

**UNDERGRADUATE COUNCIL**  
**Tuesday, January 24, 2023 at 2:30 p.m.**  
**Gilmour Hall, Council Room (Room 111)**

**AGENDA**

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UNIVERSITY  
SECRETARIAT  
• Board of Governors  
• Senate

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## MEETING MINUTES OF UNDERGRADUATE COUNCIL

Tuesday, December 13, 2022 at 2:30 p.m. via Zoom

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- Attendance:** Dr. K. Dej (*Chair*), Ms T. Al-Rammahi, Dr. S. Bray, Dr. L. Carter, Ms C. Chung, Dr. S. Corner, Dr. S. Dickson-Anderson, Dr. R. da Silva, Dr. C. Grisé, Dr. B. Marquis, Dr. K. McGarry, Ms M. Pool, Dr. T. Prowse, Dr. C. Quenneville, Dr. S. Ritz, Mr. S. Van Koughnett, Dr. R. Whyte, Ms K. Snow (*Assistant University Secretary*), Ms C. Richard (*Associate University Secretary*), Ms M. Zheng (*Associate University Secretary*)
- Consultants:** Ms L. Giordano, Dr. A. Gullage, Ms C. Hodal, Ms C. Mackenzie, Ms J. Osterman, Ms S. Robinson, Mr. G. Rombough, Ms C. Stevens
- Regrets:** Ms L. Al-Arabi, Ms V. Lewis, Mr. M. Malik, Dr. S. McCracken, Ms S. Santhikumar
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### 1. MINUTES OF PREVIOUS MEETING – NOVEMBER 22, 2022

It was duly moved and seconded,

**that the Undergraduate Council approve the minutes of the November 22, 2022 meeting, as amended.**

The motion was *Carried*.

### 2. BUSINESS ARISING

There was no business arising.

### 3. CHAIR'S REMARKS

Dr. Dej provided a brief update on the labour dispute with CUPE 3906, Unit 1, noting that union members were currently voting on the tentative agreement. Should CUPE members vote in favour, the agreement would be approved by the Board of Governors at its meeting on December 15, 2022.

### 4. REPORT FROM THE CURRICULUM & ADMISSIONS COMMITTEE

Dr. Sean Corner, *Chair of the Curriculum and Admissions Committee*, presented the Committee's report. Members heard that all curriculum changes would be encompassed by an omnibus motion (Motion 12) at the end of the Report.

**a. Faculty of Business Undergraduate Curriculum Report 2023-24**

Dr. Corner noted that the Faculty of Business brought forward no major curriculum revisions this year.

**b. i. Arts & Science Undergraduate Curriculum Report 2023-24**

**ii. Notice of Undergraduate Program Closures: Combined Honours Degrees in Arts & Science and Art History, Arts & Science and Theatre & Film Studies**

Dr. Corner explained that the Arts & Science Program brought forth the Combined Honours Program in Arts & Science and iArts (Integrated Arts). It is also recommending closures of its Combined Honours in Arts & Science and Art History, and the Combined Honours in Arts & Science and Theatre & Film Studies.

It was duly moved and seconded,

**that the Undergraduate Council approve for recommendation to the University Planning Committee and Senate, the establishment of the *Combined Honours Program, Arts & Science and iArts (Integrated Arts)* for inclusion in the 2023-2024 Undergraduate Calendar, as set out in the attached.**

The motion was *Carried*.

It was duly moved and seconded,

**that the Undergraduate Council approve for recommendation to the University Planning Committee and Senate, the closure of the *Combined Honours in Arts & Science and Art History* program, as set out in the attached.**

The motion was *Carried*.

It was duly moved and seconded,

**that the Undergraduate Council approve for recommendation to the University Planning Committee and Senate, the closure of the *Combined Honours Arts & Science and Theatre & Film Studies* program, as set out in the attached.**

The motion was *Carried*.

**c. Engineering Undergraduate Curriculum Report 2023-24**

Dr. Corner noted that the Faculty of Engineering was changing the name of the B.Tech in Automation Engineering Technology Co-op program to the B.Tech in Automation Systems Engineering Technology Co-op program.

It was duly moved and seconded,

**that the Undergraduate Council approve, for recommendation to Senate, the change in name of the *Bachelor of Technology (B.Tech) in Automation Engineering Technology I Co-op* program to *Automation Systems Engineering Technology I Co-op* program, effective September 2023, and set out in the attached.**

The motion was *Carried*.

It was duly moved and seconded,

**that the Undergraduate Council approve, for recommendation to Senate, the change in name of the *Bachelor of Technology (B.Tech) in Automation Engineering Technology Co-op* program to *Automation Systems Engineering Technology Co-op* program, effective September 2023, and set out in the attached.**

The motion was *Carried*.

**d. Faculty of Humanities Undergraduate Curriculum Report 2023-24**

Dr. Corner explained that the Faculty of Humanities brought forward no major curriculum revisions this year.

**e. Faculty of Science Undergraduate Curriculum Report 2023-24**

Members heard that the Faculty of Science had recommended a change in admission requirements of the B.Sc in Honours Astrophysics program. This modification alters enrollment in the program from limited enrollment to open enrollment.

It was duly moved and seconded,

**that the Undergraduate Council approve, for recommendation to Senate, the change in admission requirements of the *Bachelor of Science (B.Sc) in Honours Astrophysics* program, effective September 2023, as set out in the attached.**

The motion was *Carried*.

**f. Faculty of Social Sciences Undergraduate Curriculum Report 2023-24**

Dr. Corner explained that the Faculty of Social Sciences brought forth three new co-op programs in Economics, Work and Labour Studies, and Political Science, as well as a Research Specialization Option for the Honours B.A in Social Psychology program.

It was duly moved and seconded,

**that the Undergraduate Council approve, for recommendation to the University Planning Committee, and Senate, the establishment of the *Honours Bachelor of Arts (B.A.) in Economics Co-op* program for inclusion in the 2023-2024 Undergraduate Calendar, as set out in the attached.**

The motion was *Carried*.

It was duly moved and seconded,

**that the Undergraduate Council approve, for recommendation to the University Planning Committee, and Senate, the establishment of the *Honours Bachelor of Arts (B.A.) in Work and Labour Studies Co-op* program for inclusion in the 2023-2024 Undergraduate Calendar, as set out in the attached.**

The motion was *Carried*.

It was duly moved and seconded,

**that the Undergraduate Council approve, for recommendation to the University Planning Committee, and Senate, the establishment of the *Honours Bachelor of Arts (B.A.) in Political Science Co-op* program for inclusion in the 2023-2024 Undergraduate Calendar, as set out in the attached.**

The motion was *Carried*.

It was duly moved and seconded,

**that the Undergraduate Council approve, for recommendation to the University Planning Committee, and Senate, the establishment of the *Honours Bachelor of Arts (B.A.) in Social Psychology (Research Specialist Option)* program for inclusion in the 2023-2024 Undergraduate Calendar, as set out in the attached.**

The motion was *Carried*.

**g. Report from the Office of the Registrar (Glossary, General Academic Regulations)**

Dr. Corner explained that the Office of the Registrar recommended new regulations relating to authorized leaves for students with study permits. This would allow international students the ability to be approved for a temporary absence from school and meet the appropriate government compliance reporting guidelines.

It was duly moved and seconded,

**that the Undergraduate Council approve, for recommendation to Senate, revisions to the *Glossary* and *General Academic Regulations*, for inclusion in the 2023-2024 Undergraduate Calendar, as set out in the attached.**

The motion was *Carried*.

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It was noted that the omnibus motion encompassed all major and minor curriculum revisions from all Faculty reports.

It was duly moved and seconded,

**that the Undergraduate Council approve all academic regulations and curriculum revisions for inclusion in the 2023-2024 Undergraduate Calendar, as set out in the attached.**

The motion was *Carried*.

Dr. Dej highlighted the extensive work done this year by members of the Curriculum and Admissions Committee and thanked them for their diligence and attention during its process.

## **5. OTHER BUSINESS**

Dr. Dej explained that Dr. David Goutor had agreed to serve as Undergraduate Council's delegate from the Faculty of Social Sciences to the Quality Assurance Committee. This appointment was for a two-year term.

It was duly moved and seconded,

**that Undergraduate Council approve the appointment of Dr. David Goutor as its delegate to the Quality Assurance Committee, for a two-year term beginning December 13, 2022 and ending June 30, 2024.**

The motion was *Carried*.

As there was no other business, the meeting adjourned at 3:00 pm.

**TO: Kim Dej,**  
Vice-Provost (Teaching & Learning)

**FROM: Lori Goff**  
Director, Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching

**RE: Institutional Quality Assurance Process (IQAP) – Ontario Universities Council on Quality Assurance Ratification**

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In 2020 the Ontario Universities Council on Quality Assurance (Quality Council) announced a change to the Quality Assurance Framework (QAF) that required all Ontario universities to revise their institutional quality assurance process policies to comply with the QAF. Revised institutional policies were required to be approved internally and then submitted to Quality Council for ratification.

- McMaster revised its IQAP policy over 2020-21 and McMaster's Senate approved the revised policy in January 2022.
- McMaster submitted this revised policy to Quality Council in January 2022 for consideration and feedback.
- Quality Council responded with feedback in April 2022 that required further conversation and minor revisions.
- Over the summer and fall of 2022 McMaster and Quality Council worked to finalize the revisions to the IQAP policy.
- On December 21, 2022, Quality Council ratified (approved) McMaster's revised IQAP policy approving its compliance with the Quality Assurance Framework.

With the IQAP policy now ratified and with minor changes made throughout the revision process with Quality Council, the 2022 IQAP policy is presented here again for McMaster governance approval; one copy is included with revisions indicated, and also one clean copy.

Questions may be directed to the Vice-Provost, Teaching and Learning Kim Dej or to staff at the Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching who led the effort to update and ratify the policy.





## Policies, Procedures and Guidelines

Complete Policy Title

**Policy on Academic Program Development and Review**

Policy Number (if applicable)

**Commented [CB1]:** Grey highlighting indicates text additions; ~~strikethrough~~ indicates text deletion.

Approved by

**Senate**

Date of Most Recent Approval

**TBA**

Date of Original Approval(s)

May 11, 2011 (effective July 1, 2011)

Supersedes/Amends Policy dated

- January 12, 2022
- December 9, 2020
- May 17, 2017
- February 13, 2013 (effective July 1, 2013)
- May 11, 2011 (effective July 1, 2011) Procedures for Undergraduate Program Reviews, 2004,
- New and Revised Undergraduate Programs Policy, 2009
- Policy on Steps for Creation of New Graduate Programs or New Fields in Existing Doctoral Programs, 2009

Responsible Executive

**Vice-Provost, Teaching and Learning**

Policy Specific Enquiries

[MacPherson Institute](#)

General Policy Enquiries

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

**DISCLAIMER:**

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



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## SECTION I: INTRODUCTION

### DEFINITIONS

McMaster University uses the term "program goals" to mean clear and concise statements of the goals of the program. "Program goals" are therefore synonymous with what the Quality Assurance Framework refers to as "program objectives."

### PREAMBLE

1. McMaster University is widely recognized for innovation in teaching and learning and for the quality of its programs. Nevertheless, knowledge of our disciplines and the scholarship of teaching and learning are constantly evolving. Our reputation can only be maintained and improved if we, as academics and educators, critically review what we do in our programs and seek opinions and advice from colleagues at McMaster and at other institutions.
2. Although the primary objective for these reviews is the improvement of our academic programs, the processes that we adopt is also designed to meet our responsibility to the government on quality assurance. Every publicly assisted Ontario university that grants degrees and diplomas is responsible for ensuring the quality of all of its programs of study, including modes of delivering programs and those academic and student services that affect the quality of the respective programs under review, whether or not the program is eligible for government funding.
3. The process by which institutions meet this accountability to the government is outlined in the Quality Assurance Framework (QAF), developed by the Ontario Council of Academic Vice- Presidents (OCAV), and approved by Executive Heads. 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 (COU).
4. As part of the Quality Assurance Framework, McMaster was required to develop an Institutional Quality Assurance Process (IQAP), which is contained within this Policy. In addition to the 15 guiding principles contained within the QAF, McMaster determined the following internal principles to guide the development of the IQAP Policy:
  - a) curriculum development and improvement is an ongoing, iterative process that is initiated, developed and controlled at the departmental level;
  - b) McMaster's IQAP incorporates input from all principal stakeholders; and
  - c) McMaster's IQAP is designed primarily to help improve programs and shape them to have characteristics that are most valued at our University, while also meeting the responsibility for quality assurance.
5. Thus, 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 at McMaster will emerge in the IQAP self-study.

6. The IQAP is subject to approval by the Quality Council when it is initiated and thereafter, when it is revised. The Quality Council will audit the University on an 8-year cycle under the terms outlined in the Quality Assurance Framework.

#### **Cyclical Audit**

7. One-year prior to the scheduled Cyclical Audit, McMaster's key contact to the Quality Council (or their delegate) will participate in a half-day briefing by the Quality Council Secretariat and an Audit Team member.
8. In advance of the cyclical audit, the Vice-Provost, Teaching and Learning and Vice-Provost and Dean of Graduate Studies, or their delegates, will prepare a self-study of McMaster's Institutional Quality Assurance Process, highlighting its strengths as well as areas for improvement and enhancement. The self-study will also identify the institutional response to any issues identified in the previous audit. To prepare this self-study, consultation with Faculty representatives as well as key stakeholders from central university supports, such as the Registrar's Office, the MacPherson Institute, Institutional Research and Analysis and the Library will take place, as appropriate. The self-study will be submitted to the Quality Council's Secretariat as part of the Cyclical Audit process.
9. The Cyclical Audit provides accountability to the principal stakeholders of Ontario's university education system. The purpose of the Cyclical Audit is to evaluate the alignment of past and current practice with policy as well as the university's approach to continuous improvement. Cyclical Program Reviews that were undertaken within the period since the previous Cyclical Audit are eligible for selection for the university's next Cyclical Audit. Any new undergraduate and graduate programs that have been approved since the previous Cyclical Audit are eligible for selection in the next university's cyclical audit. Graduate Diplomas that were approved through the expedited approvals process as well as major modifications to existing academic programs are not normally subjected to the institution's cyclical audit.
10. Excluding any confidential information, the Audit Report and any follow up response report will be posted on McMaster's Quality Assurance webpage. If an area of concern is identified during the Cyclical Audit, the Quality Council may determine that a focused audit of a specific process is necessary. Reports related to a Focused Audit will be posted on McMaster's Quality Assurance webpage.

#### **CONTACT**

11. The authority responsible for the IQAP is the Vice-Provost, Teaching and Learning. The authorities responsible for its application will be the Vice-Provost, Teaching and Learning for undergraduate programs and the Vice-Provost and Dean of Graduate Studies for graduate programs. When undergraduate and graduate programs are reviewed concurrently, the Vice-Provost, Teaching and Learning and the Vice-Provost and Dean of Graduate Studies will be jointly responsible for its application.

12. The person responsible for all contact between the University and the Quality Council is the Vice-Provost, Teaching and Learning.
13. Throughout this Policy, the Chair refers to the head of the academic unit (usually a Department, sometimes a School or an interdisciplinary group) that is proposing a new program or is responsible for an existing program, although we recognize that the official title of such person varies across programs and Faculties. Similarly, the Dean refers to the head of the Faculty or equivalent individual responsible for the program, again recognizing that official titles vary.
14. In the case of joint academic programs (e.g., a combined honours program or a collaborative program with another educational institution), the relevant Chair and Dean shall be those at McMaster University who have the administrative responsibility for the program.

#### PURPOSE

15. This Policy on Academic Program Development and Review guides the development of new undergraduate and graduate programs (including for-credit graduate diploma programs) and aids in the ongoing improvement of existing programs. It has also been designed to meet the University's responsibility of ensuring the quality of such programs. It applies to all undergraduate and graduate programs offered at McMaster University, as well as programs offered in collaboration with other institutions that lead to McMaster University degrees or graduate diplomas.

#### DEFINITION OF NEW PROGRAMS

16. A new program is considered to be any new degree or degree program that has not been previously offered at McMaster University. In contrast to the normal evolution of academic programs, a new program will generally involve some combination of new courses, new learning outcomes, and new or re-allocated resources, and will be meant to provide students with an academic path that was previously not available to them.
17. Although not new, a program that has been offered at McMaster University without funding from the Ministry of Colleges and Universities and for which a request for funding is to be made, will follow the procedures for new programs that are outlined in § II.

## SECTION II: NEW GRADUATE AND UNDERGRADUATE PROGRAMS

The steps required for the approval of any new program include:

### BEGINNING A NEW PROGRAM PROPOSAL

18. Proponents of a new program may begin by preparing a Statement of Intent and acquiring endorsement from the relevant Dean(s) and Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies.

### BROAD CONSULTATION

19. The Chair, in consultation with the Dean, is responsible for ensuring that there is broad consultation. Broad consultation is required as part of the proposal process. It will also be essential to have appropriate discussions with other institutions when the proposed programs are to be offered in collaboration with those institutions.
20. Whenever faculty members from several departments will be involved in a proposed program, these proponents must have the opportunity to discuss the proposal with their respective Dean(s) and Chair(s). Similarly, if there is a proposal to cross-list a course, or to recommend or require students in the new program to take existing courses, the teaching Department(s) must be consulted and agreement obtained, in writing, from the appropriate Chair/Dean. Approvals of the relevant Curriculum Committees are required.
21. Discussions are to be held with central support units such as, but not limited to, the Library, the Registrar, the MacPherson Institute, and other relevant units, to assess the impact of the introduction of the new program. Input also should be sought from relevant groups of students for whom there is a potential impact of the proposal and consideration given to the demographics of the student market for the program.
22. Broad consultation is especially important when proposing interdisciplinary programs, particularly when the initiators of the proposed plan are unfamiliar with all disciplines involved in the proposed program or individual faculty members who might potentially be interested or have expertise. A proposal for a new interdisciplinary program must be presented to any related Faculty/Program to ensure that there is widespread awareness of the program and of its potential impact. If a new interdisciplinary program utilizes or cross-lists one or several new courses from other Departments, the Department(s) offering the course(s), rather than the new interdisciplinary group, must submit those courses for approval. Prior written agreement also must be obtained from Chairs of participating Departments for teaching, graduate supervision and other resources required for interdisciplinary programs. Departments must be given adequate time to consider these requests. The program proponents, in consultation with the appropriate Dean(s), or their delegate(s), will consult and obtain proposed administrative and governance structures from the Faculties involved in interdisciplinary program proposals for inclusion in the new program proposal.

**NEW PROGRAM PROPOSAL**

23. The Chair is responsible, in collaboration with relevant groups and/or individuals, for the preparation of a New Program Proposal. Both the Chair and the Dean, or Dean's delegate, ensure that the proposal has met all of the New Program Proposal criteria outlined below and both will sign off on the completeness of the proposal. For an interdisciplinary program, all affiliated program Chairs and appropriate Deans, or the Deans' delegates, sign off on the completeness of the proposal.

**NEW PROGRAM PROPOSAL: EVALUATION CRITERIA**

24. Program proponents are to complete McMaster's New Program Proposal template and address the evaluation criteria for the New Program Proposal as outlined below.

**Program Overview**

- a) Description of the extent and method of the consultation process undertaken during the development of the proposal, including the diversity of groups and /or individuals who were engaged in and informed the preparation of the proposal;
- b) Consistency of the program's goals with the University's tripartite research, teaching, and service excellence mission, its values and purpose, and its academic priorities and plans;
- c) Ways in which the program addresses the institution's current Strategic Mandate Agreement;
- d) Ways in which the program addresses the institution's current strategies, frameworks and/or principles regarding equity, diversity and inclusion, and how the program advances EDI-related academic goals (e.g., Indigenous perspectives, international relevance, interdisciplinarity, intercultural competencies, social and environmental equity and sustainability); and
- e) Clarity and appropriateness of the program's requirements and the Program Learning Outcomes in meeting the University's Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level Expectations (GDLEs); as outlined in Appendix A;
- f) Appropriateness of degree nomenclature and program's goals.

**Admission Requirements**

- a) Appropriateness of the program's admission requirements for meeting its goals and the Program Learning Outcomes established for completion of the program;
- b) Alternative requirements, if any, for admission into the program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience; and
- c) Consideration of accessible and equitable admissions processes and practices.

**Structure**

- a) Appropriateness of the administrative, governance, and communication processes proposed in support of the program;
- b) Appropriateness of the program's structure and requirements to meet specified Program Learning Outcomes;



- c) Appropriateness of the program's structure and requirements to meet Degree Level Expectations; and
- d) For graduate programs, a clear rationale for program length, which ensures that the program requirements can be reasonably completed within the proposed time period.

**Program Content, Curriculum, and Teaching**

- a) Ways in which the curriculum addresses the current state of the discipline or area of study, and extent to which a comparative review of the state of the discipline informs the curriculum;
- b) Identification of any unique curriculum or program innovations or creative components with attention to experiential and community-engaged pedagogy;
- c) Appropriateness of the proposed mode(s) of delivery to meet the intended Program Learning Outcomes and Degree Level Expectations and availability of the necessary physical resources including infrastructure and technologies for accessible education;
- d) Ways in which the program addresses current institutional, faculty, or departmental priorities (e.g., experiential learning, diversity and inclusion, accessibility, community engagement, entrepreneurship, et cetera);
- e) Ways in which the program addresses the current Strategic Mandate Agreement;
- f) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion; and
- g) For graduate programs, verification that the courses included meet university requirements in terms of the minimum number of courses required, the level of courses required, and the appropriate inclusion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams). At least two thirds of the course requirements must be at the 700-level.

**Assessment of Teaching and Learning**

- a) Plans to monitor and assess the overall quality of the program and whether the program is achieving its proposed goals, ensuring evaluation methods are accessible and inclusive and audiences are diverse;
- b) Appropriateness of the proposed methods for the instruction and assessment of student achievement of the intended Program Learning Outcomes. The Program Learning Outcomes must meet the Degree Level Expectations;
- c) Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the Degree Level Expectations; and
- d) Description of how the resulting information from level of student performance will be documented and used to inform continuous program improvement.

**Resources**

25. For all programs:

- a) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources including any implications for the impact on other existing programs at the University and any institutional commitment to supplement those resources to support the program;

- b) Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program in order to achieve the goals of the program and foster the appropriate academic environment;
  - c) Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students, as well as graduate students' scholarship and research activities, including library support, information technology support, and laboratory access;
  - d) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience;
  - e) If applicable, provision of supervision of experiential learning opportunities; and
  - f) If applicable, additional institutional resource commitments to support the program in step with its ongoing implementation.
26. For undergraduate programs:
- a) Evidence of plans for adequate numbers of faculty and staff to achieve the goals of the program;
  - b) Evidence of plans to provide the necessary resources in step with the implementation of the program;
  - c) Planned/anticipated class sizes; and
  - d) Provision of supervision of experiential learning opportunities, if applicable.
27. For graduate programs:
- a) Evidence that full-time tenured/tenure-track/CAWAR faculty have the recent research and/or professional/clinical expertise needed to sustain the program, promote innovation, foster an appropriate intellectual climate, and provide excellent supervision of students in academic and research components of the program;
  - b) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students;
  - c) For programs with a research component, evidence that faculty research supervisors have current and ongoing research programs and funding, and space and relevant research infrastructure appropriate to support students' research in the program;
  - d) Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision; and
  - e) Evidence of prior experience in graduate teaching and research supervision for faculty participating in the program.

**Quality and Other Indicators**

28. Specify how program quality and other metrics will be measured, particularly:
- a) Definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program);

- b) Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience;
- c) If applicable, any other evidence that the program and faculty will ensure the intellectual quality of the student experience;

**EXTERNAL EVALUATION: REVIEW TEAM**

- 29. The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean will select a diverse team of reviewers to assess the proposal. The Review Team will consist of two external reviewers and one internal reviewer. Additional members may be added to the team, if appropriate, for instance when evaluating professional programs or interdisciplinary programs.
- 30. External reviews of new undergraduate, Master's and PhD program proposals must incorporate a site visit. Site visits are conducted on-site. All PhD programs must have an on-site visit. Only professional or fully online Master's programs may be allowed an exception to an on-site visit; all other Master's programs must have an on-site visit. Exceptions to on-site visits for new undergraduate program reviews are determined by the Vice-Provost, Teaching and Learning or, in the case of new professional and fully online Master's programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the appropriate Dean or Dean's delegate and agreed to by the Review Team prior to the commencement of the review. The Vice-Provost, Teaching and Learning or, in the case of new graduate programs, the Vice-Provost and Dean of Graduate Studies, will provide clear justification for the decision for an exception to an on-site visit.
- 31. If it is determined that a site visit can take place virtually, the virtual site visit will require all elements of the Review Team's site visit using videoconferencing software and/or other suitable platforms. A virtual site visit will still include elements such as virtual meetings with students, faculty, and other stakeholders. It may also include remote attendance at performances or events, and virtual facilities tours.
- 32. As appropriate, the Review Team shall meet with the following:
  - a) Chair or Director;
  - b) Full-time faculty members (a broad cross section, in groups);
  - c) Part-time faculty members (a broad cross section, in groups);
  - d) Program students (a broad cross section of students is to be invited by the program to participate in a meeting with the review team);
  - e) Departmental/Program support staff;
  - f) Associate Dean;
  - g) Dean;
  - h) For graduate programs, the Vice-Provost and Dean of Graduate Studies;
  - i) For undergraduate programs, the Vice-Provost, Teaching and Learning; and
  - j) Provost and Vice-President (Academic), if available.

33. External members of the Review Team will be individuals who are in the same discipline as the program under review (or across disciplines for interdisciplinary programs) and who are distinguished senior academics of broad experience, with an established commitment to higher education. External reviewers will not be faculty members from McMaster University. Internal reviewers are faculty members from McMaster but from outside of the discipline (or interdisciplinary group) engaged in the proposed program. Non-academics with relevant expertise and experience are permitted to serve as reviewers in addition to the two academic reviewers when it would enhance the diversity of relevant disciplinary or interdisciplinary perspectives, or in community-engaged or professional programs. Reviewers must have an impartial, arm's-length relationship to the program. For example, reviewers should not have been a research supervisor or student of members of the proposed program; and should not have collaborated with members of the proposed program within the past six years or have made plans to collaborate with those individuals in the immediate future. There also should be no other potential conflicts of interest (e.g., personal or financial). Wherever possible the review team will represent broad institutional categories and/or geographic regions.
34. External reviewers will be selected from a list of at least six suggested individuals compiled by the Department and endorsed by the Dean. An internal reviewer will be selected from a list of at least three suggested individuals compiled by the Department and endorsed by the Dean.
35. The lists shall include, for each proposed external reviewer:
- Name;
  - Rank and position;
  - Institution or company and current address, telephone, e-mail address, and URL if available;
  - Professional (including administrative) experience or expertise relevant to the Program under review;
  - Details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and
  - For graduate programs, a description of research expertise, and a partial listing of recent scholarly publications.
36. The New Program Proposal, all relevant faculty CVs, the McMaster's Review Team Guidelines and other materials specific to the review will be provided to all members of the review team no less than two weeks prior to their visit.

#### REVIEWERS' REPORT

37. Excepting when contrary circumstances apply, the Review Team will submit a co-authored report, including an Executive Summary, for the program(s) under review within four weeks of the visit to the Vice-Provost, Teaching and Learning, or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies. The report will be written primarily by the external reviewer(s), and then sent to the internal reviewer for their review and comment. The report will appraise the standards and quality of the proposed program, and address the criteria set out in § III. 24-28 above, including the associated faculty and the

adequacy of existing physical, human, and financial resources. Reviewers also will be invited to acknowledge any clearly innovative aspects of the proposed program, together with recommendations on any essential or otherwise desirable modifications to the program. The report may include a confidential section (e.g., where personnel issues can be addressed). The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the reviewers' report for completeness. If satisfactory, the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will approve the reviewers' report and disseminate it to the Chair. If there are concerns with the completeness of the report, the Review Team will be asked to provide more clarity.

#### INTERNAL RESPONSE

38. **Separate responses** to the reviewers' report from both the Chair and the Dean, or their delegates, should be prepared, as per the New Program Response template, and attached to the reviewers' report. Any substantive revisions (e.g., revisions to Program Learning Outcomes; modes of delivery; curriculum and/or assessment practices) to the New Program Proposal required by the Reviewers' Report and agreed to by the Chair and Dean must be made to the proposal prior to submission for approval at Undergraduate Council or Graduate Council.

#### INSTITUTIONAL APPROVAL

39. In addition to the completion of the external review, approval of new program proposals by the following University bodies, in the order listed below, is required:
- a) The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the New Program Proposal to ensure that the program is consistent with McMaster's principles and priorities and existing strengths of the University, the program is of high academic quality; there is convincing evidence of student demand and societal need for the program; and, sufficient financial support, infrastructure, and human resources can be made available to initiate and support the program either within the Faculty budget or based on the program being a full revenue generating program;
  - b) The Faculty Curriculum Committee(s), representing a diversity of faculty members and equipped to consider EDI principles, reviews the New Program Proposal to ensure that the new program adds sufficient value to the programs already offered in the Faculty;
  - c) the Faculty(ies) reviews the New Program Proposal to ensure that the program is consistent with the Faculty's strategic plans and that the necessary resources are available if these are to be provided from within the Faculty's envelope;
  - d) the Executive Director of Finance and Planning reviews the Resource Implications and Financial Viability document to ensure that all potential University resource requirements are captured, and the program is properly costed. In addition, for interdisciplinary or partnership programs, ensures that an MOU is properly completed;
  - e) for Undergraduate programs, the Undergraduate Curriculum and Admissions Committee reviews the New Program Proposal to assess the impact of the new program on students enrolled in other Faculties;

- f) the University Student Fees Committee reviews the proposed Resource Implications and Financial Viability document and ensures that Ministry and University fee policies are adhered to, are reasonable relative to market and that fee collection can be properly administered within existing systems;
- g) Undergraduate Council or Graduate Council reviews the New Program Proposal to provide a venue for a broad discussion on the new program by elected faculty and student members with specific knowledge of and expertise in undergraduate or graduate programming, and ensure that the program is consistent with University-wide goals and criteria specifically related to undergraduate or graduate programming;
- h) University Planning Committee reviews the New Program Proposal and the Resource Implications and Financial Viability documents to understand the financial implications of the new program, evaluate the impact University-wide, and assess value-for-money for the intended student; and
- i) Senate reviews the New Program Proposal and Resource Implications and Financial Viability documents to ensure that the program is consistent with the University's general strategic plans with respect to academic programs.

These bodies should consider the criteria outlined in § III. 24-28 above when evaluating the proposal.

- 40. The site visit with external reviewers will be held after the Faculty Curriculum Committee(s) and prior to approval at Undergraduate Council or Graduate Council and Senate.
- 41. Special considerations, such as collaboration agreements or non-standard distribution and full revenue generating programs are to refer to the *Academic Revenue Generating Activity Policy for Revenue Generating Certificate and Diploma Programs Administered through a Faculty* and other relevant University policies, as applicable.

#### QUALITY COUNCIL SECRETARIAT

- 42. Once all approvals outlined in § III. 39 above are obtained, the institution will submit the New Program Proposal, together with the Reviewers' Report, the internal response to the Report, and a brief commentary on the two external reviewers selected to review the proposed program in regard to their qualifications, to the Quality Council Secretariat. The submission template will require information on whether or not the proposed program will be a cost-recovery program. The same standards and protocols apply regardless of the source of funding.
- 43. The Quality Council Appraisal's Committee will review the new program proposal submission and determine if additional information is required. If sufficient, the Quality Council will review the new program proposal submission and will make one of the following decisions:
  - a) Approved to commence.
  - b) Approved to commence, with report.
  - c) Deferred for up to one year during which time the university may address identified issues and report back.
  - d) Not approved.
  - e) Or such other action as the Quality Council considers reasonable and appropriate in the circumstances.

Within 30 days of being notified, the university may appeal Quality Council's decision.

#### ANNOUNCEMENT OF NEW PROGRAMS

44. Following its submission to the Quality Council, the University may announce, per guidelines within the New Program Proposal Guidebook, its intention to offer the program, provided that clear indication is given that approval by the Quality Council is pending, and that no offers of admission will be made until the program has been approved by the Quality Council. Ministry approval may also be required. When such announcements are made at this stage, they must contain the following statement: "Prospective students are advised that the program is still subject to formal approval."

#### APPROVED NEW PROGRAMS

45. After a new program is submitted to the Quality Council, the University may seek Provincial funding for the program. Once Quality Council has approved the new program, the program must begin within thirty-six months of the date of approval; otherwise, the approval will lapse. If program approval lapses, the program must begin the new program proposal process again.
46. Between eighteen and twenty-four months after onset of the program, the Chair will provide the Dean and Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate studies, with a brief progress report on the program, that assesses the program's success in realizing its goals; addresses any concerns from the program reviewers' report and notes from the Appraisal Committee; and highlights any unanticipated changes in curriculum, resources, enrollment, funding mechanisms, or governance structure. If, after consultation with the Dean, the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, it is deemed appropriate, an informal internal assessment of the program may be undertaken, including interviews with current faculty, students, and staff, to determine if a more complete, early cyclical review is warranted.
47. The first cyclical review for any new program must be conducted no more than eight years after the date of the program's initial enrolment. Outcomes identified in the program progress report, described above, must be included in the programs first cyclical review.
48. New undergraduate and graduate programs that have been approved are eligible for selection in the university's next cyclical audit.

**SECTION III: EXPEDITED APPROVALS**

49. The Protocol for Expedited Approvals applies when one or more of the following applies:
- a) an institution requests endorsement of the Quality Council to declare a new Field or to revise Fields in a graduate program (note: there is no requirement to declare fields in either master's or doctoral programs);
  - b) there are proposals for new for-credit graduate diplomas; including new graduate diplomas (Type 2) offered in conjunction with a Master's or Doctoral degree program and usually represent an additional interdisciplinary qualification; and
  - c) new graduate diplomas (Type 3) as a stand-alone, direct-entry program, generally developed by a unit already offering a related master's or doctoral degree
  - d) situations where although the changes to the program meet the definition of a major modification, the changes are of such significance that a more immediate review is desirable. In such cases, the Department, the Faculty, Undergraduate Council or Graduate Council may, if it deems it advisable after consultation with the relevant Dean(s) and Vice-Provost, Teaching and Learning and/or Vice-Provost and Dean of Graduate Studies, initiate an expedited program review and request that the Quality Council review the Expedited Proposal.
50. The Expedited Proposal will describe the new graduate field or graduate diploma (including, as appropriate, reference to Program Learning Outcomes, Degree Level Expectations, faculty and resource implications), or provide a brief account of the rationale for the changes, addressing the evaluation criteria where they apply (e.g., program goals, program requirements, assessment of teaching and learning, admission requirements, resources, quality and other indicators) for the program.
51. The Expedited Approvals process requires all the approvals listed in § III. 39 above and the submission to the Quality Council of an Expedited Proposal. Expedited approvals do not require external reviewers be involved in the approval process and provides for a faster turn-around on decisions by the Quality Council. Common decisions by Quality Council are: a) approved to commence b) approved to commence, with a report or c) not approved.
52. Type 3 graduate diplomas are included in the schedule for cyclical reviews and will be subject to external review during the cyclical program review process. Graduate Diplomas not associated with a parent program are reviewed by desk audit. A desk audit is conducted independently of the university (i.e., does not typically include interviews or in-person or virtual site visits). Graduate Diplomas that were approved through the expedited approvals process as well as major modifications to existing academic programs are not normally subjected to the institution's cyclical audit.



**SECTION IV: CYCLICAL PROGRAM REVIEWS**

53. All academic programs are scheduled to be reviewed on a seven-year cycle and must be reviewed no more than eight years from the previous review. New programs must be reviewed no more than eight years after the date of the program's first enrolment. The steps taken to address any issues that have been identified in monitoring reports of the new program or in follow up by Quality Council are to be identified in first cyclical review self-study.
54. The primary purpose for cyclical program reviews is continuous improvement of existing academic programs. An academic program is defined as a complete set and sequence of courses, combinations of courses and/or other units of study, research and practice as outlined by the university for the fulfillment of the requirements for either undergraduate or graduate degrees. Combined programs do not require review if their constituting programs are reviewed separately. Undergraduate diplomas, Emphases, Options and Minors are not required to undergo the cyclical program review process outlined in this policy; however, Chairs are to consult with the Vice-Provost, Teaching and Learning to determine if other review processes are required. The list of programs that require review including those that are joint/inter-institutional, multi-disciplinary, interdisciplinary, and at multiple sites, as well as the schedule of such reviews, will be maintained by the Vice-Provost, Teaching and Learning in consultation with the Vice-Provost and Dean of Graduate Studies. Programs that are closed or that have suspended admissions are not subject to cyclical program review. Program Chairs will be notified of a scheduled review by the Vice-Provost, Teaching and Learning or their delegate. Each of the specific programs to be reviewed will be listed in the notification.
55. Departments can choose to review undergraduate and graduate programs jointly or separately. If the reviews are done jointly, the evaluation criteria and quality indicators described below must be applied to each program included in the self-study and there must be sections within the report to address different situations that apply to each program. Program reviews may also be done jointly with accreditation reviews, at the discretion of the Chair, in consultation with the Dean (see § IV. 86-89 below). Where programs seek to combine previously separate undergraduate and graduate reviews, they shall adopt the timeline of the earliest scheduled program review. For academic programs delivered in partnership with other educational institutions, the Chair must ensure that representatives from all educational institutions in the partnership are consulted during all key stages of the cyclical review process, including self-study, site visit, implementation, and monitoring. For professional programs, the Chair must ensure the views of employers and professional associations are solicited and included in the self-study and site visit.
56. The key outcome of a cyclical program review is the Final Assessment Report and its associated Implementation Plan which become the basis of a continuous improvement process through monitoring of key performance indicators. It is the primary responsibility of the program Chair to ensure that the implementation plan is achieved and to provide clear timelines and communication requirements throughout the process.
57. The review consists of the following steps, outlined below.

**SELF-STUDY: INTERNAL PROGRAM PERSPECTIVE**

58. The Chair is responsible, in collaboration with relevant groups and/or individuals such as faculty, students and staff, for preparing a self-study document that is broad-based, reflective, forward-looking, and inclusive of critical analysis. The self-study must address and document the consistency of the program's learning outcomes with the University's mission and Degree Level Expectations, and how its graduates achieve those outcomes. Both the Chair and the Dean, or the Dean's delegates, ensure that the self-study has met all of the self-study criteria and sign off on the completeness of the self-study. For interdisciplinary programs, all affiliated program Chairs and appropriate Deans, or the Deans' delegates, sign off on the completeness of the self-study.
59. The self-study criteria and quality indicators are as follows:

**Program Description and Overview**

- a) Program goals are consistent with the University's tripartite research, teaching, and service excellence mission, its values and purpose, and its academic priorities and plans;
- b) Ways in which the program addresses the institution's current strategies, frameworks and/or principles regarding equity, diversity and inclusion, and how the program advances EDI-related academic goals (e.g., Indigenous perspectives, international relevance, interdisciplinarity, intercultural competencies, social and environmental equity and sustainability, etc.);
- c) Program structure and requirements are appropriate to meet the program's goals and Program Learning Outcomes; and
- d) Program Learning Outcomes are clear, appropriate and align with the Degree Level Expectations.

**Admission Requirements**

- a) Admission requirements are appropriately aligned with the program's goals and the Program Learning Outcomes established for completion of the program;
- b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience; and
- c) Consideration of the demographics of the student market for the program, and accessible and equitable admissions processes and practices.

**Curriculum**

- a) How the curriculum reflects the current state of the discipline or area of study, and extent to which a comparative review of the state of the discipline informs the curriculum;
- b) Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs, with attention to experiential and community-engaged pedagogy;
- c) How the mode(s) of delivery are appropriate and effective at meeting the Program Learning Outcomes, including infrastructure and technologies for accessible education; and

- d) Ways in which the program addresses current institutional, faculty, or departmental priorities (e.g., experiential learning, equity, diversity and inclusion, accessibility, community engagement, entrepreneurship) and the current Strategic Mandate Agreement.

#### **Teaching and Assessment**

- a) Methods for assessing the overall effectiveness of the program quality are appropriate and effective, ensuring evaluation methods are accessible and inclusive, and audiences are diverse;
- b) Methods for assessing student achievement of the defined Program Learning Outcomes and Degree Level Expectations are appropriate and effective;
- c) Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the Program Learning Outcomes and the Degree Level Expectations and the program's goals; and
- d) Appropriateness and effectiveness of the plans to monitor and assess the overall quality of the program; achievement of the program's goals and a description of how the information will be documented and used to inform continuous program improvement.

#### **Resources**

- a) Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering and maintaining the quality of its program(s), in relation to the University's priorities for and constraints on funding, space, and faculty allocation;
- b) Given the program's class sizes and cohorts, as well as its program level learning outcomes, describe the participation of a sufficient number of qualified core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;
- c) If applicable, discuss the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience; and
- d) If applicable, outline the supervision of experiential learning opportunities.

#### **GRADUATE PROGRAMS ONLY**

- a) Given the program's class sizes and cohorts as well as its program-level learning outcomes, provide evidence that faculty have the recent research or professional/clinical expertise needed to foster an appropriate intellectual climate, sustain the program, and promote innovation;
- b) Evidence of how supervisory loads are distributed, in light of qualifications and appointment status of the faculty; and
- c) If appropriate, evidence that financial assistance for students is sufficient to ensure adequate quality and numbers of students.

#### **Quality Indicators**

- 60. Information on the quality of the program under review. Standard quality indicators, outlined in the McMaster's Self-Study Guidebook, are available to Chairs from the Office of Institutional Research and Analysis, the Office of the Registrar, the School of Graduate Studies, or from the departments themselves.

Chairs will be expected to provide context and commentary on the data. When possible and appropriate, Chairs will also refer to applicable professional standards.

61. Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring).
62. For students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills, and times-to-completion and retention rates.
63. Any other evidence that the program and faculty ensure the intellectual quality of the student experience.
64. Additional graduate program criteria:
  - a) Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements;
  - b) Quality and availability of graduate supervision;
  - c) Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses;
  - d) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion;
  - e) Definition and application of indicators that provide evidence of faculty, student and program quality, for example:
    - (i) Faculty: funding, honours and awards, and commitment to student mentoring;
    - (ii) Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards;
    - (iii) Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience, and commitment to development of professional and transferable skills; evidence of sufficient and regular graduate level course offerings to ensure that students will be able to meet university requirements in terms of the minimum number of courses required, the level of courses required, and the timely completion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams).

#### **Quality Enhancement**

65. Concerns and recommendations raised in previous reviews especially those detailed in the Final Assessment Report, Implementation Plan, and subsequent monitoring reports from the previous Cyclical Review of the program and how concerns and recommendations raised in the previous reviews have been addressed.
66. Initiatives that have been undertaken to enhance the teaching, learning and/or research environments thus far, the quality of the program, and how these will be sustained.

- 67. Areas identified through the conduct of the self-study as requiring improvement.
- 68. Areas that hold promise for continued enhancement.

**System of governance**

- 69. Evidence that a consultative and inclusive system of governance has been used on an ongoing basis to assess the program and implement changes as appropriate.

**Academic Services**

- 70. Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.

**Self-Study Participation**

- 71. Describe participation of program faculty, staff, and students in the self-study and provide commentary on how their views were obtained and taken into account. A description of how the self-study was developed and written will also be included. For professional programs, the Chair must ensure the views of employers and professional associations are solicited and included in the self-study and site visit.

**External Participation**

- 72. The input of others deemed by the Chair to be relevant and useful, such as graduates of the program, representatives of industry, the professions, practical training programs, and employers is to be included in the self-study.

**EXTERNAL EVALUATION: REVIEW TEAM AND REPORT**

- 73. The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate), will select a diverse team of reviewers to evaluate the program. The Review Team shall consist of two external reviewers. If appropriate, additional members are to be added to the review team, such as when evaluating professional programs or interdisciplinary programs. The team will also include one internal reviewer from outside the discipline selected by the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate).
- 74. External members of the Review Team shall be individuals in the same discipline as the Program under review (or across disciplines for interdisciplinary programs) who are distinguished senior academics of the rank of associate or full professor of broad experience, with an established commitment to higher education. Where it would enhance the diversity of relevant disciplinary or interdisciplinary perspectives, or in community-engaged or professional programs, non-academics with relevant expertise and experience are permitted to serve as reviewers in addition to the two academic reviewers with the approval of the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies. Reviewers must have an impartial, arm's-length relationship to the Program (as defined in § III. 29-36, above). Wherever possible the Review Team shall represent broad institutional categories and/or geographic regions.

75. External reviewers will be selected from a list of at least six suggested individuals compiled by the Program/Department under review and endorsed by the Dean. An internal reviewer will be selected from a list of at least three suggested individuals compiled by the Department Chair and endorsed by the Dean. The lists shall include, for each proposed reviewer:
- a) Name;
  - b) rank and position;
  - c) institution or company and current address, telephone, and e-mail address, and URL if available;
  - d) professional (including administrative) experience or expertise relevant to the Program under review;
  - e) details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and
  - f) for graduate program or combined reviews, a description of research expertise, and a partial listing of recent scholarly publications.
76. Cyclical Program Reviews must incorporate a site visit. Site visits are conducted on-site. All PhD programs must have an on-site visit. Only professional or fully online Master's programs may be allowed an exception to an on-site visit; all other Master's programs must have an on-site visit. Exceptions to on-site visits for undergraduate program reviews are determined by the Vice-Provost, Teaching and Learning or, for professional Master's or fully online graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean or Dean's delegate prior to the commencement of the review and agreed to by the Review Team prior to the commencement of the review. The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will provide clear justification for the decision for an exception to an on-site visit.
77. If it is determined that a site visit can take place virtually, the virtual site visit requires all elements of the external reviewers' site visit using videoconferencing software and/or other suitable platforms. A virtual site visit will still include elements such as virtual meetings with students, faculty, and other stakeholders. It may also include remote attendance at performances or events, and virtual facilities tours.
78. The Self-Study, the Guidelines for Review Team, and other materials specific to the current review will be provided to all members of the Review Team no less than two weeks prior to their visit. If applicable, the results of the previous accreditation review also will be made available to the Review Team to provide them with the views of the relevant professional association(s). The Guidelines for Review Team describes the review process and the roles and obligations of the Review Team, which include:
- a) to identify and comment on the program's notably strong and creative attributes;
  - b) to describe the program's respective strengths, areas for improvement, and opportunities for enhancement;
  - c) to recommend specific steps to be taken to improve the program, distinguishing between those the program can itself take with existing resources and those that require external action;

- d) to recognize the University's autonomy to determine priorities for funding, space, and faculty allocation; and
- e) to respect the confidentiality required for all aspects of the review process.

79. As appropriate, the Review Team shall meet with the following:

- a) Chair or Director;
- b) Full-time faculty members (a broad cross section, in groups);
- c) Part-time faculty members (a broad cross section, in groups);
- d) Program students (a broad cross section of students is to be invited by the program to participate in a meeting with the review team);
- e) Departmental/Program support staff;
- f) Associate Dean;
- g) Dean;
- h) for graduate programs, the Vice-Provost and Dean of Graduate Studies;
- i) for undergraduate programs, the Vice-Provost, Teaching and Learning; and
- j) Provost and Vice-President (Academic), if available.

80. The Review Team will submit a co-authored report, including an Executive Summary, for the program(s) under review within four weeks of the visit to the Vice-Provost, Teaching and Learning, or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies. The report will be written primarily by the external reviewer(s), and then sent to the internal reviewer for their review and comment. The Review Team's report is to describe the program's respective strengths, areas for improvement, and opportunities for enhancement, as well as address the substance of both the self-study report and the evaluation criteria set out in § IV. 58-72 above. The report should comment on the adequacy of existing physical, human and financial resources; and the report should acknowledge any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it. The report may include a confidential section (e.g., where personnel issues can be addressed). In the case that the self-study addresses more than one program, for example when a self-study describes both an undergraduate and graduate program or multiple undergraduate programs, reviewers in their report must make specific reference to each program described in the self-study. The intent of these reports is to be formative and constructive. Reviewers are required to make at least three recommendations for specific steps to be taken that will lead to the continuous improvement of the program, distinguishing between those the program can itself take and those that require external action. Any commentary on issues such as faculty complement and/or space requirements made by the reviewers must be directly tied to issues of program quality and/or sustainability. The reports are intended to provide counsel rather than prescriptive courses of action. The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the Review Team's report for completeness. If satisfactory, the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-

Provost and Dean of Graduate Studies, will approve the reviewers' report and disseminate it to the Chair. If there are concerns with the completeness of the report, the Review Team will be asked to provide more clarity.

81. **Separate responses** to the reviewers' report from both the Chair and the Dean, or the Dean's delegate, are prepared, as per the Program Response template, and attached to the reviewers' report.

#### INSTITUTIONAL PERSPECTIVE AND FINAL ASSESSMENT REPORT

82. The self-study, reviewers' report excluding the confidential section, and responses from the Chair and Dean, will be submitted as a package to McMaster's Quality Assurance Committee, a joint committee of Undergraduate and Graduate Councils. The Quality Assurance Committee will assess the review and will submit a Final Assessment Report (FAR) **including the associated Implementation Plan** to Undergraduate Council or Graduate Council that:

- a) provides an Executive Summary;
- b) identifies significant strengths of the program;
- c) addresses the appropriateness of resources for the success of the program;
- d) identifies opportunities for program improvement and enhancement **with a view to continuous improvement**;
- e) lists all recommendations of the external reviewers and the associated separate internal responses and assessments from the unit and from the Dean(s);
- f) includes any additional recommendations that the unit, the Dean(s), and/or the university may have identified as requiring action as a result of the program review;
- g) includes an Implementation Plan that: prioritizes recommendations that will be implemented; identifies who is responsible for acting on each recommendation; **includes specific timelines** related to each recommendation; and, as necessary, identifies the unit or individual responsible for providing resources needed to address each recommendation. If any of the external reviewers' recommendations are not selected for further action in the Implementation Plan, there must be a clear explanation for why the recommendations have not been selected. The Implementation Plan may include additional recommendations or comments from the unit, the Dean(s), and/or the University, with commentary as to why these additional recommendations have been made. **to the Provost and Vice-President (Academic). Recommendations could include, for example, requiring a detailed update report that will describe progress towards addressing major concerns or scheduling an additional cyclical review sooner than specified by the normal 8-year cycle.**
- h) **The Final Assessment Report (FAR)** may include a confidential section.

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83. The Final Assessment Report from the Quality Assurance Committee along with any recommendations or comments is sent to the Chair and presented to Undergraduate Council or Graduate Council for approval, as appropriate, and then to Senate for information. These governing bodies will consider if additional recommendations or comments are necessary. If so, these recommendations or comments will be presented to the Provost and Vice-President (Academic). These will be communicated to the Chair, the



Dean and the Vice-Provost, Teaching and Learning or, in the case of graduate programs, to the Vice-Provost and Dean of Graduate Studies. Any such additional recommendations or comments from the governing bodies are above and beyond those included in the FAR and are included for comment and information. Once approved, the FAR including an Executive Summary and the associated Implementation Plan is posted on the institution's Quality Assurance webpage. Programs are strongly encouraged to post their FAR and Implementation Plans on their program's webpage as well. As the Final Assessment Report is the synthesis of the cyclical review process and as such is an important tool for a program's continuous improvement it is posted to the institution's Quality Assurance webpage; the information made available for the self-study, the self-study report, the reviewer's report and program and Dean's responses are not made publicly available.

84. Eighteen months after receiving the report from Undergraduate Council or Graduate Council, the Chair will submit a progress report on the program to the Dean. The Dean will provide commentary and response to the progress report and submit the progress report along with their commentary to the Quality Assurance Committee summarizing the status of any actions taken or being taken. The Quality Assurance Committee, in some circumstances, will request follow up reporting on specific components if not satisfactorily addressed in the 18-month report. These reports are posted on the institution's Quality Assurance webpage as an addendum to the program's FAR and Implementation Plan. The Quality Assurance Committee will present progress reports to Undergraduate Council or Graduate Council, if deemed necessary by the Chairs of the Quality Assurance Committee.

#### REPORTING REQUIREMENTS

85. The Final Assessment Reports, which include the Implementation Plans, and subsequent Progress Reports are posted on the Provost and Vice-President (Academic) section of the University's website. The Vice-Provost, Teaching and Learning provides an annual report to Quality Council that lists the past year's completed Final Assessment Reports and attests that all IQAP-required Cyclical Program Review processes have been followed. This report will also provide the link to the institution's Quality Assurance webpage which houses the completed Final Assessment Reports and Implementation Plans completed during the past year. The annual report of Final Assessment Reports and their related Cyclical Program Review processes will occasionally be reviewed for compliance by the Quality Council and that if issues are found, the Quality Council may decide to initiate a Focused Audit.

#### USE OF ACCREDITATION AND OTHER EXTERNAL REVIEWS IN THE INSTITUTIONAL QUALITY ASSURANCE PROCESS

86. Programs that periodically undergo accreditation reviews are permitted to request that the associated accreditation documentation serve to meet some of the elements required of the IQAP cyclical review self-study when these elements are fully consistent with the requirements outlined within this policy. The program chair will submit a request form that has been endorsed by the Dean (or the Dean's delegate) and all required supporting documentation to the Vice-Provost, Teaching and Learning for undergraduate programs or the Vice-Provost and Dean of Graduate Studies for graduate programs.

87. If permitted by the accreditation authorities, the site visit by the Review Team is permitted to be performed at the same time as the accreditation review, however there must be at least two external reviewers and one internal reviewer dedicated to the Cyclical Program Review.
88. The Vice-Provost, Teaching and Learning for undergraduate programs or the Vice-Provost and Dean of Graduate Studies for graduate programs will review the request and decide if an accreditation review can be substituted in part for a cyclical review. The program will be notified in writing of the decision. A record of substitutions or additions, and the grounds on which they were made, will be eligible for audit by the Quality Council.
89. Approval for substitution is only applicable for the cyclical review year related to the request. The remaining steps in the cyclical review will then take place. Programs must participate in all reporting related to the cyclical review. If desired by the program, a request to substitute some accreditation documentation in order to meet partial requirements of their program's Quality Assurance review must be submitted for every subsequent cyclical review.

## SECTION V: INSTITUTIONAL IDENTIFICATION OF MAJOR MODIFICATIONS TO EXISTING PROGRAMS

90. As part of the continuous improvement of McMaster's academic programs, existing programs are expected to routinely undergo revisions with the aim of improving student experience and quality enhancement. Such revisions and subsequent monitoring provide an opportunity for ensuring the student experience is engaging, rigorous and reflective of the current discipline of study.
91. The revisions must be submitted through the university's curriculum approval process. This is the same approval process as outlined for New Program Proposals in § III. 39 above (excluding the University Planning Committee and University Fees, unless there are significant resource implications).
92. Once per year, the MacPherson Institute and School of Graduate Studies consults with the Registrar's Office and prepares a report of major modifications to existing programs including program closures and submits the report to the Quality Council.
93. In situations where it is unclear or where disagreement exists on whether a planned change constitutes a minor modification, a major modification, or a new program, the determination will be made by the Vice-Provost, Teaching and Learning for undergraduate programs or the Vice-Provost and Dean of Graduate Studies for graduate programs, in consultation with McMaster's Quality Assurance Committee, where appropriate. Quality Council has the final authority to decide if a major modification constitutes a new program and, therefore, must follow the Protocol for New Program Approvals. A record of any decision will be kept with McMaster's Quality Assurance Committee.
94. Minor modifications include: changes to course titles or codes; the addition or deletion of a single course; weighting of courses; creating or closing a minor; and creating or closing an undergraduate certificate.
95. Major modifications are defined as significant changes that have program-wide impact through either change to curriculum and/or program requirements. Such change must last more than one academic year and differ from what was outlined in the last cyclical program review or, if a program review has not taken place yet, from the new program proposal.
96. Major modifications include the following program changes:
- Requirements that differ significantly from those existing at the time of the previous cyclical program review or, if a program review has not taken place yet, from the new program proposal. For undergraduate programs, it would be considered a major modification when more than 30% of the program requirements are being changed from one academic year to the next. For graduate programs, it would be considered a major modification when more than 50% of the program requirements (including requirements such as courses, major exams, and research) are being changed from one year to the next.
  - Changes to the faculty engaged in delivering the program and/or to the essential physical resources, for example, where there have been changes to the existing mode(s) of delivery (such as different campus, online delivery and inter-institutional collaboration)

- c) Significant changes to the Program Learning Outcomes that are made outside of the cyclical program review process. Significant changes to Program Learning Outcomes are defined as: changes to the majority of the Program Learning Outcomes such that they differ from those existing at the time of the previous cyclical program review (or, if a program review has not taken place yet, from the new program proposal) but do not, however, meet the threshold of a new program
  - d) Change in program name and/or degree nomenclature, when this results in a change in program learning outcomes
  - e) Program closure
  - f) The inclusion of a new program of specialization where another with the same degree designation already exists
  - g) The addition of a single new field to an existing graduate program. The creation of more than one field at one time or over consecutive years may be required to complete the Expedited Approvals process. This process is outlined in § III.
  - h) A new collaborative specialization, or the addition of a new unit to an existing collaborative specialization
97. Chairs are responsible for ensuring any major modifications align with the Program Learning Outcomes and that the impact of the modification on students has been assessed, where appropriate.
98. Changes to an existing Emphasis, Option, or Minor Program; the creation of a new micro-credential(s); undergraduate certificate(s); and laddering, stacking or similar options, or comparable elements do not require Quality Council appraisal or approval. Micro-credentials are approved using the same internal approval process outlined in § III. 39 above. This approval process is subject to change and proponents of micro-credentials are encouraged to consult with the Vice-Provost, Teaching and Learning or the Vice-Provost and Dean of Graduate Studies prior to seeking institutional approval for a micro-credential.
99. There may be situations where although the changes to the program meet the definition of a major modification, the changes are of such significance that a more immediate review is desirable. This situation may occur, for example, when the fundamental goals of the program change; or there are significant changes to the faculty engaged in delivering the program and/or to the essential physical resources. In such cases, the Department, the Faculty, Undergraduate Council or Graduate Council may, if it deems it advisable after consultation with the relevant Dean(s) and Vice-Provost, Teaching and Learning and/or Vice-Provost and Dean of Graduate Studies, initiate a program review and request that the Quality Council review the proposal. The proposal must include: a description and rationale for the proposed changes and how they will improve the student experience, and inclusion of a selection of criteria most relevant to the Proposal from the following list, taken from Section 2.1.2 of the Quality Assurance Framework, as approved by the Vice-Provost, Teaching and Learning, or in the case of graduate programs, Vice-Provost and Dean of Graduate Studies: program goals, program requirements, assessment of teaching and learning, admission requirements, resources, quality and other indicators. The proposal will include input from current students and recent graduates of the program.
100. Major modifications to existing academic programs are not normally subjected to the institution's cyclical audit.

## APPENDIX A: MCMASTER UNIVERSITY'S STATEMENT ON DEGREE LEVEL EXPECTATIONS

1. A McMaster education enables students to develop sets of life and learning skills that promote a continuing ability and desire to learn, and a set of technical and professional skills that permit a range of career choices. Degree level expectations elaborate the intellectual and creative development of students and the acquisition of relevant skills that are usually widely, yet implicitly, understood.
2. McMaster University has adopted the following Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level Expectations (GDLEs) that were developed by the Ontario Council of Academic Vice-Presidents and endorsed by the Council of Ontario Universities in December 2005. These degree level expectations are to be viewed as a minimum threshold for all degree programs at McMaster.

### UNDERGRADUATE

	<b><u>Baccalaureate / Bachelor's Degree</u></b> This degree is awarded to students who have demonstrated the following:	<b><u>Baccalaureate / Bachelor's Degree: Honours</u></b> This degree is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	<ol style="list-style-type: none"> <li>a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline</li> <li>b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines</li> <li>c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline</li> <li>d) Some detailed knowledge in an area of the discipline</li> <li>e) Critical thinking and analytical skills inside and outside the discipline</li> <li>f) Ability to apply learning from one or more areas outside the discipline</li> </ol>	<ol style="list-style-type: none"> <li>a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline</li> <li>b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines</li> <li>c) Developed ability to:               <ol style="list-style-type: none"> <li>(i) gather, review, evaluate and interpret information; and</li> <li>(ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline</li> </ol> </li> <li>d) Developed, detailed knowledge of and experience in research in an area of the discipline</li> <li>e) Developed critical thinking and analytical skills inside and outside the discipline</li> </ol>

		f) Ability to apply learning from one or more areas outside the discipline
2. Knowledge of methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: <ul style="list-style-type: none"> <li>a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and</li> <li>b) devise and sustain arguments or solve problems using these methods.</li> </ul>	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: <ul style="list-style-type: none"> <li>a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</li> <li>b) devise and sustain arguments or solve problems using these methods; and</li> <li>c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.</li> </ul>
3. Application of knowledge	The ability to review, present, and interpret quantitative and qualitative information to: <ul style="list-style-type: none"> <li>a) develop lines of argument;</li> <li>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and</li> </ul> The ability to use a basic range of established techniques to: <ul style="list-style-type: none"> <li>a) analyze information;</li> <li>b) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study;</li> <li>c) propose solutions; and</li> <li>d) make use of scholarly reviews and primary sources.</li> </ul>	The ability to review, present and critically evaluate qualitative and quantitative information to: <ul style="list-style-type: none"> <li>a) develop lines of argument;</li> <li>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</li> <li>c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;</li> <li>d) where appropriate use this knowledge in the creative process; and</li> </ul> The ability to use a range of established techniques to: <ul style="list-style-type: none"> <li>a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;</li> <li>b) propose solutions;</li> <li>c) frame appropriate questions for the purpose of solving a problem;</li> <li>d) solve a problem or create a new work; and</li> <li>e) to make critical use of scholarly reviews and primary sources.</li> </ul>
4. Communication skills	The ability to communicate accurately and reliably, orally and in writing to a range of audiences.	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.

5. Awareness of limits of knowledge	An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.
6. Autonomy and professional capacity	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: <ul style="list-style-type: none"> <li>a) the exercise of personal responsibility and decision- making;</li> <li>b) working effectively with others;</li> <li>c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and</li> <li>d) behaviour consistent with academic integrity and social responsibility.</li> </ul>	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: <ul style="list-style-type: none"> <li>a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;</li> <li>b) working effectively with others;</li> <li>c) decision-making in complex contexts;</li> <li>d) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study;</li> <li>e) and behaviour consistent with academic integrity and social responsibility.</li> </ul>

**GRADUATE**

	<b><u>Master's Degree</u></b> This degree is awarded to students who have demonstrated the following:	<b><u>Doctoral Degree</u></b> This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.

2. Research and scholarship	<p>A conceptual understanding and methodological competence that:</p> <ul style="list-style-type: none"> <li>a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</li> <li>b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</li> <li>c) Enables a treatment of complex issues and judgments based on established principles and techniques; and,</li> </ul> <p>On the basis of that competence, has shown at least one of the following:</p> <ul style="list-style-type: none"> <li>a) The development and support of a sustained argument in written form; or</li> <li>b) Originality in the application of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;</li> <li>b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and</li> <li>c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.</li> </ul>
3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	<p>The capacity to:</p> <ul style="list-style-type: none"> <li>a) Undertake pure and/or applied research at an advanced level; and</li> <li>b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.</li> </ul>
4. Professional capacity/autonomy	<ul style="list-style-type: none"> <li>a) The qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> <li>(i) The exercise of initiative and of personal responsibility and accountability; and</li> <li>(ii) Decision-making in complex situations;</li> </ul> </li> <li>b) The intellectual independence required for continuing professional development;</li> </ul>	<ul style="list-style-type: none"> <li>a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;</li> <li>b) The intellectual independence to be academically and professionally engaged and current;</li> <li>c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines</li> </ul>



	<p>c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	<p>and procedures for responsible conduct of research; and</p> <p>d) The ability to evaluate the broader implications of applying knowledge to particular contexts.</p>
5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly, orally and in writing, to a range of audiences.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively, orally and in writing, to a range of audiences.
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

Complete Policy Title

**Policy on Academic Program Development and Review**

Policy Number (if applicable)

Approved by

**Senate**

Date of Most Recent Approval

**TBA**

Date of Original Approval(s)

May 11, 2011 (*effective July 1, 2011*)

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- May 11, 2011 (*effective July 1, 2011*) Procedures for Undergraduate Program Reviews, 2004,
- New and Revised Undergraduate Programs Policy, 2009
- Policy on Steps for Creation of New Graduate Programs or New Fields in Existing Doctoral Programs, 2009

Responsible Executive

**Vice-Provost, Teaching and Learning**

Policy Specific Enquiries

[MacPherson Institute](#)

General Policy Enquiries

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

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

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*If you require this document in an accessible format, please email [policy@mcmaster.ca](mailto:policy@mcmaster.ca).*

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## SECTION I: INTRODUCTION

### DEFINITIONS

McMaster University uses the term “program goals” to mean clear and concise statements of the goals of the program. “Program goals” are therefore synonymous with what the Quality Assurance Framework refers to as “program objectives.”

### PREAMBLE

1. McMaster University is widely recognized for innovation in teaching and learning and for the quality of its programs. Nevertheless, knowledge of our disciplines and the scholarship of teaching and learning are constantly evolving. Our reputation can only be maintained and improved if we, as academics and educators, critically review what we do in our programs and seek opinions and advice from colleagues at McMaster and at other institutions.
2. Although the primary objective for these reviews is the improvement of our academic programs, the processes that we adopt is also designed to meet our responsibility to the government on quality assurance. Every publicly assisted Ontario university that grants degrees and diplomas is responsible for ensuring the quality of all of its programs of study, including modes of delivering programs and those academic and student services that affect the quality of the respective programs under review, whether or not the program is eligible for government funding.
3. The process by which institutions meet this accountability to the government is outlined in the Quality Assurance Framework (QAF), developed by the Ontario Council of Academic Vice- Presidents (OCAV), and approved by Executive Heads. 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 (COU).
4. As part of the Quality Assurance Framework, McMaster was required to develop an Institutional Quality Assurance Process (IQAP), which is contained within this Policy. In addition to the 15 guiding principles contained within the QAF, McMaster determined the following internal principles to guide the development of the IQAP Policy:
  - a) curriculum development and improvement is an ongoing, iterative process that is initiated, developed and controlled at the departmental level;
  - b) McMaster's IQAP incorporates input from all principal stakeholders; and
  - c) McMaster's IQAP is designed primarily to help improve programs and shape them to have characteristics that are most valued at our University, while also meeting the responsibility for quality assurance.
5. Thus, 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 at McMaster will emerge in the IQAP self-study.

6. The IQAP is subject to approval by the Quality Council when it is initiated and thereafter, when it is revised. The Quality Council will audit the University on an 8-year cycle under the terms outlined in the Quality Assurance Framework.

### **Cyclical Audit**

7. One-year prior to the scheduled Cyclical Audit, McMaster's key contact to the Quality Council (or their delegate) will participate in a half-day briefing by the Quality Council Secretariat and an Audit Team member.
8. In advance of the cyclical audit, the Vice-Provost, Teaching and Learning and Vice-Provost and Dean of Graduate Studies, or their delegates, will prepare a self-study of McMaster's Institutional Quality Assurance Process, highlighting its strengths as well as areas for improvement and enhancement. The self-study will also identify the institutional response to any issues identified in the previous audit. To prepare this self-study, consultation with Faculty representatives as well as key stakeholders from central university supports, such as the Registrar's Office, the MacPherson Institute, Institutional Research and Analysis and the Library will take place, as appropriate. The self-study will be submitted to the Quality Council's Secretariat as part of the Cyclical Audit process.
9. The Cyclical Audit provides accountability to the principal stakeholders of Ontario's university education system. The purpose of the Cyclical Audit is to evaluate the alignment of past and current practice with policy as well as the university's approach to continuous improvement. Cyclical Program Reviews that were undertaken within the period since the previous Cyclical Audit are eligible for selection for the university's next Cyclical Audit. Any new undergraduate and graduate programs that have been approved since the previous Cyclical Audit are eligible for selection in the next university's cyclical audit. Graduate Diplomas that were approved through the expedited approvals process as well as major modifications to existing academic programs are not normally subjected to the institution's cyclical audit.
10. Excluding any confidential information, the Audit Report and any follow up response report will be posted on McMaster's Quality Assurance webpage. If an area of concern is identified during the Cyclical Audit, the Quality Council may determine that a focused audit of a specific process is necessary. Reports related to a Focused Audit will be posted on McMaster's Quality Assurance webpage.

### **CONTACT**

11. The authority responsible for the IQAP is the Vice-Provost, Teaching and Learning. The authorities responsible for its application will be the Vice-Provost, Teaching and Learning for undergraduate programs and the Vice-Provost and Dean of Graduate Studies for graduate programs. When undergraduate and graduate programs are reviewed concurrently, the Vice-Provost, Teaching and Learning and the Vice-Provost and Dean of Graduate Studies will be jointly responsible for its application.

12. The person responsible for all contact between the University and the Quality Council is the Vice-Provost, Teaching and Learning.
13. Throughout this Policy, the Chair refers to the head of the academic unit (usually a Department, sometimes a School or an interdisciplinary group) that is proposing a new program or is responsible for an existing program, although we recognize that the official title of such person varies across programs and Faculties. Similarly, the Dean refers to the head of the Faculty or equivalent individual responsible for the program, again recognizing that official titles vary.
14. In the case of joint academic programs (e.g., a combined honours program or a collaborative program with another educational institution), the relevant Chair and Dean shall be those at McMaster University who have the administrative responsibility for the program.

## PURPOSE

15. This Policy on Academic Program Development and Review guides the development of new undergraduate and graduate programs (including for-credit graduate diploma programs) and aids in the ongoing improvement of existing programs. It has also been designed to meet the University's responsibility of ensuring the quality of such programs. It applies to all undergraduate and graduate programs offered at McMaster University, as well as programs offered in collaboration with other institutions that lead to McMaster University degrees or graduate diplomas.

## DEFINITION OF NEW PROGRAMS

16. A new program is considered to be any new degree or degree program that has not been previously offered at McMaster University. In contrast to the normal evolution of academic programs, a new program will generally involve some combination of new courses, new learning outcomes, and new or re-allocated resources, and will be meant to provide students with an academic path that was previously not available to them.
17. Although not new, a program that has been offered at McMaster University without funding from the Ministry of Colleges and Universities and for which a request for funding is to be made, will follow the procedures for new programs that are outlined in § II.

## SECTION II: NEW GRADUATE AND UNDERGRADUATE PROGRAMS

The steps required for the approval of any new program include:

### BEGINNING A NEW PROGRAM PROPOSAL

18. Proponents of a new program may begin by preparing a Statement of Intent and acquiring endorsement from the relevant Dean(s) and Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies.

### BROAD CONSULTATION

19. The Chair, in consultation with the Dean, is responsible for ensuring that there is broad consultation. Broad consultation is required as part of the proposal process. It will also be essential to have appropriate discussions with other institutions when the proposed programs are to be offered in collaboration with those institutions.
20. Whenever faculty members from several departments will be involved in a proposed program, these proponents must have the opportunity to discuss the proposal with their respective Dean(s) and Chair(s). Similarly, if there is a proposal to cross-list a course, or to recommend or require students in the new program to take existing courses, the teaching Department(s) must be consulted and agreement obtained, in writing, from the appropriate Chair/Dean. Approvals of the relevant Curriculum Committees are required.
21. Discussions are to be held with central support units such as, but not limited to, the Library, the Registrar, the MacPherson Institute, and other relevant units, to assess the impact of the introduction of the new program. Input also should be sought from relevant groups of students for whom there is a potential impact of the proposal and consideration given to the demographics of the student market for the program.
22. Broad consultation is especially important when proposing interdisciplinary programs, particularly when the initiators of the proposed plan are unfamiliar with all disciplines involved in the proposed program or individual faculty members who might potentially be interested or have expertise. A proposal for a new interdisciplinary program must be presented to any related Faculty/Program to ensure that there is widespread awareness of the program and of its potential impact. If a new interdisciplinary program utilizes or cross-lists one or several new courses from other Departments, the Department(s) offering the course(s), rather than the new interdisciplinary group, must submit those courses for approval. Prior written agreement also must be obtained from Chairs of participating Departments for teaching, graduate supervision and other resources required for interdisciplinary programs. Departments must be given adequate time to consider these requests. The program proponents, in consultation with the appropriate Dean(s), or their delegate(s), will consult and obtain proposed administrative and governance structures from the Faculties involved in interdisciplinary program proposals for inclusion in the new program proposal.



**NEW PROGRAM PROPOSAL**

23. The Chair is responsible, in collaboration with relevant groups and/or individuals, for the preparation of a New Program Proposal. Both the Chair and the Dean, or Dean's delegate, ensure that the proposal has met all of the New Program Proposal criteria outlined below and both will sign off on the completeness of the proposal. For an interdisciplinary program, all affiliated program Chairs and appropriate Deans, or the Deans' delegates, sign off on the completeness of the proposal.

**NEW PROGRAM PROPOSAL: EVALUATION CRITERIA**

24. Program proponents are to complete McMaster's New Program Proposal template and address the evaluation criteria for the New Program Proposal as outlined below.

**Program Overview**

- a) Description of the extent and method of the consultation process undertaken during the development of the proposal, including the diversity of groups and /or individuals who were engaged in and informed the preparation of the proposal;
- b) Consistency of the program's goals with the University's tripartite research, teaching, and service excellence mission, its values and purpose, and its academic priorities and plans;
- c) Ways in which the program addresses the institution's current Strategic Mandate Agreement;
- d) Ways in which the program addresses the institution's current strategies, frameworks and/or principles regarding equity, diversity and inclusion, and how the program advances EDI-related academic goals (e.g., Indigenous perspectives, international relevance, interdisciplinarity, intercultural competencies, social and environmental equity and sustainability); and
- e) Clarity and appropriateness of the program's requirements and the Program Learning Outcomes in meeting the University's Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level Expectations (GDLEs), as outlined in Appendix A;
- f) Appropriateness of degree nomenclature and program's goals.

**Admission Requirements**

- a) Appropriateness of the program's admission requirements for meeting its goals and the Program Learning Outcomes established for completion of the program;
- b) Alternative requirements, if any, for admission into the program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience; and
- c) Consideration of accessible and equitable admissions processes and practices.

**Structure**

- a) Appropriateness of the administrative, governance, and communication processes proposed in support of the program;
- b) Appropriateness of the program's structure and requirements to meet specified Program Learning Outcomes;

- c) Appropriateness of the program's structure and requirements to meet Degree Level Expectations; and
- d) For graduate programs, a clear rationale for program length, which ensures that the program requirements can be reasonably completed within the proposed time period.

**Program Content, Curriculum, and Teaching**

- a) Ways in which the curriculum addresses the current state of the discipline or area of study, and extent to which a comparative review of the state of the discipline informs the curriculum;
- b) Identification of any unique curriculum or program innovations or creative components with attention to experiential and community-engaged pedagogy;
- c) Appropriateness of the proposed mode(s) of delivery to meet the intended Program Learning Outcomes and Degree Level Expectations and availability of the necessary physical resources including infrastructure and technologies for accessible education;
- d) Ways in which the program addresses current institutional, faculty, or departmental priorities (e.g., experiential learning, diversity and inclusion, accessibility, community engagement, entrepreneurship, et cetera);
- e) Ways in which the program addresses the current Strategic Mandate Agreement;
- f) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion; and
- g) For graduate programs, verification that the courses included meet university requirements in terms of the minimum number of courses required, the level of courses required, and the appropriate inclusion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams). At least two thirds of the course requirements must be at the 700-level.

**Assessment of Teaching and Learning**

- a) Plans to monitor and assess the overall quality of the program and whether the program is achieving its proposed goals, ensuring evaluation methods are accessible and inclusive and audiences are diverse;
- b) Appropriateness of the proposed methods for the instruction and assessment of student achievement of the intended Program Learning Outcomes. The Program Learning Outcomes must meet the Degree Level Expectations;
- c) Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the Degree Level Expectations; and
- d) Description of how the resulting information from level of student performance will be documented and used to inform continuous program improvement.

**Resources**

25. For all programs:

- a) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources including any implications for the impact on other existing programs at the University and any institutional commitment to supplement those resources to support the program;

- b) Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program in order to achieve the goals of the program and foster the appropriate academic environment;
  - c) Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students, as well as graduate students' scholarship and research activities, including library support, information technology support, and laboratory access;
  - d) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience;
  - e) If applicable, provision of supervision of experiential learning opportunities; and
  - f) If applicable, additional institutional resource commitments to support the program in step with its ongoing implementation.
26. For undergraduate programs:
- a) Evidence of plans for adequate numbers of faculty and staff to achieve the goals of the program;
  - b) Evidence of plans to provide the necessary resources in step with the implementation of the program;
  - c) Planned/anticipated class sizes; and
  - d) Provision of supervision of experiential learning opportunities, if applicable.
27. For graduate programs:
- a) Evidence that full-time tenured/tenure-track/CAWAR faculty have the recent research and/or professional/clinical expertise needed to sustain the program, promote innovation, foster an appropriate intellectual climate, and provide excellent supervision of students in academic and research components of the program;
  - b) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students;
  - c) For programs with a research component, evidence that faculty research supervisors have current and ongoing research programs and funding, and space and relevant research infrastructure appropriate to support students' research in the program;
  - d) Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision; and
  - e) Evidence of prior experience in graduate teaching and research supervision for faculty participating in the program.

**Quality and Other Indicators**

28. Specify how program quality and other metrics will be measured, particularly:
- a) Definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program);

- b) Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience;
- c) If applicable, any other evidence that the program and faculty will ensure the intellectual quality of the student experience;

#### EXTERNAL EVALUATION: REVIEW TEAM

- 29. The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean will select a diverse team of reviewers to assess the proposal. The Review Team will consist of two external reviewers and one internal reviewer. Additional members may be added to the team, if appropriate, for instance when evaluating professional programs or interdisciplinary programs.
- 30. External reviews of new undergraduate, Master's and PhD program proposals must incorporate a site visit. Site visits are conducted on-site. All PhD programs must have an on-site visit. Only professional or fully online Master's programs may be allowed an exception to an on-site visit; all other Master's programs must have an on-site visit. Exceptions to on-site visits for new undergraduate program reviews are determined by the Vice-Provost, Teaching and Learning or, in the case of new professional and fully online Master's programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the appropriate Dean or Dean's delegate and agreed to by the Review Team prior to the commencement of the review. The Vice-Provost, Teaching and Learning or, in the case of new graduate programs, the Vice-Provost and Dean of Graduate Studies, will provide clear justification for the decision for an exception to an on-site visit.
- 31. If it is determined that a site visit can take place virtually, the virtual site visit will require all elements of the Review Team's site visit using videoconferencing software and/or other suitable platforms. A virtual site visit will still include elements such as virtual meetings with students, faculty, and other stakeholders. It may also include remote attendance at performances or events, and virtual facilities tours.
- 32. As appropriate, the Review Team shall meet with the following:
  - a) Chair or Director;
  - b) Full-time faculty members (a broad cross section, in groups);
  - c) Part-time faculty members (a broad cross section, in groups);
  - d) Program students (a broad cross section of students is to be invited by the program to participate in a meeting with the review team);
  - e) Departmental/Program support staff;
  - f) Associate Dean;
  - g) Dean;
  - h) For graduate programs, the Vice-Provost and Dean of Graduate Studies;
  - i) For undergraduate programs, the Vice-Provost, Teaching and Learning; and
  - j) Provost and Vice-President (Academic), if available.

33. External members of the Review Team will be individuals who are in the same discipline as the program under review (or across disciplines for interdisciplinary programs) and who are distinguished senior academics of broad experience, with an established commitment to higher education. External reviewers will not be faculty members from McMaster University. Internal reviewers are faculty members from McMaster but from outside of the discipline (or interdisciplinary group) engaged in the proposed program. Non-academics with relevant expertise and experience are permitted to serve as reviewers in addition to the two academic reviewers when it would enhance the diversity of relevant disciplinary or interdisciplinary perspectives, or in community-engaged or professional programs. Reviewers must have an impartial, arm's-length relationship to the program. For example, reviewers should not have been a research supervisor or student of members of the proposed program; and should not have collaborated with members of the proposed program within the past six years or have made plans to collaborate with those individuals in the immediate future. There also should be no other potential conflicts of interest (e.g., personal or financial). Wherever possible the review team will represent broad institutional categories and/or geographic regions.
34. External reviewers will be selected from a list of at least six suggested individuals compiled by the Department and endorsed by the Dean. An internal reviewer will be selected from a list of at least three suggested individuals compiled by the Department and endorsed by the Dean.
35. The lists shall include, for each proposed external reviewer:
- a) Name;
  - b) Rank and position;
  - c) Institution or company and current address, telephone, e-mail address, and URL if available;
  - d) Professional (including administrative) experience or expertise relevant to the Program under review;
  - e) Details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and
  - f) For graduate programs, a description of research expertise, and a partial listing of recent scholarly publications.
36. The New Program Proposal, all relevant faculty CVs, the McMaster's Review Team Guidelines and other materials specific to the review will be provided to all members of the review team no less than two weeks prior to their visit.

#### REVIEWERS' REPORT

37. Excepting when contrary circumstances apply, the Review Team will submit a co-authored report, including an Executive Summary, for the program(s) under review within four weeks of the visit to the Vice-Provost, Teaching and Learning, or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies. The report will be written primarily by the external reviewer(s), and then sent to the internal reviewer for their review and comment. The report will appraise the standards and quality of the proposed program, and address the criteria set out in § III. 24-28 above, including the associated faculty and the

adequacy of existing physical, human, and financial resources. Reviewers also will be invited to acknowledge any clearly innovative aspects of the proposed program, together with recommendations on any essential or otherwise desirable modifications to the program. The report may include a confidential section (e.g., where personnel issues can be addressed). The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the reviewers' report for completeness. If satisfactory, the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will approve the reviewers' report and disseminate it to the Chair. If there are concerns with the completeness of the report, the Review Team will be asked to provide more clarity.

### INTERNAL RESPONSE

38. Separate responses to the reviewers' report from both the Chair and the Dean, or their delegates, should be prepared, as per the New Program Response template, and attached to the reviewers' report. Any substantive revisions (e.g., revisions to Program Learning Outcomes; modes of delivery; curriculum and/or assessment practices) to the New Program Proposal required by the Reviewers' Report and agreed to by the Chair and Dean must be made to the proposal prior to submission for approval at Undergraduate Council or Graduate Council.

### INSTITUTIONAL APPROVAL

39. In addition to the completion of the external review, approval of new program proposals by the following University bodies, in the order listed below, is required:
- a) The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the New Program Proposal to ensure that the program is consistent with McMaster's principles and priorities and existing strengths of the University, the program is of high academic quality; there is convincing evidence of student demand and societal need for the program; and, sufficient financial support, infrastructure, and human resources can be made available to initiate and support the program either within the Faculty budget or based on the program being a full revenue generating program;
  - b) The Faculty Curriculum Committee(s), representing a diversity of faculty members and equipped to consider EDI principles, reviews the New Program Proposal to ensure that the new program adds sufficient value to the programs already offered in the Faculty;
  - c) the Faculty(ies) reviews the New Program Proposal to ensure that the program is consistent with the Faculty's strategic plans and that the necessary resources are available if these are to be provided from within the Faculty's envelope;
  - d) the Executive Director of Finance and Planning reviews the Resource Implications and Financial Viability document to ensure that all potential University resource requirements are captured, and the program is properly costed. In addition, for interdisciplinary or partnership programs, ensures that an MOU is properly completed;
  - e) for Undergraduate programs, the Undergraduate Curriculum and Admissions Committee reviews the New Program Proposal to assess the impact of the new program on students enrolled in other Faculties;

- f) the University Student Fees Committee reviews the proposed Resource Implications and Financial Viability document and ensures that Ministry and University fee policies are adhered to, are reasonable relative to market and that fee collection can be properly administered within existing systems;
- g) Undergraduate Council or Graduate Council reviews the New Program Proposal to provide a venue for a broad discussion on the new program by elected faculty and student members with specific knowledge of and expertise in undergraduate or graduate programming, and ensure that the program is consistent with University-wide goals and criteria specifically related to undergraduate or graduate programming;
- h) University Planning Committee reviews the New Program Proposal and the Resource Implications and Financial Viability documents to understand the financial implications of the new program, evaluate the impact University-wide, and assess value-for-money for the intended student; and
- i) Senate reviews the New Program Proposal and Resource Implications and Financial Viability documents to ensure that the program is consistent with the University's general strategic plans with respect to academic programs.

These bodies should consider the criteria outlined in § III. 24-28 above when evaluating the proposal.

- 40. The site visit with external reviewers will be held after the Faculty Curriculum Committee(s) and prior to approval at Undergraduate Council or Graduate Council and Senate.
- 41. Special considerations, such as collaboration agreements or non-standard distribution and full revenue generating programs are to refer to the *Academic Revenue Generating Activity Policy for Revenue Generating Certificate and Diploma Programs Administered through a Faculty* and other relevant University policies, as applicable.

#### QUALITY COUNCIL SECRETARIAT

- 42. Once all approvals outlined in § III. 39 above are obtained, the institution will submit the New Program Proposal, together with the Reviewers' Report, the internal response to the Report, and a brief commentary on the two external reviewers selected to review the proposed program in regard to their qualifications, to the Quality Council Secretariat. The submission template will require information on whether or not the proposed program will be a cost-recovery program. The same standards and protocols apply regardless of the source of funding.
- 43. The Quality Council Appraisal's Committee will review the new program proposal submission and determine if additional information is required. If sufficient, the Quality Council will review the new program proposal submission and will make one of the following decisions:
  - a) Approved to commence.
  - b) Approved to commence, with report.
  - c) Deferred for up to one year during which time the university may address identified issues and report back.
  - d) Not approved.
  - e) Or such other action as the Quality Council considers reasonable and appropriate in the circumstances.

Within 30 days of being notified, the university may appeal Quality Council's decision.

### **ANNOUNCEMENT OF NEW PROGRAMS**

44. Following its submission to the Quality Council, the University may announce, per guidelines within the New Program Proposal Guidebook, its intention to offer the program, provided that clear indication is given that approval by the Quality Council is pending, and that no offers of admission will be made until the program has been approved by the Quality Council. Ministry approval may also be required. When such announcements are made at this stage, they must contain the following statement: "Prospective students are advised that the program is still subject to formal approval."

### **APPROVED NEW PROGRAMS**

45. After a new program is submitted to the Quality Council, the University may seek Provincial funding for the program. Once Quality Council has approved the new program, the program must begin within thirty-six months of the date of approval; otherwise, the approval will lapse. If program approval lapses, the program must begin the new program proposal process again.
46. Between eighteen and twenty-four months after onset of the program, the Chair will provide the Dean and Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate studies, with a brief progress report on the program, that assesses the program's success in realizing its goals; addresses any concerns from the program reviewers' report and notes from the Appraisal Committee; and highlights any unanticipated changes in curriculum, resources, enrollment, funding mechanisms, or governance structure. If, after consultation with the Dean, the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, it is deemed appropriate, an informal internal assessment of the program may be undertaken, including interviews with current faculty, students, and staff, to determine if a more complete, early cyclical review is warranted.
47. The first cyclical review for any new program must be conducted no more than eight years after the date of the program's initial enrolment. Outcomes identified in the program progress report, described above, must be included in the programs first cyclical review.
48. New undergraduate and graduate programs that have been approved are eligible for selection in the university's next cyclical audit.



### SECTION III: EXPEDITED APPROVALS

49. The Protocol for Expedited Approvals applies when one or more of the following applies:
- a) an institution requests endorsement of the Quality Council to declare a new Field or to revise Fields in a graduate program (note: there is no requirement to declare fields in either master's or doctoral programs);
  - b) there are proposals for new for-credit graduate diplomas; including new graduate diplomas (Type 2) offered in conjunction with a Master's or Doctoral degree program and usually represent an additional interdisciplinary qualification; and
  - c) new graduate diplomas (Type 3) as a stand-alone, direct-entry program, generally developed by a unit already offering a related master's or doctoral degree
  - d) situations where although the changes to the program meet the definition of a major modification, the changes are of such significance that a more immediate review is desirable. In such cases, the Department, the Faculty, Undergraduate Council or Graduate Council may, if it deems it advisable after consultation with the relevant Dean(s) and Vice-Provost, Teaching and Learning and/or Vice-Provost and Dean of Graduate Studies, initiate an expedited program review and request that the Quality Council review the Expedited Proposal.
50. The Expedited Proposal will describe the new graduate field or graduate diploma (including, as appropriate, reference to Program Learning Outcomes, Degree Level Expectations, faculty and resource implications), or provide a brief account of the rationale for the changes, addressing the evaluation criteria where they apply (e.g., program goals, program requirements, assessment of teaching and learning, admission requirements, resources, quality and other indicators) for the program.
51. The Expedited Approvals process requires all the approvals listed in § III. 39 above and the submission to the Quality Council of an Expedited Proposal. Expedited approvals do not require external reviewers be involved in the approval process and provides for a faster turn-around on decisions by the Quality Council. Common decisions by Quality Council are: a) approved to commence b) approved to commence, with a report or c) not approved.
52. Type 3 graduate diplomas are included in the schedule for cyclical reviews and will be subject to external review during the cyclical program review process. Graduate Diplomas not associated with a parent program are reviewed by desk audit. A desk audit is conducted independently of the university (i.e., does not typically include interviews or in-person or virtual site visits). Graduate Diplomas that were approved through the expedited approvals process as well as major modifications to existing academic programs are not normally subjected to the institution's cyclical audit.

## SECTION IV: CYCLICAL PROGRAM REVIEWS

53. All academic programs are scheduled to be reviewed on a seven-year cycle and must be reviewed no more than eight years from the previous review. New programs must be reviewed no more than eight years after the date of the program's first enrolment. The steps taken to address any issues that have been identified in monitoring reports of the new program or in follow up by Quality Council are to be identified in first cyclical review self-study.
54. The primary purpose for cyclical program reviews is continuous improvement of existing academic programs. An academic program is defined as a complete set and sequence of courses, combinations of courses and/or other units of study, research and practice as outlined by the university for the fulfillment of the requirements for either undergraduate or graduate degrees. Combined programs do not require review if their constituting programs are reviewed separately. Undergraduate diplomas, Emphases, Options and Minors are not required to undergo the cyclical program review process outlined in this policy; however, Chairs are to consult with the Vice-Provost, Teaching and Learning to determine if other review processes are required. The list of programs that require review including those that are joint/inter-institutional, multi-disciplinary, interdisciplinary, and at multiple sites, as well as the schedule of such reviews, will be maintained by the Vice-Provost, Teaching and Learning in consultation with the Vice-Provost and Dean of Graduate Studies. Programs that are closed or that have suspended admissions are not subject to cyclical program review. Program Chairs will be notified of a scheduled review by the Vice-Provost, Teaching and Learning or their delegate. Each of the specific programs to be reviewed will be listed in the notification.
55. Departments can choose to review undergraduate and graduate programs jointly or separately. If the reviews are done jointly, the evaluation criteria and quality indicators described below must be applied to each program included in the self-study and there must be sections within the report to address different situations that apply to each program. Program reviews may also be done jointly with accreditation reviews, at the discretion of the Chair, in consultation with the Dean (see § IV. 86-89 below). Where programs seek to combine previously separate undergraduate and graduate reviews, they shall adopt the timeline of the earliest scheduled program review. For academic programs delivered in partnership with other educational institutions, the Chair must ensure that representatives from all educational institutions in the partnership are consulted during all key stages of the cyclical review process, including self-study, site visit, implementation, and monitoring. For professional programs, the Chair must ensure the views of employers and professional associations are solicited and included in the self-study and site visit.
56. The key outcome of a cyclical program review is the Final Assessment Report and its associated Implementation Plan which become the basis of a continuous improvement process through monitoring of key performance indicators. It is the primary responsibility of the program Chair to ensure that the implementation plan is achieved and to provide clear timelines and communication requirements throughout the process.
57. The review consists of the following steps, outlined below.

**SELF-STUDY: INTERNAL PROGRAM PERSPECTIVE**

58. The Chair is responsible, in collaboration with relevant groups and/or individuals such as faculty, students and staff, for preparing a self-study document that is broad-based, reflective, forward-looking, and inclusive of critical analysis. The self-study must address and document the consistency of the program's learning outcomes with the University's mission and Degree Level Expectations, and how its graduates achieve those outcomes. Both the Chair and the Dean, or the Dean's delegates, ensure that the self-study has met all of the self-study criteria and sign off on the completeness of the self-study. For interdisciplinary programs, all affiliated program Chairs and appropriate Deans, or the Deans' delegates, sign off on the completeness of the self-study.
59. The self-study criteria and quality indicators are as follows:

**Program Description and Overview**

- a) Program goals are consistent with the University's tripartite research, teaching, and service excellence mission, its values and purpose, and its academic priorities and plans;
- b) Ways in which the program addresses the institution's current strategies, frameworks and/or principles regarding equity, diversity and inclusion, and how the program advances EDI-related academic goals (e.g., Indigenous perspectives, international relevance, interdisciplinarity, intercultural competencies, social and environmental equity and sustainability, etc.);
- c) Program structure and requirements are appropriate to meet the program's goals and Program Learning Outcomes; and
- d) Program Learning Outcomes are clear, appropriate and align with the Degree Level Expectations.

**Admission Requirements**

- a) Admission requirements are appropriately aligned with the program's goals and the Program Learning Outcomes established for completion of the program;
- b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience; and
- c) Consideration of the demographics of the student market for the program, and accessible and equitable admissions processes and practices.

**Curriculum**

- a) How the curriculum reflects the current state of the discipline or area of study, and extent to which a comparative review of the state of the discipline informs the curriculum;
- b) Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs, with attention to experiential and community-engaged pedagogy;
- c) How the mode(s) of delivery are appropriate and effective at meeting the Program Learning Outcomes, including infrastructure and technologies for accessible education; and

- d) Ways in which the program addresses current institutional, faculty, or departmental priorities (e.g., experiential learning, equity, diversity and inclusion, accessibility, community engagement, entrepreneurship) and the current Strategic Mandate Agreement.

### **Teaching and Assessment**

- a) Methods for assessing the overall effectiveness of the program quality are appropriate and effective, ensuring evaluation methods are accessible and inclusive, and audiences are diverse;
- b) Methods for assessing student achievement of the defined Program Learning Outcomes and Degree Level Expectations are appropriate and effective;
- c) Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the Program Learning Outcomes and the Degree Level Expectations and the program's goals; and
- d) Appropriateness and effectiveness of the plans to monitor and assess the overall quality of the program; achievement of the program's goals and a description of how the information will be documented and used to inform continuous program improvement.

### **Resources**

- a) Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering and maintaining the quality of its program(s), in relation to the University's priorities for and constraints on funding, space, and faculty allocation;
- b) Given the program's class sizes and cohorts, as well as its program level learning outcomes, describe the participation of a sufficient number of qualified core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;
- c) If applicable, discuss the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience; and
- d) If applicable, outline the supervision of experiential learning opportunities.

#### **GRADUATE PROGRAMS ONLY**

- a) Given the program's class sizes and cohorts as well as its program-level learning outcomes, provide evidence that faculty have the recent research or professional/clinical expertise needed to foster an appropriate intellectual climate, sustain the program, and promote innovation;
- b) Evidence of how supervisory loads are distributed, in light of qualifications and appointment status of the faculty; and
- c) If appropriate, evidence that financial assistance for students is sufficient to ensure adequate quality and numbers of students.

### **Quality Indicators**

- 60. Information on the quality of the program under review. Standard quality indicators, outlined in the McMaster's Self-Study Guidebook, are available to Chairs from the Office of Institutional Research and Analysis, the Office of the Registrar, the School of Graduate Studies, or from the departments themselves.

Chairs will be expected to provide context and commentary on the data. When possible and appropriate, Chairs will also refer to applicable professional standards.

61. Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring).
62. For students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills, and times-to-completion and retention rates.
63. Any other evidence that the program and faculty ensure the intellectual quality of the student experience.
64. Additional graduate program criteria:
  - a) Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements;
  - b) Quality and availability of graduate supervision;
  - c) Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses;
  - d) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion;
  - e) Definition and application of indicators that provide evidence of faculty, student and program quality, for example:
    - (i) Faculty: funding, honours and awards, and commitment to student mentoring;
    - (ii) Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards;
    - (iii) Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience, and commitment to development of professional and transferable skills; evidence of sufficient and regular graduate level course offerings to ensure that students will be able to meet university requirements in terms of the minimum number of courses required, the level of courses required, and the timely completion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams).

#### **Quality Enhancement**

65. Concerns and recommendations raised in previous reviews especially those detailed in the Final Assessment Report, Implementation Plan, and subsequent monitoring reports from the previous Cyclical Review of the program and how concerns and recommendations raised in the previous reviews have been addressed.
66. Initiatives that have been undertaken to enhance the teaching, learning and/or research environments thus far, the quality of the program, and how these will be sustained.

- 67. Areas identified through the conduct of the self-study as requiring improvement.
- 68. Areas that hold promise for continued enhancement.

#### **System of governance**

- 69. Evidence that a consultative and inclusive system of governance has been used on an ongoing basis to assess the program and implement changes as appropriate.

#### **Academic Services**

- 70. Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.

#### **Self-Study Participation**

- 71. Describe participation of program faculty, staff, and students in the self-study and provide commentary on how their views were obtained and taken into account. A description of how the self-study was developed and written will also be included. For professional programs, the Chair must ensure the views of employers and professional associations are solicited and included in the self-study and site visit.

#### **External Participation**

- 72. The input of others deemed by the Chair to be relevant and useful, such as graduates of the program, representatives of industry, the professions, practical training programs, and employers is to be included in the self-study.

### **EXTERNAL EVALUATION: REVIEW TEAM AND REPORT**

- 73. The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate), will select a diverse team of reviewers to evaluate the program. The Review Team shall consist of two external reviewers. If appropriate, additional members are to be added to the review team, such as when evaluating professional programs or interdisciplinary programs. The team will also include one internal reviewer from outside the discipline selected by the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate).
- 74. External members of the Review Team shall be individuals in the same discipline as the Program under review (or across disciplines for interdisciplinary programs) who are distinguished senior academics of the rank of associate or full professor of broad experience, with an established commitment to higher education. Where it would enhance the diversity of relevant disciplinary or interdisciplinary perspectives, or in community-engaged or professional programs, non-academics with relevant expertise and experience are permitted to serve as reviewers in addition to the two academic reviewers with the approval of the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies. Reviewers must have an impartial, arm's-length relationship to the Program (as defined in § III. 29-36, above). Wherever possible the Review Team shall represent broad institutional categories and/or geographic regions.

75. External reviewers will be selected from a list of at least six suggested individuals compiled by the Program/Department under review and endorsed by the Dean. An internal reviewer will be selected from a list of at least three suggested individuals compiled by the Department Chair and endorsed by the Dean. The lists shall include, for each proposed reviewer:
- a) Name;
  - b) rank and position;
  - c) institution or company and current address, telephone, and e-mail address, and URL if available;
  - d) professional (including administrative) experience or expertise relevant to the Program under review;
  - e) details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and
  - f) for graduate program or combined reviews, a description of research expertise, and a partial listing of recent scholarly publications.
76. Cyclical Program Reviews must incorporate a site visit. Site visits are conducted on-site. All PhD programs must have an on-site visit. Only professional or fully online Master's programs may be allowed an exception to an on-site visit; all other Master's programs must have an on-site visit. Exceptions to on-site visits for undergraduate program reviews are determined by the Vice-Provost, Teaching and Learning or, for professional Master's or fully online graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean or Dean's delegate prior to the commencement of the review and agreed to by the Review Team prior to the commencement of the review. The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will provide clear justification for the decision for an exception to an on-site visit.
77. If it is determined that a site visit can take place virtually, the virtual site visit requires all elements of the external reviewers' site visit using videoconferencing software and/or other suitable platforms. A virtual site visit will still include elements such as virtual meetings with students, faculty, and other stakeholders. It may also include remote attendance at performances or events, and virtual facilities tours.
78. The Self-Study, the Guidelines for Review Team, and other materials specific to the current review will be provided to all members of the Review Team no less than two weeks prior to their visit. If applicable, the results of the previous accreditation review also will be made available to the Review Team to provide them with the views of the relevant professional association(s). The Guidelines for Review Team describes the review process and the roles and obligations of the Review Team, which include:
- a) to identify and comment on the program's notably strong and creative attributes;
  - b) to describe the program's respective strengths, areas for improvement, and opportunities for enhancement;
  - c) to recommend specific steps to be taken to improve the program, distinguishing between those the program can itself take with existing resources and those that require external action;

- d) to recognize the University's autonomy to determine priorities for funding, space, and faculty allocation; and
  - e) to respect the confidentiality required for all aspects of the review process.
79. As appropriate, the Review Team shall meet with the following:
- a) Chair or Director;
  - b) Full-time faculty members (a broad cross section, in groups);
  - c) Part-time faculty members (a broad cross section, in groups);
  - d) Program students (a broad cross section of students is to be invited by the program to participate in a meeting with the review team);
  - e) Departmental/Program support staff;
  - f) Associate Dean;
  - g) Dean;
  - h) for graduate programs, the Vice-Provost and Dean of Graduate Studies;
  - i) for undergraduate programs, the Vice-Provost, Teaching and Learning; and
  - j) Provost and Vice-President (Academic), if available.
80. The Review Team will submit a co-authored report, including an Executive Summary, for the program(s) under review within four weeks of the visit to the Vice-Provost, Teaching and Learning, or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies. The report will be written primarily by the external reviewer(s), and then sent to the internal reviewer for their review and comment. The Review Team's report is to describe the program's respective strengths, areas for improvement, and opportunities for enhancement, as well as address the substance of both the self-study report and the evaluation criteria set out in § IV. 58-72 above. The report should comment on the adequacy of existing physical, human and financial resources; and the report should acknowledge any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it. The report may include a confidential section (e.g., where personnel issues can be addressed). In the case that the self-study addresses more than one program, for example when a self-study describes both an undergraduate and graduate program or multiple undergraduate programs, reviewers in their report must make specific reference to each program described in the self-study. The intent of these reports is to be formative and constructive. Reviewers are required to make at least three recommendations for specific steps to be taken that will lead to the continuous improvement of the program, distinguishing between those the program can itself take and those that require external action. Any commentary on issues such as faculty complement and/or space requirements made by the reviewers must be directly tied to issues of program quality and/or sustainability. The reports are intended to provide counsel rather than prescriptive courses of action. The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the Review Team's report for completeness. If satisfactory, the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-



Provost and Dean of Graduate Studies, will approve the reviewers' report and disseminate it to the Chair. If there are concerns with the completeness of the report, the Review Team will be asked to provide more clarity.

81. Separate responses to the reviewers' report from both the Chair and the Dean, or the Dean's delegate, are prepared, as per the Program Response template, and attached to the reviewers' report.

#### **INSTITUTIONAL PERSPECTIVE AND FINAL ASSESSMENT REPORT**

82. The self-study, reviewers' report excluding the confidential section, and responses from the Chair and Dean, will be submitted as a package to McMaster's Quality Assurance Committee, a joint committee of Undergraduate and Graduate Councils. The Quality Assurance Committee will assess the review and will submit a Final Assessment Report (FAR) to Undergraduate Council or Graduate Council that:

- a) provides an Executive Summary;
- b) identifies significant strengths of the program;
- c) addresses the appropriateness of resources for the success of the program;
- d) identifies opportunities for program improvement and enhancement with a view to continuous improvement;
- e) lists all recommendations of the external reviewers and the associated separate internal responses and assessments from the unit and from the Dean(s);
- f) includes any additional recommendations that the unit, the Dean(s), and/or the university may have identified as requiring action as a result of the program review;
- g) includes an Implementation Plan that: prioritizes recommendations that will be implemented; identifies who is responsible for acting on each recommendation; includes specific timelines related to each recommendation; and, as necessary, identifies the unit or individual responsible for providing resources needed to address each recommendation. If any of the external reviewers' recommendations are not selected for further action in the Implementation Plan, there must be a clear explanation for why the recommendations have not been selected. The Implementation Plan may include additional recommendations or comments from the unit, the Dean(s), and/or the University, with commentary as to why these additional recommendations have been made.
- h) may include a confidential section.

83. The Final Assessment Report from the Quality Assurance Committee along with any recommendations or comments is sent to the Chair and presented to Undergraduate Council or Graduate Council for approval, as appropriate, and then to Senate for information. These governing bodies will consider if additional recommendations or comments are necessary. If so, these recommendations or comments will be presented to the Provost and Vice-President (Academic). These will be communicated to the Chair, the Dean and the Vice-Provost, Teaching and Learning or, in the case of graduate programs, to the Vice-Provost and Dean of Graduate Studies. Any such additional recommendations or comments from the governing bodies are above and beyond those included in the FAR and are included for comment and

information. Once approved, the FAR including an Executive Summary and the associated Implementation Plan is posted on the institution's Quality Assurance webpage. Programs are strongly encouraged to post their FAR and Implementation Plans on their program's webpage as well. As the Final Assessment Report is the synthesis of the cyclical review process and as such is an important tool for a program's continuous improvement it is posted to the institution's Quality Assurance webpage; the information made available for the self-study, the self-study report, the reviewer's report and program and Dean's responses are not made publicly available.

84. Eighteen months after receiving the report from Undergraduate Council or Graduate Council, the Chair will submit a progress report on the program to the Dean. The Dean will provide commentary and response to the progress report and submit the progress report along with their commentary to the Quality Assurance Committee summarizing the status of any actions taken or being taken. The Quality Assurance Committee, in some circumstances, will request follow up reporting on specific components if not satisfactorily addressed in the 18-month report. These reports are posted on the institution's Quality Assurance webpage as an addendum to the program's FAR and Implementation Plan. The Quality Assurance Committee will present progress reports to Undergraduate Council or Graduate Council, if deemed necessary by the Chairs of the Quality Assurance Committee.

#### **REPORTING REQUIREMENTS**

85. The Final Assessment Reports, which include the Implementation Plans, and subsequent Progress Reports are posted on the Provost and Vice-President (Academic) section of the University's website. The Vice-Provost, Teaching and Learning provides an annual report to Quality Council that lists the past year's completed Final Assessment Reports and attests that all IQAP-required Cyclical Program Review processes have been followed. This report will also provide the link to the institution's Quality Assurance webpage which houses the completed Final Assessment Reports and Implementation Plans completed during the past year. The annual report of Final Assessment Reports and their related Cyclical Program Review processes will occasionally be reviewed for compliance by the Quality Council and that if issues are found, the Quality Council may decide to initiate a Focused Audit.

#### **USE OF ACCREDITATION AND OTHER EXTERNAL REVIEWS IN THE INSTITUTIONAL QUALITY ASSURANCE PROCESS**

86. Programs that periodically undergo accreditation reviews are permitted to request that the associated accreditation documentation serve to meet some of the elements required of the IQAP cyclical review self-study when these elements are fully consistent with the requirements outlined within this policy. The program chair will submit a request form that has been endorsed by the Dean (or the Dean's delegate) and all required supporting documentation to the Vice-Provost, Teaching and Learning for undergraduate programs or the Vice-Provost and Dean of Graduate Studies for graduate programs.
87. If permitted by the accreditation authorities, the site visit by the Review Team is permitted to be performed at the same time as the accreditation review, however there must be at least two external reviewers and one internal reviewer dedicated to the Cyclical Program Review.

88. The Vice-Provost, Teaching and Learning for undergraduate programs or the Vice-Provost and Dean of Graduate Studies for graduate programs will review the request and decide if an accreditation review can be substituted in part for a cyclical review. The program will be notified in writing of the decision. A record of substitutions or additions, and the grounds on which they were made, will be eligible for audit by the Quality Council.
89. Approval for substitution is only applicable for the cyclical review year related to the request. The remaining steps in the cyclical review will then take place. Programs must participate in all reporting related to the cyclical review. If desired by the program, a request to substitute some accreditation documentation in order to meet partial requirements of their program's Quality Assurance review must be submitted for every subsequent cyclical review.

## **SECTION V: INSTITUTIONAL IDENTIFICATION OF MAJOR MODIFICATIONS TO EXISTING PROGRAMS**

90. As part of the continuous improvement of McMaster's academic programs, existing programs are expected to routinely undergo revisions with the aim of improving student experience and quality enhancement. Such revisions and subsequent monitoring provide an opportunity for ensuring the student experience is engaging, rigorous and reflective of the current discipline of study.
91. The revisions must be submitted through the university's curriculum approval process. This is the same approval process as outlined for New Program Proposals in § III. 39 above (excluding the University Planning Committee and University Fees, unless there are significant resource implications).
92. Once per year, the MacPherson Institute and School of Graduate Studies consults with the Registrar's Office and prepares a report of major modifications to existing programs including program closures and submits the report to the Quality Council.
93. In situations where it is unclear or where disagreement exists on whether a planned change constitutes a minor modification, a major modification, or a new program, the determination will be made by the Vice-Provost, Teaching and Learning for undergraduate programs or the Vice-Provost and Dean of Graduate Studies for graduate programs, in consultation with McMaster's Quality Assurance Committee, where appropriate. Quality Council has the final authority to decide if a major modification constitutes a new program and, therefore, must follow the Protocol for New Program Approvals. A record of any decision will be kept with McMaster's Quality Assurance Committee.
94. Minor modifications include: changes to course titles or codes; the addition or deletion of a single course; weighting of courses; creating or closing a minor; and creating or closing an undergraduate certificate.
95. Major modifications are defined as significant changes that have program-wide impact through either change to curriculum and/or program requirements. Such change must last more than one academic year and differ from what was outlined in the last cyclical program review or, if a program review has not taken place yet, from the new program proposal.
96. Major modifications include the following program changes:
  - a) Requirements that differ significantly from those existing at the time of the previous cyclical program review or, if a program review has not taken place yet, from the new program proposal. For undergraduate programs, it would be considered a major modification when more than 30% of the program requirements are being changed from one academic year to the next. For graduate programs, it would be considered a major modification when more than 50% of the program requirements (including requirements such as courses, major exams, and research) are being changed from one year to the next.
  - b) Changes to the faculty engaged in delivering the program and/or to the essential physical resources, for example, where there have been changes to the existing mode(s) of delivery (such as different campus, online delivery and inter-institutional collaboration)

- c) Significant changes to the Program Learning Outcomes that are made outside of the cyclical program review process. Significant changes to Program Learning Outcomes are defined as: changes to the majority of the Program Learning Outcomes such that they differ from those existing at the time of the previous cyclical program review (or, if a program review has not taken place yet, from the new program proposal) but do not, however, meet the threshold of a new program
  - d) Change in program name and/or degree nomenclature, when this results in a change in program learning outcomes
  - e) Program closure
  - f) The inclusion of a new program of specialization where another with the same degree designation already exists
  - g) The addition of a single new field to an existing graduate program. The creation of more than one field at one time or over consecutive years may be required to complete the Expedited Approvals process. This process is outlined in § III.
  - h) A new collaborative specialization, or the addition of a new unit to an existing collaborative specialization
97. Chairs are responsible for ensuring any major modifications align with the Program Learning Outcomes and that the impact of the modification on students has been assessed, where appropriate.
98. Changes to an existing Emphasis, Option, or Minor Program; the creation of a new micro-credential(s); undergraduate certificate(s); and laddering, stacking or similar options, or comparable elements do not require Quality Council appraisal or approval. Micro-credentials are approved using the same internal approval process outlined in § III. 39 above. This approval process is subject to change and proponents of micro-credentials are encouraged to consult with the Vice-Provost, Teaching and Learning or the Vice-Provost and Dean of Graduate Studies prior to seeking institutional approval for a micro-credential.
99. There may be situations where although the changes to the program meet the definition of a major modification, the changes are of such significance that a more immediate review is desirable. This situation may occur, for example, when the fundamental goals of the program change; or there are significant changes to the faculty engaged in delivering the program and/or to the essential physical resources. In such cases, the Department, the Faculty, Undergraduate Council or Graduate Council may, if it deems it advisable after consultation with the relevant Dean(s) and Vice-Provost, Teaching and Learning and/or Vice-Provost and Dean of Graduate Studies, initiate a program review and request that the Quality Council review the proposal. The proposal must include: a description and rationale for the proposed changes and how they will improve the student experience, and inclusion of a selection of criteria most relevant to the Proposal from the following list, taken from Section 2.1.2 of the Quality Assurance Framework, as approved by the Vice-Provost, Teaching and Learning, or in the case of graduate programs, Vice-Provost and Dean of Graduate Studies: program goals, program requirements, assessment of teaching and learning, admission requirements, resources, quality and other indicators. The proposal will include input from current students and recent graduates of the program.
100. Major modifications to existing academic programs are not normally subjected to the institution's cyclical audit.

## APPENDIX A: MCMASTER UNIVERSITY'S STATEMENT ON DEGREE LEVEL EXPECTATIONS

1. A McMaster education enables students to develop sets of life and learning skills that promote a continuing ability and desire to learn, and a set of technical and professional skills that permit a range of career choices. Degree level expectations elaborate the intellectual and creative development of students and the acquisition of relevant skills that are usually widely, yet implicitly, understood.
2. McMaster University has adopted the following Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level Expectations (GDLEs) that were developed by the Ontario Council of Academic Vice-Presidents and endorsed by the Council of Ontario Universities in December 2005. These degree level expectations are to be viewed as a minimum threshold for all degree programs at McMaster.

### UNDERGRADUATE

	<b><u>Baccalaureate / Bachelor's Degree</u></b> This degree is awarded to students who have demonstrated the following:	<b><u>Baccalaureate / Bachelor's Degree: Honours</u></b> This degree is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	<ul style="list-style-type: none"> <li>a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline</li> <li>b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines</li> <li>c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline</li> <li>d) Some detailed knowledge in an area of the discipline</li> <li>e) Critical thinking and analytical skills inside and outside the discipline</li> <li>f) Ability to apply learning from one or more areas outside the discipline</li> </ul>	<ul style="list-style-type: none"> <li>a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline</li> <li>b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines</li> <li>c) Developed ability to:               <ul style="list-style-type: none"> <li>(i) gather, review, evaluate and interpret information; and</li> <li>(ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline</li> </ul> </li> <li>d) Developed, detailed knowledge of and experience in research in an area of the discipline</li> <li>e) Developed critical thinking and analytical skills inside and outside the discipline</li> </ul>

		f) Ability to apply learning from one or more areas outside the discipline
2. Knowledge of methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: <ul style="list-style-type: none"> <li>a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and</li> <li>b) devise and sustain arguments or solve problems using these methods.</li> </ul>	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: <ul style="list-style-type: none"> <li>a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</li> <li>b) devise and sustain arguments or solve problems using these methods; and</li> <li>c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.</li> </ul>
3. Application of knowledge	The ability to review, present, and interpret quantitative and qualitative information to: <ul style="list-style-type: none"> <li>a) develop lines of argument;</li> <li>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and</li> </ul> The ability to use a basic range of established techniques to: <ul style="list-style-type: none"> <li>a) analyze information;</li> <li>b) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study;</li> <li>c) propose solutions; and</li> <li>d) make use of scholarly reviews and primary sources.</li> </ul>	The ability to review, present and critically evaluate qualitative and quantitative information to: <ul style="list-style-type: none"> <li>a) develop lines of argument;</li> <li>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</li> <li>c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;</li> <li>d) where appropriate use this knowledge in the creative process; and</li> </ul> The ability to use a range of established techniques to: <ul style="list-style-type: none"> <li>a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;</li> <li>b) propose solutions;</li> <li>c) frame appropriate questions for the purpose of solving a problem;</li> <li>d) solve a problem or create a new work; and</li> <li>e) to make critical use of scholarly reviews and primary sources.</li> </ul>
4. Communication skills	The ability to communicate accurately and reliably, orally and in writing to a range of audiences.	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.

5. Awareness of limits of knowledge	An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.
6. Autonomy and professional capacity	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: <ul style="list-style-type: none"> <li>a) the exercise of personal responsibility and decision- making;</li> <li>b) working effectively with others;</li> <li>c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and</li> <li>d) behaviour consistent with academic integrity and social responsibility.</li> </ul>	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: <ul style="list-style-type: none"> <li>a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;</li> <li>b) working effectively with others;</li> <li>c) decision-making in complex contexts;</li> <li>d) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study;</li> <li>e) and behaviour consistent with academic integrity and social responsibility.</li> </ul>

**GRADUATE**

	<b><u>Master's Degree</u></b> This degree is awarded to students who have demonstrated the following:	<b><u>Doctoral Degree</u></b> This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.



2. Research and scholarship	<p>A conceptual understanding and methodological competence that:</p> <ul style="list-style-type: none"> <li>a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</li> <li>b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</li> <li>c) Enables a treatment of complex issues and judgments based on established principles and techniques; and,</li> </ul> <p>On the basis of that competence, has shown at least one of the following:</p> <ul style="list-style-type: none"> <li>a) The development and support of a sustained argument in written form; or</li> <li>b) Originality in the application of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;</li> <li>b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and</li> <li>c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.</li> </ul>
3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	<p>The capacity to:</p> <ul style="list-style-type: none"> <li>a) Undertake pure and/or applied research at an advanced level; and</li> <li>b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.</li> </ul>
4. Professional capacity/autonomy	<ul style="list-style-type: none"> <li>a) The qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> <li>(i) The exercise of initiative and of personal responsibility and accountability; and</li> <li>(ii) Decision-making in complex situations;</li> </ul> </li> <li>b) The intellectual independence required for continuing professional development;</li> </ul>	<ul style="list-style-type: none"> <li>a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;</li> <li>b) The intellectual independence to be academically and professionally engaged and current;</li> <li>c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines</li> </ul>

	<ul style="list-style-type: none"><li>c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</li><li>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</li></ul>	<ul style="list-style-type: none"><li>and procedures for responsible conduct of research; and</li><li>d) The ability to evaluate the broader implications of applying knowledge to particular contexts.</li></ul>
5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly, orally and in writing, to a range of audiences.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively, orally and in writing, to a range of audiences.
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

**REPORT TO UNDERGRADUATE COUNCIL**  
*from the*  
**AWARDS COMMITTEE**

**FOR APPROVAL**

a. Terms of Award

An electronic vote was held between January 11, 2023 and January 17, 2023, during which the Undergraduate Council Awards Committee approved the following for recommendation to Undergraduate Council. Details of the proposed recommendations are contained within the circulated report.

i. New Awards

The Brent Layton Memorial Academic Grant

ii. Changes to Award Terms for Approval

The Class of 1956, 50th Anniversary Scholarship

The Beauty Counselors of Canada Scholarship

The De Villiers-Mahaffy Merit Scholarship

The Eva Elizabeth and Lloyd Edward May Science Scholarship

iii. Proposed New Bursaries for Approval

The Robert G Burnet Bursary

The Helping Hands Bursary

The McNamara Family Bursary

The Edie M Yeomans Bursary in Fine Arts

The Department of Medicine Bursary for Indigenous Medical Students

iv. Changes to Bursary Terms

The Jennifer and Theodore Arcand English Bursary

The Fred and Norma Bidwell Bursary

The Sylvia Bowerbank Memorial Bursary

The Norman Nathaniel Caskey Bursaries

The Beverly Coleman Memorial Bursary

The Dr. Holland and Mrs. Elvira Peterson Bursary

The Elvira and Holland Peterson Bursary

The Marie Ireland Bush Memorial Bursaries

The Lahren Lamb Memorial Bursary

The James RA Langs Bursary in the Arts

The Mary Romeo Bursary in Art History

The Spallacci Group Bursary

The Clifford Johnson Webster Academic Grant  
The Mary Dryden Willis Academic Grant  
The Sheila Zack Memorial Bursary

v. Bursaries with Curriculum Name Change Only

The Norma Berti Bursary  
The Jodie Anne Bull Memorial Bursaries  
The Ben F. Desroches Bursaries  
The Bill Fuller Bursary  
The Hamilton & District Labour Council Bursary  
The Susan and Brian Hassall Bursary  
The John B. Ibister Bursary  
The Bob MacKenzie Bursary  
The Enrico Henry Mancinelli Bursaries  
The Lawrence McBrearty Bursary  
The William F. Scandlan Bursaries  
The Social Sciences Society Bursaries  
The United Steelworkers of America Bursary  
The Lynn R. Williams Bursary

It is now recommended,

**that the Undergraduate Council approve one new award, revisions to four award terms, five new bursaries, changes to fifteen bursary terms, and fourteen bursaries with curriculum name changes, as circulated.**

b. Proposed Revisions to the 2023-24 Undergraduate Calendar

During the same electronic vote, the Awards Committee also approved proposed revisions for inclusion in the 2023-2024 Calendar. Details of the proposed recommendations are contained within the circulated report.

It is now recommended,

**that the Undergraduate Council approve revisions to the academic general regulations for Aid & Awards, as recommended by the Office of the Registrar and for inclusion in the 2023-2024 Undergraduate Calendar, as circulated.**

Undergraduate Council  
FOR APPROVAL: January 24, 2023

#### PROPOSED NEW AWARDS FOR APPROVAL

##### In-course Academic Grants

###### **The Brent Layton Memorial Academic Grant**

Established in 2022 in memory of Brent Layton by his friends from the DeGroote School of Business.

**Requirements:** To be awarded to undergraduate students enrolled in a Commerce program who attain high averages and demonstrate financial need.

#### CHANGES TO AWARD TERMS FOR APPROVAL

###### **The Class of 1956, 50<sup>th</sup> Anniversary Scholarship**

Established in 2006 by the Class of 1956 in honour of its 50th anniversary.

**Requirements:** ~~Two~~ A variable number of scholarships to be awarded to undergraduate students entering any Level 1 program.

~~Two scholarships annually~~

###### **The Beauty Counselors of Canada Scholarship**

Established in 1956 by Beauty Counselors of Canada Limited.

**Requirements:** To be awarded to the student who has completed Science Level 1 with the highest Fall-Winter average and who is entering Level 2 of the Honours Biochemistry, Honours Chemistry, or Honours Chemical Biology program.

###### **The De Villiers-Mahaffy Merit Scholarship**

Established in 1991 in memory of Nina De Villiers and Leslie Mahaffy of Burlington, by contributions from the local community and the employees of several area companies including Searle Canada, Boehringer Ingelheim, Smithkline Beechan, Monstanto and the Royal Bank.

**Requirements:** ~~Two~~ A variable number of scholarships to be awarded to outstanding students graduating from a secondary school in the Halton Region; (a) ~~one to a student to~~ students entering Level 1 of any program entering a full-time programme of study; and (b) ~~one to a student to~~ students entering Level 1 of either the Faculty of Science or the Music program. ~~full-time study in Science 1 or Music 1.~~ Preference will be given to female students.

###### **The Eva Elizabeth and Lloyd Edward May Science Scholarship**

Established in 2022 from the Estate of Eva Elizabeth May and Lloyd Edward May.

**Requirements:** To be awarded to undergraduate students enrolled in the Faculty of Science who self-identify as a member of an equity-deserving group and attain high averages.

#### PROPOSED NEW BURSARIES FOR APPROVAL

##### Submitted by the Office of Student Financial Aid & Scholarships

###### **The Robert G Burnet Bursary**

Established in 2022 by Ammar (Class of 2011 & 2016) and Janet (Class of 2011) in memory of Robert G. Burnet (Class of '77), a remarkable cellist, teacher, and friend.

**Requirements:** To be granted to undergraduate students enrolled in any program who demonstrate financial need and have performed with the McMaster Symphony Orchestra. Preference will be given to students enrolled in the Music program.

**The Helping Hands Bursary**

Established in 2022 by a generous donor.

**Requirements:** To be granted to undergraduate students in any program who are enrolled in Level 2 or higher and demonstrate financial need.

**The McNamara Family Bursary**

Established in 2022 by Mr. Daniel McNamara (Class of '76), Mrs. Shannon McNamara and their family in support of their belief that an education in Humanities and the Social Sciences has the potential to create the community leaders of tomorrow.

**Requirements:** To be granted to undergraduate students enrolled in an Honours Social Science or Humanities program who demonstrate financial need. Preference will be given to students enrolled in an Honours Sociology program.

**The Edie M Yeomans Bursary in Fine Arts**

Established in 2022 in memory of Edie M. Yeomans by her family and friends. The depth and breadth of her knowledge made Edie a sought-after lecturer on both sides of the border including at the Pratt Institute and a Fellow of the American Society of Appraisers where she served as governor and in other executive roles. Edie also chaired Toronto's Outdoor Art Exhibition for several years and served as board member at the Varley Art Gallery in Markham.

**Requirements:** To be granted to undergraduate students enrolled in the Faculty of Humanities who demonstrate financial need. Preference will be given to students enrolled in the School of the Arts.

Submitted by the Faculty of Health Sciences

**The Department of Medicine Bursary for Indigenous Medical Students**

McMaster University, Department of Medicine, remains committed to upholding Call to Action 23, from the Truth and Reconciliation Commission, to increase the number of Aboriginal professionals working in the healthcare field. Acknowledging financial barriers for Indigenous students accessing undergraduate medical education, the Department of Medicine in partnership with the Indigenous Health Curriculum Committee offers a three-year scholarship to be granted to an Indigenous student entering the Michael G. DeGroote School of Medicine who demonstrates financial need. The scholarship is tenable for 2 years provided the recipient remains enrolled in the Michael G. DeGroote School of Medicine and continues to demonstrate financial need. Interested individuals will complete an application which will include submitting a personal letter (maximum 1000 words) detailing demonstration of Indigenous community leadership, involvement, advocacy, and financial need for consideration.

**CHANGES TO BURSARY TERMS**

**The Jennifer and Theodore Arcand English Bursary**

Established in 1997 by Theodore Arcand (Class of '57), in memory of his wife, Jennifer (Class of '57), whose interest was Baroque English poetry.

**Requirements:** To be granted to an undergraduate or graduate students enrolled in the Faculty of Humanities a programme in English, who demonstrate(s) financial need. Preference will be given to students enrolled in an

English & Cultural Studies program

**The Fred and Norma Bidwell Bursary**

Established in 2007 by Norma Bidwell, B.A. (Class of '38).

**Requirements:** To be granted to a student undergraduate students enrolled in Level 3 or 4 in the Faculty of Humanities who demonstrate(s) financial need. Preference will be given to a student students enrolled in the Department of Communication Studies and Multimedia.

**The Sylvia Bowerbank Memorial Bursary**

Established in 2005 by family and friends in memory of Dr. Sylvia Bowerbank.

**Requirements:** To be granted to female undergraduate students enrolled in the Department of English Faculty of Humanities who identify as Indigenous and demonstrate financial need. Preference will be given to female students who reside in a native community in Canada students enrolled in the Department of English & Cultural Studies.

**The Norman Nathaniel Caskey Bursaries**

Established in 1996 by June Caskey of Hamilton in memory of her father.

**Requirements:** A variable number of bursaries. To be granted to students enrolled in a programme in Music the Faculty of Humanities who demonstrate financial need. Preference will be given to students enrolled in a Music program.

**The Beverly Coleman Memorial Bursary**

Established in 2009 by Dr. Douglas Coleman in loving memory of Mrs. Beverly Jean Coleman.

**Requirements:** To be granted to students enrolled in the Department of Biochemistry and Biomedical Science in the Faculty of Science who demonstrate financial need.

**The Dr. Holland and Mrs. Elvira Peterson Bursary**

Established in 1997 by Dr. Holland and Mrs. Elvira Peterson under the McMaster Student Opportunity Fund Initiative.

**Requirements:** To be granted to a student undergraduate students enrolled demonstrating financial need who is enrolled in Level 2 or higher in the Faculty of Humanities who demonstrate financial need. Preference will be given to those enrolled in a program in the Department of Linguistics and Languages.

**The Elvira and Holland Peterson Bursary**

Established in 2000 by Mrs. Elvira Peterson (Class '69) and Dr. Holland Peterson.

**Requirements:** To be granted to a Level 3 student undergraduate students enrolled in the Honours Art History or Combined Art History Programme the Faculty of Humanities, who demonstrates financial need. Preference will be given to students enrolled in Honours Art History or Combined Art History program.

**The Marie Ireland Bush Memorial Bursaries**

Established in 1996 by Helen Ireland Caldwell in memory of Marie Ireland Bush, Class of '48, a dedicated teacher, who instilled in her students a love of learning.

**Requirements:** A variable number of bursaries. To be granted to undergraduate students enrolled in a programme in English the Faculty of Humanities who demonstrate financial need. Preference will be given to students enrolled in an English & Cultural Studies program.

**The Lahren Lamb Memorial Bursary**

Established in 2007 by family and friends in loving memory of Lahren Lamb, B.A. (Class of '06), a gifted young artist and graduate of the Art & Multimedia program who did not live to fulfill her potential. She was a truly loved and admired young woman.

**Requirements:** To be granted to a ~~Level 3 student~~ undergraduate students enrolled in the ~~School of the Arts~~ Faculty of Humanities who demonstrate(s) financial need. Preference will be given to students enrolled in the School of the Arts.

**The James RA Langs Bursary in the Arts**

Established by family in memory of James R. A. Langs (Class of '37), a Hamilton business leader and great supporter of the Hamilton Community.

**Requirements:** ~~A variable number of bursaries~~ To be granted to undergraduate students enrolled in a ~~programme in Art, Theatre & Film Studies (formerly Drama) or Music~~ the Faculty of Humanities who demonstrate financial need. Preference will be given to students enrolled in Art, Theatre & Film Studies or Music programs.

**The Mary Romeo Bursary in Art History**

Established in 1997 by Mary Romeo, a lifelong patron of the arts.

**Requirements:** To be granted to undergraduate and graduate students who are enrolled in the Faculty of Humanities and ~~have demonstrated~~ demonstrate financial need. ~~and are enrolled in a programme in Art History.~~ Preference will be given to students enrolled in an Art History Program.

**The Spallacci Group Bursary**

Established in 2009 by The Spallacci Group.

**Requirements:** To be awarded to a ~~student~~ undergraduate students enrolled in the ~~Department of Linguistics and Languages~~ Faculty of Humanities who demonstrate(s) financial need. Preference will be ~~granted~~ given to a students specializing in Italian studies.

**The Clifford Johnson Webster ~~Bursary~~ Academic Grant**

Established in 1993 by Viola Webster in memory of her brother Clifford Johnston Webster (Class of '41). ~~To assist students who demonstrate financial need enrolled in the Honours English Programme who are Canadian citizens or permanent residents and who have graduated from a public secondary school in Ontario. Applicants should have a record of academic performance that has normally been at the upper second class level or higher. If sufficient applicants are not eligible in the Honours English Programme, the bursaries are available, under similar conditions, to students in the Honours French Programme.~~

**Requirements:** To be granted to undergraduate students enrolled in the Faculty of Humanities, who graduated from an Ontario public secondary school, attain high averages and demonstrate financial need. First preference will be given to students who are enrolled in Honours English, then Honours French.

**The Mary Dryden Willis ~~Bursary~~ Academic Grant**

Established in 1997, in memory of Mary Willis (Class of '26), by her daughter, Mary Lou Dingle and son-in-law Allan (both Class of '58), under the McMaster Student Opportunity Trust Fund initiative.

**Requirements:** To be granted to ~~undergraduate~~ students enrolled in ~~Level 2 or higher~~ in the Faculty of



Humanities, who have attained a minimum CA of 7.0 Fall-Winter average of 9.5 and who demonstrate financial need.

**The Sheila Zack Memorial Bursary**

The Sheila Zack Memorial Bursary is Established by the 45th Annual B'nai Brith Sports Celebrity Dinner.

**Requirements:** To be awarded to a student undergraduate students enrolled in the Faculty of Humanities who demonstrate with financial need. Preference will be given to students enrolled in a Theatre & Film Studies program. enrolled in a programme in Theatre & Film Studies (formerly Drama) at McMaster University.

**Bursaries with Curriculum name change only.  
(no change to terms)**

1. *Combined Honours Labour Studies and Another Subject (B.A.) will be renamed Combined Honours Work and Labour Studies and Another Subject (B.A.)*
2. *Honours Labour Studies (B.A.) will be renamed Honours Work and Labour Studies (B.A.)*
3. *Labour Studies (B.A.) will be renamed Work and Labour Studies (B.A.)*

**The Norma Berti Bursary**

**The Jodie Anne Bull Memorial Bursaries**

**The Ben F. Desroches Bursaries**

**The Bill Fuller Bursary**

**The Hamilton & District Labour Council Bursary**

**The Susan and Brian Hassall Bursary**

**The John B. Ibister Bursary**

**The Bob MacKenzie Bursary**

**The Enrico Henry Mancinelli Bursaries**

**The Lawrence McBrearty Bursary**

**The William F. Scandlan Bursaries**

**The Social Sciences Society Bursaries**

**The United Steelworkers of America Bursary**

**The Lynn R. Williams Bursary**

MEMORANDUM

To: Undergraduate Council Awards Committee

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

Date: January 10, 2023

Re: Revisions for 2023/24 Undergraduate Calendar

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The Office of the Registrar, Aid & Awards submits the following revisions for the 2023/24 Undergraduate Calendar for your consideration and approval:

1. An update to indicate where to locate the Policy referenced.
2. Regulation updates including:
  - Clearer language to advise students they may be eligible for more than one bursary throughout the academic year, depending on their level of need
  - Indicating where the Physician Assistant and M.D. student can access In-Course Bursaries
  - Rephrasing references to the Student Access Guarantee to reflect the changes to this program by the Ministry of Colleges and Universities
  - Inclusion of requirement to complete a general application for awards by nomination
  - Inclusion of In-Course award course load and cumulative unit exceptions for nursing students
  - Inclusion of grocery gift cards in Emergency Bursary Regulations

The draft copies of the relevant 2023/24 Undergraduate Calendar sections are attached for your review.

## Aid & Awards

### OFFICE OF THE REGISTRAR, AID & AWARDS

Gilmour Hall, Room 120  
McMaster University  
Hamilton, Ontario, L8S 4L8  
<https://registrar.mcmaster.ca/aid-awards/>

### SENIOR ASSOCIATE REGISTRAR AID & AWARDS

**Elizabeth Way**/B.A., M.T.S.

### ASSISTANT REGISTRAR GOVERNMENT AID PROGRAMS

**Rita Mukherjee**/B.Sc., M.B.A.

The Office of the Registrar, Aid & Awards delivers government and University aid and award programs that support access, financial wellness and excellence at the post-secondary level. Our academic grant, award, bursary and work programs encourage and support diversity and inclusivity in the recruitment, retention, and recognition of students, including those from equity-seeking groups. Aid & Awards administers government student aid, such as the Ontario Student Assistance Program (OSAP) and the US Direct Loans Program, on behalf of various federal and provincial governments. For more information about our programs and services, visit [registrar.mcmaster.ca/aid-awards/](https://registrar.mcmaster.ca/aid-awards/).

## Regulations for Aid and Awards

The University supports the financial wellbeing of students in the delivery of aid and award programs, ensuring equity, consistency and transparency in administration. The University operates within the Senate approved University Aid and Awards Policy. While all regulations for Aid and Awards are established within this approved policy, the University may choose to offer additional Aid and Award programs, establish regulations through which to administer these programs, and/or modify existing regulations with Senate approval after the Undergraduate Calendar has been published. It is important to note that Financial Awards are not covered by the University Aid and Awards Policy and are not administered through the Aid and Award regulations that follow. The University Aid and Awards Policy is publicly viewable through the University Secretariat website. Financial Awards support students in a manner consistent with the goals of the University, but do not necessarily meet all the policy regulations of established Aid and Award programs. Financial Awards may be administered centrally through the Office of the Registrar, Aid & Awards, through the School of Graduate Studies (SGS), or through designated representatives in University faculties and departments that have established processes to administer their own funds (e.g. Athletics and Recreation). Financial Awards are not Senate-approved awards and thus, are not recognized at convocation or included on University transcripts. Information about Financial Awards is made available through department websites.

The following regulations apply to all Undergraduate Aid and Award Programs (and excludes Financial Awards, as detailed above):

## Maximums

To ensure a fair and wide allocation of Undergraduate Aid and Awards, the University restricts the number and value of aid and awards which students may receive for an academic year.

An eligible entering student may receive:

- a. One Entrance Award granted solely on academic merit (e.g. the McMaster Award of Excellence); and
- b. One Entrance Award, including those supporting Black, Racialized, Indigenous and International students, granted on the basis of earned merit that requires an additional assessment process, including, but not limited to, application, interview and/or audition; and
- c. One Entrance Academic Grant or Indigenous Student Entrance Academic Grant; and
- d. One Entrance Bursary granted on the basis of earned merit that requires an additional assessment process, including, but not limited to, application, interview and/or audition, and additional bursary funding up to the amount eligible; and
- e. Fall/Winter and Summer Work Program funding; and
- f. Any number of Financial Awards

An eligible in-course or graduating student may receive:

- a. Awards granted solely on academic merit, limited to either one award greater than or equal to \$800 (considered a 'major' award) and one academic award less than \$800 (considered a 'minor' award), or two academic awards less than \$800; and
- b. Two awards granted on the basis of earned merit that requires an additional assessment process, including, but not limited to, application, interview and/or audition; and
- c. Academic Awards continued from a previous year; and
- d. Any number of prizes, which include non-monetary awards such as books and medals, and awards of nominal monetary value (currently \$100 or less), whether based on academic merit or an additional assessment process; and
- e. One Travel or Exchange Award; and
- f. One Academic Grant (including any renewable Entrance, Indigenous Student Entrance, or In-Course Academic Grant continued from a previous year); and
- g. One Community Contribution Award; and
- h. One or more bursaries based on the student's financial situation ~~In-Course Bursary granted on the basis of earned merit that requires an additional assessment process, including, but not limited to, application, interview and/or audition, and additional bursary funding (including any renewable Entrance or In-Course Bursary continued from a previous year)~~ up to the amount eligible; and
- i. Fall/Winter and Summer Work program funding; and
- j. Any number of Financial Awards

T4A tax slips are issued to students for all Aid and Award amounts received during the tax year.

It is important to note that Aid and Award income may affect federal and/or provincial government student aid (e.g. full-time OSAP) entitlements. Students are advised to review the status of their government student aid applications often and refer to the appropriate government website for further information.

## In-Course and Renewal Bursary Regulations

1. In-Course Bursaries are non-repayable grants, allocated on the basis of demonstrated financial need, which may also include a minimum expectation of academic achievement or other miscellaneous criteria.
2. In-Course Bursaries are available to full-time and part-time students enrolled in an undergraduate degree program, excluding the Physician Assistant, and M.D., and Nursing Program (at the Mohawk site). Physician Assistant and M.D. can access In-Course Bursaries through the relevant program office. A limited number of bursaries are also available to true part-time students enrolled in diploma and certificate programs offered through McMaster Continuing Education, who have completed at least 50% of that course work on a part-time basis.
3. In-Course Bursaries requiring full-time status are available to students enrolled in an OSAP eligible full-time course load or equivalent in both the fall and winter terms.
4. Second degree students are eligible for In-Course Bursaries
5. In-Course Bursaries are available to students who are Canadian Citizens, Permanent Residents, Convention Refugees and Protected Persons of Canada.
6. Students who are not Canadian Citizens, Permanent Residents, Convention Refugees or Protected Persons of Canada, who are enrolled in Level 2 or higher, are eligible to be considered for a limited number of In-Course Bursaries for International students.
7. In-Course Bursaries are allocated on the basis of financial need, as demonstrated through a completed Canadian federal and/or provincial government student aid application (e.g. full-time OSAP), completed standard University need profiles and/or discussions with designated staff on campus (e.g. a Student Loans Officer) who confirm the need for bursary assistance through submission of additional supporting documentation, for the academic year in which the student is being considered.
8. In-Course Bursaries are allocated in adherence with the Ministry of Colleges and Universities (MCU) policies, procedures and guidelines in place for the given academic year. The MCU Student Access Guarantee (SAG) ~~currently specifies bursary amounts~~ and payment deadlines for students in high tuition programs (e.g. Engineering, Business).
9. In-Course Bursaries for non-SAG students are allocated according to financial need based on government student aid entitlements, or equivalent, with higher bursary amounts assigned to students demonstrating higher levels of financial need. Bursary amounts are set by the Office of the Registrar, Aid & Awards annually.
10. In-Course Bursary funds are limited.
11. Students may receive more than one In-Course or Renewal Bursary ~~as part of to cover their~~ Student Access Guarantee ~~allocation~~ or up to the total bursary amount for which they are eligible.
12. In some cases, students may receive more than one bursary (e.g. where a student meets a particular donor fund requirement or applies via a separate earned merit application process). In these cases, the bursary is awarded to the eligible student who demonstrates the greatest financial need as determined by the Office of the Registrar, Aid & Awards.
13. The greater demonstrated financial need is used to break any tie.
14. In-Course Bursaries may consider one or more McMaster University calculated averages (e.g. Cumulative Grade Point Average).
15. In-Course Bursaries may specify a minimum average requirement.
16. In-Course Bursaries may also consider other forms of earned merit. To evaluate earned merit, students may need to complete one or more additional requirements including, but not limited to, submission of an application.
17. To be considered for an In-Course Bursary by application, students must submit a completed application by the specified deadline date.

18. In-Course Bursary applications which meet eligibility criteria are forwarded to a selection committee for review and ranking.
19. Students must be enrolled in at least the course load used to determine their eligibility for the In-Course Bursary to have the In-Course Bursary payment processed.
20. Students must meet the renewal requirements specified in the terms of their Entrance or In-Course Bursary to receive a renewal payment.
21. All In-Course Bursary payments are disbursed through the McMaster Student Account and are applied to outstanding charges. A few exceptions to this regulation may be approved by the Office of the Registrar, Aid & Awards.
22. MAPS bursary payments are disbursed in the fall, winter and spring/summer terms, once the drop and add period for the term has passed. All In-Course Bursaries are typically disbursed no later than mid-February (the MCU winter term payment deadline).
23. Forfeiture of a renewable Entrance or In-Course Bursary also cancels all future instalments of the bursary.
24. Students wishing to defer the benefits of bursary renewal to the next academic year should make the request in writing to the Office of the Registrar, Aid & Awards. Approval is not automatic and deferments are not normally granted for more than one academic year.
25. Students holding a renewable Entrance or In-Course Bursary who choose to accelerate their program and to complete their degree earlier than normal by completing Spring/Summer courses and who wish to employ the benefits of their renewable bursary to defray the tuition and compulsory fees for those courses should make the request in writing to The Office of the Registrar, Aid & Awards.
26. Registration in, or transfer to, another program of study and/or a change in course load may result in forfeiture or adjustment in the value of the In-Course Bursary. Students are advised to consult with the Office of the Registrar, prior to making any changes to their program of study or course load.
27. Students who withdraw may see an adjustment in the value of their In-Course or Renewal Bursary or see the full amount returned to the University.
28. Any adjustment made to a student's account, in order to return all or a portion of an In-Course or Renewal Bursary to the University, will consider the balance available at the time of the adjustment and may put a student's account into deficit.
29. The University may choose not to grant an In-Course Bursary in the absence of a suitable candidate; may choose to limit the number of recipients selected where funding is limited; may choose to limit the number of recipients selected where too few suitable candidates exist; and/or may choose to generate applicant pools for bursaries by application, where complete applications have not been received.
30. The University may remove specific In-Course Bursaries from the University Calendar, may revise the terms and stated value and/or suspend the granting of In-Course Bursaries (e.g. donor funds).
31. In-Course Bursaries supported by donor funds may have additional eligibility requirements.

## Emergency Bursaries

### Emergency Bursary Regulations

1. An Emergency Bursary, **grocery store gift cards** and meal cards are non-repayable grants that may be available to enrolled students who find themselves in extreme circumstances or are experiencing unexpected financial hardship.
2. Students with emergency needs must meet with a representative from the Office of the Registrar, during drop-in counselling hours to discuss their financial circumstances. Indigenous students may choose to meet with representatives in Indigenous Student Services to discuss their financial circumstances. Other referral networks exist on campus to support students in crisis, such as Security Services, Indigenous Student Services and Student Support and Case Management.

3. Students are required to complete a bursary application.
4. Students may be required to submit supporting documentation to confirm financial need and/or extreme circumstances, as determined by the Office of the Registrar, Aid & Awards.
5. All Emergency Bursary payments are disbursed through the McMaster Student Account.
6. The University may remove specific Emergency Bursaries from the University Calendar, may revise the terms and stated value and/or suspend the granting of Emergency Bursaries (e.g. donor funds).
7. Emergency Bursaries supported by donor funds may have additional eligibility requirements.

## Graduating Student Awards

### Graduating Student Awards Regulations

1. Graduating Student Awards are monetary and non-monetary awards allocated on the basis of academic merit and, in some cases, other forms of earned merit.
2. Graduating Student Awards are normally available to all full-time and part-time students graduating from their first undergraduate degree program. Graduating Student Awards are not available to second degree students unless the terms of a donor award specify eligibility and the student has not received the award previously.
3. Graduating Student Awards requiring full-time status are available to students enrolled full-time or equivalent in both the fall and winter terms.
4. Graduating Student Awards intended for true part-time students are available to students who have completed at least 50% of all units attempted in their undergraduate degree program at McMaster on a part-time basis.
5. Graduating Student Awards are available to all domestic and international students.
6. Students are considered for all available Graduating Student Awards in the spring following their graduating term.
7. While students typically apply for Graduating Student Awards in AwardSpring, students with degrees conferred at Fall Convocation are only able to apply for Graduating Student Awards by application the following spring using pdf application forms available through the Office of the Registrar at <https://registrar.mcmaster.ca/aid-awards/>.
8. Graduating Student Awards are available to students with a minimum Cumulative Grade Point Average of 8.0 calculated on at least 60 graded units.
9. Available averages, units upon which averages are calculated, program level, and enrolled units may be used to break any ties in an award competition.
10. Graduating Student Awards may also consider other forms of earned merit. To evaluate earned merit, students may need to complete one or more additional requirements including, but not limited to, submitting an application.
11. To be considered for a Graduating Student Award by application or by nomination, students must submit a complete application by the specified deadline date.
12. Graduating Student Award applications which meet award eligibility criteria are forwarded to a selection committee for review and ranking.
13. All Graduating Student Award payments are disbursed through the McMaster Student Account and are applied to outstanding charges. A few exceptions to this regulation may be approved by the Office of the Registrar, Aid & Awards.
14. Graduating Student Awards are typically disbursed no later than the end of May.
15. Graduating Student Award recipients will have their awards noted on their University transcripts.
16. Registration in, or transfer to, another program of study and/or a change in course load may result in forfeiture of a Graduating Student Award. Students are advised to consult with the Office of the Registrar prior to making any changes to their program of study.
17. Graduating Student Award recipients who do not have their degree conferred as expected will forfeit their award.

18. Students who forfeit their awards will have their award cancelled and their transcript notation removed. Students must return any non-monetary award to the Office of the Registrar and any award funding to their McMaster Student Account.
19. The University may choose not to grant a Graduating Student Award in the absence of a suitable candidate; may choose to limit the number of recipients where funding is limited; may choose to limit the number of recipients selected where too few suitable candidates exist; and/or may choose to generate applicant pools where complete applications have not been received.
20. The University may remove specific Graduating Student Awards from the University Calendar, may revise the terms and stated value and/or suspend the granting of Graduating Student Awards (e.g. donor funds).
21. Graduating Student Awards supported by donor funds may have additional eligibility requirements, including, but not limited to, submitting an application, participating in an interview, performing an audition or developing a portfolio.

## In-Course and Renewal Award Regulations

1. In-Course Awards are monetary and non-monetary awards allocated on the basis of academic merit and, in some cases, other forms of earned merit. Non-monetary awards such as medals and books as well as monetary awards of nominal value (currently \$100 or less) are called prizes.
2. In-Course Awards are available to full-time and part-time students enrolled in an undergraduate degree program (excluding the Physician Assistant and M.D. Programs), at the time of award application and selection, who are returning to McMaster to continue their studies.
3. In-Course Awards requiring full-time status are available to students enrolled full-time or equivalent in both the fall and winter terms.
4. In-Course Awards requiring part-time status are available to students who are not enrolled full-time in the fall and/or winter terms. In addition, true part-time awards are only available to students who have completed at least 50% of all units attempted at McMaster on a part-time basis.
5. In-Course Awards are available to all domestic and international students.
6. In-Course Awards are not available to second degree students unless the terms of a donor award specify eligibility and they have not received the award previously.
7. In-Course Awards are not available to students in their graduating term.
8. In-Course Awards may also consider other forms of earned merit. To evaluate earned merit, students may need to complete one or more additional requirements, including, but not limited to, submitting an application.
9. In-Course Awards requiring an application that are determined by Cumulative Grade Point Average require a minimum Cumulative Grade Point Average of 8.0 on at least 18 graded units, while those determined by Fall-Winter Average require a minimum Fall-Winter Average of 9.5 on at least 18 graded units.
10. In-Course Awards adjudicated without need of an application that are determined by Cumulative Grade Point Average require a minimum 8.0 on at least 24 graded units, while those determined by Fall-Winter Average require a minimum 9.5 on at least 24 graded units.
11. For nursing specific In-Course awards, due to the structure of the program, they are open to full-time and part-time course loads with a minimum of 24 Cumulative Units.
12. Available averages, units upon which averages are calculated, program level, and enrolled units, may be used to break any ties in an award competition.
13. To be considered for an In-Course Award by application or by nomination, students must submit a complete application by the specified deadline date.
14. In-Course Award applications which meet award eligibility criteria are forwarded to a selection committee for review and ranking.
15. Some In-Course Awards are renewable.
16. Entrance, Indigenous Entrance, and In-Course Award renewals determined by Cumulative Grade Point Average or Fall-Winter Average require a minimum 8.0 on at least 18 graded units.



17. All In-Course Award payments are disbursed through the McMaster Student Account and applied to outstanding charges. A few exceptions to this regulation may be approved by the Office of the Registrar, Aid & Awards.
18. In-Course Awards are typically disbursed no later than the end of September.
19. In-Course Awards will be disbursed if the recipient continues to be enrolled in a McMaster degree program, or a specific McMaster program, when explicitly required by the terms of the award, or the student's record reflects they are on exchange, on letter of permission, or participating in a coop or internship opportunity at McMaster University.
20. In-Course Award recipients will have their awards noted on their University transcripts. Entrance and In-Course renewals are not noted on transcripts.
21. Registration in, or transfer to, another program of study and/or a change in course load may result in forfeiture of an In-Course Award or Entrance or In-Course Award renewal. Students are advised to consult with the Office of the Registrar prior to making any changes to their program of study or course load.
22. If a student is approved to graduate or transfers to graduate in the fall, after the awarding decision and/or disbursement is made, the student will forfeit the award.
23. Students withdrawing from courses without failure by default will forfeit their In-Course Award or Entrance or In-Course Award renewal.
24. Students who forfeit their In-Course award will have their award cancelled and their transcript notation removed if forfeited in first year of payment only. Students must return the In-Course Award or Entrance or In-Course Award renewal funding to their McMaster Student Account.
25. Forfeiture of a renewable Entrance or In-Course Award also cancels all future instalments of the award.
26. Students wishing to defer the stated value of an In-Course Award or Entrance or In-Course Award renewal to the next academic year should make the request in writing to the Office of the Registrar, Aid & Awards. Approval is not automatic and deferments are not normally granted for more than one academic year.
27. Students holding renewable Entrance or In-Course Awards who choose to accelerate their program and to complete their degree earlier than normal by completing Spring/Summer courses and who wish to employ the benefits of their renewable Entrance and/or In-Course Awards to defray the tuition and compulsory fees for those courses should make the request in writing to the Office of the Registrar, Aid & Awards.
28. The University may choose not to grant an In-Course Award in the absence of a suitable candidate; may choose to limit the number of recipients selected where funding is limited; may choose to limit the number of recipients selected where too few suitable candidates exist; and/or may choose to generate applicant pools where complete applications have not been received.
29. The University may remove specific In-Course Awards from the University Calendar, may revise the terms and stated value and/or suspend the granting of In-Course Awards (e.g. donor funds).
30. In-Course Awards supported by donor funds may have additional eligibility and renewal requirements.

## Part-Time In-Course Awards

### In-Course and Renewal Award Regulations

1. In-Course Awards are monetary and non-monetary awards allocated on the basis of academic merit and, in some cases, other forms of earned merit. Non-monetary awards such as medals and books as well as monetary awards of nominal value (currently \$100 or less) are called prizes.
2. In-Course Awards are available to full-time and part-time students enrolled in an undergraduate degree program (excluding the Physician Assistant and M.D. Programs), at the time of award application and selection, who are returning to McMaster to continue their studies.
3. In-Course Awards requiring full-time status are available to students enrolled full-time or equivalent in both the fall and winter terms.

4. In-Course Awards requiring part-time status are available to students who are not enrolled full-time in the fall and/or winter terms. In addition, true part-time awards are only available to students who have completed at least 50% of all units attempted at McMaster on a part-time basis.
5. In-Course Awards are available to all domestic and international students.
6. In-Course Awards are not available to second degree students unless the terms of a donor award specify eligibility and they have not received the award previously.
7. In-Course Awards are not available to students in their graduating term.
8. In-Course Awards may also consider other forms of earned merit. To evaluate earned merit, students may need to complete one or more additional requirements, including, but not limited to, submitting an application.
9. In-Course Awards requiring an application that are determined by Cumulative Grade Point Average require a minimum Cumulative Grade Point Average of 8.0 on at least 18 graded units, while those determined by Fall-Winter Average require a minimum Fall-Winter Average of 9.5 on at least 18 graded units.
10. In-Course Awards adjudicated without need of an application that are determined by Cumulative Grade Point Average require a minimum 8.0 on at least 24 graded units, while those determined by Fall-Winter Average require a minimum 9.5 on at least 24 graded units.
11. Available averages, units upon which averages are calculated, program level, and enrolled units, may be used to break any ties in an award competition.
12. To be considered for an In-Course Award by application or by nomination, students must submit a complete application by the specified deadline date.
13. In-Course Award applications which meet award eligibility criteria are forwarded to a selection committee for review and ranking.
14. Some In-Course Awards are renewable.
15. Entrance, Indigenous Entrance, and In-Course Award renewals determined by Cumulative Grade Point Average or Fall-Winter Average require a minimum 8.0 on at least 18 graded units.
16. All In-Course Award payments are disbursed through the McMaster Student Account and applied to outstanding charges. A few exceptions to this regulation may be approved by the Office of the Registrar, Aid & Awards.
17. In-Course Awards are typically disbursed no later than the end of September.
18. In-Course Awards will be disbursed if the recipient continues to be enrolled in a McMaster degree program, or a specific McMaster program, when explicitly required by the terms of the award, or the student's record reflects they are on exchange, on letter of permission, or participating in a coop or internship opportunity at McMaster University.
19. In-Course Award recipients will have their awards noted on their University transcripts. Entrance and In-Course renewals are not noted on transcripts.
20. Registration in, or transfer to, another program of study and/or a change in course load may result in forfeiture of an In-Course Award or Entrance or In-Course Award renewal. Students are advised to consult with the Office of the Registrar prior to making any changes to their program of study or course load.
21. If a student is approved to graduate or transfers to graduate in the fall, after the awarding decision and/or disbursement is made, the student will forfeit the award.
22. Students withdrawing from courses without failure by default will forfeit their In-Course Award or Entrance or In-Course Award renewal.
23. Students who forfeit their In-Course award will have their award cancelled and their transcript notation removed if forfeited in first year of payment only. Students must return the In-Course Award or Entrance or In-Course Award renewal funding to their McMaster Student Account.
24. Forfeiture of a renewable Entrance or In-Course Award also cancels all future instalments of the award.
25. Students wishing to defer the stated value of an In-Course Award or Entrance or In-Course Award renewal to the next academic year should make the request in writing to the Office of the Registrar, Aid & Awards. Approval is not automatic and deferments are not normally granted for more than one academic year.
26. Students holding renewable Entrance or In-Course Awards who choose to accelerate their program and to complete their degree earlier than normal by completing Spring/Summer courses and who

wish to employ the benefits of their renewable Entrance and/or In-Course Awards to defray the tuition and compulsory fees for those courses should make the request in writing to the Office of the Registrar, Aid & Awards.

27. The University may choose not to grant an In-Course Award in the absence of a suitable candidate; may choose to limit the number of recipients selected where funding is limited; may choose to limit the number of recipients selected where too few suitable candidates exist; and/or may choose to generate applicant pools where complete applications have not been received.
28. The University may remove specific In-Course Awards from the University Calendar, may revise the terms and stated value and/or suspend the granting of In-Course Awards (e.g. donor funds).
29. In-Course Awards supported by donor funds may have additional eligibility and renewal requirements.

## **In Course Awards-Second Degree Eligible**

### **In-Course and Renewal Award Regulations**

1. In-Course Awards are monetary and non-monetary awards allocated on the basis of academic merit and, in some cases, other forms of earned merit. Non-monetary awards such as medals and books as well as monetary awards of nominal value (currently \$100 or less) are called prizes.
2. In-Course Awards are available to full-time and part-time students enrolled in an undergraduate degree program (excluding the Physician Assistant and M.D. Programs), at the time of award application and selection, who are returning to McMaster to continue their studies.
3. In-Course Awards requiring full-time status are available to students enrolled full-time or equivalent in both the fall and winter terms.
4. In-Course Awards requiring part-time status are available to students who are not enrolled full-time in the fall and/or winter terms. In addition, true part-time awards are only available to students who have completed at least 50% of all units attempted at McMaster on a part-time basis.
5. In-Course Awards are available to all domestic and international students.
6. In-Course Awards are not available to second degree students unless the terms of a donor award specify eligibility and they have not received the award previously.
7. In-Course Awards are not available to students in their graduating term.
8. In-Course Awards may also consider other forms of earned merit. To evaluate earned merit, students may need to complete one or more additional requirements, including, but not limited to, submitting an application.
9. In-Course Awards requiring an application that are determined by Cumulative Grade Point Average require a minimum Cumulative Grade Point Average of 8.0 on at least 18 graded units, while those determined by Fall-Winter Average require a minimum Fall-Winter Average of 9.5 on at least 18 graded units.
10. In-Course Awards adjudicated without need of an application that are determined by Cumulative Grade Point Average require a minimum 8.0 on at least 24 graded units, while those determined by Fall-Winter Average require a minimum 9.5 on at least 24 graded units.
11. Available averages, units upon which averages are calculated, program level, and enrolled units, may be used to break any ties in an award competition.
12. To be considered for an In-Course Award by application or by nomination, students must submit a complete application by the specified deadline date.
13. In-Course Award applications which meet award eligibility criteria are forwarded to a selection committee for review and ranking.
14. Some In-Course Awards are renewable.
15. Entrance, Indigenous Entrance, and In-Course Award renewals determined by Cumulative Grade Point Average or Fall-Winter Average require a minimum 8.0 on at least 18 graded units.
16. All In-Course Award payments are disbursed through the McMaster Student Account and applied to outstanding charges. A few exceptions to this regulation may be approved by the Office of the Registrar, Aid & Awards.

17. In-Course Awards are typically disbursed no later than the end of September.
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19. In-Course Award recipients will have their awards noted on their University transcripts. Entrance and In-Course renewals are not noted on transcripts.
20. Registration in, or transfer to, another program of study and/or a change in course load may result in forfeiture of an In-Course Award or Entrance or In-Course Award renewal. Students are advised to consult with the Office of the Registrar prior to making any changes to their program of study or course load.
21. If a student is approved to graduate or transfers to graduate in the fall, after the awarding decision and/or disbursement is made, the student will forfeit the award.
22. Students withdrawing from courses without failure by default will forfeit their In-Course Award or Entrance or In-Course Award renewal.
23. Students who forfeit their In-Course award will have their award cancelled and their transcript notation removed if forfeited in first year of payment only. Students must return the In-Course Award or Entrance or In-Course Award renewal funding to their McMaster Student Account.
24. Forfeiture of a renewable Entrance or In-Course Award also cancels all future instalments of the award.
25. Students wishing to defer the stated value of an In-Course Award or Entrance or In-Course Award renewal to the next academic year should make the request in writing to the Office of the Registrar, Aid & Awards. Approval is not automatic and deferments are not normally granted for more than one academic year.
26. Students holding renewable Entrance or In-Course Awards who choose to accelerate their program and to complete their degree earlier than normal by completing Spring/Summer courses and who wish to employ the benefits of their renewable Entrance and/or In-Course Awards to defray the tuition and compulsory fees for those courses should make the request in writing to the Office of the Registrar, Aid & Awards.
27. The University may choose not to grant an In-Course Award in the absence of a suitable candidate; may choose to limit the number of recipients selected where funding is limited; may choose to limit the number of recipients selected where too few suitable candidates exist; and/or may choose to generate applicant pools where complete applications have not been received.
28. The University may remove specific In-Course Awards from the University Calendar, may revise the terms and stated value and/or suspend the granting of In-Course Awards (e.g. donor funds).
29. In-Course Awards supported by donor funds may have additional eligibility and renewal requirements.



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**REPORT TO THE UNDERGRADUATE COUNCIL  
from the  
CERTIFICATES AND DIPLOMAS COMMITTEE**

**FOR APPROVAL**

**a. CERTIFICATES AND DIPLOMAS SECTION OF THE 2023-2024 UNDERGRADUATE CALENDAR**

At its meeting on January 10, 2023, the Certificates & Diplomas Committee approved, for recommendation to Undergraduate Council, revisions to the Concurrent Certificates in Biomedical Sciences (BMS), Health Humanities and Social Sciences, and Immunology, Microbiology & Virology (IMV), for inclusion in the 2023-2024 Undergraduate Calendar and as contained in the Report from the Faculty of Health Sciences. Further details can be found in the circulated materials.

**i. Faculty of Health Sciences – Revisions to Existing Concurrent Certificate Programs**

It is now recommended,

**that the Undergraduate Council approve, for recommendation to Senate, revisions to the Concurrent Certificate in Biomedical Sciences (BMS), as set out in the attached.**

It is now recommended,

**that the Undergraduate Council approve, for recommendation to Senate, revisions to the Concurrent Certificate in Health Humanities and Social Sciences, as set out in the attached.**

It is now recommended,

**that the Undergraduate Council approve, for recommendation to Senate, revisions to the Concurrent Certificate in Immunology, Microbiology, & Virology (IMV), as set out in the attached.**

**ii. Faculty of Humanities - New Concurrent Certificate Program and Revisions to Existing Concurrent Certificate Programs**

At the same meeting on January 10, 2023, the Certificates & Diplomas Committee approved, for recommendation to Undergraduate Council, one new Concurrent Certificate titled the Applied Linguistics Certificate (ALC), as well as revisions to the Concurrent Certificates in Applied Ethics and Policy (CAEP), Creative Writing and Narrative Arts (CWNA), Critical Curatorial Studies (CCCS), Language of Medicine and Health and Essential French, for inclusion in the 2023-2024 Undergraduate Calendar and as contained within the Report from the Faculty of Humanities. Details of the items can be found within the circulated materials.

It is now recommended,

**that the Undergraduate Council approve, for recommendation to Senate, the Applied Linguistics Certificate (ALC), as set out in the attached.**

It is now recommended,

**that the Undergraduate Council approve, for recommendation to Senate, revisions to the Concurrent Certificate for Applied Ethics and Policy (CAEP), as set out in the attached.**

It is now recommended,

**that the Undergraduate Council approve, for recommendation to Senate, revisions to the Concurrent Certificate in Creative Writing and Narrative Arts (CWNA), as set out in the attached.**

It is now recommended,

**that the Undergraduate Council approve, for recommendation to Senate, revisions to the Concurrent Certificate in Critical Curatorial Studies (CCCS), as set out in the attached.**

It is now recommended,

**that the Undergraduate Council approve, for recommendation to Senate, revisions to the Concurrent Certificate in the Language of Medicine and Health, as set out in the attached.**

It is now recommended,

**that the Undergraduate Council, for recommendation to Senate, revisions to the Concurrent Certificate in Essential French, as set out in the attached.**

**iii. Faculty of Science – New Concurrent Certificate Program, and Revisions to Existing Concurrent Certificate Programs**

At the same meeting on January 10, 2023, the Certificates & Diplomas Committee approved, for recommendation to Undergraduate Council, one new Concurrent Certificate in Science Communication, as well as revisions to the Concurrent Certificate in Urban Studies and Planning for inclusion in the 2023-2024 Undergraduate Calendar and as contained in the Report from the Faculty of Science. Details of the items can be found in the circulated materials.

It is now recommended,

**that the Undergraduate Council approve, for recommendation to Senate, the Concurrent Certificate in Science Communication, as set out in the attached.**

It is now recommended,

**that the Undergraduate Council approve, for recommendation to Senate, revisions to the Concurrent Certificate in Urban Studies and Planning, as set out in the attached.**

**b. NEW CERTIFICATE OF COMPLETION PROGRAM**

At the same meeting, the Certificates & Diplomas Committee approved, for recommendation to Undergraduate Council, the proposal for the McMaster STEP Certificate Program. Details of the program are contained within the circulated materials.

**i. McMaster STEP Certificate Program**

It is now recommended,

**that the Undergraduate Council approve, for recommendation to the University Planning Committee and Senate, the McMaster STEP Certificate Program, as set out in the attached.**

**FOR INFORMATION**

**a. CORRECTION TO CERTIFICATE AND DIPLOMA PROGRAM**

At the same meeting, the Certificates and Diplomas Committee received, for information, a minor correction to MCE's Business Administration with a Concentration in Data Analytics Diploma program. Further details are contained within the circulated report.

**i. Business Administration with a Concentration in Data Analytics Diploma program**

**Undergraduate Council  
FOR APPROVAL/INFORMATION: January 24, 2023**

### **Changes to Concurrent Certificates**

## **Concurrent Certificate in Biomedical Sciences (BMS)**

### **Faculty of Health Sciences**

The Concurrent Certificate in Biomedical Sciences is administered by the Bachelor of Health Sciences (Honours) Program.

Michael G. DeGroote Centre for Learning and Discovery, Room 3300, ext. 22815.

bhsc.mcmaster.ca

The Concurrent Certificate in Biomedical Sciences (BMS Certificate) is designed to provide students with an interest in biomedical research with an opportunity to develop an academic focus in this area, with the BMS Certificate serving to recognize that they have gained core knowledge in this area through their coursework.

#### **Notes**

1. In order to obtain the BMS Certificate, at least 12 units (above Level 1) must be elective to the degree.
2. No more than 6 units can be counted toward both the BMS Certificate and a Biochemistry Minor.

#### **Certificate Requirements**

Any student in an undergraduate program at McMaster may declare the BMS Certificate at the time of graduation provided that they satisfy the following requirements.

#### **Requirements**

*30-33 units*

6 units

from

- HTHSCI 3V03 - Research and Experimental Design
- HTHSCI 4AL3 - Model Systems
- LIFESCI 3L03 - Laboratory Methods in Life Sciences
- LIFESCI 3RP3 - Life Sciences Research Practicum
- BIOCHEM 2L06 – Inquiry in Biomedical Techniques

***Rationale:*** *BIOCHEM 2L06 also provides foundational learning in biomedical research.*

## **Concurrent Certificate in Health Humanities and Social Sciences**

The Concurrent Certificate in Health Humanities & Social Sciences (HHSS Certificate) is designed to provide students from many disciplines with an interest in the health humanities and social sciences with an opportunity to develop an academic focus in this area, with the HHSS Certificate serving to recognize that they have gained core knowledge in this area through their coursework. For these purposes, HHSS is understood as the application of creative or fine arts (art, music, performing arts) and humanities and social sciences disciplines (eg. literary studies, languages, law, history, philosophy, religion, sociology, anthropology, etc.) to discuss, express, understand, or promote human health and well-being.

#### **Certificate Requirements**



Any student in an undergraduate program at McMaster may declare the HHSS Certificate at the time of graduation provided that they satisfy the following requirements:

Note

- Transfer credits or substitutions may be considered for credit toward the HHSS Certificate by submitting a request to the Assistant Dean - BHSc (Hons) Program.

18 units  
from

- the following list; at least 9 units must be elective to the student's degree, and at least 9 units must be taken from outside the student's home faculty.

Courses in the Arts & Science Program

- ARTSSCI 4CT3 - Medical Humanities Inquiry
- ARTSSCI 4HS3 - History of Science Inquiry

Courses in the Faculty of Health Sciences

- HTHSCI 3CC3 - Theatre for Development
- HTHSCI 3EE3 - Biomedical Graphics
- HTHSCI 3HL3 - Health Law: Current and Emerging Issues
- HTHSCI 3L03 - Introduction to Bioethics
- HTHSCI 3MU3 - Music, Health, & the Community
- HTHSCI 3N03 - Written Communication in Health Sciences I
- HTHSCI 4DN3 - Dance in Health and Wellness
- HTHSCI 4MS3 - The Social Lives of Molecules
- HTHSCI 4NN3 - Written Communication in Health Sciences II
- HTHSCI 4TE3 - The Teaching Hospital

Courses in the Faculty of Humanities

- ARTHIST 2AA3 - ~~Introduction to the Practice of Art Therapy~~
- ART 2AA3 - Introduction to the Practice of Art Therapy
- CLASSICS 2MT3 - Ancient Roots of Medical Terminology
- CLASSICS 3MT3 - Advanced Ancient Roots of Medical Terminology
- ENGLISH 2S03 - ~~Spectacular Bodies~~
- ENGLISH 2NH3 - Narratives of Health
- ENGLISH 4AR3 - ~~Rhetoric, Culture, Catastrophe: AIDS and its Representations~~
- GENDRST 4A03 - ~~Stories, bodies, archives: un/Learning in Movements~~
- HISTORY 1Q03 - History of Medicine
- HISTORY 4FF3 - History of Health and Medicine
- LINGUIST 3AS3 - Language and Communication in Autism Spectrum Disorder
- LINGUIST 3DS3 - ASL & Deaf Studies
- MUSIC 2MU3 - Introduction to Music Therapy Research
- MUSIC 2MT3 - Introduction to the Practice of Music Therapy
- PEACJUST 2XX3 - Social & Structural Determinants of Health
- PEACJUST 3B03 - Peace-Building and Health Initiatives
- PEACJUST 4G03 - Peace Through Health: Praxis
- PEACJUST 4L03 - Peace, Environment and Health
- PEACEST 3B03
- PEACEST 4G03

- PEACEST 4L03
- PHILOS 2D03 - Bioethics
- PHILOS 2U03 - Philosophy of Health and Medicine
- PHILOS 3C03 - Advanced Bioethics
- PHILOS 3D03 - Philosophy of Science
- PHILOS 3GH3 - Global Health Ethics

***Rationale:***

*Remove GENDRST 4A03. Course no longer being offered as instructed by the Gender & Social Justice/Gender Studies program*

*Remove ENGLISH 2S0. Course no longer being offered as instructed by the English and Cultural Studies Program.*

*Remove ENGLISH 4AR3. Course no longer being offered as instructed by the English and Cultural Studies Program.*

*Change ARTHIST 2AA3 to ART 2AA3. Course change as instructed by the Faculty of Humanities – School of Arts.*

## **Concurrent Certificate in Immunology, Microbiology, & Virology (IMV)**

### **Faculty of Health Sciences**

The Concurrent Certificate in Immunology, Microbiology, & Virology is administered by the Bachelor of Health Sciences (Honours) Program.

Michael G. DeGroote Centre for Learning and Discovery, Room 3300, ext. 22815.

bhsc.mcmaster.ca

The Concurrent Certificate in Immunology, Microbiology, & Virology (IMV Certificate) is designed to provide students from health sciences, biotechnology, biology, life sciences, or any other disciplines with an interest in immunology, host defense, microbiology, and virology with an opportunity to develop an academic focus in this area, with the IMV Certificate serving to recognize that they have gained core knowledge in this area through their coursework.

#### **Certificate Requirements**

Any student in an undergraduate program at McMaster may declare the IMV Certificate at the time of graduation provided that they satisfy the following requirements.

#### **Requirements**

Completion of 15 units from *Course Lists A, B, and C*, with at least 3 units from *Course List A* and at least 3 units from *Course List B*.

#### **Course List A**

#### **Foundational Microbiology & Virology-Immunology**

- BIOTECH 3IV3 - Immunology and Virology
- HTHSCI 3I03 - Introductory Immunology

***Rationale:*** *the previous title was a mistake.*



## **REPORT TO UNDERGRADUATE COUNCIL**

### **FACULTY OF HUMANITIES SUMMARY OF CURRICULUM CHANGES TO CERTIFICATE AND DIPLOMA PROGRAMS FOR THE 2023-24 CALENDAR**

#### **NEW PROGRAMS**

- Concurrent Certificate: Applied Linguistics Certificate (ALC)

#### **REVISION TO EXISTING PROGRAMS**

- Concurrent Certificate for Applied Ethics and Policy (CAEP)
- Concurrent Certificate in Creative Writing and Narrative Arts (CWNA)
- Concurrent Certificate in Critical Curatorial Studies (CCCS)
- Concurrent Certificate in the Language of Medicine and Health
- Concurrent Certificate in Essential French

▲ ▲ ▲ ▲ ▲ ▲

For a complete review of all changes, please refer to the November 2022 Faculty of Humanities Report to Undergraduate Council for changes to the 2023-2024 Undergraduate Calendar, found at <https://www.humanities.mcmaster.ca/about-the-faculty-of-humanities/faculty-meetings/>

*As approved by the Faculty of Humanities, November 15, 2022*

## **NEW PROGRAMS:**

### **Applied Linguistics Certificate**

The Applied Linguistics Certificate (ALC) is designed to prepare undergraduate students from Linguistics and Languages, as well as other disciplines, to work on practical and applied issues that involve language related services and projects. Students who obtain the certificate will be able to contribute to teamwork identifying and solving language challenges related to educational policies, international relations, and novel communication technologies. The Certificate will recognize students for having gained skills in applied language studies and critical reasoning about linguistic issues, the development of policy recommendations, working within multi-disciplinary teams, and engaging with relevant stakeholders.

### **Certificate Requirements**

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

1. Students must be enrolled in an undergraduate program at McMaster University.
2. Students must have completed 18 units of Linguistics courses listed below, including 6 units of introductory Level I courses (LINGUIST 1A03 and 1AA3; or 1Z03 and 1ZZ3; or 1E03 and 1EE3) and 3 units of LINGUIST 3AA3 (formerly 4AA3).

### **Notes**

1. Students enrolled in Linguistics and the Cognitive Science of Language programs must take at least 6 units (2 courses) designated for the certificate beyond the requirements of their programs.
2. Students wishing to complete both should note that no more than 6 units (the required LINGUIST 1A03 and 1AA3) may be double-counted toward both the Certificate's requirements and the Minor in Linguistics.
3. Students opting for the certificate program are free to request transfer credit in lieu of any other certificate course requirement. In consultation with their Faculty Advising Office, the student may submit such a request to the undergraduate counsellor in the Linguistics and Cognitive Science of Language programs (via [lingdept@mcmaster.ca](mailto:lingdept@mcmaster.ca)) at any time.
4. It is entirely the student's responsibility to make sure that at the time of graduation, all requirements of the certificate as enumerated above have been fulfilled.

### **Requirements:**

18 units total

#### **6 units:**

- LINGUIST 1A03 and 1AA3; or
- LINGUIST 1Z03 and 1ZZ3; or
- LINGUIST 1E03 and 1EE3.

#### **3 units:**

- LINGUIST 3AA3 - Applied Linguistics

#### **9 units (at least 6 units from Level III):**

- LINGUIST 2E03 - The Nature of Texts: From Slang to Formal Discourse
- LINGUIST 2FL3 - Introduction to Forensic Linguistics
- LINGUIST 2S03 - Language and Society

- LINGUIST 3E03 - Teaching English as a Second Language (ESL)
- LINGUIST 3LA3 - Introduction to Second Language Acquisition
- LINGUIST 3PG3: Introduction to Programming for Linguists
- LINGUIST 3TT3 - Perspectives on Translation

**Rationale:** The Department of Linguistics & Languages is introducing a new concurrent certificate in Applied Linguistics. This certificate is designed to prepare undergraduate students from Linguistics and Languages, as well as other disciplines, to work on practical and applied issues that involve language related services and projects.

#### **REVISION TO EXISTING PROGRAMS:**

##### **Concurrent Certificate for Applied Ethics and Policy (CAEP)**

##### **Department of Philosophy**

University Hall, Room 310, ext. 24275

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

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

##### **Certificate Requirements**

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

1. The student must be accepted by the Certificate for Applied Ethics and Policy Committee (the CAEP Selection Committee). The CAEP Selection Committee will consider supplemental applications soon after the end of Winter term of each academic year, but only from students who are enrolled in an undergraduate program at McMaster University and who have completed one of PHILOS 2D03 or 2Y3. The CAEP Selection Committee's selections will be made on the basis of the student's cumulative grades and answers to the supplemental application questions.
2. The student must complete 15 units in accordance with the following requirements.
3. Students who entered CAEP prior to Fall 2022 may continue to proceed with requirements as listed in the year of their entry into the certificate. Students are advised to consult the 2021-2022 Undergraduate Calendar for these earlier requirements.

##### **Notes**

1. Students accepted and enrolled in the Justice, Political Philosophy, and Law Honours BA Program are not eligible to apply for the Certificate.
2. Any student seeking a Philosophy Honours BA may satisfy no more than 2 courses (6 units) of the Philosophy Honours BA Program requirements with courses that the student has also designated as counting toward the satisfaction of the Certificate's requirements.
3. Students who declare the certificate are precluded from declaring a philosophy minor.
4. Transfer credits will not be accepted in lieu of PHILOS 4V03. Students accepted into the certificate program are free to request transfer credit in lieu of any other certificate course requirement. The student may submit such a request to the Selection Committee (via [philadm@mcmaster.ca](mailto:philadm@mcmaster.ca)) at any time.
5. Note that selection by the selection committee is distinct from the successful declaration of the certificate, and a student's selection does not imply that the candidate has satisfied all certificate requirements. It is the student's responsibility to make sure that at the time of graduation, all requirements of the certificate as enumerated above have been fulfilled.
6. Integrated Business and Humanities students may substitute IBH 2BD3 for PHILOS 2D03.

7. Students who had previously taken PHILOS 2S03 may substitute this course for one of: PHILOS 2D03 (if not previously completed), PHILOS 2G03, PHILOS 2N03, PHILOS 2TT3 or PHILOS 2YY3 (if not previously completed).

**Requirements**

**15 units total**

3 units

from

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

3 units

from

- PHILOS 2D03 - Bioethics (*if not previously completed*)
- PHILOS 2G03 - Social and Political Issues
- PHILOS 2N03 - Business Ethics
- ~~PHILOS 2S03 - History of Political Philosophy~~
- PHILOS 2TT3 - Ethical Issues in Communication
- PHILOS 2YY3 - Ethics (*if not previously completed*)

3 units

from

- PHILOS 3C03 - Advanced Bioethics
- PHILOS 3CC3 - Advanced Ethics
- PHILOS 3GH3 - Global Health Ethics

3 units

from

- PHILOS 3I03 - Philosophy and Feminism
- PHILOS 3L03 - Environmental Philosophy
- PHILOS 3N03 - Political Philosophy
- PHILOS 3Q03 - Philosophy of Law
- PHILOS 3T03 - Philosophy and Race

3 units

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

**Rationale:** Updating of program requirements, to reflect change of prerequisite for PHILOS 2S03.

**Concurrent Certificate in Creative Writing and Narrative Arts (CWNA)**

**Department of English and Cultural Studies**

Chester New Hall, Room 321, ext 24491

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

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

**Certificate Requirements**

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

1. The student must be accepted by the Creative Writing and Narrative Arts (CWNA) Selection Committee.  
**Enrolment in this Certificate is limited and possession of the published minimum requirements does**

**not guarantee admission.** The CWNA Selection Committee will consider supplemental applications ~~seen~~ after the end of Winter term of each academic in March of each year. Applicants must be enrolled in an undergraduate program at McMaster University and have completed at least one of ENGLISH 2CW3, 3CP3, or 3CW3 and three units of any other English and Cultural Studies course. The CWNA Selection Committee's selections will be made on the basis of the student's cumulative grades and their supplemental application. (See *Note 1* below.)

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

#### Notes

1. Students must complete a supplemental application for admission, due ~~at the time of program selection in March~~ for the next academic year. This application includes a writing portfolio of 10 double-spaced pages of original creative writing in more than one genre. Supplemental applications information will be available on the English and Cultural Studies website when the application period is open.
2. Students not accepted in the CWNA Concurrent Certificate may take open Level 2 and Level 3 Creative Writing courses as electives, as space permits; please note that enrolment in ENGLISH 3CR3 and 4CC3 are restricted to students accepted to the Certificate and enrolment in ENGLISH 4FW3 and 4SD3 is restricted to students in an English and Cultural Studies Honours or Combined Honours BA program.
3. Any student wishing to also complete the Minor in English and Cultural Studies should make note that no more than 6 units may be double-counted toward both the concurrent certificate and minor requirements.
4. Note that acceptance by the Selection Committee is distinct from the successful declaration of the Certificate, and a student's acceptance does not imply that the candidate has satisfied all Certificate requirements. It is the student's responsibility to make sure that, at the time of graduation, all requirements of the Certificate have been fulfilled.

#### Requirements

18 units total

3 units

- ENGLISH 2CW3 - Genre in Creative Writing

6 units

from

- ENGLISH 3CP3 - Writing Practices
- ENGLISH 3CR3 - Writing Out
- ENGLISH 3CW3 - Creating Writing in/for/with Communities
- ENGLISH 4FW3 - Forms of Creative Writing
- ENGLISH 4SD3 - Sentenced to Death

3 units

- ENGLISH 4CC3 - Creative Writing Capstone

6 units

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

**Rationale:** After going through the first intake for the CWNA certificate, we realized the original deadline did not give sufficient time before enrollment begins to get students registered into the certificate. An earlier deadline date of March will allow for a sufficient review period. Additional changes reference the inclusion of ENGLISH 4SD3 to the list of courses students may choose from to take 6 units of creative writing.

#### Concurrent Certificate in Critical Curatorial Studies (CCCS)

##### School of the Arts

Togo Salmon Hall (TSH), Room 414, ext. 24275

<https://sota.humanities.mcmaster.ca/>

The Concurrent Certificate in Curatorial Studies (CCCS) aims to broaden students' understandings of and provide training and mentoring in critical approaches to contemporary curatorial studies in the arts through a partnership



with the School of the Arts, the McMaster Museum of Art, and the Art Gallery of Hamilton. The certificate will leverage the scale and strength of the Hamilton arts community to offer experiential, practical, and strategic learning initiatives. The certificate fills a critical need for students to learn about and gain professional knowledge for the pursuit of graduate studies, professional programs, and employment opportunities in the fields of in museum and gallery curating, museum education, and community and cultural arts administration. A key objective of the certificate is to help students develop skills and deeper understandings and knowledge of anti-oppressive, decoloniality, and transformative frameworks through course work including a final capstone course that includes experiential learning in the field.

Centering transformative and re-distributive justice, the certificate in curatorial studies will consider the unmaking and remaking of art institutions and critically examine the role of curators in the future of art institutions.

The certificate in Curatorial Studies is designed for students across a range of disciplines in Humanities including but not limited to: iArts, Gender Studies & Social Justice, Global Peace and Social Justice, English & Cultural Studies, History, Classics, Greek and Roman Studies, Communications Studies, Media Arts, and Philosophy.

#### Note

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

#### Requirements

15 units total

3 units

from

- IARTS 1PA3 - Perspectives A: Arts in Society: Social Constructions of Class, Race and Gender
- IARTS 1PB3 - Perspectives B: Arts in Society: Technology and the Environment

3 units

- IARTS 2CP3 - Introduction to Critical Curatorial Perspectives

3 units

from

- Any Level II or above course in Art, Art History, iArts or Theatre & Film, or:
- IARTS 1HA3 - Introduction to Histories of the Arts
- IARTS 1PA3 - Perspectives A: Arts in Society: Social Constructions of Class, Race and Gender (*if not previously taken*)
- IARTS 1PB3 - Perspectives B: Arts in Society: Technology and the Environment (*if not previously taken*)
- ENGLISH 2KA3 - Indigenous Futurisms and Wonderworks
- ENGLISH 2M03 - Concepts of Culture
- ENGLISH 2P03 - Modernity, Postmodernity, Visuality
- ENGLISH 2VC3 - Topics in Visual Culture
- ENGLISH 2Z03 - Nature, Literature, Culture: Introduction to the Environmental Humanities Reading
- Environmental Humanities
- ENGLISH 3GG3 - Theories of Decolonization and Resistance
- GENDRST 1A03 - Gender, Race, Culture, Power
- GENDRST 1AA3 - Gender, Feminism and Social Justice
- GENDRST 3BB3 - Gender and Visual Culture
- GENDRST 3RR3 - 'Crippling' Performance: Deaf, Mad and Disabled Performance in Canada
- HISTORY 2PP3 - Making History
- HISTORY 2V03 - Re-Making History
- MEDIAART 1A03 - Media Arts
- PHILOS 2H03 - Aesthetics

6 units

- IARTS 4CS6 A/B - Critical Curatorial Studies

**Rationale:** Updating of program course lists, to reflect current and applicable course offerings. Additional change are housekeeping items to reflect change in program names.

### Concurrent Certificate in the Language of Medicine and Health

#### Department of ~~Classics~~ Greek and Roman Studies

Togo Salmon Hall, Room 706, ext. 24311

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

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

#### Certificate Requirements

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

#### Requirements

15 units total

6 units

- CLASSICS 2MT3—~~Ancient Roots of Medical Terminology~~
- CLASSICS 3MT3—~~Advanced Ancient Roots of Medical Terminology~~
- GKROMST 2MT3 - Ancient Roots of Medical Terminology
- GKROMST 3MT3 - Advanced Ancient Roots of Medical Terminology
- 

6 units

from

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

3 units

from

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

#### Notes

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

**Rationale:** With the Department of Classics' change of name to the Department of Greek and Roman Studies, course codes are being updated to reflect this change. Course lists are being updated to reflect current offerings.

### Concurrent Certificate in Essential French

### Department of French

Togo Salmon Hall, Room 532, ext. 24470

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

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

#### Certificate Requirements

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

#### Requirements

*18 units total*

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

#### Alternate Pathway to Certificate

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

#### Requirements

*15 units total*

~~12 units~~

6 units

- FRENCH 2Z06 A/B - Beginner's Intensive French II

6 units

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

3 units

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

#### Note:

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

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

***Rationale:*** This change is being made simply to highlight the progression of how students must complete necessary course prerequisites.

**REPORT TO UNDERGRADUATE COUNCIL**  
**FACULTY OF SCIENCE**  
**SUMMARY OF CALENDAR CHANGES TO CERTIFICATE AND DIPLOMA PROGRAMS FOR THE**  
**2023-24 CALENDAR**

**NEW PROGRAMS**

**Concurrent Certificate in Science Communication**

**REVISION TO EXISTING PROGRAMS**

**Concurrent Certificate in Urban Studies and Planning**

For a complete review of all changes, refer to the November 17, 2022, Report of the Academic Planning and Policy Committee for changes to the 2023-2024 Undergraduate Calendar, found at:

<https://macdrive.mcmaster.ca/f/c379238830c644a39a95/>

## **1.0 NEW PROGRAMS**

### **1.1 Concurrent Certificate in Science Communication School of Interdisciplinary Science**

The Concurrent Certificate in Science Communication is administered by the School of Interdisciplinary Science (Faculty of Science).

Arthur Bourns Building, Room C501, ext. 21181

[sis@mcmaster.ca](mailto:sis@mcmaster.ca)

This certificate fulfills a critical need for undergraduate students in science and health disciplines to be skilled at communicating science in various formats for diverse audiences and purposes. Students who complete the certificate will have a strong grounding in the theory of science communication and many work samples that connect theory to practice.

#### **Students who complete this certificate will be able to:**

- Engage critically with primary research in the sciences, science communication, and sociology of science
- Critically analyze science within its societal context, in particular its communication via mass media and social media
- Blend theory and practice to create communications that reach different audiences and achieve different goals
- Centre equity, diversity and inclusion in discussions about how scientific and other forms of knowledge are created, vetted and shared
- Apply principles of inclusive science communication to engage audiences with the process, potential and pitfalls of science
- Merge creative and analytical skills to communicate complex ideas

#### **Science Communication Course List:**

- BIOLOGY 3HD3 - Human Disasters
- CMST 2DD3 - Media Organizations
- CMST 2LW3 - Communication Policy and Law
- CMST 3D03 - Political Communication
- CMTYENGA 2MC3 - Design and Creation of Engaged Learning for Community Youth
- CMTYENGA 2MD3 - Community-Based Learning with MCYU
- COMMERCE 2MA3 - Marketing
- COMMERCE 3MB3 - Consumer Behaviour
- HISTORY 2EE3 - Science and Technology in World History
- HISTORY 4FF3 - History of Health and Medicine
- HTHSCI 3HH3 - Deceptions in Decision Making
- HTHSCI 3HL3 - Health Law: Current and Emerging Issues
- HTHSCI 3L03 - Introduction to Bioethics
- HTHSCI 3DM3 - Demystifying Medicine
- HTHSCI 4LD3 - Global Health Governance, Law and Politics
- HTHSCI 4Y03 - Science, Culture and Identity
- HUMBEHV 4SC6 A/B - Science Communication in the Behavioural Sciences
- INDIGST 4HH3 - Indigenous Health and Interdisciplinary Approaches
- INNOVATE 3X03 - Persuasion, Pitching Skills and Marketing
- LIFESCI 3P03 - Communicating Science for Public Audiences
- LIFESCI 3Q03 - Global Human Health and Disease
- LIFESCI 3R03 - Communicating Science for Professional Audiences
- MATH 3Z03 - History of Mathematics
- MMEDIA 3Q03 - Emerging Media
- PEACEST 4L03 - Peace, Environment and Health

- PHILOS 2D03 - Bioethics
- PHILOS 3C03 - Advanced Bioethics
- PHILOS 4V03 - Multidisciplinary Workshop in Applied Ethics and Policy
- SCICOMM levels III, IV
- SCIENCE 2P03 - Impactful Initiatives in Health
- SOCIOL 2L03 – Media Institutions

**Certificate requirements:**

Any student in an undergraduate degree program at McMaster may declare the Science Communication certificate at the time of graduation providing they satisfy the following requirements.

**REQUIREMENTS**

18 units total

3 units

from

- ISCI 1A24 A/B - Integrated Science I
- LIFESCI 2AA3
- SCICOMM 2A03 - Foundations in Science Communication

3 units

from

- ISCI 2A18 A/B - Integrated Science II
- LIFESCI 3P03 - Communicating Science for Public Audiences
- LIFESCI 3R03 - Communicating Science for Professional Audiences
- SCICOMM 3P03 - Communicating Science for Public Audiences
- SCICOMM 3R03 - Communicating Science for Professional Audiences

3 units

from

- LIFESCI 4E03 - Science & Storytelling
- LIFESCI 4J03 - Science Communication in the Media
- HTHSCI 4Y03 - Science, Culture and Identity
- SCICOMM 4A03 - Independent Study in Science Communication

9 units

- Science Communication Course List

*Justification: This certificate provides a pathway for students within and outside the Faculty of Science to gain credentials in science communication through interdisciplinary coursework and experiential learning. McMaster is unique in its science communication offerings, and job opportunities in science communication are growing. This certificate curates courses from across campus in bioethics, outreach and education, marketing and persuasion, policy and advocacy, media studies and the sociology of science to provide students with a strong theoretical base and practical experience in science communication. Students will leave with a portfolio of work they can share with potential employers or research supervisors.*

## **2.0 CHANGES TO EXISTING PROGRAMS**

### **2.1 Concurrent Certificate in Urban Studies and Planning (USP)**

**School of Earth, Environment & Society**

The Concurrent Certificate in Urban Studies and Planning is administered by the School of Earth, Environment & Society (Faculty of Science) (formerly the School of Geography and Earth Sciences).

General Science Building, Room 206, ext. 23534

ugadmin@mcmaster.ca

The Concurrent Certificate in Urban Studies & Planning (USP) will provide students with an

opportunity to develop expertise in the related fields of urban geography and urban planning.

## Certificate Requirements

Any student in an undergraduate program at McMaster may declare the USP Certificate at the time of graduation providing they satisfy the following requirements.

### Requirements

*18 units total*

**3 units**

- ENVSOCY 2UI3 - The Urban Experience

**9-12 units**

from

- ENVSOCY 3MF3 - Urban Field Camp
- ENVSOCY 3UP3 - Urban Planning
- ENVSOCY 4UD3 - Special Topics in Urban Planning
- ENVSOCY 4US3 - Sustainable Cities

**3-6 units**

from

- ENVSOCY 3UW3 - Cities of the Developing World
- ENVSOCY 3UR3 – Urban Social Geography
- ENVSOCY 4LP3 - Transport Policy
- ENVSOCY 4MS3 - Independent Study
- ENVSOCY 4MT6 A/B - Senior Thesis
- HLTHAGE 4S03 - Health and the Unfairly Structured City
- CMTYENGA 4A06 – Semester at CityLAB: Design and Dialogue Inquiry
- POLSCI 4UP3 – Urban Politics and Governance in the 21<sup>st</sup> Century: Canadian and Comparative Perspectives

*Justification: Addition of optional courses.*

### Certificate of Completion Program Proposal for Approval

Department & Program Information	
Program:	McMaster STEP Certificate Program
Course Name:	
Credential:	Certificate of Completion
Name of Representative:	Anna Moro/ Jackie Osterman in collaboration with the Faculty of Humanities
Effective Date:	July 2023
Date of Submission:	January 2023
Program Information:	
Program Overview	STEP is an intensive six-week (6.5 weeks including additional days for final testing) academic English bridging program designed for English Language Learners (ELLs) who wish to pursue their undergraduate studies at McMaster University and almost meet the university's proficiency requirements. The program is a full-time integrated skills program focused on developing academic language skills to help students transition into first-year undergraduate courses. STEP incorporates university preparatory skills and a variety of discipline-specific genres and tasks. While paying particular attention to aural comprehension and oral production skills, the program integrates the development of reading, writing and associated skills (e.g., vocabulary development).
Learning Objectives	<p>The STEP program aims to prepare students to function autonomously and effectively in an English-medium university environment. By engaging with the STEP program, students will:</p> <ol style="list-style-type: none"> <li>1. strengthen critical and analytical skills through readings, inquiry-based approaches, and reflective practice;</li> <li>2. enhance skills for developing general, academic, and discipline-specific vocabulary;</li> </ol>



	<ol style="list-style-type: none"> <li>3. deepen their understanding of English structure and grammar in academic contexts;</li> <li>4. implement the conventions of various academic modes of communication, such as discussions, papers, and presentations;</li> <li>5. reinforce their information literacy skills and learn to apply principles of academic integrity when summarizing, paraphrasing, and synthesizing;</li> <li>6. heighten academic survival skills – e.g., notetaking, time management, group work, test-taking, academic interactions, and understanding assignments;</li> <li>7. convey ideas effectively in various social and academic settings.</li> </ol>
Meeting Learning Objectives	The delivery formats and teaching methods are structured to have a maximum effect on achievement of the learning objectives. The STEP program includes over 200 hours of language training across 6 weeks, containing advanced training in all four language components. A variety of approaches will be used to support learning and meet objectives.
Program Admission Requirements	<p>Prospective students must meet language proficiency thresholds to be admitted to the STEP program. These language proficiency thresholds are articulated in terms of the International English Language Testing System (IELTS).</p> <p>To receive a conditional offer to the STEP program, students must achieve a minimum overall IELTS score of 6.5 and a minimum score of 6.0 on the Reading and Writing Subtests, and must score a minimum of 5.5 on one or both of the Speaking and Listening subtests.</p>
Program Pre-requisites	To be admitted to this program, students must complete the IELTS and achieve the above-mentioned scores in each section of the IELTS outlined in the program admission requirements section.
Program Completion Requirements	Over the six weeks of the program, students will have 35 contact (i.e. classroom) hours per week, and some additional work outside of class (at least 3 hours). It is anticipated that full attendance will ensure roughly 38 hours of language learning weekly, for a total of

	over 220 hours across the program. The minimum required attendance is 90%, which ensures over 200 hours of language learning. After the six-week program, students will be tested for 2-3 days to ensure minimum thresholds in each language category are achieved.
Program Delivery Format	The program will be delivered in-person.
Student Evaluations (Grading Process)	Students will receive a Pass/Fail grade based on completed program activities and attendance.
Program Evaluation	Students will complete an evaluation to assess content, delivery, materials, method of evaluation, and instruction.
Program Instruction	Selection of program facilitators will be based on academic qualifications, previous teaching experience, demonstrated teaching excellence, and a Teachers of English as a Second Language (TESL) Ontario Certification.
<b>Course Details:</b>	
N/A	



## CONTINUING EDUCATION

To: Certificates and Diplomas Committee

From: Dr. Lorraine Carter, Director, McMaster Continuing Education

Re: For information, Correction in Business Administration with a Concentration in Data Analytics Diploma program

Date: January 4, 2023

This information memo concerns a minor update to the Business Administration with a Concentration in Data Analytics Diploma program offered through McMaster Continuing Education.

When the program was presented to the governance committees for approval, there was an administrative error in the course tables in the submission document listing DAT 103, DAT 104, and DAT 105 courses as “required” rather than elective courses.

This 24-unit program requires that students complete 5 required core courses from the Business Administration program and 3 of 4 elective concentration courses from the Data Analytics Program (with DAT 101 recommended as a first course for those with little experience in statistics).

I have consulted with Dr. Sue McCracken so she is aware of the situation.

In order not to disadvantage students selecting courses for the present term (Winter 2023), we put a note on the MCE website correcting this misinformation while also indicating that course electives are pending University governance approvals.

With thanks.

A handwritten signature in cursive script that reads "Lorraine Carter".

Dr. Lorraine Carter  
Director, McMaster Continuing Education



**REPORT TO UNDERGRADUATE COUNCIL**  
*from the*  
**CURRICULUM AND ADMISSIONS COMMITTEE**

**FOR APPROVAL**

**a. Curriculum Submission Report for Inclusion in the 2023-2024 Undergraduate Calendar**

At the meeting held on January 10, 2023, the Undergraduate Council Curriculum and Admissions Committee approved, for recommendation to Undergraduate Council, curriculum revisions for inclusion in the 2023-2024 Undergraduate Calendar as recommended by the Faculty of Health Sciences.

It is now recommended,

**that Undergraduate Council approve, for recommendation to Senate, revisions to the Faculty of Health Sciences General Academic Regulations to introduce the Biomedical Discovery and Commercialization Exit (B.H.Sc.) as an exit degree, for inclusion in the 2023-2024 Undergraduate Calendar, as set out in the attached.**

It is now recommended,

**that Undergraduate Council approve the Minor in Impact of Infectious Disease on Individuals and Society for inclusion in the 2023-2024 Undergraduate Calendar, as set out in the attached.**

It is now recommended,

**that Undergraduate Council approve updated graduation requirements to the B.H.Sc. Degree from the B.H.Sc. (Honours) Biology and Pharmacology Co-op Program for inclusion in the 2023-2024 Undergraduate Calendar, as set out in the attached.**

It is now recommended,

**that Undergraduate Council approve revisions to program admission requirements and curriculum revisions for inclusion in the 2023-2024 Undergraduate Calendar, as set out in the attached.**

**b. Addenda to Curriculum Revisions for Inclusion in the 2023-2024 Undergraduate Calendar**

At the same meeting on January 10<sup>th</sup>, 2023, the Undergraduate Council Curriculum and Admissions Committee approved, for recommendation to Undergraduate Council, curriculum addenda for inclusion in the 2023-2024 Undergraduate Calendar from the Faculty of Science.

**i. Faculty of Science**

It is now recommended,

**that the Undergraduate Council approve curriculum revisions for inclusion in the 2023-2024 Undergraduate Calendar, as set out in the attached.**

**ii. Office of the Registrar**

At the same meeting on January 10th, 2023, the Undergraduate Council Curriculum and Admissions Committee approved, for recommendation to Undergraduate Council, changes to Admission Requirements, Application Requirements and General Academic Regulations for inclusion in the 2023-2024 Undergraduate Calendar from the Office of the Registrar.

It is now recommended,

**that the Undergraduate Council approve, for recommendation to Senate, changes to Admission Requirements, Application Requirements and General Academic Regulations, for inclusion in the 2023-2024 Undergraduate Calendar, as set out in the attached.**

**Undergraduate Council  
FOR APPROVAL: January 24, 2023**

**FACULTY OF HEALTH SCIENCES**

**UNDERGRADUATE CURRICULUM REPORT**

**TO UNDERGRADUATE COUNCIL  
CURRICULUM AND ADMISSIONS COMMITTEE**

**FOR THE 2023-2024 CALENDAR**

**Friday, December 16, 2022  
(Resent: January 6, 2023)**

**HSEC approved December 14, 2022**

**Faculty Executive Council approved January 17, 2023**



## **REPORT TO SENATE**

### **FACULTY OF HEALTH SCIENCES SUMMARY OF CURRICULUM CHANGES FOR 2023-2024**

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Health Sciences Curriculum Report for changes to the 2023-2024 Undergraduate Calendar, found at: [https://mcmasteru365-my.sharepoint.com/:b:/g/personal/mcarthj\\_mcmaster\\_ca/Ecr4OVgq5g1Gqb8NQOIos7kBwfVGgLXhK3gUT4jRy28zmnw?e=ky1JS1](https://mcmasteru365-my.sharepoint.com/:b:/g/personal/mcarthj_mcmaster_ca/Ecr4OVgq5g1Gqb8NQOIos7kBwfVGgLXhK3gUT4jRy28zmnw?e=ky1JS1)

#### **NEW PROGRAMS:**

**NONE**

#### **PROGRAM CLOSURES**

**NONE**

#### **MAJOR REVISIONS**

##### **Biomedical Discovery and Commercialization Exit (B.H.Sc.)**

##### **Requirements**

*90 units total (Levels I to III), of which no more than 42 units may be Level I*

##### **Program Notes**

1. Students who have taken BIOCHEM 2B03 and BIOCHEM 2BB3 prior to admission may substitute completion of both courses for BIOCHEM 3G03

**6 units**

- BIOLOGY 1A03 - Cellular and Molecular Biology
- BIOLOGY 1M03 - Biodiversity, Evolution and Humanity

**6 units**

- CHEM 1A03 - Introductory Chemistry I
- CHEM 1AA3 - Introductory Chemistry II

**18 units**

- BIOMEDDC 3A03 - Road to Biomedical Discovery
- BIOMEDDC 3B06 A/B - Drug Discovery and Development
- BIOMEDDC 3C09 A/B - Research Skills Laboratory and Inquiry

**3 units**

- COMMERCE 1BA3 - Organizational Behaviour

**3 units from**

- COMMERCE 2AB3 -
- COMMERCE 4AK3 - Accounting Information for Decision Making

**3 units**

- BIOCHEM 3G03 - Proteins and Nucleic Acids (See *Program Note 1* above.)

**3 units**

- CHEM 2OA3 - Organic Chemistry I

**48 units**

- Elective(s)



***RATIONALE:*** Provides a 3-year exit option for students to graduate from Biomedical Discovery and Commercialization with a non-honours degree.



## **REPORT TO UNDERGRADUATE COUNCIL**

### **FACULTY OF HEALTH SCIENCES SUMMARY OF CURRICULUM CHANGES FOR 2023-2024**

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Health Sciences Curriculum Report for changes to the 2023-2024 Undergraduate Calendar, found at: [https://mcmasteru365-my.sharepoint.com/:b:/g/personal/mcarthj\\_mcmaster\\_ca/Ecr4OVgq5g1Gqb8NQOIos7kBwfVGgLXhK3gUT4jRy28zwmw?e=ky1JS1](https://mcmasteru365-my.sharepoint.com/:b:/g/personal/mcarthj_mcmaster_ca/Ecr4OVgq5g1Gqb8NQOIos7kBwfVGgLXhK3gUT4jRy28zwmw?e=ky1JS1)

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## SCIENCE

Undergraduate Curriculum Report to  
Undergraduate Council, for the 2023-2024  
Undergraduate Calendar - ADDENDA

January 2023



**FACULTY OF SCIENCE**  
**REPORT TO UNDERGRADUATE COUNCIL CURRICULUM &  
ADMISSIONS**

**SUMMARY OF CURRICULUM CHANGES FOR 2023-24  
- Addendum**

**Department of Biology**

**1.0 NEW PROGRAMS:**

None applicable

**2.0 CHANGES TO EXISTING PROGRAMS:**

None applicable

**3.0 NEW COURSES:**

None applicable

**4.0 CHANGES TO EXISTING COURSES:**

**5.0**

**5.1 BIOLOGY 3S03 - An Introduction to Bioinformatics**

3 unit(s)

This course introduces the techniques and methods of basic computer analysis of sequence data, including alignment, databases, and phylogenetic reconstruction.

~~Three lectures, one tutorial; one term~~

Three hours (lectures), one lab (one hour); one term

**Prerequisite(s):** Registration in Level III or above of any program. BIOLOGY 2C03 (or equivalent) is strongly recommended.

*Justification: Updated course modality information. Course will not be offered in blended format.*

**5.0 DELETED COURSES:**

**Department of Mathematics and Statistics**

**1.0 NEW PROGRAMS:**

No new programs.

**2.0 PROGRAM CLOSURES:**

No program closures.

**3.0 CHANGES TO EXISTING PROGRAMS:**

**3.1 Honours Actuarial and Financial Mathematics (B.Sc.)**

**Admission Notes**

1. Completion of ECON 1B03 and 1BB3 is required by the end of Level II. Completion in Level I is strongly recommended.
2. Completion of COMMERCE 1AA3 is required by the end of Level II. Completion in Level I is strongly recommended.

3. Students seeking admission to the program are strongly discouraged from taking MATH 1LS3 and 1LT3 as they do not cover all content needed for MATH 2X03. should note that Math 1A03 and 1AA3 were designed for Chemical & Physical Science Gateway students and Math 1LS3 and 1LT3 were developed for Life Sciences or Earth & Environmental Sciences Gateway students. Math 1A03 and 1AA3 prepare students for a wide variety of upper year math courses. Math 1LS3 and 1LT3 prepare students for many (but not all) upper year mathematics courses. As a result, students who take Math 1LS3 and 1LT3 are permitted to enroll in upper year courses, but some self-study of first year calculus topics (such as series and additional integration topics) may be required.

## Admission

**Enrolment in this program is limited** and possession of the published minimum requirements does not guarantee admission. Admission is by selection and is based on completion of the supplementary application by the stated deadline (<https://www.math.mcmaster.ca/undergraduate/useful-links/actuarial-and-financial-mathematics-supplementary-application.html>) and academic achievement, but requires, as a minimum, completion of any Level I program with a Grade Point Average of at least 5.0 including:

### 3 units

from

- MATH 1A03 - Calculus For Science I
- MATH 1LS3 - Calculus for the Life Sciences I
- MATH 1X03 - Calculus for Math and Stats I
- MATH 1ZA3 - Engineering Mathematics I

(See *Admission Note 3* above.)

### 3 units

from the following courses, with a grade of at least C+

- MATH 1AA3 - Calculus For Science II
- MATH 1LT3 - Calculus for the Life Sciences II
- MATH 1XX3 - Calculus for Math and Stats II
- MATH 1ZB3 - Engineering Mathematics II-A

(See *Admission Note 3* above.)

### 3 units

from

- MATH 1B03 - Linear Algebra I
- MATH 1ZC3 - Engineering Mathematics II-B

## Program Notes

1. Students interested in focusing on financial mathematics are strongly encouraged to complete MATH 2X03, 2XX3, 3FF3 and one of COMPSCI 1MD3, MATH 1MP3 or 3NA3. Students should note that MATH 2R03 is a prerequisite for MATH 3FF3.
2. Students are strongly encouraged to complete COMMERCE 2FA3 by the end of Level II, especially if the Honours Actuarial and Financial Mathematics Co-op program is being considered for Level III.
3. Completion of MATH 1C03 is strongly recommended as it is a prerequisite for MATH 3A03 and MATH 3IA3.
4. Completion of COMMERCE 4FR3 is recommended for students interested in focusing on actuarial science and insurance.
5. Completion of STATS 3DS3 or 3DA3 is strongly recommended.
6. Students who entered the program prior to September 2023 may use COMMERCE 4FP3 towards the Course List.

## Course List

- COMMERCE 2AB3 - Managerial Accounting I
- COMMERCE 4FL3 – Personal Financial Management
- ~~COMMERCE 4FP3 - Personal Finance~~
- COMMERCE 4FW3 - Finance for Entrepreneurs
- ECON 2G03
- ECON 2GG3
- ECON 2H03 - Intermediate Macroeconomics I
- ECON 2HH3 - Intermediate Macroeconomics II
- ECON 2Z03 - Intermediate Microeconomics I

- ECON 2ZZ3 - Intermediate Microeconomics II
- All Level III, IV and V Mathematics or Statistics courses

## Requirements

120 units total (Levels I to IV), of which no more than 48 units may be Level I

### Level I: 30 Units

30 units

(See Admission above.)

### Levels II-IV: 90 Units

15 units

- COMMERCE 2FA3 - Introduction to Finance (See Program Note 2 above.)
- MATH 2C03 - Introduction to Differential Equations
- MATH 2FM3 - Introduction To Mathematical Finance
- STATS 2D03 - Introduction to Probability
- STATS 2MB3 - Statistical Methods and Applications

3 units

from

- MATH 2LA3 - Applications of Linear Algebra
- MATH 2R03 - Theory of Linear Algebra

15 units

- MATH 3FM3 - Mathematics of Finance
- STATS 3A03 - Applied Regression Analysis with SAS
- STATS 3D03 - Mathematical Statistics
- STATS 3G03 - Actuarial Mathematics I
- STATS 3ST3 - Actuarial Models in Non-Life Insurance

3 units

from

- MATH 3A03 - Real Analysis I
- MATH 3IA3 - Introduction to Analysis

6 units

from

- MATH 4FM3 - Financial Markets and Derivatives
- STATS 4G03\* - Advanced Topics in Actuarial Science
- STATS 4H03\* - Actuarial Mathematics II

3 units

from

- COMMERCE 2FB3 - Managerial Finance
- COMMERCE 3FA3 - Managerial Finance
- STATS 4A03 - Time Series

9 units

from

- Course List (See Program Notes 1, 4 and 5 and 6 above.)

0-9 units

from the following courses, if not already completed

- COMMERCE 1AA3 - Introductory Financial Accounting
- ECON 1B03 - Introductory Microeconomics
- ECON 1BB3 - Introductory Macroeconomics

27-36 units

- Electives

## Requirements for Students who Entered Prior to September 2020

120 units total (Levels I to IV), of which no more than 48 units may be Level I

### Level I: 30 Units

30 units

(See Admission above.)

### Levels II-IV: 90 Units

15 units

- COMMERCE 2FA3 - Introduction to Finance (See *Program Note 2* above.)
- MATH 2C03 - Introduction to Differential Equations
- MATH 2FM3 - Introduction To Mathematical Finance
- STATS 2D03 - Introduction to Probability
- STATS 2MB3 - Statistical Methods and Applications

3 units

from

- MATH 2LA3 - Applications of Linear Algebra
- MATH 2R03 - Theory of Linear Algebra

0-9 units

from the following courses, if not completed in Level I

- COMMERCE 1AA3 - Introductory Financial Accounting
- ECON 1B03 - Introductory Microeconomics
- ECON 1BB3 - Introductory Macroeconomics

12 units

- MATH 3FM3 - Mathematics of Finance
- STATS 3A03 - Applied Regression Analysis with SAS
- STATS 3D03 - Mathematical Statistics
- STATS 3G03 - Actuarial Mathematics I

3 units

from

- STATS 3ST3 - Actuarial Models in Non-Life Insurance
- STATS 4H03

3 units

- MATH 4FM3 - Financial Markets and Derivatives

3 units

from

- COMMERCE 2FB3 - Managerial Finance
- COMMERCE 3FA3 - Managerial Finance
- STATS 4A03 - Time Series

12 units

from

- *Course List* (See *Program Notes 1, 4 and 5 and 6* above.)

30-39 units

- Electives

*Justification: The current language in the calendar implies that Math 1LS3 and 1LT3 is an inferior calculus sequence. We wish to have more positive language surrounding this course, but also be clear that the Math 1LS3 and 1LT3 sequence has different objectives. Starting in 2023-24, Stats 3DS3 will no longer be offered, but we will offer a newer version of this course, now called Stats 3DA3. COMMERCE 4FL3 is replacing COMMERCE 4FP3 as the most appropriate course in Personal Finance for these students to complete.*

### 3.2 Honours Actuarial and Financial Mathematics Co-op (B.Sc.)

#### Admission

**Enrolment in this program is limited.** Admission is by selection, and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement and an interview but requires, as a minimum, submission of the on-line application by the stated deadline, and completion of Level II Honours Actuarial and Financial Mathematics with a Grade Point Average of at least 5.0.

Information about this program and the selection procedure can be obtained from the Science Career and Cooperative Education Office.

#### Program Notes

1. This is a five-level (year) co-op program which includes two eight-month work terms which must be spent in actuarial and financial mathematics related placements.

2. Students must be registered full-time and take a full academic workload, as prescribed by Level and Term.
3. Students are required to complete SCIENCE 2C00 prior to the Fall Term of Level III. Students are required to complete SCIENCE 3C00 before the first work placement.
4. Students interested in focusing on financial mathematics are strongly encouraged to complete MATH 2XX3, 3FF3 and one of COMPSCI 1MD3, MATH 1MP3 or 3NA3. Students should note that MATH 2X03 is a prerequisite for MATH 2XX3 and that MATH 2R03 is a prerequisite for MATH 3FF3.
5. Students must complete STATS 4A03 or COMMERCE 2FB3 (or COMMERCE 3FA3).
6. Students should take COMMERCE 1AA3 and COMMERCE 2FA3 by the end of Level II, to enable completion of COMMERCE 2FB3 (or COMMERCE 3FA3) in a Fall Term of Level III or IV.
7. Alternatives for meeting the requirement of three units of STATS 4A03 or COMMERCE 2FB3 (or COMMERCE 3FA3) would include distance learning courses accredited by the actuarial agencies for fulfillment of either the Applied Statistical Methods VEE, or the Corporate Finance VEE, respectively. Students considering this alternative must speak with a faculty advisor from the Department of Mathematics and Statistics.
8. Students who entered the program prior to September 2023 may use COMMERCE 4FP3 towards the Course List.

## Course List

- COMMERCE 2AB3 - Managerial Accounting I
- COMMERCE 4FL3 – Personal Financial Management
- ~~COMMERCE 4FP3 - Personal Finance~~
- COMMERCE 4FW3 - Finance for Entrepreneurs
- ECON 2G03
- ECON 2GG3
- ECON 2H03 - Intermediate Macroeconomics I
- ECON 2HH3 - Intermediate Macroeconomics II
- ECON 2Z03 - Intermediate Microeconomics I
- ECON 2ZZ3 - Intermediate Microeconomics II
- All Level III, IV and V Mathematics or Statistics courses

## Requirements

*120 units total (Levels I to IV), of which no more than 48 units may be Level I*

### Level I: 30 Units

Completed prior to admission to the program

### Level II: 30 Units

30 units

Completion of Level II Honours Actuarial and Financial Mathematics program including:

15 units

- COMMERCE 2FA3 - Introduction to Finance
- MATH 2C03 - Introduction to Differential Equations
- MATH 2FM3 - Introduction To Mathematical Finance
- STATS 2D03 - Introduction to Probability
- STATS 2MB3 - Statistical Methods and Applications

3 units

from

- MATH 2LA3 - Applications of Linear Algebra
- MATH 2R03 - Theory of Linear Algebra

0-9 units

from the following courses, if not completed in Level I

- COMMERCE 1AA3 - Introductory Financial Accounting
- ECON 1B03 - Introductory Microeconomics
- ECON 1BB3 - Introductory Macroeconomics

1 course

- SCIENCE 2C00 - Skills for Career Success in Science

### Level III

Consists of academic studies (Fall Term), Co-op Work Term (Winter Term), and Co-op Work Term

(Spring/Summer Term)

Fall Term: 15 units:

3 units

from

- MATH 3A03 - Real Analysis I
- MATH 3IA3 - Introduction to Analysis

9 units

- MATH 3FM3 - Mathematics of Finance
- STATS 3A03 - Applied Regression Analysis with SAS
- STATS 3D03 - Mathematical Statistics

0-3 units

- COMMERCE 2FB3 - Managerial Finance (or COMMERCE 3FA3) (if eligible)

(See *Program Notes 5, 6 and 7* above.)

0-3 units

- Electives

1 course

- SCIENCE 3C00 - Advanced Job Search Skills For Science Co-op Students

Winter Term:

Work Term

1 course

- SCIENCE 3WT0 - Science Co-op Work Term

Spring/Summer Term:

Work Term

1 course

- SCIENCE 3WT0 - Science Co-op Work Term

Level IV

Consists of academic studies (Fall and Winter Terms) and Co-op Work Term (Spring/Summer Term)

Fall and Winter Terms: 30 units:

6 units

- STATS 3G03 - Actuarial Mathematics I
- STATS 3ST3 - Actuarial Models in Non-Life Insurance

0-3 units

- COMMERCE 2FB3 - Managerial Finance (or COMMERCE 3FA3) (if not completed in Level III)

(See *Program Notes 5, 6 and 7* above.)

9 units

from

- *Course List* (See *Program Note 4 and 8* above.)

12-15 units

- Electives

Spring/Summer Term:

Work Term

1 course

- SCIENCE 4WT0 - Science Co-op Work Term

Level V

Consists of Co-op Work Term (Fall Term) and academic studies (Winter Term)

Fall Term:

Work Term

1 course

- SCIENCE 5WT0 - Science Co-op Work Term

Winter Term: 15 units:

6 units

from

- MATH 4FM3 - Financial Markets and Derivatives
- STATS 4G03\* - Advanced Topics in Actuarial Science
- STATS 4H03\* - Actuarial Mathematics II (formerly called STATS 3H03)

3 units

- STATS 4A03 - Time Series (if COMMERCE 2FB3 or 3FA3 not completed previously.)  
(See Program Notes 5, 6 and 7 above.)

6 units

- Electives

## Requirements For Students Who Entered in September 2020 or Prior

*120 units total (Levels I to IV), of which no more than 48 units may be Level I*

### Level I: 30 Units

Completed prior to admission to the program

### Level II: 30 Units

30 units

Completion of Level II Honours Actuarial and Financial Mathematics program including:

15 units

- COMMERCE 2FA3 - Introduction to Finance
- MATH 2C03 - Introduction to Differential Equations
- MATH 2FM3 - Introduction To Mathematical Finance
- STATS 2D03 - Introduction to Probability
- STATS 2MB3 - Statistical Methods and Applications

3 units

from

- MATH 2LA3 - Applications of Linear Algebra
- MATH 2R03 - Theory of Linear Algebra

0-9 units

from the following courses, if not completed in Level I

- COMMERCE 1AA3 - Introductory Financial Accounting
- ECON 1B03 - Introductory Microeconomics
- ECON 1BB3 - Introductory Macroeconomics

1 course

- SCIENCE 2C00 - Skills for Career Success in Science

### Level III

Consists of academic studies (Fall Term), Co-op Work Term (Winter Term), and Co-op Work Term (Spring/Summer Term)

Fall Term: 15 units:

9 units

- MATH 3FM3 - Mathematics of Finance
- STATS 3A03 - Applied Regression Analysis with SAS
- STATS 3D03 - Mathematical Statistics

0-3 units

- COMMERCE 3FA3 - Managerial Finance (if eligible)

(See Program Notes 5, 6 and 7 above.)

0-6 units

- Electives

2 courses

- SCIENCE 2C00 - Skills for Career Success in Science (if not already completed)
- SCIENCE 3C00 - Advanced Job Search Skills For Science Co-op Students

Winter Term:

Work Term

1 course

- SCIENCE 3WT0 - Science Co-op Work Term

Spring/Summer Term:

Work Term

1 course

- SCIENCE 3WT0 - Science Co-op Work Term

Level IV

Consists of academic studies (Fall and Winter Terms) and Co-op Work Term (Spring/Summer Term)

**Fall and Winter Terms: 30 units:**

3 units

- STATS 3G03 - Actuarial Mathematics I

3 units

from

- STATS 3H03
- STATS 3ST3 - Actuarial Models in Non-Life Insurance
- STATS 4H03\* - Actuarial Mathematics II

0-3 units

- COMMERCE 2FA3 - Introduction to Finance (if not completed in Level II)

0-3 units

- COMMERCE 2FB3 - Managerial Finance (or COMMERCE 3FA3) (if not completed in Level III)

(See Program Notes 5, 6 and 7 above.)

9 units

from

- Course List (See Program Note 4 and 8 above.)

9-15 units

- Electives

**Spring/Summer Term:**

Work Term

1 course

- SCIENCE 4WT0 - Science Co-op Work Term

**Level V**

Consists of Co-op Work Term (Fall Term) and academic studies (Winter Term)

**Fall Term:**

Work Term

1 course

- SCIENCE 5WT0 - Science Co-op Work Term

**Winter Term: 15 units:**

3 units

- MATH 4FM3 - Financial Markets and Derivatives

3 units

- STATS 4A03 - Time Series (if COMMERCE 2FB3 or 3FA3 not completed previously.)

(See Program Notes 5, 6 and 7 above.)

3 units

from

- Course List (See Program Note 4 and 8 above.)

6 units

- Electives

**Co-op Program Chart**

	<b>FALL TERM (September to December)</b>	<b>WINTER TERM (January to April)</b>	<b>SPRING/SUMMER TERM (May to August)</b>
<b>Level III</b>	15 units from Academic Level III + SCIENCE 3C00	Work Term SCIENCE 3WT0	Work Term SCIENCE 3WT0
<b>Level IV</b>	15 units from Academic Levels III, IV	15 units from Academic Levels III, IV	Work Term SCIENCE 4WT0
<b>Level V</b>	Work Term SCIENCE 5WT0	15 units from Academic Level IV	

*Justification 3.2: Housekeeping. COMMERCE 4FL3 is replacing COMMERCE 4FP3 as the most appropriate course*



*in Personal Finance for these students to complete.*

**4.0 NEW COURSES:**

**5.0 NEW CROSS-LIST TO EXISTING COURSES:**

**6.0 CHANGES TO EXISTING COURSES:**

**7.0 DELETED COURSES:**

No deleted courses.

## **School of Interdisciplinary Science**

**1.0 NEW PROGRAMS:**

None applicable

**2.0 CHANGES TO EXISTING PROGRAMS:**

None applicable

**3.0 NEW COURSES:**

**4.0**

**4.1 SCICOMM 4A03 – Independent Project in Science Communication**

3 unit(s)

In this course, students work with an academic supervisor on a research or creative project in science communication. More information and the online application can be found on the School of Interdisciplinary Science (SIS) website. Students are responsible for arranging a suitable independent project and supervision and are required to submit an online application thirty days prior to the date classes begin in each term (see the Sessional Dates section of this Calendar).

Normally students will complete 60 hours of independent study work through the duration of the course. **Prerequisite(s):** One of LIFESCI 3P03, 3R03, SCICOMM 3P03, 3R03; and registration in Level IV or above of an Honours program and permission of the supervising faculty member and the School of Interdisciplinary Science (SIS)  
Capacity: 25

*Justification: For our proposed Concurrent Certificate in Science Communication, we require students to have a capstone experience. We recognize that some of the courses on our capstone list have limited enrolment, so we are creating this course to provide students with the opportunity to conduct science communication research or practice science communication in collaboration with an academic supervisor.*

**5.0 CHANGES TO EXISTING COURSES:**

**5.1 SCICOMM 2A03 - Foundations in Science Communication**

3 unit(s)

In this course, students will learn and practice the basics of effective written, visual and oral science communication. They will create written reports and summaries, graphics and data visualizations, short talks and other communications on a range of scientific disciplines. They also engage with the growing field of science communication research.

Lecture (two hours), tutorials (two hours); one term

Prerequisite(s): Registration in Level II or above

Antirequisite(s): ISCI 1A24 A/B

Not open to students with credit or registration in LIFESCI 3P03 or SCICOMM 3P03.

Not open to students with credit in LIFESCI 2AA3.

*Justification: Updated course description adds clarity. Addition of antirequisite and 'not open to' statement provide direction to students about overlap between courses.*

**5.0 DELETED COURSES:**

**Report to Senate and Undergraduate Council:  
Revisions to Undergraduate Calendar for 2023 – 2024**

**Office of the Registrar**

**December 2022**

# Revisions to the Undergraduate Calendar 2023-2024

## Summary and Revision Justifications Office of the Registrar, December 2022

### [Admission Requirements \(see attached page 2\)](#)

#### **Housekeeping:**

- Updating dates/deadlines to reflect the new admissions cycle
- Re-wording and editing content for clarity and tone
- Updates to URLs

#### **Midwifery – Section 1, A**

Addition of Casper assessment as supplemental application as well as mandatory Identity and Admission Survey. Mandatory Identity and Admission survey is not new but was not previously mentioned in this section of the calendar.

#### **Supplementary Application Forms and Extenuating Circumstances, Section 1, A**

Added information about the Request for Special Consideration form process.

#### **American High School Curriculum – Section E**

Removed mention of the pandemic around the SAT/ACT scores and clarified that those tests are optional, and students may submit them if they feel they strengthen their application.

Added clarifying language about AP College Board exam results for required courses. This was added so as not to deter strong applicants from applying and to keep competitive with other institutions.

### [Application Procedures \(See attached, page 15\)](#)

#### **Housekeeping:**

- Updating dates/deadlines to reflect the new admissions cycle
- Re-wording and editing content for clarity and tone
- Updates to URLs

#### **Documents, Required Documents, Section 2, A**

Removed reference to application requirements being mailed out to applicants in letters since everything is now communicated to applicants via their McMaster Applicant portal.

#### **Fall and Winter Terms, Section 3**

- Updated URLs
- Updated application and supplemental application deadlines
- Updated language to clarify deadlines for all other applications for non by select and upper level programs.

# 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. Please Note: Grade 12 Co-op courses are not eligible to be used to calculate admissibility and/or the admission 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*.

#### Early Conditional Admission

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

1. ~~s~~ Six appropriate midterm/interim Grade 12 U and/or M grades, OR
2. ~~a~~ 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~~ **achieved**; 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 receives a conditional offer of admission, are required to achieve an overall average (calculated to two decimal points) on six (6) final grades including all programs specific required courses. This information is indicated on conditional offers of admission.

If an ~~final~~ applicant's ~~final~~ average falls below this level (or its 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 on the offer letter.**

#### Supplementary Application Forms and Extenuating Circumstances

Certain Level I programs including Arts & Science, Automation Engineering Technology 1 (co-op), Automotive & Vehicle Engineering Technology 1 (co-op), Bachelor of Health Sciences (Honours), 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 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 April 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 ~~an offer of 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. 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 Engineering Technology 1 (B.Tech.), Automotive and Vehicle Engineering Technology I (B.Tech.), Biotechnology I (B.Tech.), Business I, Chemical & Physical Sciences Gateway, Computer Science I (regular and co-op), Economics I, Engineering I (regular and co-op), Environmental and Earth Sciences Gateway, Honours Health and Society I, Health Sciences I, Humanities I, Honours Integrated Science (Level I), Honours Kinesiology (Level I), Integrated 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, Music I, Nursing I, and Social Sciences I.

### ARTS & SCIENCE I

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% ~~or higher~~ is required for application consideration.

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

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

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

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

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

### ECONOMICS I (Beginning September 2023 Entry)

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 mid- early February); details at <https://bhsc.mcmaster.ca/>. <https://bhsc.mcmaster.ca/future-students/how-to-apply/>**. 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 course~~ non-math; non-science; non-technology (**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

McMaster offers iArts as a direct-entry Level I program leading to a Bachelor of Fine Arts (BFA) degree. Admission to this program is by selection and requires a **mandatory 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](mailto: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://www.science.mcmaster.ca/isci/prospective-students>. <https://science.mcmaster.ca/sis/undergraduate/isci/isci-admission-requirements.html#admission-review-process>. The information provided in the supplementary application ~~enters into~~ 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 ~~overall~~ 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. ~~Data Management U~~
4. Completion of ~~three~~ **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

Places in the Midwifery program are very limited and the admission process is highly competitive. Admission to the Midwifery Education Program is by selection. **Application to the Midwifery program must be completed by January 12 February 4.** 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

~~To be eligible to apply,~~ Students must obtain a minimum grade of 75% in each of the three required courses listed in points 1, 2, and 3 above ~~AND an overall average, including the required courses, that is acceptable to the Program.~~ **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 ~~area~~ 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

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 ~~arrangements~~ with the School of the Arts at **sota@mcmaster.ca**.

#### NURSING I

##### NURSING CONSORTIUM (CONESTOGA)

##### NURSING CONSORTIUM (MOHAWK)

**Note: Effective September 2021, all applicants for the three 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 **three location options: McMaster University, Mohawk College or Conestoga College**. Each of the three sites offers the four-year program which uses the problem-based learning and small group educational model. For more information about the Mohawk and Conestoga College sites 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](http://www.cno.org).

#### SOCIAL SCIENCES I

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

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

Advanced Functions U 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.

## **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.

### **Early Conditional Admission**

Applications are reviewed for conditional admission as soon as all required documents, with sufficient course and grade data, are received by the Office of the Registrar, Admissions. All Canadian applicants should **upload interim/midyear school grade reports showing marks for all courses taken during the Grade 11 and 12 years as well as all course registrations for the current academic year**, as soon as 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 six 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 will be considered for Higher Level (HL) courses based on the achievement of final IB Diploma grades of 5 or greater.

For more information please refer to <https://future.mcmaster.ca/>.

## **D. 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 will 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/admission/> <https://future.mcmaster.ca/>.

## E. 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/admission/> <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 ~~attached to the Offer of Admission~~ 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/admission/> <https://future.mcmaster.ca/>.

### General Requirements

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

Results of an equivalent **AP challenge examination** will be accepted in lieu of ONE of the science/math prerequisites. ~~if your school does not offer the subject.~~ A minimum score of 4 or 5 is required for AP challenge exams.

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

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

**For claimed 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.

~~In response to the pandemic, McMaster University made the submission of SAT/ACT optional for the Fall 2022 admission cycle.~~ For Fall 2023, 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 2023 2024, please visit <https://future.mcmaster.ca/admission/> <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 ~~and~~ with grades presented.
- Grade 9, 10, 11 and Grade 12 2nd quartile results are required for an admission review
- SAT and SAT II Subject Test results ~~must be sent directly from the College Board. directly and cannot be accepted electronically.~~
- SAT minimum — overall score of 1200 or greater (Reading/Math sections only) with a minimum score of 600 in each section (Institutional Code for SAT/AP — 0936)

OR

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

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

Applicants from the General Certificate of Education system require a minimum of five G.C.E. subjects, **at least** 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/admission/>. <http://future.mcmaster.ca/>.

## Other Countries or Educational Systems

For admission requirements from other education systems, please visit <https://future.mcmaster.ca/admission/> <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 **and meet the required admission average**. McMaster University is the sole arbiter of what is considered as equivalent level education and equivalent courses.

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

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

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

## G. Prior-Year Secondary School Graduates

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

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. ~~Possession~~ **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- ~~standing~~ (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. ~~However, you must present~~ 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. ~~Possession of 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), B.H.Sc. (Bachelor of Health Sciences (Honours)), B.Sc. (Honours) in Integrated Science (ISCI), Honours B.Sc. Kinesiology, Integrated Biomedical Engineering and Health Sciences, Integrated Business and Humanities, **and Social Psychology** cannot be done as second degree programs. Honours Music is only available as a second degree to students whose first degree is not a BA in Music. The requirements are set out in the *General Academic Regulations* section of this Calendar.

**If you wish to enter a Second Bachelor's Degree in a subject area from the Faculty of Science, please note that admission to all limited enrollment programs, with the exception of Medical Radiation Sciences I, may not be possible.** Second Degree applicants to all Science programs, except Medical Radiation Sciences I, are not eligible **for admission to apply to or be admitted** to any

of the other first year Science programs. Second Degree applicants must have already completed all first year requirements for the second year program they wish to apply to, with the exception of Medical Radiation Sciences I. See *Limited enrollment Programs* in the *Faculty of Science* section of this Calendar for a list of programs. Please contact the Office of the Associate Dean of Science (Academic) for further information (see the *Application Procedures* section).

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

## D. Continuing Students

At McMaster, a *Continuing Student* is defined as a graduate from an undergraduate program, who wishes to take more undergraduate courses. To be eligible to take courses as a Continuing Student applicants will need to be completing or have completed undergraduate university degree with a minimum GPA of and at least a C average, with no failures in the final year of study, in your final year's work (or the equivalent, in the case of a degree taken through part-time studies), and academic records which are satisfactory to the Department and the Office of the Associate Dean of the appropriate Faculty. \*Please Note: not all courses are available to Continuing students and course prerequisites for selected courses must be met. Also note that admission as a Continuing student does not guarantee registration in courses of interest to the student.

### McMaster Graduates

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

### Graduates from Other Universities

As a Continuing Students with a non-McMaster degree, you must apply formally for admission through OUAC. In subsequent academic terms, you 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. If you plan Those who plan to proceed to a graduate degree you should apply directly to the specific department of your program of interest.

## E. From Six Nations Polytechnic

McMaster University, along with 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/admission/>.

### B. Mature Students (Admission)

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

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, as outlined:

- **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. ~~Possession of~~ **Presenting** the minimum admission requirements does not guarantee ~~an offer of~~ admission. Contact the School of Nursing for more details.

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

~~Those admitted as a mature~~ **Mature** students may register to take for up to 18 units of course work (normally Level I courses) during the Fall/Winter session with no more than nine units ~~in each~~ **per** term (three courses). Within the first 18 units, mature students will be limited to taking three units ~~(one course) per in each~~ 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 for credit at their own/home institution. Please note, not all courses are available for credit outside McMaster and all are subject to enrollment limits. ~~It is important applicants~~ **Applications 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 ~~a current~~ **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 a persons with professional qualifications who wishes 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.

~~If you were~~ Those enrolled (have a record of course enrolment) within the last five years and ~~you 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. then it is not necessary for you to apply for Readmission. Normally, you~~ Students will be permitted to enrol in their ~~your~~ previous program or another program for which ~~you they~~ qualify. ~~You~~ Students must contact the Office of the Registrar directly to request registration access ~~have your status reactivated~~ 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 ~~individually~~ 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.) the minimum requirements prescribed have been achieved. Advanced credit may shorten 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, ~~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/~~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. ~~You may review~~ 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 ~~your~~ 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, ~~you~~ applicants may be exempted from this requirement if ~~you~~ 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. ~~If you have any Questions regarding about~~ the collection and use of this information ~~may be directed to please contact~~ the University Registrar, University Hall, Room 209, Student Records, Gilmour Hall, Room 108, or the University Secretary, Gilmour Hall, Room 210, McMaster University.

## McMaster English Language Development Diploma (MELD)

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

Email: [meld@mcmaster.ca](mailto: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](mailto:meld@mcmaster.ca).

### Fall Term

(September - December)

- LINGUIST 1E03 - Introduction to English Linguistics I (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



- 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 the appropriate application form and/or procedures. (See *Categories of Admission* below.)
2. Determine application deadline. (See *Application and Documentation Deadlines* in this section.)
3. Refer to the Admission Requirements and specific Faculty sections of this Calendar for further information.
4. Complete and submit your application as directed.
5. Submit all required documentation to McMaster. (See *Documents* in this section.)
6. Once 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 Admission

### 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.

Use the Undergraduate 101 on-line application at [www.ouac.on.ca/101/](http://www.ouac.on.ca/101/) <https://www.ouac.on.ca/ouac-101/>. Please consult with your secondary school guidance office regarding this application process.

### B. All Other Canadian High School Students

For applicants currently attending secondary school outside of Ontario or have recently completed a secondary school diploma in any Canadian province or territory

- Use the OUAC 105 on-line application at [www.ouac.on.ca/105/](http://www.ouac.on.ca/105/) <https://www.ouac.on.ca/ouac-105/>

### C. High School Students with International Qualifications

Applicants currently attending or have recently completed a secondary school program outside of Canada

- Use the OUAC 105 on-line application at [www.ouac.on.ca/105/](http://www.ouac.on.ca/105/) <https://www.ouac.on.ca/ouac-105/>
- D. University/College Transfer/Continuing Students

If currently registered in or have completed an undergraduate degree program at another university and wish to attend McMaster **OR**  
If currently registered in or have attended or completed a college diploma program and wish to attend McMaster

- Use the OUAC 105 on-line application at [www.ouac.on.ca/105/](http://www.ouac.on.ca/105/) <https://www.ouac.on.ca/ouac-105/>

### E. Nursing Consortium Programs

Applying to McMaster's Nursing (B.Sc.N). programs at the Mohawk College or Conestoga College sites

- Current Ontario high school applicants - use the OUAC 101 on-line application at [www.ouac.on.ca/101/](http://www.ouac.on.ca/101/) <https://www.ouac.on.ca/ouac-101/>
- All other applicant groups use the OUAC 105 on-line application at [www.ouac.on.ca/105/](http://www.ouac.on.ca/105/) <https://www.ouac.on.ca/ouac-105/>
- 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/> <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/continuingstudents-second-degree/> <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: ~~Contact the Office of the Registrar, Services, for assistance~~ <https://registrar.mcmaster.ca/events/connect-with-us-online/> ~~https://registrar.mcmaster.ca/build-degree/continuing-students-second-degree/#tab-00~~ <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

- Use the OUAC 105 on-line application at ~~www.ouac.on.ca/105/~~ <https://www.ouac.on.ca/ouac-105/>.

## H. Part-Time Degree Studies at McMaster Only

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

- Use the OUAC 105 on-line application at ~~www.ouac.on.ca/105/~~ <https://www.ouac.on.ca/ouac-105/>.

## I. Post-Degree Studies

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

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

## J. Medical Program

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

# 2. Documents

## A. Required Documents

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

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 his or her application, without limiting any other rights of McMaster available at law, McMaster reserves the right to revoke the offer and, subject to applicable law and University Policy, to terminate a student's enrolment.

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

## B. Retention of Documents

All documentation submitted in support of 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 any 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 a number of 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 ~~2022-2023~~ 2023-2024 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	January 4 <del>3</del> 12	February 1, 11:59pm (ET) Details at: <a href="https://artsci.mcmaster.ca/future-students/supplementary-application/">https://artsci.mcmaster.ca/future-students/supplementary-application/</a>
Actuarial & Financial Mathematics (Above Level 1) Regular and Co-op Programs	April 1	<del>April 30</del> May 9 For information see: <a href="https://www.math.mcmaster.ca/undergraduate/undergraduate-programs/41-undergraduate-studies/1758-afm-supplementary-application.html">https://www.math.mcmaster.ca/undergraduate/undergraduate-programs/41-undergraduate-studies/1758-afm-supplementary-application.html</a>
Automation Engineering Technology I Co-op (B.Tech.), Automotive and Vehicle Engineering Technology I Co-op (B.Tech.), Biotechnology I Co-op (B.Tech.)	January 4 <del>3</del> 12	<del>End of January</del> January 27, 12:00 noon (ET)  Online Kira® Assessment Details at: <a href="https://www.eng.mcmaster.ca/future-students/supplementary-application">https://www.eng.mcmaster.ca/future-students/supplementary-application</a>
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: <a href="https://www.eng.mcmaster.ca/forms/bachelor-technologydegree-completion-program-supplementary-application-form">https://www.eng.mcmaster.ca/forms/bachelor-technologydegree-completion-program-supplementary-application-form</a>
Biomedical Discovery & Commercialization (Level 3 entry; Health Sciences (Above Level 2))	February 1	February 1 Supplementary application deadline - details at <a href="https://bdcprogram.mcmaster.ca/apply/">https://bdcprogram.mcmaster.ca/apply/</a>
Computer Science I (Regular and Co-op)	January 4 <del>3</del> 12	January <del>28</del> 27, 12:00 noon (ET) Online Kira® Assessment Details at: <a href="https://www.eng.mcmaster.ca/future-students/supplementary-application">https://www.eng.mcmaster.ca/future-students/supplementary-application</a>
Computer Science (Above Level 1) (Regular and Coop)	April 1	<del>Mid</del> April 17 Online Kira® Assessment Details at: <a href="https://www.eng.mcmaster.ca/futurestudents/supplementary-application">https://www.eng.mcmaster.ca/futurestudents/supplementary-application</a>
Engineering 1 (Regular and Co-op)	January 4 <del>3</del> 12	January <del>28</del> 27, 12:00 noon (ET) Online Kira® Assessment Details at: <a href="https://www.eng.mcmaster.ca/future-students/supplementary-application">https://www.eng.mcmaster.ca/future-students/supplementary-application</a>
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	<del>Mid</del> April 17 Online Kira® Assessment Details at: <a href="https://www.eng.mcmaster.ca/futurestudents/supplementary-application">https://www.eng.mcmaster.ca/futurestudents/supplementary-application</a>
Health Sciences I (Honours)	January 4 <del>3</del> 12	Early February Details at: <a href="https://bhsc.mcmaster.ca">https://bhsc.mcmaster.ca</a>
Health Sciences (Honours) (Above Level 1)	April 1	Early May Details at: <a href="https://bhsc.mcmaster.ca">https://bhsc.mcmaster.ca</a>

PROGRAM	APPLICATIONS	MANDATORY SUPPLEMENTARY APPLICATIONS
<b>Health Sciences (Above Level II) Biomedical Discovery &amp; Commercialization Program</b>	February 1	February 1 <a href="https://bdcprogram.mcmaster.ca/apply/bhsc-admission-requirements/">https://bdcprogram.mcmaster.ca/apply/bhsc-admission-requirements/</a>
<b>Honours Biology and Pharmacology Co-op (Above Level-4 II)</b>	February 1	February 1 Mandatory Letter of Intent specifying reasons for applying and applicant suitability for the program. Email biophrm@mcmaster.ca by February 1.
<b>Honours Integrated Science I</b>	January 43 12	February 1 Details at: <a href="https://science.mcmaster.ca/sis/undergraduate/isci/isci-admission-requirements.html">https://science.mcmaster.ca/sis/undergraduate/isci/isci-admission-requirements.html</a>
<b>Integrated Biomedical Engineering &amp; Health Sciences 1 (Regular and Co-op)</b>	January 43 12	January 28-27, 12:00 noon ET Online Kira® Assessment Details at: <a href="https://www.eng.mcmaster.ca/future-students/supplementary-application">https://www.eng.mcmaster.ca/future-students/supplementary-application</a>
<b>Integrated Business &amp; Humanities</b>	January 43 12	February 1 Online Kira® Assessment. For more information see: <a href="https://ug.degroot.mcmaster.ca/academic-programs/integrated-business-humanities/">https://ug.degroot.mcmaster.ca/academic-programs/integrated-business-humanities/</a>
<b>Justice, Political Philosophy &amp; Law</b>	April 1	April 1 For more information see: <a href="https://philos.humanities.mcmaster.ca/undergraduate-programs/justice-political-philosophy-and-law-program/">https://philos.humanities.mcmaster.ca/undergraduate-programs/justice-political-philosophy-and-law-program/</a>
<b>Midwifery</b> (including submission of all transcripts)	February 1 January 12	Note: You must complete all prerequisite subjects by the application deadline date.  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.  You must complete Casper on one of the dates listed on <a href="https://takealtus.com/welcome-to-takealtus/">https://takealtus.com/welcome-to-takealtus/</a> .  You must complete the Identity and Admissions Survey found here <a href="https://surveys.mcmaster.ca/limesurvey/index.php/675272?lang=en">https://surveys.mcmaster.ca/limesurvey/index.php/675272?lang=en</a> by February 1.
<b>Nursing I: Secondary School Applicants</b>	February 1 January 12	Mandatory Supplementary application information is available on the CASPer™ website, <a href="https://takealtus.com/welcome-to-takealtus/">https://takealtus.com/welcome-to-takealtus/</a> . You must complete Casper on one of the dates listed on the CASPer™ website, <a href="https://takealtus.com/welcome-to-takealtus/">https://takealtus.com/welcome-to-takealtus/</a> .
<b>Nursing 1 (university transfer applicants from programs other than Nursing and applicants from college pre-health programs)</b> (including submission of all official transcripts)	February 1	Mandatory Supplementary application information is available on the CASPer™ website, <a href="https://takealtus.com/welcome-to-takealtus/">https://takealtus.com/welcome-to-takealtus/</a> . You must complete Casper on one of the dates listed on the CASPer™ website, <a href="https://takealtus.com/welcome-to-takealtus/">https://takealtus.com/welcome-to-takealtus/</a> .
<b>Nursing: Transfer from another Nursing program to the McMaster site.</b>		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.  In addition, you must have completed or already registered for any prerequisite subjects by February 1, 2023.

PROGRAM	APPLICATIONS	MANDATORY SUPPLEMENTARY APPLICATIONS
<b>Nursing Basic-Accelerated Stream (above level 1) (including submission of all official transcripts)</b>	February 1	Mandatory Supplementary application information is available on the You must complete Casper on one of the dates listed on the CASPer™ website, <a href="https://takealtus.com/welcome_to_takealtus/">https://takealtus.com/welcome_to_takealtus/</a> . In addition, you must have completed or already registered for any prerequisite subjects by February 1, 2023.
<b>Nursing Post-Diploma RPN Stream (Mohawk) (Conestoga)</b>	February 1	Mandatory Supplementary application information is available on the You must complete Casper on one of the dates listed on the CASPer™ website, <a href="https://takealtus.com/welcome_to_takealtus/">https://takealtus.com/welcome_to_takealtus/</a> . In addition, you must have completed or already registered for any prerequisite subjects by February 1, 2023.
<b>Physician Assistant</b> (including submission of all official transcripts) <b>Note:</b> This program is not open to International Applicants. This program is open to Canadian citizens and present Permanent Residents of Canada only.	<del>February 1</del> January 12	End of February The supplementary application will be released by February 24 and must be completed by noon (ET) on March 2, 2023. <a href="https://physicianassistant.mcmaster.ca/">https://physicianassistant.mcmaster.ca/</a>
<b>Social Work</b>	<del>February 1</del> January 12	February 1 You must complete a supplementary application. <a href="https://surveys.mcmaster.ca/limesurvey/index.php/978738?lang=en">https://surveys.mcmaster.ca/limesurvey/index.php/978738?lang=en</a>

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

**\*February 1** - Applications received on or before February 1 with all supporting official documentation received no later than February 15 from applicants with no postsecondary experience will be reviewed for admission pending space availability in the program. All applications received after February 1 will be considered only if there is space available in the program. 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, 2023. All applications received after February 1, 2023, or without all paperwork submitted by February 15, 2023, 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
<b>Ontario High School Applicants (Recommended)</b>	January 13	April 1
<b>Early Deadline* (see above)</b>	February 1	February 15
<b>Final Deadline Domestic Applicants</b>	April 1	April 1
<b>Final Deadline International Applicants</b>	April 1	April 1
<b>B.Tech. Degree Completion Program Only -</b>		
January Entry	November 1	November 15
May Entry	March 1	March 15
September Entry	July 1	July 15

## Spring/Summer Term

	DOMESTIC DEADLINE	INTERNATIONAL DEADLINE
<b>May Entry (Term 1 or 3)</b>	April 1	April 1
<b>Supporting Documentation for May Entry</b>	April 1	April 1
<b>June Entry (Term 2)</b>	May 15	May 15
<b>Supporting Documentation for June Entry</b>	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 15	February 1
Physician Assistant	February 1	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.

If admitted to Level 1, the Faculty Office may arrange a meeting with an Academic Advisor. Although summer advising and registration sessions are not compulsory, it is recommended to participate.

If offered admission above Level 1, academic advising with the Office of the Associate Dean of the Faculty offering the program, or the Office of the Director of the program may be arranged.

## 4. Review of Admission and Re-Admission Decisions

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

- An applicant to the University 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.
- 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/how-to-apply/> or direct your enquiries to our online chat: <https://future.mcmaster.ca/contact-us/>

## McMASTER UNIVERSITY: SESSIONAL DATES 2023-2024

	<b>Fall Term</b> (62 days)	<b>Winter Term</b> (62 days)	<b>Multi-term Courses</b> (124 days)
<b>Enrolment begins</b>	<i>To be announced</i>		
<b>Classes begin</b>	Tuesday, September 5	Monday, January 8 <i>*Note: Some clinical placements may start the week of January 2, 2024. Program offices will communicate directly with their students about their start date in these instances.</i>	Tuesday, September 5
<b>Last day for enrolment and course changes (add/drop)</b>	Wednesday, September 13	Tuesday, January 16	Wednesday, September 13
<b>National Day for Truth and Reconciliation: No classes</b>	Saturday, September 30	--	Saturday, September 30
<b>Mid-term recess</b>	Monday, October 9 to Sunday, October 15	Monday, February 19 to Sunday, February 25	Monday, October 9 to Sunday, October 15 and Monday, February 19 to Sunday, February 25
<b>Last day for withdrawing from courses without failure by default</b>	Friday, November 10	Friday, March 15	Friday, March 15
<b>Test and examination restriction</b>	Thursday, November 30 to Thursday, December 7	Thursday, April 4 to Thursday, April 11	Thursday, April 4 to Thursday, April 11
<b>Mid-term tests level (I)</b>	--	--	Friday, December 8 to Thursday, December 21
<b>Good Friday: No classes or exams</b>	--	Friday, March 29	Friday, March 29
<b>Classes end</b>	Wednesday, December 6	Wednesday, April 10	Wednesday, April 10
<b>Final examinations</b>	Friday, December 8 to Thursday, December 21	Friday, April 12 to Thursday, April 25	Friday, April 12 to Thursday, April 25
<b>Deferred examinations</b>	Tuesday, February 20 to Friday, February 23	Monday, June 10 to Thursday, June 13	Monday, June 10 to Thursday, June 13



**2024 Spring/Summer Term**

	<b>Spring Session</b> (34 days)	<b>Summer Session</b> (33 days)	<b>Full-Term Courses</b> (67 days)	<b>Interession</b>
<b>Classes begin</b>	Monday, May 6	Monday, June 24	Monday, May 6	Monday, May 6
<b>Last day for enrolment and adding or dropping courses (add/drop)</b>	Monday, May 13	Tuesday, July 2	Monday, May 13	Monday, May 13
<b>Victoria Day: No classes</b>	Monday, May 20	--	Monday, May 20	Monday, May 20
<b>Canada Day: No classes</b>	--	Monday, July 1	Monday, July 1	-
<b>Last day to withdraw from courses without failure by default</b>	Wednesday, June 5	Wednesday, July 24	Wednesday, July 24	Wednesday, May 15
<b>Civic Holiday: No classes</b>	--	--	Monday, August 5	-
<b>Classes end</b>	Friday, June 21	Friday, August 9	Friday, August 9	Friday, May 31
<b>Final examinations</b>	<i>As arranged by instructor in class time</i>			
<b>Deferred examinations</b>	Tuesday, October 15, 2024 to Friday, October 18, 2024			