. program. Students with a GPA between 3.0 to 3.4, may continue on academic probation for one reviewing period. Students may be on academic probation only once. Students with a GPA below 3.0 may not continue at the University.

Honours B.A.Sc. Programs

Students must have a Grade Point Average (GPA) of at least 5.0 to continue in an Honours B.A.Sc. program. Students with a GPA between 4.5 to 4.9, may remain in the Honours B.A.Sc. program, but will be placed on program probation. Students may be on program probation for only one reviewing period. Students with a GPA between 3.0 to 4.4, must transfer to another program for which they qualify. Students with a GPA below 3.0 may not continue at the University. Graduation from an Honours B.A.Sc. program requires a Grade Point Average of at least 5.0.

M.R.Sc. Program

Students must complete all the course requirements prescribed for Level I Medical Radiation Sciences by the end of Winter Term of Level I, with a Grade Point Average (GPA) of at least 5.0 or permission of the Committee of Instruction (Chair Medical Radiation Sciences (Mohawk), Coordinator Medical Radiation Sciences (McMaster), Coordinator Radiation Therapy Specialization, Coordinator Radiography Specialization, Coordinator Ultrasonography Specialization). For additional program-specific regulations, see the School of Interdisciplinary Science (SIS) in the Faculty of Science section of this Calendar.

Graduation

The following minimum Cumulative GPA are required to graduate:

- B.A. - 3.5
- B.A. (Honours) - 5.0
- B.S.W. (Honours), B.A. /B.S.W. and B.S.W. - 6.0
- B.Arts Sc. and B.Arts Sc. (Honours) - 5.0
- B.A.Sc. (Faculty of Engineering) - 4.0
- B.A.Sc. (Honours) (Faculty of Science) - 5.0
- B.Com. - 4.0
- B.Com. (Honours) - 5.0
- B.Eng., B.Eng.BME., B.Eng.Biosciences, B.Eng.Mgt., B.Eng.Society - 4.0
- B.F.A. (Honours) - 5.0
- B.H.Sc. - 3.5
- B.H.Sc. (Honours) - 5.0
- B.H.Sc. (Midwifery) - 6.0
- B.H.Sc. (Honours) (HESE Specialization) - 4.0
- B.M.R.Sc.*- 4.5
- B.Mus. (Honours) - 5.0
- B.Sc. - 3.5
- B.Sc. (Honours) - 5.0
- B.Sc.Kin. (Honours) - 5.0
- B.Sc.N. - 5.0
- B.Tech - 3.5

* All requirements must be completed within five years from the time of registration in Level 2.

Prior to convocation, graduating students must complete their profile in the graduation tile in Mosaic by the appropriate deadline in their final term of study. Students wishing to graduate with a Minor must complete the application in the Minor/Certificate Application Centre.

Degrees will be conferred at the Convocation immediately following the completion of the degree. Students unable to attend the convocation ceremony who wish to attend a later ceremony should consult the *Policy on Deferral of Attendance at Convocation* and must contact the Office of the Registrar within the prescribed deadlines.

Parchments, Diplomas and Certificates

Diplomas will not be released to students with an outstanding financial account with the University. Diplomas are held for a period of 12 months following the Convocation date before being destroyed. Students requesting diplomas after this period are required to pay a replacement fee.

Graduates may request a duplicate or replacement degree parchment, diploma or certificate (fees apply). A duplicate copy will be issued when requested by a graduate or when the original document has been lost or destroyed.

The words *duplicate copy* or *reissued* will be affixed to all degree parchments, diplomas or certificates requested in this manner and will bear the signatures of the current Chancellor, President and Vice-Chancellor, and Registrar.

Damaged parchments must be returned to the Office of the Registrar before the new parchment, diploma or certificate is issued.

NEW COURSE:

VSR 1A00 – VISITING UNDERGRADUATE STUDENT RESEARCH

This course is for domestic and international students who are coming to McMaster to conduct research as part of their degree studies at their home university. This course is not for credit. Enrollment in this course is by permission only. Course content will be determined by the host program/supervisor.

****in the printed version of the calendar, this course will be found with the INSPIRE courses****

Justification: Included with INSPIRE courses as registration and enrollment will typically be in the summer term. This is a "holding" course for the purpose of tracking, fees, and health care coverage, and is not owned by a specific Faculty or Program.

AD HOC COMMITTEE ON COURSE MANAGEMENT

(Undergraduate Council)

TERMS OF REFERENCE

Mandate

An ad hoc committee, governed by a majority of members from McMaster's Undergraduate Council and supported by the University Secretariat, is tasked with striking a review of the *Undergraduate Course Management Policy*. The Committee shall consider and recommend revisions to the Senate *Undergraduate Course Management Policy* and other policies as required to facilitate implementation.

Requirements of the Committee

The Ad Hoc Committee formed will be asked to:

- ❖ Establish a list of stakeholders and solicit feedback from this group;
- ❖ Review and consider the recommendations for revisions proposed by working groups in response to the 2022-2023 Ombuds Report;
- ❖ Review and consider the recommendations for revisions proposed by the Ad Hoc Committee on Relief for Student Absences, which include guidance and clarity for the use of MSAFs in an individual course; UDL policies; the types of relief granted; as well as how instructors are to address MSAF submissions in a group work setting
- ❖ Undertake an environmental scan to identify practices by other universities or colleges and consult relevant literature;
- ❖ Provide clarity on reading week expectations
- ❖ Recommend revisions to the current policy; and
- ❖ Identify any future considerations that are considered out of scope.

Proposed Membership Structure

- ❖ Vice-Provost, Teaching & Learning, *Chair*
- ❖ Two Associate Deans or designates
- ❖ Five faculty members elected or appointed by Undergraduate Council
- ❖ One undergraduate student appointed by Undergraduate Council

Consultants (all non-voting)

- ❖ Assistant Deans of two Faculties and the Arts & Science program
- ❖ University Secretary or designate
- ❖ Policy Advisor and Projects Officer
- ❖ Senior Associate Registrar, Undergraduate Admissions

The Committee has the authority to appoint consultants when required.



April 2024

TO: Undergraduate Council

FROM: Kim Dej
Vice-Provost, Teaching and Learning
Co-Chair, Quality Assurance Committee

RE: 2020 - 2023 IQAP Cyclical Program Reviews

INTRODUCTION

The purpose of Institutional Quality Assurance Process (IQAP) program reviews is to assist academic units in clarifying their objectives and to assess curriculum and pedagogical policies, including desirable changes for future academic development. Although the primary objective for these reviews is the improvement of our academic programs, the processes that we adopt are also designed to meet our responsibility to the government on quality assurance. The process by which institutions meet this accountability to the government is outlined in the Quality Assurance Framework (QAF), developed by the Ontario Councils of Academic Vice-Presidents (OCAV). Institutions' compliance with the QAF is monitored by the Ontario Universities Council on Quality Assurance, also known as the Quality Council, which reports to OCAV and the Council of Ontario Universities.

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

All program review reports (including self-studies, review team recommendations, departmental responses, and dean's implementation plans) are submitted to McMaster's Quality Assurance Committee, a joint committee of Undergraduate and Graduate Councils. The Quality Assurance Committee assesses all submitted reports and prepares a Final Assessment Report (FAR) for each program review conducted during the previous academic session.

Each FAR:

- | Identifies significant strengths of the program;
- | Addresses the appropriateness of resources for the success of the program;
- | Identifies opportunities for program improvement and enhancement;
- | Identifies and prioritizes the recommendations;

Undergraduate Council and/or Graduate Council will review this report to determine if it will make additional recommendations.

2020 – 2023 IQAP CYCLICAL PROGRAM REVIEWS

The following programs were reviewed during 2020 – 2021:

Undergraduate Programs

BSc. Nursing
Power & Energy Engineering Technology
Software Engineering Technology
English and Cultural Studies
Health, Aging and Society

The following programs were reviewed during 2021 – 2022:

Undergraduate Programs

History

The following programs were reviewed during 2022 – 2023:

Undergraduate Programs

Biomedical Discovery & Commercialization
Political Science

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

School of Nursing – BScN Program

Date of Review: May 18 - 19, 2021

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate programs delivered by the School of Nursing. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), Bachelor of Science in Nursing (BScN) program within the School of Nursing submitted a self-study in March 2021 to the Vice-Provost Faculty to initiate the cyclical program review of its undergraduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Executive Dean, Faculty of Health Sciences, and selected by the Vice-Provost Faculty. The review team reviewed the self-study documentation and then conducted a review on May 18-19, 2021. The review included interviews with the Provost and Vice-President (Academic); Faculty Executive Dean, Vice-Provost Faculty, Associate Dean, Academic, Assistant Dean, Director of the School of Nursing and meetings with groups of current students, full-time faculty and support staff.

The Director of the School of Nursing and the Executive Dean of the Faculty of Health Sciences submitted responses to the Reviewers' Report (June 2021). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

The following program strengths were identified:

- High quality, with an established national and international reputation and history. It is well aligned with McMaster’s mission and academic plan.
- Well-established, high level kaleidoscope curriculum that meets the expected standards of professional baccalaureate nursing education and program outcomes in line with standards.
- Well-established, high level of nursing knowledge and entry-to-practice competencies
- Well-recognized educational framework of PBL/PBL based education across the three sites, which includes library resources, adequate faculty commitment to teaching and scholarship, an adequate system of faculty development around program expectations and goals to familiarize [new] faculty with the program, attention to student success and support, and a focus on inclusiveness, collaboration, and respect.
- A clear governance structure that includes a commitment to collaborative organizational and operational committee structures that focus on a consistent approach across three sites, while respecting differences between organizational cultures and contexts at each site, and maintains a network of connections with practice partners, alumni, and local communities.

More specific areas program enhancement described in the report are directly reflected in the recommendations, discussed below.

Implementation Plan

The following areas of enhancement were identified for the BScN Program. Recommendations were focused on IPE, ongoing attention to EDI and continued simulation and virtual learning enhancements. More specifically, we will address each of the recommendations as outlined in the executive summary provided by the reviewers

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
<p>1. We recommend applying the currently optional facilitated review for Indigenous applicants to the nursing programs more systematically and structurally available from the initial moment an applicant who identifies as Indigenous expresses interest to apply of submits a query about the application process. Possibly apply it to all Indigenous students who</p>	<ul style="list-style-type: none"> • This is an important priority for the program. We will have an opportunity to address these gaps as we move forward with the One Admission initiative across our 3 site Consortium. • Currently, the facilitated indigenous application process (FIAP) at the McMaster site is mandatory if an applicant wishes to be considered for one of the seats that are reserved for indigenous students. In 		

<p>express an interest in applying as soon as they start the online admission process or contact the admission office. Collaborate with the McMaster Admission office and Faculty of Health Science Indigenous Learning Lodge on this [Admission section; see also 7b Quality Enhancement, comment on EDI, faculty]. We recommend exploring expansion of the facilitated admissions program to an automatic admission program for Indigenous students who meet the minimum entrance requirements in recognition of the historical quality gap. This might include a support year of study and designated advisors throughout the program. Careful exploration of the reasons that Indigenous applicants have not been accepted is warranted.</p>	<p>addition, if successful in FIAP, the applicant does receive an automatic admission based on the minimum entrance requirements as recommended. With One Admission, the two College sites will soon be integrated in this process to enhance consistency and address gaps.</p> <ul style="list-style-type: none"> • FIAP is well-communicated, with clearly delineated steps for the applicant. This process is in place for all FHS programs, including BScN. We provide a direct link to this process and all information on our website and University Undergraduate Calendar. Facilitated Admissions Self-Identification Indigenous Students Health Sciences Office. • FIAP is well-integrated in all University and McMaster site BScN recruitment events. The University recruitment team works closely with our internal BScN admission team to further disseminate information regarding indigenous admission support resources. • As above, Mohawk and Conestoga will be adapting McMaster’s FHS FIAP this upcoming admission cycle as we collaboratively implement the One Admission process. Indigenous faculty from our College sites have already been identified to assist in this FIAP review process. This process will be informed under the leadership of Dr. Bernice Downey (first inaugural Associate Dean for Indigenous Health and 		
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	<p>Tenured Faculty in the School of Nursing).</p> <ul style="list-style-type: none"> • It is important to review our involvement with the FHS Indigenous Health Initiative and the Learning Lodge. The School of Nursing (SON) has been an active participant since 2017 and engaged in all developments to date. Our BScN faculty have worked on several developments with Dr. Downey. Importantly, the BScN Indigenous Curriculum workgroup, chaired by Dr. Downey with faculty representation across our 3 sites has been facilitating curriculum change for two years. • We will attend to the recommendation of exploring rationale for indigenous applicants not being accepted in the program. This is an important area of enhancement to better understand barriers. We will integrate in our new One Admission initiative. • We will continue collaboration with FHS-ISHS (Indigenous Students' Health Science Office) to ensure indigenous students are well-supported in their journey to success. 		
<p>2. Admission for Underrepresented groups: Other underrepresented groups such as Black students, students who identify as being from LGBTQ2+ and from lower socioeconomic backgrounds would also benefit by an optional facilitated admissions process. Currently at McMaster facilitated Blac</p>	<ul style="list-style-type: none"> • As a SON, we will review the outcomes of admission pilots in the MD, Midwifery and BHSc programs. We were aware of these initiatives as leadership participated in a review of the proposals. Once One Admission is fully implemented in our Consortium, we will review the outcomes of other facilitated processes and incorporate opportunities to 		

<p>admissions process are in place in the Bachelor of Health Science and Midwifery programs with the MD program planning to implement next year. Models in place within these programs along with your current facilitated Indigenous Admission program could help to develop a similar program for these populations. It is important that along with facilitated admissions programs, it is important to provide ongoing support for all students admitted through a facilitated admission program.</p>	<p>address this recommendation. The time of the larger admission initiative made it difficult to consider new goals at this time.</p> <ul style="list-style-type: none"> • We will attain guidance from the University regarding admission processes for underrepresented groups. In addition, the EDI Strategy and the FHS EDIAC (Equity, Diversity, Inclusion Advisory Committee) will be important resources to guide future development. • We will implement our 5-year strategic plan which describes the School of Nursing commitment to diversity. This was developed with membership from the Equity and Inclusion Office. 		
<p>3. We recommend the development of a mandatory, integrated IPE curriculum that addresses the competency framework established by the Canadian Interprofessional Health Collaborative (CIHC) and accrediting bodies of the health professions (AIPHE) is required. Protected time within the curriculum is required to fully implement an IPE program. In addition, protected time is required for faculty to develop a robust IPE program as well as time for faculty education related IPE (IPE facilitation, IPE development, IPE collaboration). Effective IPE experiences involve collaboration at all levels</p>	<ul style="list-style-type: none"> • The recommendation of dedicated time for the development of IPE curriculum is very important. We will consider the current areas of scholarship across our UG faculty and determine how best to address this suggestion. • We value the feedback regarding mandatory IPE learning activities. As an active member of PIPER, the Consortium BScN Curriculum committee and Faculty leads will develop and implement a plan to integrate mandatory student participation in a select number of IPE learning activities, similar to the framework of our colleagues in Medicine. • We will review our current IPE curriculum scaffolding (developed using CIHC) and determine opportunities for 		

<p>from development to implementation. Faculty require protected time to nurture these collaborative partnerships and to actively work in collaborative teams. Further expand the use of simulation and virtual learning to include IPE simulation and virtual IPE simulation.</p>	<p>enhancement. Our program is committed to insitu IPE; thus, our learners will continue to have full exposure/immersion within health care contexts. During this pandemic time, our BScN program was one of the few across Ontario who did not substitute simulation for real immersion in hospital settings. We take pride in this curricular focus and students value team learning directly in the contexts. We will couple this with ongoing Faculty Development to prepare teachers to facilitate student learning in relation to team competencies as described in the frameworks.</p> <ul style="list-style-type: none"> • In terms of simulation-based learning, we have been immersed in this methodology of teaching for over a decade. We began with a dedicated simulation Faculty Lead about 10 years ago and evolved into a train the trainer model, where all faculty enhanced their competency in simulation-based learning. Currently, we continue to integrate standardized patients, partial/full task trainers, intra-professional simulations, and high-fidelity crisis simulation. Virtual standardized patients were integrated this past year. In addition, we have a team developing virtual simulations games. 		
<p>4. Differentiating roles: Academic Advising and Faculty. We recommend further quality assurance measures to assess satisfaction with academic</p>	<ul style="list-style-type: none"> • We will review the roles specified in this recommendation and identify strategies to enhance quality and student satisfaction, particularly as it 		

<p>advisement and to improve information students receive about accessing advisement and/or about communication lines to communicate concerns about performance in the program. Consider clarification of the difference between the roles of faculty versus academic advisor in relation to academic advising versus meeting professional and practice competencies – setting clear parameters for wait times for scheduling advising appointments also need monitoring. Development of clear communication pathways to be added to the student handbook would help students to navigate the challenging situations that arise when they have concerns with someone in a position of power.</p>	<p>relates to performance in the program. We will gather additional feedback to understand communication and informational needs at each of our 3 sites. The feedback will guide goal setting and better address cohort and geographical differences across our Consortium.</p> <ul style="list-style-type: none"> • We will review appointment wait times and integrate an assessment component following these appointments. We will review the information that is included in advising appointments to better address student communication with various roles. 		
<p>5. Enhance knowledge of current concepts: More explicit incorporation of current trends in nursing knowledge around the concepts of Cultural Safety [CS], Trauma and Violence Informed Care [TVIC], Culturally Responsive Pedagogy (CRP) and Universal Design for Learning (UDL) that can help to apply decolonizing, anti-racist, and anti-oppressive theories and practices that promote equity and inclusion within the</p>	<ul style="list-style-type: none"> • We are hoping you may have had an opportunity to review our recent College of Nurses of Ontario curricular mapping during the program review. Several of the curricular competencies within these concepts are required in our province. These were mapped with sources of evidence from our curriculum: Trauma-informed care, including survivor safety/choice and control; Recovery-oriented nursing care; Knowledge of the TRC; Indigenous health knowledge and Collaboration with healers/elders; Optimizing 		

<p>classroom) [Curriculum section].</p>	<p>Health literacy for all clients; Cultural Humility and Culturally safe environments. We will review the concepts and ensure they are well-incorporated.</p> <ul style="list-style-type: none"> • In addition to curricular work, we continue to enhance faculty development offerings in these areas. This past year, trauma informed teaching practice was a primary area of learning for our teachers. • We will continue to review Universal Design for Learning strategies. This has been an important area of focus at the University, with several supportive strategies and resources. We will continue to support BScN faculty responsible for developing curriculum, to further enhance expertise in this area. • We have started to integrate bias and diversity training in all elements of our Human Resources practices. This will require ongoing training to better address this recommendation. • Finally, since 2019, the SON has required all of FT faculty to complete cultural safety training. In the last year, this goal has been further broadened to other faculty and staff cohorts. 		
<p>6. Remediation practices to support learners: Remediation policies that are integrated into the fabric of the nursing program and that support the student are essential for student success and need to be developed. The formalized</p>	<ul style="list-style-type: none"> • A formal remediation process is an important commitment for student success. Your recommendation of early intervention is essential within this commitment. Ongoing faculty preparation and mentoring for our clinical teachers is needed, particularly during a time of 		

<p>remediation process needs to be available to students at all points in the program. This process would include a dedicated person to oversee the program while working collaboratively with faculty and students to develop individualized plans that address knowledge, skills, and performance. A successful remediation process would have both faculty and students identifying academic challenges early and referring to remediation assistance.</p>	<p>increased faculty turnover in the clinical courses. Faculty will need to be well-versed in the development of individualized, clinical remediation strategies for student success.</p> <ul style="list-style-type: none"> • Currently, there is an established process for clinical remediation in the simulation lab. All students who require remediation in clinical practice meet with our clinical instructor in the lab. We have a formal referral form that is completed by the teacher, identifying areas requiring competency development. The teacher and lab instructor collaborate with the student to develop a plan for success. • Currently, a formal policy addressing the above practices is not in place and we value the recommendation. We will formalize our informal processes across the Consortium and develop a policy to guide remediation practices and enhance support of learners. 		
<p>7. Caution with the use of proctoring tools: Considering responses from students on the impact of the use of invigilation tools, such as Proctorio, we recommend caution and possibly to consider alternative examination supervision or evaluation methods. [Teaching and Assessment section; and 7.2 Quality Enhancement section]</p>	<ul style="list-style-type: none"> • As you may be aware, the University has supported accredited programs in their use of the proctoring tool, Respondus. There have been several resources developed to support learners and teachers. • BScN has successfully utilized this program across several courses this past year. We have been attentive to student preparation, with assurance that the level of monitoring is maintained at 		

	<p>its lowest level of perceived intrusion.</p> <ul style="list-style-type: none"> At this time, with the degree of academic integrity and the importance of acquiring learning competency across our rigorous science program, we will continue to use this tool while delivering courses remotely, building on our experience this past year. 		
<p>8. Recruiting diverse faculty: Consider the overall ethnic and demographic diversity of the faculty and continue efforts to recruit ethnically diverse faculty. [Quality indicators: faculty section].</p>	<ul style="list-style-type: none"> We will continue to work on this recommendation. We have identified this as an important commitment in our current SON strategic plan. We have begun to consider practices in Human Resources to enhance recruitment when full time appointments become available. 		
<p>9. One Admission evaluation and attrition: It seems advisable to carefully track the impact of One Admission, and in the process explore attrition across sites as well as impact One Admission may have on diversity within the student body as well as in response to needs of population [Quality indicators: students' section]. Also, monitor and evaluate the impact of One Admission across sites on student achievements, performance, and progression through the program [Program Enhancement, outcomes of previous reviews sections].</p>	<ul style="list-style-type: none"> The review of attrition across our 3 sites is appreciated. As a Consortium, we are monitoring academic success and recognizing there may be greater attrition at some sites. Identifying the right candidate at the point of admission is essential for program completion. This was an important factor in determining McMaster would lead decision-making for admission to the three BScN programs. With the implementation of One Admission, an evaluation plan will be developed. The BScN admission team will identify relevant metrics, measuring change and/or success in the is program initiative. 		
<p>10. Recruitment strategies and underrepresented groups: Promotion of</p>	<ul style="list-style-type: none"> Refer to responses for recommendation 1 and 2. 		

<p>nursing to students in middle school may help facilitate interest in nursing, improve recruitment numbers and help them better prepare Indigenous students for a career in nursing. Working with the Indigenous faculty and Indigenous community to promote nursing as a career choice could be enhanced, for example, through the creation of summer camps for Indigenous students. Expanding to camps that include students from other underrepresented groups may also help to increase the percentage of student representation from these populations. A key element of such camps is the inclusion of current nursing students from the targeted groups as camp counselors so that young Indigenous students and young students from other underrepresented can see themselves as nurses. [2: admissions section].</p>	<ul style="list-style-type: none"> At present, the mandate of meeting with high schools or middle schools is supported by central University recruitment. It is important that we determine strategies to assist in these efforts to better prepare students for nursing as a career choice. This is particularly important for underrepresented groups. 		
<p>11. Diverse student representation on committees: We recommend to carefully monitor diverse student representation opportunities across committee and other student bodies across programs/sites. Based on student feedback, explore the possibility of mentoring or peer support resources for new graduates by recently graduated alumni from</p>	<ul style="list-style-type: none"> This is an important recommendation. We will review our process for recruitment of student membership on BScN committees, with attention to diverse representation. Consultation with other student groups, including MSU and the offices mentioned above, EIO, and EDIAC will be important. 		

the Consortium. [7.2 Program Enhancement, quality enhancement section].			
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Dean's Response

We were grateful to receive the Reviewers' Report of the Bachelor of Science in Nursing (BScN) program. We wish to extend our thanks to the external reviewers, Dr. Geertje Boschma of University of British Columbia and Ms. Kathryn Hayward of Dalhousie University; and to our internal reviewer, Dr. Amanda Bell. Their review of our large and complex undergraduate Nursing program was collegial, thorough, and thoughtful; and their insights were both affirming and supportive in the further evolution of the Bachelor of Science in Nursing program.

We have reviewed the report carefully alongside the Program's responses to the recommendations raised by the reviewers. We thank the reviewers for acknowledging the program's many strengths, including its high quality, national and international reputation, high level of competence of graduates, faculty development and commitment, and clear governance across a complex organizational structure.

We feel that that the program has earnestly reviewed the recommendations and provided reasonable plans to move forward with these. More specifically, we acknowledge the program's several types of responses that include full support of the reviewers' recommendations; descriptions of work that is already occurring within the program that addresses recommendations; and acceptance of recommendations with intentions to implement change, but no clear plan. Some recommendations were also rejected by the program and we will address these below along with the others.

The program expressed strong agreement with the reviewers and provided specific plans for recommendations related to the IPE curriculum; and formalizing policy related to remediation practices to support learners. The BScN Program also pointed to several places where they are already doing work in recommended areas, including, Indigenous Admissions where the ongoing work is extensive; and addressing a list of suggested current trends in nursing knowledge, many of which are explicitly addressed in the current program curriculum.

There were two recommendations where the program expressed concerns about the recommendations. We are in support of the program's interpretation and plan with regards to these. The BScN program is initiating an extensive and well-developed change to their admissions process which was created with great attention to historical data, and with extensive consultation with our College Consortium partners. The program has expressed the need to wait to develop further admission processes for other under-represented groups while this new admissions process is implemented. Given the scope of the change, this seems entirely appropriate. The program also cites other initiatives moving forward with the central university's *Equity, Diversity, and Inclusion Strategy*, as well as initiatives within other education programs within the Faculty of Health Sciences that will help inform future planning in this area in the BScN program once *One Admission* is fully implemented.

The second recommendation where the program expressed concern was with respect to the caution of the use of proctoring software for virtual examinations, and encouragement to adopt “alternative examination and supervision or evaluation methods.” We similarly agree here with the program’s response that they have successfully used the *Respondus* proctoring tool across a number of courses; that academic integrity issues have been noted to have increased with an increased use of virtual assessment throughout the COVID-19 pandemic; and that assessment stakes should reflect the competencies being measured and their importance to the competency of graduates. We support the program’s planned, continued use of online proctoring in their “rigorous science program[ming]” for remote courses. As most courses will move to in-person learning and as examinations are scheduled to be in-person this term, this may be a moot issue.

Finally, there are a number of remaining recommendations where the program has indicated an intent to better understand the contributing factors to the recommendation; and develop future planning around the concerns identified by the reviewers. In many instances, this work aligns with broader commitments in the School of Nursing, such as the recruitment of a more diverse faculty cohort as identified in the School’s strategic plan. We will work closely with the School to continue to monitor these recommendations and the commitments the program has made to address them.

Again, we thank the reviewers for their thoughtfulness in broadly considering the many issues facing our three-partner, multi-stream BScN Consortium programming; and for working with our School of Nursing team to conduct a successful, virtual review. We acknowledge the excellent organization of this review by the School of Nursing; and thank them for their earnest consideration of the recommendations put forward by the reviewers.

Quality Assurance Committee Recommendation

McMaster’s Quality Assurance Committee (QAC) reviewed the above documentation, and the Committee recommends that the Bachelor of Science in Nursing (BScN) program within the School of Nursing should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Power and Energy Engineering Technology

Date of Review: May 18 - 19, 2021

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the Bachelor of Technology (B.Tech) Power and Energy Engineering Technology Program. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the W Booth School of Engineering Practice and Technology submitted a self-study in April 2021 to the Vice-Provost Faculty to initiate the cyclical program review of the B.Tech. Power and Energy Engineering Technology Completion Program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Faculty Dean, W Booth School of Engineering Practice and Technology, and selected by the Vice-Provost Faculty. The review team reviewed the self-study documentation and then conducted a review on May 18-19, 2021. The review included interviews with the Provost and Vice-President (Academic), Faculty Dean, Vice-Provost Faculty, Associate Dean Academic, Program Chair of the B.Tech. Power and Energy Engineering Technology Program within the W Booth School of Engineering Practice and Technology and meetings with groups of current students, full-time faculty and support staff.

The Program Chair of the B.Tech. Power and Energy Engineering Technology Program and the Dean of the Engineering submitted responses to the Reviewers' Report (September 2021 and April 2022, accordingly). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

The program offered is highly successful and has gained a strong following amongst students. Most students are part-time and their engagement is limited to the program and they do not generally participate in campus/university affairs. This program is primarily a professional teaching and learning type, with a focus on applied and experiential learning.

The admission requirements are highly commendable and can attract highly qualified individuals who conscientiously choose the B.Tech. stream as opposed to the B.Eng. stream.

The 3-hour long lecture periods were questioned as being too long, as the practical individual retention periods are normally shorter. However, the students preferred fewer, but longer class periods instead of more-shorter but more-often classes; this was a concern due to travel times to campus that students had to adhere to. Post COVID, it appears, online classes will be preferred by students.

The reviewers felt that the DCP ENERTECH course map should be forward-looking rather than backward-looking, and topics/subjects that were traditionally accepted in the past should be looked at in a new perspective.

The reviewers felt that there is a need to diversify the faculty and provide an extra full-time support faculty member. The heavy reliance on sessional lecturers may have some continuity and program quality concerns.

The governance system used to assess the program and implement changes appears consultative and inclusive.

The support of academic services appeared adequate. Due the amalgamation of McMaster and Mohawk activities, the scheduling concerns may need some verification.

The following program strengths were identified:

- The program offered is highly successful and has gained a strong following amongst students.
- Instructors are experienced and connected with local community and provide a high-quality teaching environment.

The following areas of improvement were suggested:

- The course map should be forward-looking rather than backward-looking, and topics/subjects that were traditionally accepted in the past should now be looked at in a new perspective.
- Diversify the faculty and provide an extra full-time support faculty member.
- Improve on-campus student engagement.

More specific areas program enhancement described in the report are directly reflected in the recommendations, discussed below.

Implementation Plan

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
<p>It is recommended to develop a stronger and sustainable post-program interaction for students of the program.</p>	<p>Conduct a survey of current and former ENRTECH students to determine the kind of post-program interaction that the students would like to see.</p>	<p>Program Chair will investigate whether ENRTECH graduates will benefit from post-program activities including but not limited to:</p> <ol style="list-style-type: none"> 1. Helping with senior projects 2. Sharing of industry experience 3. Attending tutorials in preparation for PEO exams 4. Attending mini-courses on advanced power systems engineering. 	<p>Preliminary investigation completed by August of 2022.</p> <p>Recommendations ready by January of 2023.</p> <p>Implementation begins in September of 2023.</p>
<p>The course on “Power Systems and Electrical Machines” should be changed to deal with “Electromagnetics and Electrical Machines”. This is more logical since there is a heavy reliance on fundamental knowledge of electromagnetics for application in electrical machines. Since this impacts the Level 4 course on Power Transmission, this should be jointly considered with that course.</p>	<p>Review the course contents of ENRTECH 3EP3 “Power Systems and Electrical Machines” _and ENRTECH 4EM3 “Transmission Lines and Electromagnetics” _and identify whether it is beneficial to redistribute the contents of these two courses.</p>	<p>Program Chair will meet with course instructors to discuss pros and cons of the reviewers’ recommendation.</p>	<p>Preliminary study completed by August 2022.</p>

<p>Remove the course on “Mechanics of Fluids”. However, this may have negative implications on PEO accreditation. In that case, it could be merged with the course on Thermodynamics. But, this will free up one core course slot, to be replaced as a new core course on “Programming for Power Engineers.” This new course will also introduce software programming skills using Matlab, and other softwares like emtp-rv, to students who have expressed a desire for this.</p>	<p>Determine whether it is beneficial to retail ENGTECH 4TF3 “Mechanics of Fluids” as a technical elective and offer a new technical elective on computer applications in power engineering.</p>	<p>Program Chair will discuss with current and former ENRTECH students to consult their opinions.</p>	<p>Recommendation ready by August of 2022.</p> <p>Implementation by September of 2023.</p>
<p>Industrial Electronics should cover more general power electronics topics. A rationalization of some course content may be needed.</p>	<p>Review the course contents of ENRTECH 3IE3 “Industrial Electronics” to identify what contents can be modified and changed.</p>	<p>Program Chair will discuss with course instructor and Program Advisory Committee members on how to modify this course and perhaps rename it as “Power Electronics”.</p>	<p>Recommendation ready by August of 2022.</p> <p>Implementation will start in September of 2023.</p>
<p>Mathematics plays a key role in understanding concepts/fundamentals of electrical and power engineering. The two courses on mathematics should be re-named “Introduction to Mathematics” and “Advanced Mathematics.” Some course content may need to be re-examined.</p>	<p>Look into the benefits of renaming “Mathematics V” to something else.</p> <p>Review the course contents of Advanced Math to see if some contents can be changed.</p>	<p>Program Chair will meet with the course instructors to identify change.</p>	<p>Recommendation ready by August of 2022.</p> <p>Implementation will start in September of 2023.</p>

<p>Some comments on the “Senior Engineering Project” were received that this could be extended to cover two- semesters. This will incorporate flexibility and allow some research/design aspects to be added to the Project. Faculty had expressed some interest to do research-based projects rather than simply do applications-oriented projects.</p>	<p>Investigate whether it is beneficial to make the senior project a two-term project, say ENGTECH 4EP3 and a new course ENRTECH 4XX3. The first course will focus on literature search, a project proposal, and a pre-feasibility study report. The second course will cover detailed analysis and a final report/technical paper.</p>	<p>Program Chair will meet with the upper management to discuss possibilities.</p>	<p>Recommendation ready by August of 2022.</p> <p>Implementation will start in September of 2023.</p>
<p>The two courses “Renewable Power Generation from Wind, Solar and Hydro” and “Fuel Cell, Geothermal and Biomass Power Generation” should be combined into one course called “Renewable Generation”. A second course on battery storage and energy management systems should then be introduced.</p>	<p>Investigate the merits of merging the two renewable energy courses into one and introducing a new technical elective focusing on energy management systems with high penetration of renewable energy.</p>	<p>Program Chair will meet with course instructors to determine how best to implement this recommendation.</p>	<p>Recommendation ready by August of 2022.</p> <p>Implementation will start in September of 2023.</p>
<p>Course on “Power Quality” should be renamed “Converter Control for Power Systems” and should also cover components of HVDC Transmission and FACTS technology. Aspects of Microgrids and the smart grid could be covered.</p>	<p>Enhance the course content by adding state-of-the-art power quality improvement techniques based on smart grid and FACTS technology.</p> <p>The Program Chair recommends keeping the course name as “Power Quality” since it is easily understood in the power industry.</p>	<p>Program Chair will meet with the course instructor identify potential changes to the course contents.</p>	<p>Recommendation ready by August of 2022.</p> <p>Implementation will start in September of 2023.</p>

<p>Course on “Transmission Lines and Electromagnetics” should be rationalized and renamed “Power Systems and Transmission Lines”. Some content will be exchanged with Level 3 course on “Electromagnetics and Electrical Machines”.</p>	<p>See Recommendation 2</p>	<p>See Recommendation 2</p>	<p>See Recommendation 2</p>
<p>Course on “Systems and Control” should be renamed “Control of Power Systems”.</p>	<p>Investigate whether it is desirable to split this course into two, one for ENRTECH and one for MANTECH.</p>	<p>Program Chairs of MANTECH and ENRTECH will meet to discuss options.</p>	<p>Recommendation ready by August of 2022.</p> <p>Implementation will start in September of 2023.</p>
<p>Course on “Artificial Intelligence” should be renamed “Computational Techniques for Power Systems”. The course content should introduce other software (ETAP, EMTP, etc.) as well as deal with AI algorithms.</p>	<p>See Recommendation 3</p>	<p>See Recommendation 3</p>	<p>See Recommendation 3</p>
<p>Diversify the faculty and provide an extra full-time support faculty member. The heavy reliance on sessional lecturers may have some continuity and program quality concerns. Perhaps, McMaster should commit to maintaining at the least 50% to 75% full time tenured and/or tenure-track professors devoted to this program. These</p>	<p>This recommendation is highly desirable.</p>	<p>Program Chair to discuss with Director of SEPT on any budget constraints and succession plan.</p>	<p>First round of discussions will take place at the next performance review meeting.</p> <p>Any recommendation will be implemented September of 2023.</p>

professors might be cross appointed in various departments and be explicitly directed to teach these courses.			
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Dean's Response

The power and energy responses seem fine. The comments in this case were very granular and at the individual course level which is often difficult to implement. The point about sessionals is well taken and I would note that the School in general typically tries to convert faculty members as appropriate. I would also note that the BTech instructors are amongst the most dedicated in the Faculty.

Quality Assurance Committee Recommendation

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation, and the Committee recommends that the B.Tech. Power and Energy Engineering Technology program should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Software Engineering Technology

Date of Review: May 18 - 19, 2021

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the Software Engineering Technology Program. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the W Booth School of Engineering Practice and Technology submitted a self-study in April 2021 to the Vice-Provost Faculty to initiate the cyclical program review of the Software Engineering Technology undergraduate program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Faculty Dean, W Booth School of Engineering Practice and Technology, and selected by the Vice-Provost Faculty. The review team reviewed the self-study documentation and then conducted a review on May 18-19, 2021. The review included interviews with the Provost and Vice-President (Academic), Faculty Dean, Vice-Provost Faculty, Associate Dean Academic, Program Chair of the B.Tech Software Engineering Technology Program within the W Booth School of Engineering Practice and Technology and meetings with groups of current students, full-time faculty and support staff.

The Program Chair of the B.Tech. Software Engineering Technology Program, the Chair of GENTECH and the Dean of the Engineering submitted responses to the Reviewers' Report (April 2022). Specific recommendations were discussed, and clarifications and corrections were presented. Follow-up actions and timelines were included.

The online format of this program presents unique challenges and opportunities. The reviewers found the program to be well placed to take advantage of the increasing demand for online studies. In particular, it helps to fill a particular demand for students wanting to complete their studies and upgrade their knowledge and skills part time. The program would benefit from improved communication, further means for students to collaborate and interact, and by fully embracing opportunities available to online-only instruction.

The following program strengths were identified:

This is a unique program that was designed from the beginning to use a 100% online format. As a degree completion program that requires incoming students to already have a college diploma, the format allows for students to complete their degree either full time or part time. The part time option is particularly appealing to students who work full time, and the courses are offered at times that help to facilitate this situation.

- Offers flexibility with evening and weekend courses and is therefore attractive for students who already hold fulltime employment outside of their university education.
- The program engages with industry experts and meets with them annually to discuss areas of improvement.
- Co-op program is very beneficial for students to find employment.
- The continuous evolution of the technical curriculum to meet the industry needs.
- The processes for curriculum improvement, resources, quality enhancement and system of governance is very strong.

The following areas of improvement were suggested:

Since the program is 100% online, the student experience could be enhanced by the program providing further means for students to interact and collaborate. Students would also greatly benefit from better communication regarding program information such as options and offerings.

- Student Interaction: Provide opportunities for students to interact more often with peers and alumni.
- Make information pertaining to course requirements, options, electives, etc. more easily accessible to students.
- Improve the representation of female students, and other underrepresented groups.
- Improve the accessibility of the program to help students who cannot attend the live lectures.
- Ensure diversity in the panel in terms of the representatives as well as the diversity in expertise. Formalize the roles of the industry panelists, setting expectations, and get written feedback on areas of improvement.
- Define opportunities for students to engage with faculty members who have an active research profile.

- Reduce the teaching load of the faculty members since it is a fully online program, and this will allow the faculty members to pursue novel pedagogical approaches to improve the effectiveness of the teaching in an online environment.
- Faculty members with significant student supervision and/or research should have a lower teaching load. This is important for faculty members who seek promotion to full professor, as promotion to full professor requires evidence of robust pedagogical research, which is likely quite difficult under the current setup.
- Explore opportunities to internationalize the program, especially given its online nature, to recruit international students who do not necessarily need to travel to Canada to complete their studies.
- Offer bridge courses to help students meet the standards in entry level math and statistics courses.
- Align the curriculum to be closer to name of the program, and introduce courses in databases and enterprise architecture.
- To serve the program in the 4 areas increase the number of full-time faculty members and offer streams or concentrations with specific learning paths.
- The current GENTECH courses are not contextualized and are fairly general for all streams. This does not serve the software students well. Better integration of the technical and GENTECH courses are needed, with the latter covering topics pertaining to software graduates.
- Pedagogical explorations pertaining to asynchronous delivery, replacing exams with micro-assessments, and curation of learning resources beyond the textbook and notes, should be undertaken.
- Computing resources such as laptops for sessional instructors is desirable.
- A dedicated IT person for the software program is desirable.
- Round the clock access to software like minitab is desirable.
- Hire more full-time tenure track faculty members (at least 3 in the next 3 years) in the program to attract and retain talent.
- Keep track of time-to-graduation to plan the offering better.
- Quality indicators through student and instructor surveys should be done for the program instead of the entire school.
- Have smaller class sizes and offer multiple sections for quality education.
- Develop collegial governance structures in which decisions are made in consultation with the students, faculty members and the department director.

More specific areas program enhancement described in the report are directly reflected in the recommendations, discussed below.

Implementation Plan

Note: In the table below the following personnel are indicated by their initials:

Dr. Seshasai Srinivasan – _SS; Dr. Jeff Fortuna – _JF; Dr. Marjan Alavi – _MA; Dr. Zhen Gao – _ZG; Mr. Mike Justason – _MJ; MM – _Ms. Michele Mantock; BB – _Dr. Brian Baetz

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Student Experience			
i. Create opportunities for students to interact with one another on a more frequent basis, given the online nature of the program.	i. Involve group projects, engage students in BRIC activities.	SS & Booth School Members	Winter 2022
ii. Create further opportunities for interaction with, and among, alumni.	ii. Advertise BSU events, graduation events, and socials	SS & Admin Staff	Fall 2022
iii. Improve communication with students regarding program requirements and options.	iii. Communicate more effectively through the cohort shell created on Avenue to make important announcement; keep the website updated.	Admin Staff	Ongoing
iv. Develop systematic mechanisms to address any imbalance in the student population with respect to underrepresented communities.	iv. Train with EDI office at McMaster, participate in recruiting and promotion activities, follow through with the strategic plan of the Booth school that has this component.	JF, MA, ZG	Summer 2022
Community Engagement			
i. Formalize the process of inviting industry professionals to be part of the industrial advisory board, including seeking diversity on the panel.	i. Currently 2 out of the 3 industry advisors are from visible minority group with one member being a female. More members will be added in the coming years.	SS	Ongoing
ii. Retain the co-op program and expand it where possible.	ii. co-op will continue to be part of the program.	SS	Completed

<p>Research</p> <p>i. If desirable and supported at the Faculty level, encourage research that is closely related to the areas of focus of the program.</p> <p>ii. Allow flexibility for faculty members, through reduced teaching load, to experiment with novel pedagogical approaches related to online teaching.</p> <p>iii. Explore the possibility of reduced teaching load for faculty members with significant student supervision and/or research.</p>	<p>i. The establishment of BRIC will serve well to encourage faculty members to undertake research.</p> <p>ii, iii. Faculty load reduction will be taken up with the Director of the school to determine how to account for pedagogical and domain research into the loads of the faculty members.</p>	<p>MA</p> <p>SS & BB</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>Internationalization</p> <p>i. Explore opportunities for further internationalization.</p>	<p>i. The faculty recruitment is centralized and they undertake advertisement campaigns to offshore locations to promote all the programs, including the software program.</p>	<p>Admin Staff</p>	<p>Ongoing</p>
<p>Admission Requirements</p> <p>i. Offer bridge courses or mentorship programs as needed, in particular with respect to Mathematics courses.</p>	<p>i. A bridge course will be offered to cover fundamental math topics to ensure students have strong foundation for the higher-level math courses. The current math course is also be revamped to include more pertinent topics.</p>	<p>SS</p>	<p>Fall 2022</p>

Curriculum			
i. Align program content and program title.	i. The program title was changed a few years back to the current title. We believe that since the curriculum is posted clearly on the website and our outreach activities explain the various flavours, we won't be misleading the students.	SS	-
ii. Consider including courses on databases and on enterprise architecture.	ii. We will pitch this to program advisory committee and seek their inputs before offering courses on these topics.	SS	Summer 2022 – Fall 2023
iii. Consider how best to grow the program in the four focus areas (software design, networking & security, AI & data science, and multimedia & computer graphics): i. Focus attention on one or two areas, or hire additional faculty and staff to be able to add sufficient courses in these areas ii. Consider designating such areas as streams or concentrations with specific learning paths.	iii. For the current as well as incoming students we will pitch the options as streams wherein the students can specialize in different areas, taking electives of their choice. To strengthen our expertise, we will take up a discussion at the faculty level to explore adding new fulltime faculty members in the software stream.	SS	Ongoing
iv. Consider tighter integration of technical and Gentech courses.	iv. Software specific GENTECH courses will be planned and offered exclusively to software students.	MJ	Ongoing
Teaching and Assessment			
i. Review advances in pedagogy as it relates to the online nature of this program, and how such advances might be incorporated.	i. The faculty members are actively engaged in pedagogical research as well as pedagogical experiments inside the classroom.	SS	Ongoing

Resources to Meet Program Requirements			
a. Assist part-time and sessional lecturers in obtaining access to appropriate hardware to deliver their courses.	a. Resources are being provided to sessional as well as full-time faculty members and we are ramping up support. We will work in coordination with the department Director and the Business Manager to explore allocation of more funds to make additional procurement in the upcoming years.	MM, BB, and SS	2022-2026
b. Provide access to software required for coursework during the entire term, including outside of lab times.	b. We will work in coordination with the department Director and the Business Manager to explore allocation of more funds to facilitate additional procurement in the upcoming years.	MM, BB, and SS	2022-2026
c. Provide dedicated admin support for this program.	c. This will be taken up by the Director with the Faculty of Engineering to determine a plan that could allow for additional hiring.	BB	2023
Quality Indicators			
i. Systematically collect and monitor data on students' applications and registrations, time-to-completion, graduation rates, etc.	We will work with the staff members at the W Booth School to determine a mechanism for collecting this data.	Admin Staff, MM	Fall 2021
Program Enhancement			
i. Enhance quality of faculty resources.	i. We will work in coordination with the department Director and the Business Manager to explore allocation of more funds to make additional procurement in the upcoming years.	MJ & SS	2022-2023
ii. Provide dedicated staff support.	ii. This will be taken up by the Director with the Faculty of Engineering to determine a plan		2022-2023

<p>iii. Expand curriculum into the four priority areas using advance planning and community engagement.</p> <p>iv. Integrate program components.</p> <p>v. Establish a committee to review online delivery mechanisms and gradually introduce effective pedagogical innovations.</p> <p>vi. Retain and strengthen the co-op program.</p> <p>vii. Investigate capping class sizes, introducing further sections or offerings, and/or capping admissions.</p>	<p>that could allow for addition hiring.</p> <p>iii. Curriculum changes are done based on the recommendation of the industry panel and full-time faculty members. Going forward, we will also consult with sessional faculty members that teach in the software program.</p> <p>iv. Software specific GENTECH courses will be planned and offered exclusively to software students.</p> <p>v. We currently have a pedagogical research committee that can be brought in an advisory role. Faculty members are routinely encouraged to adopt innovative pedagogical practices in the class and this will continue.</p> <p>vi. Co-op shall remain in the program.</p> <p>vii. We have noticed an explosion in enrolment in the software courses and are currently considering this for several software courses.</p>		<p>Ongoing</p> <p>Ongoing</p> <p>Fall 2022</p> <p>Completed</p> <p>Ongoing</p>
System of Governance			
<p>i. Address the separate management of the technical and non-technical (GENTECH) aspects of the program.</p>	<p>i. Software specific GENTECH courses will be planned and offered exclusively to software students.</p>	<p>MJ & SS</p>	<p>Fall 2022</p>
<p>ii. Consider developing a collegial governance structure that includes consultation with students and faculty members, along with the department chair.</p>	<p>ii. Currently all full-time faculty members teaching in the program are consulted before making any major changes. This is implemented after approvals from the director and associate</p>	<p>SS</p>	<p>Ongoing</p>

	director. Students are also consulted via townhall meetings when major changes are brought to the program. This practice will continue.		
Academic Services			
i. Curate and publicly share information on the program in an easy to access form for current and future students.	i. Information pertaining to the program is being regularly updated to the website. Information will also be regularly disseminated to the students enrolled in the program through mass emails and postings on our LMS.	Admin Staff, SS	Ongoing

Dean’s Response

The program has taken advantage of the pandemic to create an opportunity. The major comments from the reviewers regarding interactions with the students are difficult in an online format although I suspect that our experiences will continue to shape how this is accomplished as we move forward. There are a couple of comments about the need for additional support. I would be happy to review this in comparison to other programs in the Faculty. The number of different programs until the SEPT umbrella is significant and the students need to feel supported.

Quality Assurance Committee Recommendation

McMaster’s Quality Assurance Committee (QAC) reviewed the above documentation, and the Committee recommends that the B.Tech. Software Engineering Technology program should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

English and Cultural Studies

Date of Review: May 13th and 14th

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate and graduate programs delivered by English and Cultural Studies. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the department of English and Cultural Studies program submitted a self-study in April 2021 to the Acting Vice-Provost, Faculty and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its undergraduate and graduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Humanities, and selected by the Acting Vice-Provost, Faculty and Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a remote review on May 13th and 14th 2021. The review included interviews with the Provost and Vice-President (Academic); Acting Vice-Provost, Faculty, Vice-Provost and Dean of Graduate Studies, Associate Dean, Grad Studies and Research, Chair of the Department and meetings with groups of current students, full-time faculty and support staff.

The Chair of the Department and the Dean of the Faculty of Humanities submitted responses to the Reviewers' Report (December 2021 and February 2022). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

- **University Mission:** The reviewers recognized the department’s positive contribution to the university’s mission to “achieve international distinction for creativity, innovation, and excellence.”
- **Commitment to Teaching:** They praise ECS’s commitment to teaching, including the priority area of community engagement, and note students’ appreciation of faculty members’ support for them during COVID and the high quality of tutorials (reflecting dedicated TA training).
- **Research Program:** The reviewers also noted that faculty members have “robust research programs including innovative community-based, socially-engaged and interdisciplinary work,” suggesting that “the long list of faculty members’ publications, awards, grants and other honours is a clear sign of not only productivity but also high quality work being produced in the department.”
- **Top Overall Profile:** This research strength helps to explain why, in the reviewers’ words, the department “punches above its weight in terms of the size and success of its graduate program.”. They note that ECS “was described to [them], at every level, as the strongest department in the Faculty, with the best research and graduate records”.

Areas for Enhancement or Improvement

The reviewers listed several areas for improvement, with the qualifying note that some areas in which the department could improve are beyond the department’s control, due to governance structures and/or limited resources. Among the areas detailed in the recommendations below are:

- managing the balance between literary and cultural studies in graduate and undergraduate programs;
- communication to undergraduate students about these areas in relation to learning outcomes and different paths through the program;
- fostering undergraduate and graduate student community.

Summary of the Reviewers’ Recommendations with the Department’s and Dean’s Responses

Recommendation / Proposed Follow-Up	Responsibility for Leading Follow-Up / Timeline for Addressing Recommendation
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Undergraduate Program Recommendations	
Recommendation: Evaluate the balance between cultural studies and literature offerings	Responsibility for Leading Follow-Up: Undergraduate Curriculum Committee (UCC), Graduate Studies Committee (GSC), Cultural Studies and Critical Theory Committee (CSCTC), Department Chair, MacPherson Institute
Proposed Follow-Up: The department is evaluating the entire undergraduate curriculum in light of impending retirements. Managing the cultural studies/literature balance relationship will be part of those discussions. Important to note here is that many faculty members reject the idea of a dichotomy between cultural studies and literature as inconsistent with the realities of teaching in English and Cultural Studies: in keeping with the department’s strengths in “innovative community-based, socially engaged and interdisciplinary work” noted by reviewers, many of the courses taught and dissertations supervised in the department address literature, via the lenses of cultural studies and theory.	Timeline for Addressing Recommendation: 2021-2025 Work in the Undergraduate Curriculum Committee will begin this year towards reimagining undergraduate area requirements. Thinking through the way we address the relations and tensions between literature and cultural studies will be part of these conversations. A department retreat in 2022-2023 will focus on these issues and curricular changes, with the expectation that further changes will be necessary as more faculty members retire over the next 5 years. Consultations with the MacPherson Institute will assist in curricular (re)mapping and (re)assessing our program learning outcomes.
Recommendation: Ensure that students understand the relationship between these cultural studies and literature offerings	Responsibility for Leading Follow-Up: UCC, Graduate Chair, GSC, CSCTC, Department Chair
Proposed Follow-Up: The changes discussed above will go some way towards addressing this problem. However, since the report also identifies the relationship between these areas as a significant point of tension amongst some faculty, discussions at department meetings will need to go beyond specific course offerings to rethink how we see ourselves as a department (see above).	Timeline for Addressing Recommendation: 2021-2025 See above. One or two department meetings, in addition to the retreat described above, will focus on the question of our identity (to which the relationship between literary and cultural studies is central).
Recommendation: Engage in multi-year planning, with an eye to highlighting	Responsibility for Leading Follow-Up: UCC, Department Chair

<p>student pathways through the program (see next recommendation)</p>	
<p>Proposed Follow-Up: We understand the rationale for this recommendation, which has come up in previous IQAP reviews. Though we have tried to put in place 2-year plans, unanticipated course cancellations (usually due to unexpected leaves or course release) make it impossible to guarantee course offerings over a multi-year period. However, our curricular reform process will result in a leaner program so most courses will be taught often. The curricular reform itself is a form of multi-year planning towards a self-sustaining program with a small faculty complement.</p>	<p>Timeline for Addressing Recommendation: 2021-2025 (see recommendation 1, above)</p>
<p>Recommendation: Develop suggested pathways to help undergraduate students craft cohesive, connected programs according to their main interests</p>	<p>Responsibility for Leading Follow-Up: UCC, Department Chair</p>
<p>Proposed Follow-Up: Our planned undergraduate curriculum review will include modifying requirements to offer and articulate different routes through the program reflective of students' interests.</p>	<p>Timeline for Addressing Recommendation: 2021-2025 (see recommendation 1, above)</p>
<p>Recommendation: Emphasize key skills and learning outcomes on the department website, and in all material used in communicating with and advising students.</p>	<p>Responsibility for Leading Follow-Up: UCC, Department Chair, in consultation with MacPherson Institute and the the Centre for Career Information & Experiential Education</p>
<p>Proposed Follow-Up: Identifying and describing key skills and learning outcomes will be part of/play an informing role in the process of reworking the undergraduate curriculum.</p>	<p>Timeline for Addressing Recommendation: 2021-2025 (see recommendation 1, above)</p>
<p>Recommendation: Explore the possibility of creating smaller class sizes to improve the undergraduate student experience</p>	<p>Responsibility for Leading Follow-Up: UCC, Department Chair, in consultation with Anti-Racist Teaching Practice Group^[1] and other faculty members.</p>
<p>Proposed Follow-Up: We agree with the reviewers that “small class size has a direct</p>	<p>Timeline for Addressing Recommendation: 2021-2025 (see recommendation 1, above)</p>

<p>impact on student experience and the sense of belonging”, while recognizing that faculty budgetary constraints make reducing class size difficult. Tutorials are one way to replicate the advantages of a small class. Planned curriculum restructuring will include extending the practice of allocating tutorials to select upper-year courses in which students encounter difficult subject matter (e.g., ENGLISH 3EE3 African American Literature). A survey of undergraduate students regarding their experience in the program (including but not restricted to courses) will provide us with data to support efforts to improve the undergraduate experience.</p>	
<p>Recommendation: Appoint a faculty mentor to work with students towards cohort-based events organized around student interests</p>	<p>Responsibility for Leading Follow-Up: Undergraduate Curriculum Chair, Department Chair</p>
<p>Proposed Follow-Up: This work is already underway. In 2019 the department negotiated 3-units teaching release for the UCC in the 2nd of a 2-year term to allow for the expansion of the role to encompass counselling, communications and mentoring. The revived McMaster English and Cultural Studies Undergraduate Society (MECSUS) and development of a creative writing magazine (Spectrum) are due largely to the efforts of the UCC, Cathy Gris�, who is starting the 2nd-year of her term following a year’s research leave.</p>	<p>Timeline for Addressing Recommendation: Present and ongoing</p>
<p>Graduate Program Recommendations</p>	
<p>Recommendation: Radically shrink the graduate program(s)</p>	<p>Responsibility for Leading Follow-Up: GSC, CSCTC</p>
<p>Proposed Follow-Up: Conversations have begun this year in GSC and CSCTC around reforming our graduate programs. While we note that we have already shrunk our graduate programs significantly (total PhD</p>	<p>Timeline for Addressing Recommendation: 2022-2025</p>

<p>numbers/supervisions may not reflect this change yet), current and projected reductions in faculty numbers will necessitate continued reductions. The GSC and CSCTC will deliberate and make decisions this year about the pace and degree of change, recognizing that, while reductions in program size will lead to reduced scholarship funding and, eventually, hamper program quality, these moves may be necessary for long-term sustainability of these programs in the absence of additional faculty resources and/or improvements to the “points” system</p>	
<p>Administrative/Larger Program recommendations</p>	
<p>Recommendation: Continue to pay an appropriately-skilled person to establish and maintain an engaging social media presence for the department</p>	<p>Responsibility for Leading Follow-Up: Chair of Publicity Committee</p>
<p>Proposed Follow-Up: As long as funds allow, the department pays a graduate student who's web/social media-savvy and familiar with the department/programs to serve as Web Assistant to maintain the department's social media presence.</p>	<p>Timeline for Addressing Recommendation: Present and ongoing</p>
<p>Recommendation: Reduce the secondment of ECS faculty to other units on campus, or institute a system whereby ECS is compensated for lost faculty labour^[2] so that it is not being disadvantaged or effectively penalized for its major contributions to interdisciplinary and community-based work</p>	<p>Responsibility for Leading Follow-Up: Department Chair Dean and Assoc.Deans</p>
<p>Proposed Follow-Up: A system whereby departments are compensated for the labour faculty members commit to supporting interdisciplinary programs and EDI initiatives would be welcomed, and would require the support of the Dean</p>	<p>Timeline for Addressing Recommendation: Present and ongoing.</p>

<p>and Assoc. Deans. As the university is moving to enhance interdisciplinary offerings and to enhance EDI and other initiatives in which ECS faculty have interest and expertise, moving to “withdraw [ECS faculty] from any extradepartmental Commitments” is neither practical nor desirable. Decisions about these secondments will continue to be made on a case-by-case basis in consultation with interested faculty members.</p>	
<p>Recommendation: Organize a departmental retreat, with a professional facilitator, to explore ways of improving the department’s cohesion and morale as well as the unity of the undergraduate curriculum; these discussions must also address issues of equity and diversity</p>	<p>Responsibility for Leading Follow-Up: EIO, Professional facilitator</p>
<p>Proposed Follow-Up: Consultation has already begun, via an extraordinary summer department meeting attended by most faculty members, and small group/one-on-one conversations between the Department Chair and several faculty members (including the Graduate Chair and CSCT Director) and graduate students; and between individual faculty members and students. While some expressed surprise about the magnitude of reported issues, others described damaging dynamics including bullying, related to English/CSCT tensions and to broader issues of equity and inclusion such as racism and sexism (these encompass the difficulties/demands of decolonial/anti- oppressive work as well as some resistance to those needed changes). Recognizing that the range of problems exposed will require a range of solutions and that some issues-- including widespread reports of burnout, exhaustion and low morale--are connected to broader areas of strain, the</p>	<p>Timeline for Addressing Recommendation: Already completed/ongoing:</p> <ul style="list-style-type: none"> ● summer department meeting; follow-up conversations between Chair, faculty members and students ● Graduate orientation workshop on seminar participation ● Grad Buddies peer-mentoring program <p>Planned:</p> <ul style="list-style-type: none"> ● Possible new core course for MA students ● EIO workshop (November, 2021) ● Externally facilitated workshops for faculty (January, May, 2022) ● Externally facilitated workshop for graduate students (January, 2022) ● Department Retreat (May, 2022)

<p>department is committed to addressing the identified problems. Following what some instructors were already doing in their graduate courses, the department has begun this work in graduate orientation by initiating ongoing discussions with incoming students (continued in individual classes) about inclusive and anti-oppressive practices geared towards interdisciplinary seminars. Additional graduate community and cohort-building activities, including peer mentoring are being discussed and implemented. A workshop on bullying and harassment conducted by EIO for faculty and graduate students followed by two ½-day faculty retreats and a ½-day graduate student with a professional facilitator should help to identify and ameliorate stresses that the report describes.</p>	
<p>Recommendation: The University should understand that ECS requires additional line appointments in order to participate more meaningfully in community engagement and experientially based learning.</p>	<p>Responsibility for Leading Follow-Up: Dean, Associate Dean, Undergraduate Studies, UCC, GSC, CSCTC, in consultation with MacPherson Institute, Office of Community Engagement</p>
<p>Proposed Follow-Up: We will draw on the expertise of Cathy Grisé, who has taken a lead in developing and experiential learning initiatives in the department and Faculty, to assist in curriculum development to further incorporate EE assignments into our classes, with support from an ELAP grant. The department will continue to support its offerings in Community Engagement and Experiential- Based Learning as far as possible within current constraints. We will also continue to highlight the need for additional resources to maintain and expand them.</p>	<p>Timeline for Addressing Recommendation: Ongoing</p>
<p>Recommendation: Broaden the notion of what “counts” in the point system for teaching reduction, and award additional course releases (i.e., beyond the</p>	<p>Responsibility for Leading Follow-Up: Department Chair, Anti-Racist Teaching Practice Working Group, Dean, Associate Deans, Graduate Studies & Research</p>

<p>maximum 3 credits) for those faculty who are shouldering particularly heavy workloads. BIPOC faculty, for example, often devote considerable time to mentoring and to building community relationships, and this additional work inevitably affects the amount of time they have available for research.</p>	
<p>Proposed Follow-Up: As noted above, the department would welcome a revision of the points system to recognize the labour faculty members—especially BIPOC faculty members--commit to mentoring students, EDI initiatives and other contributions to community. Plans to review departmental governance over the next two years will focus on improving transparency and recognizing and remediating uneven workloads in the department, with particular attention to ways of alleviating the disproportionate burdens placed on BIPOC faculty (many of whom are women in mid- and early career, groups who also carry relatively heavy service loads).</p>	<p>Timeline for Addressing Recommendation: 2021-2023</p>
<p>Recommendation: Change the budget model so that the department is not disadvantaged financially by recruiting international students.</p>	<p>Responsibility for Leading Follow-Up: The budget model is beyond the purview of the department. However, we will engage in ongoing discussions with the Associate Dean of Graduate Studies and Research regarding possibilities for admitting more international students to our graduate programs.</p>
<p>Proposed Follow-Up: Graduate Chair, CSCT Director, Department Chair</p>	<p>Timeline for Addressing Recommendation: January, 2022 and ongoing</p>

[1] This group was formed in May, 2020, to understand and address instances of racism in the classroom. Goals for 2021 including expanding the group’s anti-racist focus to encompass diverse forms of oppression both within and beyond the classroom and encouraging participation in the group by other interested faculty members.

[2] ECS does receive compensation for reallocated faculty labour in the form of paid course release for some faculty members involved in initiatives (significant committees, research Institutes, etc.) beyond the department. However, these contributions outside the department are not recognized in the faculty formula on which future hiring decisions are based, and while

loss of teaching may be compensated from time to time in these arrangements, the loss of the faculty member's service to the department is not recognized or compensated (often leading to many faculty members carrying a 'double burden' of service to multiple departments or programs, exacerbating the problem of burnout).

Faculty Response

Let me begin by thanking Dr. Susie O'Brien and her colleagues, including staff, and the undergraduate and graduate students in English and Cultural Studies for contributing to the self-study and to the visit by the review team. I'd also like to thank the reviewers: Dr. Siân Echard, Department of English Language and Literatures, University of British Columbia; Dr. Warren Cariou, Department of English, Film and Theatre, University of Manitoba; and the internal McMaster reviewer, Dr. Lydia Kaporiri, Department of Health, Aging & Society. We are particularly grateful for their time and energy during the pandemic.

I am not going to comment on the template provided to the review team, as it is a university-wide document that sits outside my authority. On a second matter related to the process, I would echo Dr. O'Brien's comments that it might be best not to become too wedded to the idea of virtual site visits. While we have had some success with them during the pandemic, they may unintentionally limit the effectiveness of reviews. In this case, the chair and some colleagues believed that the remote nature of the review meant that there was less opportunity to get to know the department and that the discussion of more sensitive issues was difficult in the remote environment. Recruiting students for focus groups was also more challenging during the pandemic and may have been worsened by the remote nature of the event.

I would also like to make a couple important updates to the reviewers' report here at the outset. ECS was granted a new tenured faculty appointment in 2021, and the new colleague does not have any teaching commitments elsewhere. ECS welcomed the addition of a second tenured faculty member with shared teaching and service commitments in ECS and Indigenous Studies. The department was also offered the opportunity of making a tenure-track appt in 2021, as part of a spousal arrangement, but declined further consideration of the individual, as not fitting departmental needs.

The review team quite rightly stressed the strengths of the Department. English and Cultural Studies has an especially strong reputation in the university and beyond for its successful graduate programs and its high-quality researchers and instructors. In recent years several faculty members have also made or continue to make important contributions to McMaster outside of ECS. The chair's response targets three areas of improvement for the undergraduate and graduate programs: 1) managing the balance between literary and cultural studies courses at all levels; 2) communication to undergraduate students about these areas and paths through the program; and 3) fostering community among undergraduate and graduate program students. I support all three recommendations. Below I offer some comments on the department's implementation plan.

I appreciate the time that the department, especially Dr. O'Brien, has put into the plans for several workshops, trainings, and a retreat to discuss the causes of discord identified by the reviewers. I know as well that Dr. O'Brien has also spoken to individual faculty members and has invited graduate students to share their experiences with her in confidence. I did the same, though I was not surprised that no graduate students reached out. That said I am confident that department colleagues are taking the comments of the reviewers seriously and working to understand and respond to internal tensions. I have offered some financial resources to enrich the workshops and planned retreat this year.

I also support the re-evaluation of the undergraduate curriculum. I am happy to see the Department consider the relationship between literary and cultural studies as part of that process. I agree with the plans to ask the MacPherson Institute for assistance. I would recommend further that early drafts of potential changes be shared with the Associate Dean, Academic and Assistant Dean, as they may have further ideas and help the team avoid pitfalls. For example, the review team recommended the articulation of different 'pathways' through the program. While we agree that helping students think about their progress through the major can be productive, Associate Dean Corner and Assistant Dean Osterman may be able to advise the Department on ways to do that while retaining flexibility for students. "Streams" tend to lock students into rigid sets of options. Ideally, some middle ground can be found. The idea of additional TAs will have to be carefully considered. We have Faculty-wide standards for TA allocation and additional TAs are costly.

I am grateful to see the Department's interest in community-building activities for undergraduates and graduates. This goal is on my mind as well. I am hopeful that the Faculty's new alumni outreach coordinator can assist with some of this work both within ECS and across the Faculty. She will begin meeting with chairs in early 2022.

The Department has rejected the possibility of a 'drastic reduction' in the size of the graduate program, which was mentioned by the review team as a possible way forward, though not a recommended one. The Associate Dean, Graduate Studies, has had several discussions with the ECS graduate director, Dr. Dean, over the last year or two about such options, and while there has been agreement to decrease MA intake slightly, at the moment we also agree that a radical reduction in the size of the PhD cohort is undesirable. It does make sense, however, to continue exploring ways to balance the supervisory loads across the department better.

Beyond curricular review and community building, the report and departmental response highlight the contributions that ECS faculty make to interdisciplinary programs as a concern. I have had discussions with Dr. O'Brien about concluding some faculty members' commitments elsewhere, and I also rewrote one colleague's appointment letter in 2021, as requested, to end teaching requirements outside of ECS. We have also made changes centrally to support our interdisciplinary programs. Humanities has hired a long-term CLA, and several recent TT hires have had commitments extended to our two interdisciplinary programs, GSJ and GPSJ. With Associate Dean Horn's help, we have also constructed MOAs with other departments to ensure that there are contributions to GSJ and GPSJ from across the Faculty. It is

important that we continue to seek sustainable ways to support new and existing interdisciplinary programs, but I believe we are beginning to make progress in this regard.

The department also references the burden of providing/expanding experiential education offerings to its students and the work of mentoring students, especially BIPOC students, among other EDI initiatives. I support the department's plan to review its internal governance structures, increase transparency, and balance service commitments better across its faculty complement. Investments are being made in my office that will facilitate the expansion of experiential education and student development opportunities without requiring a commensurate commitment of faculty time. This is a new initiative that will take time to grow (and the pandemic has not helped), but we now have two terrific staff members in place to work on careers/experiential education. We have also partnered with the Alumni Office to hire a Humanities alumni engagement officer, mentioned earlier, who will begin to work with departments on events connecting current and former students. She also aims to expand our alumni mentorship program. These and other initiatives will contribute to the establishment of our new Student Experience Office, which, integrating EDI commitments, will increase support for students centrally and provide support for work being done in departments.

There is no plan to revise the points system to allow for additional teaching release, but there are other changes underway that are aimed at easing the burden of faculty members involved in EDI work, which disproportionately falls to BIPOC faculty. Part of this strategy has to be the recruitment of more BIPOC faculty members. In 2021 the Faculty hired six tenured or tenure-track colleagues and one new multi-year CLA. Of these seven individuals only one is neither Indigenous nor a person of colour. There are two searches ongoing in the Faculty at the moment: one is a targeted search only open to people of colour and Indigenous candidates, and in the other deliberate measures have been taken to attract a diverse pool of candidates and the committees is aiming to appoint a BIPOC scholar. The EIO is working to better coordinate EDI initiatives across campus, and Humanities is establishing an EDI advisory committee to partner with the EIO. The university has also been investing in greater supports for BIPOC students on campus, including the newly opened Black Student Success Center. I recognize that students will continue to seek personal mentorship from supervisors and instructors, which they should, but we are hopeful that new and expanded services for students (along with greater coordination and more BIPOC faculty and staff) will also make a difference for students and the faculty who support them now.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation, and the Committee recommends that the undergraduate and graduate programs delivered by English and Cultural Studies should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Department of Health, Aging and Society

Date of Review: April 27 and 28, 2021

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate and graduate programs delivered by the Department of Health, Aging and Society. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Department of Health, Aging and Society submitted a self-study in April 2021 to the Vice-Provost Faculty and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its undergraduate and graduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Social Sciences, and selected by the Vice-Provost Faculty and Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a review on April 27 and 28, 2021. The review included interviews with the Provost and Vice-President (Academic), Vice-Provost Faculty, Vice-Provost and Dean of Graduate Studies, Dean of Faculty of Social Sciences, Associate Dean, Academic and Associate Dean, Graduate Studies of Faculty of Social Sciences, Acting Chair of the Department of Health, Aging and Society, Graduate and Undergraduate Chairs of the Department of Health, Aging and Society and meetings with groups of current students, full-time faculty and support staff.

The Acting Chair of the Department of Health, Aging and Society and the Dean of the Faculty of Social Sciences submitted responses to the Reviewers' Report (October 2021 and September 2022 respectively). Specific recommendations were discussed, and clarifications and corrections were presented. Follow-up actions and timelines were included.

The following program strengths were identified:

The review team noted that the department and its programs incorporate a number of strengths, including:

- The existence of a respectful, engaged, collaborative culture, and the shared values of faculty, staff, and students. This emerges in various activities incorporating commitments to critical inquiry, diversity, equity and inclusion, community-engagement, and interdisciplinary teaching and scholarship.
- A commitment to, and emphasis on, creative engagement and innovation throughout the undergraduate and graduate programs. This helping to foster, in students, personal growth and a passion for learning. This includes specifically a strong engagement with experiential learning and community engaged learning across the curriculum. The latter helps students transfer abstract learned concepts from the classroom to the 'real world'.
- Strong linkages in teaching and research with other faculties, departments and programs at McMaster University. This further promotes interdisciplinarity and the ability to pose and answer complex social and political questions.
- Student access to highly-published, and well-respected faculty and excellent research centres; the latter providing learning and research opportunities.

The following areas of improvement were suggested:

Many specific recommendations were made by the reviewers (described in the table below). But, in general:

- The review team noted that research and community opportunities for students could be extended, more clearly articulated and publicized.
- They also noted that more core capacity is required for teaching and supervising in the areas of mental health and aging

More specific areas program enhancement described in the report are directly reflected in the recommendations, discussed below.

Implementation Plan

The Department acknowledges the care, effort, and time that the reviewers put into their visit and overall review. They highlighted that the reviewers understood their department and programs - including their strengths and limits - and that they had the best interests of their students, faculty, and staff very much in mind.

The Department highlight that their responses vary in terms of both their magnitude (ranging from minor tweaks to major changes in processes or content), and their state of implementation (ranging from now completed to in progress, to yet to be discussed). They also acknowledge that development and improvement is an ongoing process, and certainly does not end with their responses here.

	Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Admissions				
1.	Reconsider the designation of the undergraduate programs as limited enrollment programs.	Traditionally we have limited our Aging and Society programs the most in terms of their enrollment numbers (due to their greater use of community resources). A review of the overall situation will be conducted by the undergraduate committee. This review will be informed by a prior scoping review of comparable programs in the faculty.	Department Chair, Undergraduate Chair and undergraduate committee	2021-2022 academic year
Curriculum (UG)				
2.	Increase opportunities for field course placements with community organizations that focus on public health, social aspects of health, and mental health.	When the Government of Ontario introduced experiential education into some of the metrics for post-secondary education a few years ago, we undertook a thorough review of our programs and courses. We were able to document that a large proportion of our courses	Undergraduate Chair and undergraduate committee	2021-2022

		<p>include an experiential component:</p> <p>All of our undergraduate students are required to take one of two courses that are centred around experiential education: HLTHAGE 3B03 - Advanced Research Inquiry or HLTHAGE 3G03 - Community Based Research.</p> <p>Many of our 4th year thesis students also do projects that include experiential education.</p> <p>Finally, we note that HLTHAGE 3EE3 – The practice of everyday life, and 3BB3 – Field Research - provide multiple opportunities with over twenty community partners.</p> <p>We will continue to monitor and seek improvement of our experiential education offerings and better communicate them to students.</p> <p>More generally, the Faculty Office has recently begun work to set up paid internship opportunities (co-ops) for Social Science students. They are going to be piloted next year, before transitioning to a situation where they are regularly offered to</p>		
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		students. The department will encourage students to take part in this initiative.		
3.	Revise the thesis course (HLTHAGE 4Z03) to incorporate more opportunities for feedback on writing (proposal and thesis) and ongoing feedback on the project.	Advice will be given to thesis supervisors that they need to provide early and continued feedback. However, on the whole, over the years supervisors have provided excellent support.	Course instructor – Gavin Andrews	2021
4.	Align writing expectations and formats (for example, APA 6 or APA 7) and provide extra academic writing supports in first and second year foundational courses.	These possibilities will be discussed in a future undergraduate committee meeting. However, we do like to provide freedom and flexibility with regard to such things as referencing styles (as long as established formats are used consistency)	Undergraduate Chair and undergraduate committee	2021-2022
5.	Consider adding inquiry-based components into HLTHAGE 1AA3 for students who enter the program through the Social Science I pathway.	We note that these courses serve a dual role of providing a foundation for students who later enter our program, but also providing an elective for students who will never be in our programs. Yet we do provide inquiry-based approaches through class discussions and small group projects based on real world health issues. We will work to incorporate more inquiry into Level I courses with balancing these dual objectives in mind (and within our resource constraints).	Course Instructor Sarah Clancy	2021-2022

Curriculum (grad)				
6.	Differentiate learning outcomes - or at least establish levels of achievement- for the one and two-year MA programs.	We already make clear the differences between our one and two-year MA programs. However, we will revisit the learning outcomes for the 1-year and 2-year programs and bring them to the fore in our program information.	Graduate Chair and graduate committee	2021-2022
7.	Increase advanced course offerings for methods and gerontology for PhD students.	The two research methods courses are mandatory for all PhD students, but we will discuss alternatives (e.g., advanced method courses or gerontology as reading courses for interested doctoral students, geared toward their dissertation)	Graduate Chair and graduate committee	2021-2022
8.	Consider ways to include community engagement for learning and research into the curriculum.	These opportunities are already widely provided, although we will be able to make them more clear in the new database (discussed below)	Department Chair	2021-2022
9.	Community opportunities might be extended further with a view to future careers – for (post)graduate students	Inquire about the possibility of a student placement officer at the Faculty level	Department Chair	2021
Curriculum (general)				
10.	Reflect on lessons learned from the move to remote teaching and learning in response to the COVID-19 pandemic that could be used to increase accessibility and remove barriers to learning.	This is an exercise that the Faculty of Social Sciences will be engaging in, and we will be an active participant.	Department Chair, Undergraduate Chair and Graduate Chair	2021-2023
Teaching and Assessment				

11.	Ensure that MRP students have the opportunity to present their work (e.g., to fellow students or the department).	We will consider an annual symposium for MRP students to present their research to their peers. We will also consider regular zoom 'drop in sessions' where one or two students can present their work at a time.	Graduate Chair and graduate committee	2021-2022
12.	Include an external member in the composition of PhD Comprehensive Examination Committees.	We do not intend to add an external member to comprehensive examination committees. We already have an arms-length chair and the process is working well.		
Resources to Meet Program Requirements				
13.	Increase the availability of scholarships for international students in the graduate program. This may require creative solutions if additional financial resources are not forthcoming.	We have already committed a substantial share of our departmental discretionary funds to international student scholarships, something that we commenced with the incoming 2020 cohort. We will continue to seek ways to enhance this.	Department Chair and Graduate Chair	2021-2022
14.	Consider increasing the undergraduate administrative assistant role to a 1.0 FTE as the program grows.	This position is one that we have been actively reviewing at regular intervals in consultation with the Dean's office. This to ensure that our staff resources are consistent with those of other departments. We will review the situation again at the end of the 2021-22 academic year.	Department Chair	September 2022
15.	Find creative ways to reduce reliance on sessional instructors and increase the number of	We have consistently monitored our use of sessional instructors, and it is not inconsistent with		

	<p>core HAS faculty with a full commitment to the undergraduate and graduate HAS programs.</p>	<p>other departments. We do not have a consistent number of courses covered by sessionals each year (which would suggest a structural problem). Instead, we have seen substantial variability from year to year, reflecting the need to cover sabbaticals and teaching releases for administrative and research purposes.</p> <p>Our department has a large number of faculty serving in administrative roles outside the department, and also a high proportion of jointly appointed faculty, which we have mitigated with Contract-Limited (CLA) Assistant Professor appointments as much as possible.</p>		
<p>16.</p>	<p>Increase teaching capacity in the areas of mental health and gerontology/aging.</p>	<p>At the time of the review we were already in the process of redressing this through our efforts to fill the vacant Gilbrea Chair in Aging & Mental Health. The search committee has now recommended a candidate, and this person will start their appointment in January 2022.</p> <p>We also are also just starting the process of searching for a tenure track faculty in the area of social psychology and mental health (jointly with the social</p>	<p>Search Committee(s)</p>	<p>January-July 2022</p>

		psychology program). The successful candidate could well have an interest in aging. We expect them to start on July 1, 2022.		
Quality Indicators				
17.	In order to both strengthen and build on the quality of successful programs, creation of full-time faculty appointments in the areas of aging and mental health are strongly encouraged.	(answer as above)	(answer as above)	(answer as above)
Program and General Enhancement				
18.	Consider eliminating the 3-year Health & Aging BA.	We have attempted to do so previously, but the program has proven to be useful for a number of students, at no additional cost to us. To explain... the curriculum is the same for the Honors 4-year degree and the 3-year BA. The 3-year BA allows students who want to move on to other education (e.g., medical school, college diploma) or the workforce, to 'have something to show' for their efforts. The only downside to the 3-year BA is that the Faculty receives a larger provincial grant amount for Honours students. We have mitigated the impact of this funding discrepancy by individually phoning eligible students each year to encourage them to transfer to Honours.		

19.	Consider differentiating the Health & Aging MA and articulating differentiated program learning outcomes to better reflect the choice between Health & Aging or Health & Society.	We will consider this possibility at a future graduate committee meeting.	Graduate Chair and graduate committee	2021-2022
20.	Create a strategic vision for the direction of the Aging & Society BA program.	We will consider this possibility at a future undergraduate committee meeting	Undergraduate Chair and undergraduate committee	2021-2022
21.	Increase faculty capacity with aging/gerontology expertise.	(answer as above)	(answer as above)	(answer as above)
22.	Increase faculty capacity with mental health and addictions expertise.	(answer as above)	(answer as above)	(answer as above)
23.	Explore creative ways to increase advanced course offerings for PhD students.	We will investigate ways that we can offer more specialized courses to graduate students that take advantage of faculty expertise.	Graduate Chair and graduate committee	2021-22
24.	Explore ways to enhance the sense of community among undergraduate students.	<p>We always work closely with HASSA (the student association) and will continue to do so. In addition, we hold dedicated sessions with direct entry cohorts to foster a sense of identity and cohesion in them.</p> <p>The first year of the direct-entry program already includes the mandatory course 1ZZ3 which is limited to those in Health & Society I. It was designed with creating a sense of community very much in mind.</p>		
25.	Increase experiential learning opportunities for applied and	These opportunities are already widely provided, though we will be able to	Department Chair	2021-2022

	community-engaged research for graduate students.	make them more clear in the new database (discussed below)		
26.	Enhance the offerings of job-readiness workshops and seminars by including a stronger focus on non-academic jobs and career pathways for undergraduate students, and expand professional workshop offerings to MA students.	We already offer a professional development seminar for PhD students which is well attended and well received. We will consider doing more in future for MA and BA students.	Undergraduate Chair, and undergraduate committee; Graduate Chair and undergraduate committee	2021-2022
27.	Integrate opportunities for building workforce skills into the undergraduate curriculum.	We feel that this would detract from the academic nature of our programs, and would be difficult to achieve given the wide-range of careers students enter from our programs		
28.	Continue working to enhance EDI within the curriculum and among HAS faculty and students.	We have addressed this by including EDI as a new standing agenda item in our monthly departmental meetings. Faculty and staff will bring EDI teaching and research issues to the group, whilst the department chair will provide updates on EDI issues at the university level	Department Chair	Ongoing
System of Governance				

29.	Provide sessional instructors with a vision/mission/principles document based on the culture and expectations in the department.	We will consider this at a future undergraduate committee meeting. We have already created a version of the Faculty's Instructor Handbook that is specifically tailored to our department. We have started to issue this to all new sessionals and CLAs	Undergraduate Chair and undergraduate committee	2021-2022
Academic Services				
30.	Think about how to more explicitly promote links with centres and networks to encourage student involvement, and possibly attract students from other units.	As suggested by the reviewers, a database of community partners, research centres, and networks will be developed and disseminated (including their varied activities offered) so that opportunities are clearer for graduate students and undergraduate students alike.	Department Chair	2021-2022

Dean's Response

The Faculty of Social Sciences

The IQAP review team consisting of external members Dr. Lynn Martin (Lakehead University) and Dr. Fabiola Aparicio-Ting (University of Calgary), and internal member Dr. Tina Moffat (Anthropology), conducted its review of the undergraduate and graduate programs of the Department of Health, Aging and Society on April 27-28, 2021. I thank the reviewers for their thoughtful review and recommendations regarding how to enhance the educational programs in Health, Aging and Society. The recommendations will be helpful to both the department and me in the coming years as we undertake further efforts to strengthen the programs. Herein I provide my response to the report.

Overall, the assessment of the Department and its educational programs is highly positive. The reviewers emphasize the respectful, engaged, collaborative culture, and strong values shared by the faculty, staff, and students; the department's commitment to critical inquiry, equity and on community-engaged, and interdisciplinary work; and the educational programs' emphases on critical thinking,

creative engagement, and innovation. The reviewers highlight the large extent of community engagement across the curriculum through multiple types of opportunities for students.

The extensive review report also offers a large number of recommendations, many of them focused on quite detailed aspects of the department and programs. In its submission the program responds to each recommendation by outlining how it will act on each, with a particular focus on those within the Department control. In this response I focus on those recommendations and areas for improvement for which the Faculty plays a critical role or where Faculty initiatives can support the department's response.

Community engagement and experiential opportunities. While noting that there are already many opportunities for community-engaged, often experiential learning, the reviewers recommend further expansion of these efforts at both the graduate and undergraduate levels. Such an evolution of community-based, experiential programming is consistent with the priorities of the Faculty of Social Sciences, which recently hired a Senior Manager for Experiential Learning and has identified as one of its strategic priorities expanded experiential learning opportunities and expanded engagement in both learning and research with our local community. These Faculty-wide initiatives can support Health, Aging and Society in its work on these aspects of its programs.

Strengthen opportunities for career development and professionalization for students. Similarly, such work aligns with the priorities of the Faculty of Social Sciences, which recently hired a Manager of Career Services to support career development and preparation by undergraduate students. This Manager will develop both careers-related programming and events, often in collaboration with department and program student societies, and individual-level career guidance. The Faculty of Social Sciences is also developing a co-op option, starting with a pilot involving three department and subsequently to be expanded to all interested departments in the Faculty. Together, we believe that expanded experiential opportunities, career counselling and career-focused events, and the co-op option with strengthen opportunities for career development and professionalization for students in Health, Aging and Society as well as across the Faculty. At the graduate level, professionalization is a high priority for the Faculty's Associate Dean, Graduate Studies and is the focus of a cross-faculty initiative of the School of Graduate Studies. This can support the Department in its own efforts in this regard.

Increase Resources Available to the Educational programs.

The reviewers identify multiple areas for which additional resources would strengthen the program. The Faculty is working with the department in each of those areas. The Faculty has increased the staffing in the undergraduate assistant role. It has increased support for the recruitment of international graduate students (a Faculty-wide initiative). It has supported the recruitment of a new faculty member with a specialization in mental health (joint with the social psychology program; start date Nov 2, 2022) and the recruitment of a new Gilbrea Chair in Aging and Mental Health whose research focuses on social dimensions of dementia (start date January 1, 2022). This hire also addresses the recommendation to strengthen capacity in aging/gerontology. Both hires will reduce reliance on sessional instructors.

In closing, I would again emphasize that Health, Aging and Society is a strong department with growing programs at both the undergraduate and graduate levels. I know that the Department will take the recommendations seriously and act on them in ways to advance its programs. The Faculty will support the Department in this work.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation, and the Committee recommends that the Health, Aging and Society undergraduate and graduate programs should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

BA, MA and PhD programs, Department of History

Date of Review: February 15-16, 2022

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate and graduate programs delivered by the Department of History. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Department of History BA, MA and PhD programs submitted a self-study in December 2021 to the Vice-Provost Faculty and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its undergraduate and graduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Humanities, and selected by the Vice-Provost Faculty. The review team reviewed the self-study documentation and then conducted a review on February 15-16, 2022. The review included interviews with the Provost and Vice-President (Academic), Vice-Provost Faculty, Vice-Provost and Dean of Graduate Studies, Dean of Faculty of Humanities, Associate Dean, Academic and Associate Dean, Graduate Studies of Faculty of Humanities, Chair of the Department of History, Graduate and Undergraduate Chairs of the Department of History and meetings with groups of current students, full-time faculty and support staff.

The Chair of the Department of History and the Dean of the Faculty of Humanities submitted responses to the Reviewers' Report (May 2022). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

The following program strengths were identified:

The Department of History boasts excellent programs at both the undergraduate and graduate levels. In our meetings with faculty and our review of the materials provided by the Department, we were very impressed by the faculty's dedication to pedagogy and the quality of the program as well as its commitment to accessibility and its willingness to innovate and collaborate.

- The review committee recognized and praised the Department's commitment to pedagogy, the quality of History undergraduate and graduate programs, their commitment to accessibility and willingness to embrace innovation in a collaborative fashion.
- The review committee noted the 'excellent balance' struck between 'tried and true methods of instruction and assessment' and 'alternative forms' of instruction and assessment.
- Despite budgetary pressures the undergraduate program remains a high quality one. History students at McMaster have the opportunity to explore a wide range of historical themes and issues over the course of their degrees. Individual courses and the progression of courses through the program are well-designed to support the program's learning outcomes, which include fundamental skills such as research, critical thinking and analysis and written and oral communication.
- The review committee has also found the graduate programs to be vibrant; they are producing excellent scholarship (as evidence by the high publication rate of their students) and have favourable time to completion rates compared to similar institutions in Ontario.

The following areas of improvement were suggested:

- More professional development opportunities for both undergraduate and graduate students.
- Better communication between the department and students, including making sure feedback between supervisors and students is communicated in a timely fashion.
- Enhancing the existing suite of Equity, Diversity and Inclusion activities and initiatives in the Department and finding ways to further incorporate student concerns and participation in those issues.
- Further increasing the diversity and breadth of course offerings, particularly in non-Western and Indigenous history and of the pre-modern period.
- Addressing the issue of staff support, which was identified as insufficient for the existing programs and for the enhancements going forward.

More specific areas program enhancement described in the report are directly reflected in the recommendations, discussed below.

Implementation Plan

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
<u>Program:</u>			
<p>1. The Department of History is encouraged to continue its efforts towards inclusivity and Indigenization in the coming years. In particular, we encourage the department to continue its work through its EDI committee and to look for ways to engage students in these efforts.</p>	<p>The Department’s EDI committee will be expanded to include an undergraduate and a graduate student representative. The EDI committee will have a formal chair (rotated annually) responsible for communication and outreach.</p> <p>Our EDI discussions have always been advertised as welcoming student participation. The committee will, however, make more efforts at outreach to both undergraduate and graduate students.</p>	<p>The Chair of the Department and the Chair of the EDI Committee.</p>	<p>The EDI Committee Chair position will be written into the Department’s governance document.</p> <p>The EDI Chair each year (starting Sept. 2022) will oversee the appointment of undergraduate and graduate representatives each year.</p> <p>The EDI committee will make a point of communicating its initiatives to students through our improved communication strategy (see below).</p>
<u>Curriculum:</u>			
<p>2. Consider developing a career for historians series or other initiatives to help undergraduate students see the various ways in which their degree in History can prepare them for future employment.</p>	<p>The Department will task one colleague to serve as is professionalization facilitator. Working with the Undergraduate Chair and the Graduate Chair, the professionalization facilitator will organize some professionalization/career events each year for both</p>	<p>The Chair of the Department.</p>	<p>The Chair will appoint the professionalization facilitator when the other service commitments are assigned in the summer of each year.</p>

		undergrads and graduate students.		The professionalization facilitator will work with the Grad Chair and Undergrad Chair each year to arrange events.
3.	Consider enhancing the cohort experience for students throughout the program.	The Undergraduate Committee will consider improvements to the curriculum to improve cohort experience.	The Undergraduate Chair.	Consultations undertaken over the course of 2022-2023, with any changes to be proposed in the fall of 2023.
4.	Ensure that students are aware of the opportunity to pursue the 4th-year thesis option and of the requirements for doing so.	The Undergraduate Chair and Administrative staff will highlight these opportunities during the balloting process for seminars each year. Requirements will be more clearly explained on the balloting forms.	The Undergraduate Chair and Administrative Assistant.	Will be done annually, starting in Winter term 2023.
At the MA and PhD levels:				
5.	Reinforce expectations among Faculty regarding turn-around times for feedback on student work to ensure a more consistent supervisory experience.	The Graduate Chair will remind colleagues of the need to provide timely supervisory feedback according to the School of Graduate Studies guidelines. Grad students will be told what those guidelines are in the grad orientation session every September. The Grad Chair will encourage grad students through the Graduate Committee representative to indicate if there is a persistent problem with faculty feedback not meeting the SGS guidelines.	The Graduate Chair.	Immediately and ongoing.

6.	Introduce more professional development opportunities in the program, for example, a pass/fail professional development course or a future career series focussing on both academic careers and alternative career paths.	The professionalization facilitator (noted above) will work with the Grad Chair on future career talks and initiatives. This will be complemented by the faculty-wide graduate professionalization series recently proposed by the Associate Dean, Research and Graduate Studies.	The Chair of the Department and Graduate Chair.	See #2 above.
7.	At the PhD level, consider ways to further support students in transitioning to the job market.	The professionalization facilitator along with the Graduate Chair and Graduate Committee will explore the best way to provide such supports.	Grad Chair and Professionalization Facilitator.	Consultations undertaken over the course of 2022-2023, with proposals to be implemented in the fall of 2023.
8.	Consider ways to support PhD students who wish to embark on archival research in year two. One possible avenue might consist of reserving TAs in online courses for PhD students who need to undertake research travel.	The Chair already has done this in the past. Course offerings vary from year to year and no guarantees can be made, but we propose where possible archival research considerations will factor into TA allocations.	The Chair of the Department.	Immediately and ongoing.
9.	Improve communication with graduate students. Possible options include a digital message board or a biweekly newsletter.	A revised digital communications strategy for our students has already been proposed. A curated message board for our students (a collaboration of the UG and Grad Chairs, the admin staff, and student representatives) will be developed.	The Chair of the Department.	This is dependent on when our admin staff get full access to our website and training on how to manage it. This should happen in 2022, and so the plan is to launch the new messaging board in the fall of 2022.

<u>Teaching and Assessment:</u>				
10.	At the undergraduate level, continue to support and encourage faculty to explore new pedagogical approaches and innovative types of assessments where appropriate.	This suggestion is built into our new Department Strategic Plan (see # 14 below). Ongoing experimentation will depend to a degree on the new guidelines that the Faculty of Humanities is working on regarding its digital teaching strategy and updated methods of assessment.	The Chair of the Department and Undergraduate Chair	The Undergraduate Committee has already undertaken a discussion and provided suggestions to the department. New course proposals and innovations ongoing.
11.	Review existing TA training and consider ways to introduce discipline-specific training at the departmental level, particularly training that addresses grading History essays.	The Chair of the Department and the Grad Chair will review existing training practices and after consultation with other departments, revise the existing training regime.	The Chair of the Department and Graduate Chair.	Review and consultation over the summer and fall of 2022. Preliminary changes to be implemented in fall of 2022. Further improvements for 2023.
12.	At the graduate level, consider increasing the length of the MRP at the MA level to align with other comparable programs (40-50 pages is standard).	The Graduate Committee will review and decide what revisions the requirements of the MA MRP require.	The Graduate Chair.	Study and consultation over the course of 2022-2023. Implementation of changes in fall of 2023.
<u>Resources to meet Program requirements:</u>				
13.	In order to ensure the department's ability to meet its undergraduate and graduate learning outcomes and to maintain the quality of its academic programs and student experience, it is essential to provide additional administrative support. If the appointment of an	Administrative staffing is not directly within the Department's control. However, working with the Dean's Office, steps have already been undertaken to alleviate some of the burdens that fall on the office staff. A pilot project that centralizes reimbursements in the	The Faculty of Humanities Finance Director and the Chair of the Department.	Process underway. Full review and implementation of staffing changes should be complete by fall of 2022. Thereafter staffing will be monitored by the Chair and any further

	<p>additional staff member is not possible, other measures to consider include: hiring a graduate student on an annual basis to provide support for social media and event organization; moving the administration of the Global Peace and Justice Program out of History; and/or ensuring that the Wilson Institute for Canadian Studies does not rely on the History Department for administrative support.</p>	<p>Dean’s Office is underway. The impending retirement (June 2022) of the current Administrative Coordinator of the Department will trigger a review of staffing requirements and an adjustment of the terms and responsibilities of the staff.</p>		<p>adjustments proposed on an ongoing basis.</p>
14.	<p>Given the BA, MA, and PhD program learning outcomes and anticipated upcoming faculty retirements, the Department will need to begin planning for future hires. A reduction in History student numbers has allowed the Department to continue to offer a high quality program despite a reduction in faculty complement. That said, the termination of the Wilson postdoctoral fellows and loss of teaching this entailed as well as the significant number of faculty who have been seconded or have positions that come with teaching reductions means that the Department is operating with little excess capacity. The</p>	<p>As a result of our IQAP self study and associated feedback, we began the process of drafting a new Department Strategic Plan prior to the IQAP review team’s visit. The plan was drafted and discussed by both the Executive Committee and the wider department. In addition to suggestions for improving our undergraduate enrollments moving forward, including introducing new certificates directed not solely at History Majors, the plan provides a rationale for suggested hires for the next five years. These hires are effectively to replace retiring faculty, but also move us towards broadening our curricula coverage, addressing EDI</p>	<p>The Chair of the Department and the Dean of Humanities.</p>	<p>The plan was approved by the Department in May of 2022 and will be the blueprint (with changes possible if needed) for the next five years.</p>

	<p>modest rebound in History student numbers noted in the self-study (and apparent in other Ontario History departments) coupled with anticipated retirements in the coming years suggest that the Department will not be able to continue to offer its high quality programs without faculty renewal. We would urge the Department to begin planning now.</p>	<p>priorities, and supporting the two research units associated with the Department (the Wilson Institute and the Centre for Human Rights and Restorative Justice). The plan is premised on the assumption that our undergraduate enrollments remain steady and our faculty complement will not further shrink. Hires are, of course, the prerogative of the Dean of the Faculty so the plan provides rationales for the nature of the replacements we'd like to make.</p>		
<p>Physical resources:</p>				
<p>15.</p>	<p>Given that the move to the new space in the Wilson Institute has reduced interactions between MA and PhD students as well as physically separated graduate students from the rest of the department, consider ways to increase interactions and informal mentoring between PhD and MA students and better integrate both into the life of the department.</p>	<p>The Wilson Institute space will be re-organized so that all the PhDs and MAs will share the same study space (requiring the purchase of more open carrels that the PhD use) and the former MA room will be turned into a lounge/meeting space for discussion. This will allow the PhDs to be more integrated and build community.</p> <p>We also plan to revive the brown-bag lunch series of talks (grad students and faculty sharing their current research in an informal setting) in the new lounge space.</p>	<p>The Chair of the Department.</p>	<p>New carrels have been ordered (with monies provided by the Dean and from the Department's donations fund). The reorganization of the space should be complete by the end of the summer of 2022 in advance of the arrival of the new MA class in September 2022.</p> <p>Brown bag talks to resume in fall 2022.</p>

Dean's Response

The Faculty of Humanities

Let me begin my response by thanking Dr. Sofie Lachappelle (Wilfrid Laurier); Dr. Rebecca Manley (Queen's University); and our own Dr. Mark Johnstone, Dept of Philosophy, for their thoughtful and comprehensive review of History's undergraduate and graduate programs. The department also took the process very seriously, produced an excellent self-study, and has already begun moving on some of the suggested recommendations. For this work, I want to thank Dr. Stephen Heathorn, the rest of his departmental colleagues, and the department's two staff members, Ms. Debbie Lobban and Ms. Aurelia Gatto. I would also like to echo the sentiments of the reviewers with respect to the quality of my colleagues' research and teaching – and their willingness to try new things. This department was the first on campus to welcome the potential benefits of a fully online undergraduate degree, and in recent years has taken several steps to increase elective enrollments in History among non-program students and to make the program more accessible to majors. Trends in enrollments, as noted also by the external reviewers, have reflected the experiences of history departments across North America. Happily, we are currently seeing the stabilization of undergraduate enrollments here at McMaster.

Most of the recommendations cited by both the reviewers and the department do not request direct support from the dean's office, so I will respond below only where I think central supports can be helpful.

1. EDI: The department has been quite active over the past couple years in this realm. Trying to engage students more in these activities is a good suggestion. The Faculty will be launching its own Humanities Advisory Committee on Equity (ACE) this summer (2022), which should help the department learn from others and stay connected to cross-campus initiatives.
2. Careers support: This issue comes up regularly in Humanities IQAP reviews. In response, the Faculty has invested considerably in the last two years in our Humanities career services, and we should be leveraging that support for our undergraduates, in particular. In addition to two full-time staff people in our Humanities Student Experience office, we also now have an alumni engagement officer, who can support career-focused events for upper-yr students and recent alumni.

Career advice for graduate students remains a sticking point, and the Associate Dean, Graduate Studies will once again try to build support for Faculty-wide programming among the graduate chairs in 2022-23. I have concerns about already-stretched departments each trying to reinvent the wheel, when it comes to support for those completing MAs or PhDs in Humanities and looking to transition to (non-academic) careers. I would rather see a central program for all Humanities graduate students and recent alumni, but there needs to be buy-in from the programs.

3. Graduate programming and culture:

- a) I support the department's desire to improve the layout of the spaces in LRW Hall, and I have committed some funds to pay for the furniture needed.
- b) With respect to the supervisory relationship and responsibilities to review chapters within a reasonable timeframe, I would recommend that the graduate chair consider asking colleagues to use the SGS-developed supervisory relationship guide as a basis for discussion between students and their supervisors at the annual meeting. The form asks students and their supervisors to commit to certain behaviors to avoid problems such as the ones mentioned in the reviewers' report.
https://gs.mcmaster.ca/app/uploads/2020/02/supervisory_relationshipjuly_222016.pdf.
- c) The idea of archival travel during the second year is an interesting one. The financial question remains. Scholarship funds are portable, but it is not clear at present if students will be able to hold TAs, while living out of province, even if the course is fully online. The union agreed to this option temporarily during the pandemic, but it remains a topic for negotiation going forward. I also wonder about the eligibility terms for travel support. Would something like language training be eligible? I look forward to hearing further discussion of this idea.

4. Administrative staffing: the Faculty's DFA has begun to implement some changes in the Faculty's administrative structure. Given the needs identified by the chair, History was selected for a pilot program in which some of the transactional work generated in the department is being handled centrally in the dean's office. The initial experience of the pilot has been positive, and more centralization of tasks may be explored. The Faculty is also undergoing searches for several staff roles, including History's department manager. Filling this position and rethinking others should help address the department's needs.

5. Faculty complement: the department has recently been the beneficiary of a spousal appointment in Canadian history following two retirements. President Farrar's endowment of the Wilson Chair in Canadian History also ensures there will be another new appointment in Canadian history at some point in the future. At the moment the Faculty is only making a small number of TT appointments per year, but my goal is renewal to the greatest extent possible. I look forward to seeing the department's planning document.

Quality Assurance Committee Recommendation

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the Committee recommends that the History BA, MA and PhD programs should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Biomedical Discovery and Commercialization

Date of Review: April 26th and 27th, 2023

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate and graduate Biomedical Discovery and Commercialization programs. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Biomedical Discover and Commercialization program submitted a self-study in March 2023 to the Vice-Provost Teaching and Learning and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Health Sciences, and selected by the Vice-Provost Teaching and Learning and Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a virtual review on April 26th and 27th, 2023. The review included interviews with the Deputy Provost; Vice-Provost Teaching and Learning and Vice-Provost and Dean of Graduate Studies, Vice-Deans of the Faculty of Health Sciences, Director of the program and meetings with groups of current students, full-time faculty and support staff.

The Director of the program and the Dean of the Faculty of Health Sciences submitted responses to the Reviewers' Report (October 2023 and February 2024 respectively). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

Strengths

- The BDC & MBDC programs align very well with McMaster's Strategic Mandate.
- The 4+1 BDC-MBDC program is unique in Canada and crosses disciplines and Faculties to equip students with a unique skill set that supports an essential component of Canadian industry.
- Cooperation between the Department of Biochemistry & Biomedical Sciences and the DeGroot School of Business.
- Internationally recognized faculty members and research programs.
- Outstanding leadership within the Department and the Faculty.
- World-class facilities and instrumentation.
- Engagement of the whole faculty body in the programs, from didactic teaching to mentoring.
- The high number of MBDC students who end up finding employment in pharma/biotech.
- The balance that the program has struck in both biomedical and business training.

Areas for Improvement

- Expansion of the BDC undergraduate program via adjustment of the funding allocation prioritized by McMaster through its Strategic Mandate Agreement with the Province.
- Expansion of the MBDC program by adjustment of Admission requirements for external applicants.
- Improved alignment of the Commerce curriculum with the focus of the BDC undergraduate program.
- Clearer recognition of Biochemistry & Biomedical Sciences faculty as instructors and mentors within the program.

Implementation Plan

BBS = Department of Biochemistry & Biomedical Sciences; BDC = Biomedical Discovery & Commercialization Program; FHS = Faculty of Health Sciences

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
That the program considers ways to expand and optimize the business curriculum beyond that offered by the DeGroote School of Business, to better align with the broad range of career interests of students.	Given the recent growth of non-clinical programs in FHS with a business aspect to their training, the Director BDC will investigate the possibility of shared curriculum content and instructors.	Director, BDC	1-3 years
That the program explores the feasibility of offering an option for an 18-month or 2-year version of the graduate MBDC program, primarily to allow more non-BDC students to enter MBDC by providing a route for them to catch up on needed components of curriculum prerequisites.	The Director BDC will explore expanding the MBDC program to include an optional summer 4-month curriculum prior to the September start of the existing program to fill gaps in scientific or business training.	Director, BDC	1-3 years
That the Faculty of Health Sciences centralize advising and programming supports for students.	BDC will pass this recommendation on to the Vice-Dean Education in FHS. As FHS includes a large diversity of both clinical and non-clinical programs with very different requirements, until such time as centralized advising exists BBS will continue to provide this service directly to our Biochemistry and BDC students.	Vice-Dean Education, Faculty of Health Sciences	None, outside of scope for the BDC program.
That the program strives to maintain connections with alumni, who may be potential future employers, to stay current on relevant skill sets that should be covered by the curriculum.	This is a core value of the program, facilitated by the program CDRMs as well as the BDC Student Society. Alumni are involved in all levels of the program, including strategic review of the curriculum.	Director, BDC	Ongoing

<p>That the purposeful recruitment and integration of Biochemistry and non-Biochemistry students be continued and even formalized such that the expectations of the contributions from various types of people within a group are understood by all.</p>	<p>BBS is strongly committed to maintaining and growing successful Biochemistry and BDC undergraduate programs. A key component of this commitment is that recruitment into the BDC program is not exclusively from the Biochemistry program, but that the BDC program reflects diverse student backgrounds. Creation of an effective cohort from this diverse group of students, with individual contributions, will remain a hallmark of the BDC program.</p>	<p>Director, BDC</p>	<p>Ongoing</p>
<p>That the program fully explores the ramifications of condensing the lab course (i.e., BIOMEDDC 3C09 becoming BIOMEDDC 3C06).</p>	<p>The decision to reduce the third year BDC lab course involved a combination of pressures around available teaching space, instructor roster, balancing Biochemistry & BDC program needs, and a strong desire of the BDC students for more units dedicated to electives. The Associate Chair Undergraduate, BBS and Director, BDC will review the impact of this change to ensure there are no impacts in learning outcomes.</p>	<p>Associate Chair Undergraduate, BBS Director, BDC</p>	<p>1-3 years</p>
<p>That the program continues pushing to engage more and diverse companies as placement hosts.</p>	<p>The Director BDC and program CDRMs will continue to expand the diversity of companies involved in all levels of the BDC and MBDC curriculum and internship placements.</p>	<p>Director, BDC</p>	<p>Ongoing</p>

That the program implements a Curriculum Committee.	BBS has four educational programs (undergraduate Biochemistry & BDC, graduate Biochemistry & BDC) so a Curriculum Committee exclusively for BDC will not be implemented. The BBS as a whole will contribute to curriculum design in a series of BBS Education Retreats and the Associate Chair Undergraduate BBS will develop proposals for curriculum changes/additions, including striking sub-committees as needed.	Associate Chair Undergraduate, BBS	The first BBS Education Retreat was completed in May 2023. Curriculum review and improvement is ongoing.
That the program explores whether developing a new business course(s) that might better suit the environments that students will find themselves going into.	The Director BDC will work closely with the DeGroote School of Business to explore changes to and growth of the BDC program curriculum.	Director, BDC	1-3 years
That the program explores how contributions to group learning by individuals (biochemistry or otherwise) can be evaluated and incorporated into grading.	Fair assessment of group work is always a challenge and while assessment design for individual courses is left to the instructors, BBS will evaluate if changes are needed.	Associate Chair Undergraduate, BBS Director, BDC	1-2 years
That the program looks at starting the exercise of making undergraduate thesis placements earlier, to spread out that workload and to decrease stress near the deadlines.	Review 4 th year thesis requirements with 3rd year students in September of Fall term, providing training on obtaining a thesis placement. Initiate matching process in October of the Fall term.	Associate Chair Undergraduate, BBS + BBS Thesis Coordinator	Already implemented – Fall 2023
That the program shift some of the MBDC career preparation activities into the summer.	Initiate resume preparation, career planning training by CDRMs in July & August before September start of the MBDC program.	Director, BDC	Already implemented – Summer 2023
That the program, Department, Faculty, and University find a way to generate a far better response rate in program surveys.	The Director BDC and BDC Administrative Assistant will evaluate current survey strategies, technologies used, and addition of incentives to improve survey response rates.	Director, BDC	1 year

That the program includes more regular check-ins with students throughout the programming.	The BDC program declines this recommendation as check-ins and multi-layered mentorship are already a hallmark of the program.	Director, BDC	n/a
That very quickly the program works out who will lead the program when Dr. McArthur's current term ends.	BBS to develop a strategy to train new faculty leaders of departmental programs, including BDC. Recruitment and training of Associate Director BDC as a step towards a future Director BDC.	Chair, BBS	Already implemented – Fall 2023. An Associate Director BDC has been recruited and they will replace Dr. McArthur as Director BDC in July 2024.

Faculty Response

The reviewers note many strengths of the program, including the unique, innovative, and competitive 4+1 curriculum with links to industry, the balance of biomedical and business training, and the excellence of faculty instructors and mentors. The reviewers note some areas for improvement and make specific recommendations.

We have reviewed the program's thoughtful response to the report, and we are confident that their plan will generally address the recommendations appropriately. We have several areas of clarification below.

We note that Dr. MacArthur completes his term as director on June 30, 2024, and a new director has been selected, as of July 1, 2024.

The reviewers note that the business-focused curriculum should be expanded and improved. At inception, the program was developed within the Department of Biochemistry and Biomedical Sciences (BBS), with fee-for-service teaching provided by the DeGroot School of Business. The reviewers suggest expanding the engagement of recently hired faculty with industry experience in BBS, as well as leveraging capacity development in the new Master's of Biomedical Innovation. We agree that it is time to review the arrangements by which the business curriculum is provided.

With respect to the goal of expanding the master's program, the reviewers suggest that the program should explore whether it is possible to offer a stand-alone MBDC. We approach this suggestion with caution. Much of the innovative quality of BDC/MBDC curriculum resides in its thoughtful and efficient 4+1 curriculum. The financial and resource barriers to graduate expansion in the current funding environment offer significant barriers to the development and support of a new master's degree. It will also be important to rigorously evaluate the implied suggestion that 2 1/3 years of undergraduate training could be replaced by six to 12 months of master's curriculum.

The BDC program has indicated their intent to incorporate the curriculum review process in a department-wide manner. Given the extent of departmental support of this program and integration across faculty roles within the department, this is a reasonable plan, as long as there is a process of intentional, intermittent review of this program through that department-wide process.

The reviewers suggest more regular check-ins throughout the program; however, there is no data provided about this from the reviewers' report. We therefore defer to the program's response that there already exist multiple checkpoints in the current program.

With respect to centralization within the Faculty of important student services, such as student advising, the value proposition for moving in this direction will be reviewed in the coming year with programs, students, and Faculty leaders. Thereafter, a determination will be made of the most appropriate service model for learners in the BDC and other FHS undergraduate programs; however, all undergraduate programs should have plans to proceed with alternatives to a centralized service delivery model.

Finally, the program has provided a number of responses to other recommendations which we support at this time.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation at the March 20, 2024, meeting. The committee recommends that the program should follow the regular course of action with an 18-month progress report and subsequent full external cyclical review to be conducted no later than eight years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Political Science

Date of Review: March 21st and 22nd, 2023

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate and graduate programs delivered by Political Science. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the department of Political Science submitted a self-study in February 2023 to the Vice-Provost, Teaching and Learning and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its graduate and undergraduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Social Sciences, and selected by the Vice-Provost, Teaching and Learning and Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a review on March 21st and 22nd, 2023. The review included interviews with the Deputy Provost; Vice-Provost, Teaching and Learning and Vice-Provost and Dean of Graduate Studies, Assistant and Associate Deans for Social Science, Chair of the department and meetings with groups of current students, full-time faculty and support staff.

The Chair of the Department and the Dean of the Faculty of Social Sciences submitted responses to the Reviewers' Report (June and July 2023 respectively). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

- **Strengths**

- Very capable faculty complement with a solid international research reputation.
- A committed and efficient administrative support team.
- Successful innovation in the undergraduate program over the past several years, with the addition of two new minors (nb. Specialization degrees).
- Addition of new faculty to the Department.
- Rigorous academic standards.

- **Areas for Improvement**

- Graduate student program enrollment and student satisfaction.
- Sense of community within Department and across programs.
- Administration of Teaching Assistantships.
- Administrative burden on staff and faculty.

Implementation Plan

Summary of the Reviewers' Recommendations with the Department's and Dean's Responses

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
1. Restructure the graduate programs to improve enrollment and student satisfaction			
(a) Consider adding a course-only stream to the MA program, to make it more attractive to students who do not desire a core research experience as part of their graduate education.	Graduate Committee will examine the options and make a recommendation to the Department in the 2023/24 academic year.	Graduate Chair Peter Nyers Graduate Committee	Fall 2023/Winter 2024
(b) Revisit the organization of the MA Colloquium so that it actually meets the objectives set for it by the Department and experienced by students (this should involve consultation with current graduate students); consider advancing the assignment of	Course will be offered by a new faculty in 2023/24 academic year and will consider revisions to course content and structure in keeping with feedback received from	Course Director Katie Boothe Graduate Committee	Summer/Fall 2023

<p>MRP supervisors to students so that they can begin to make progress on their research as early in their program as possible.</p>	<p>current instructor and through course evaluations.</p> <p>Revisions and overall student experience will be reconsidered following completion of course, including consultations with the 2023/24 cohort as they complete the course as well as consideration of past student evaluations.</p>	<p>Course Director Katie Boothe</p> <p>Graduate Committee</p>	<p>Spring 2024</p>
<p>(c) Consider making professional development a stronger component of the program, active throughout its duration; consult with current PhD students to establish how best to provide an orientation to what they consider to be the key facets of their program.</p>	<p>Will consult with PhD students as to types of professional development they are looking for and best options to provide.</p> <p>Will examine the feasibility of providing financial support to enable instructors to bring in guest lectures, workshops and/or co-instructors to provide professional development, including working with Associate Dean of Graduate Studies</p> <p>Will examine possibility of bringing in speakers to assist faculty members to incorporate non-</p>	<p>Department Chair Greg Flynn</p> <p>Graduate Chair Peter Nyers</p> <p>Graduate Committee</p> <p>Department Chair Greg Flynn</p> <p>Graduate Chair Peter Nyers</p> <p>Graduate Chair Peter Nyers</p> <p>Speakers Series Coordinator Inder Marwah</p>	<p>Summer/Fall 2023 and ongoing</p> <p>Fall 2023</p> <p>Fall 2023/Winter 2024</p>

	academic professional development into courses.		
(d) Consider increasing the number of TA-ships offered to graduate students to enhance and make more competitive McMaster’s financial offers (this should result in a reduced need for undergraduate TAs to be used)	Will examine the allocation of TA positions and possibility of (and conditions associated with) increasing number of TA-ships to graduate students.	Department Chair Greg Flynn Graduate Chair Peter Nyers TA Coordinator Todd Alway	Late Fall 2023/Early Winter 2024
(e) Consider reversing or at least reducing the clawback of scholarships which the Department levies on successful PhD scholarship applicants, as this creates unneeded animosity among students towards the program. Recommendation is outside the scope of the IQAP review.	Will consider following the report of the Grad Student Funding Task Force and Funding discussions of the FSS. Will provide an explanation to graduate students on how Department allocates and funds students, including an explanation on why it claws back funding.	Department Chair Greg Flynn Graduate Chair Peter Nyers Department Chair Greg Flynn Graduate Chair Peter Nyers	Summer/Fall 2023 Fall 2023
2. Rebuild community across programs and the department			
(a) Consult with new faculty, CLAs, and sessional instructors to determine what degree of orientation/onboarding to the Department meets their needs and expectations, and work to bring that into effect	Will consult with recent additions and new faculty members.	Department Chair Greg Flynn	Summer/Fall 2023

<p>(b) Consider working with the university to unlock space expressly purposed for graduate students, to enable them to develop a stronger sense of community; use this enhanced space to continue providing shared office space to PhD students beyond their 4th year.</p>	<p>Will consult with FSS, although this is an ongoing issue they are already working on.</p>	<p>Department Chair Greg Flynn</p>	<p>Summer/Fall 2023</p>
	<p>Working on making use of existing formal meeting space within Department more amenable to greater and more informal use.</p>	<p>Department Chair Greg Flynn</p>	<p>Summer 2023</p>
<p>(c) Provide opportunities for graduate students to meet formally and informally, with special emphasis on interactions between junior and senior PhD students. Provide more structured onboarding for graduate students about what to expect in graduate school that goes beyond the graduate student handbook</p>	<p>Will consider making more Department financial resources available to Political Science Graduate Student Association.</p>	<p>Department Chair Greg Flynn</p>	<p>Summer 2023</p>
	<p>Will consult with graduate students to determine need and interest.</p>	<p>Graduate Chair Peter Nyers</p>	<p>Summer/Fall 2023</p>
<p>3. Match TA availability to pedagogical formats</p>			
<p>(a) Consider rebalancing tutorial assignments to target this scarce resource where it is most needed, either by increasing its provision in courses at Level I and Level II, and/or reducing the number of courses that utilize TAs at Level III (in line with any collective agreement provisions). Either action will involve revising course design to maximize available TA support, for example by adopting under-used assessment methods such as</p>	<p>Will bring in pedagogical experts on methods of assessment to provide advice to faculty on course re-design.</p>	<p>Department Chair Greg Flynn</p>	<p>Fall 2023/Winter 2024 and ongoing</p>
	<p>Will examine TA allocation issues as part of course planning for 2024/25 academic year.</p>	<p>Department Chair Greg Flynn</p>	<p>Winter/Spring 2024</p>

group projects and peer assessment in Level III.			
(b) Work to reduce the numbers of undergraduate students used as TAs by expanding use of graduate students as TAs (as above).	Will examine the allocation of TA positions and possibility of (and conditions associated with) increasing number of TA-ships to graduate students.	Department Chair Greg Flynn Graduate Chair Peter Nyers TA Coordinator Todd Alway	Late Fall 2023/Early Winter 2024
4. Relieve the administrative burden on staff and faculty			
(a) Relieve the burden on administrative staff through efficiency gains, or by adding more complement to the existing staff	Will consult with administrative staff to determine needs. Will explore potential of additional administrative support with FSS.	Department Chair Greg Flynn Department Chair Greg Flynn	Summer/Fall 2023 Summer 2023
(b) Work to establish precisely the types of support which faculty require to further incorporate experiential learning into their courses, so that the university can act on these requests	Will consult with faculty members. Will bring in pedagogical experts on experiential learning to provide advice to faculty on course re-design.	Department Chair Greg Flynn Undergraduate Chair Todd Alway Department Chair Greg Flynn	Fall 2023 Winter 2024 and ongoing

Faculty Response

An IQAP review team consisting of external members Dr. Randall Germain, Carleton University and Dr. Veronica Kitchen, University of Waterloo, and internal member, Dr. Victor Satzewich (McMaster Sociology) conducted a review in March 2023 of both the undergraduate and graduate programs of the Department of Political Science. I thank the reviewers for their thorough and thoughtful review of Political Science's educational programs. The insights and recommendations provided by the review will be valuable to the Department and the Faculty as they work to improve the programs in the coming years. Herein I provide my response to that report.

Undergraduate Programs

The report provides a strong endorsement of the undergraduate programs, which have experienced considerable enrolment growth in recent years. While many factors have contributed to the enrolment growth, important contributors include the development of two specializations within the undergraduate program, the restructuring of key courses, and the commitment shown by the department and its faculty to the undergraduate program and its students. The external report identifies a need for the department to establish better the types of support required by instructors to integrate experiential learning into their courses and suggests minor changes pertaining to level 4 courses. The department can address these areas working with partners in the Faculty of Social Sciences' Careers and Experiential Education Office and MacPherson Institute staff. Finally, although directed at addressing issues related to the graduate program, recommendations regarding the TAs and related matters have implications for the undergraduate curriculum that the department will have to monitor.

Graduate Programs

The reports provides an overall positive assessment of the graduate programs and the quality of the training provided, but identifies some important concerns, including declining graduate student enrollments, particularly at the MA level, a need to enhance the student experience, space and community, and the allocation and use of TAs. The department's response to the report's recommendations outlines specific actions to be taken with respect to each recommendation. Most will be addressed within the coming academic year. Here I offer some further comment in these areas.

As the report notes, pressures on MA enrolments in political science are shared across Ontario universities, due in part to a growing number of policy-oriented professional programs. The primary recommendation to address this is to create a one-year, course-based MA program alongside the one-year MRP-based MA program already offered. In considering this, it will be important for the department to assess how the program learning goals will differ from the MRP-based option, the demand for such a degree relative to be relative to an explicit policy-oriented professional degree, and the impact such a course-only program would have on enrolment in the MRP-based program. The report identified challenges regarding graduate student space, and particularly its impact on the ability of graduate students to build a sense of community. As the department's response notes, this issue has been identified more generally within the Social Sciences. The Associate Dean Graduate Studies, Melanie Heath, and the Director of Finance and Administration, Juliette Prouse, this past year began a systematic review of graduate student space in Social Sciences. The review includes consultation with graduate students, program staff, faculty, and others as appropriate to understand how the Faculty can better meet the space needs of graduate students and graduate programs. The report identified a number of issues pertaining to TAs in the department, including the number of TAs, the balance of graduate and undergraduate TAs, the assignment of TAs across courses, and the need to better match undergraduate course designs to the availability of TAs. The TA budget in the

Faculty of Social Sciences is allocated among departments using a needs-based approach based on both a department's undergraduate course enrolments and its graduate student enrolment. Once a department receives its TA budget allocation, the department determines how best to use that budget to support both undergraduate education and its graduate students. Relative to the sizes of its undergraduate and graduate enrolments, the TA budget for the Department of Political Science is comparable to that of all other departments and programs in the Social Sciences. But because in recent years its undergraduate enrolment has been growing while its graduate enrolment has been declining, over this period the department has faced increasing pressure on its historical approach to allocating TAs among its courses. It is fully within the power of the department to modify its approach to allocating TAs and course designs to address the concerns identified by the review team. This work should involve consultation with educational developers and related staff from the MacPherson Institute.

The Department of Political Science has a deep commitment to its educational programs and to its students. I know that the department will respond thoughtfully to the recommendations provided by the review and the Faculty will support the department in this work.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation at the December 6, 2023, meeting. The committee recommends that the program should follow the regular course of action with an 18-month progress report and subsequent full external cyclical review to be conducted no later than eight years after the start of the last review.

Courses Offered on Dean's Permission

As of Date	Course Code	Course Title
9/1/2023	ABLD 2AE3	Introduction to Afro-Environmentalism
9/1/2023	ABLD 4BH3	Critical Issues in Black Communities and Health
9/1/2021	ART 3DD3	3-Dimensional Challenges
9/1/2020	ART 3ET3	Explorations in Textiles Practices
9/1/2020	ART 3K03	Concentrated Study in 3D Rendering & Printing
9/1/2023	ARTSSCI 1C03	Inquiry: Global Challenges
9/1/2020	CMST 3CP3 A/B	Communications Professionalization
9/1/2020	COMMERCE 3J03	The Business of Entertainment
9/1/2020	COMMERCE 3SJ3	Impact Lab at DeGroote
9/1/2023	COMPSCI 3MR3	Mobile Robots & Autonomous Systems
9/1/2023	COMPSCI 4CG3	Computational Geometry
9/1/2021	COMPSCI 4QP3	Quantum Computing
9/1/2023	DATASCI 3VG3	Physics for Video Games
9/1/2024	ECON 3MP3	Applied Macroeconomic Policy
9/1/2022	ENGINEER 3CW3	How to Change the World
9/1/2024	ENVSOCY 4HP3	Migration and Global Development
9/1/2021	EXPLORE 4II3	The Beginning of Science: Ancient Egyptian and Babylonian Conceptions of Time and Space
9/1/2022	GLOBALZN 2GL0	Get Ready Get globally Engaged
9/1/2023	HISTORY 3SR3	Histories of Indigenous Sport
9/1/2023	HTHSCI 3CV3 A/B	Child Visual Development & Community Engagement
9/1/2023	HTHSCI 3EA3	Introduction to Expressive Arts Therapy
9/1/2023	HTHSCI 3EP3	Epigenetics: Nature & Nurture
9/1/2023	HTHSCI 3F03	Inquiry in Anatomy & Physiology
9/1/2023	HTHSCI 3LT3	Practical Applications in Clinical Lab Testing
9/1/2023	HTHSCI 3MB3	Introduction to Bacteriology in Health Sciences
9/1/2023	HTHSCI 3MR6 A/B	Practicum in Medical Research.
9/1/2023	HTHSCI 4A00	Senior Project Synthesis
9/1/2023	HTHSCI 4DD3	Senior Inquiry Project in Health Sciences
9/1/2023	HTHSCI 4PF3 A/B	Peer Tutoring in Anatomy & Physiology
9/1/2023	HTHSCI 4XP0	Praxis Pathways 4: Synthesis
9/1/2022	HUMAN 1RF1	Undergraduate Educational Journey Reflections
9/1/2023	HUMAN 2FI3	The Future of the Internet
9/1/2021	IBEHS 3T03	Reading in Health, Engineering Science & Entrepreneurship I
9/1/2021	IBEHS 4T06	Reading in Health, Engineering Science & Entrepreneurship II
9/1/2023	INDIGST 1G03	Gaodadeihwahni:ya:s Transition
9/1/2022	INDIGST 2IR3	Indigenous Resurgence
9/1/2024	INDIGST 4K03	20th Century Indigenous Rights
9/1/2022	INDIGST 4TR3	Two Row on the Grand: LBL
9/1/2021	INSPIRE 1AA1	University Success: Academic Skills
9/1/2022	INSPIRE 1BB1	University Success: Career Skills
9/1/2022	INSPIRE 1CC1	University Success: Healthy Student Habits
9/1/2022	INSPIRE 1DD1	University Success: Numeracy Skills
9/1/2022	INSPIRE 1EE1	University Success: Academic Writing Skills

9/1/2022	INSPIRE	1FF1	University Success: Financial Skills
9/1/2021	INSPIRE	1HR3	Personal Leadership: 1st Year Students
9/1/2023	KINESIOL	1ED3	Equity, Diversity, and Inclusion in Physical Activity
9/1/2023	KINESIOL	4AN3	Applied Neurophysiology
9/1/2023	LINGUIST	3WC3	Writing about Science
9/1/2024	MECHENG	4AI3	Applied Artificial Intelligence
9/1/2020	NURSING	3IH3	Introduction to Indigenous Health Policy and Practice for Nursing
9/1/2023	NURSING	3NI3	Introduction to Concepts in Northern and International Health
9/1/2023	NURSING	4CC0	Foundations of Adult Critical Care Nursing
9/1/2023	PEACJUST	2G03	Beyond Borders: Race, Gender & Coloniality in Migration
9/1/2022	PHARMAC	4T15	Senior Thesis
9/1/2022	SOCWORK	4TR3	Deyohahage: Ghę' gowahneh/Two Row on the Grand: Land-based learning: Cultural Resurgence, Respect & Reconciliation