

SENATE
Wednesday, October 18, 2023 at 3:30 PM
Gilmour Hall, Council Room (Room 111)

AGENDA

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

Page

OPEN SESSION

Opening Remarks

1. Approval of the Agenda - Open Session

CONSENT

2. Minutes of the Previous Meetings – June 7 and September 13, 2023 (Open Session)

REGULAR

3. Business Arising

4. Enquiries

5. Communications

4 - 14

Information

[1. Report from the Provost](#)

15 - 38

Information

[2. Report from the Ombuds Office](#)

6. Report from Graduate Council

39 - 40

[Graduate Council Report](#)

Information

1. Research Plagiarism Checking

2. New Awards

7. Report from Undergraduate Council

41 - 44

[Undergraduate Council Report](#)

45 - 77

Approval

[1. New Certificate of Attendance Program Proposals from the Department of Psychiatry & Behavioural Neurosciences](#)

[2. Revision to Existing Diploma Program](#)

[3. Closure of Diploma Program](#)

Information

4. Terms of Award

5. Establishment of the Ad Hoc Committee on Relief for Students Absences

8. Report from the Committee on Academic Integrity

78

[Committee on Academic Integrity Report](#)

79 - 85

Information

[1. Report on Generative Artificial Intelligence and Academic Integrity](#)

86 - 137

Approval

2. Recommendations for the Policy on Academic Integrity

[a. Academic Integrity Policy Memo](#)

[b. Academic Integrity Policy - Track Changes](#)

[c. Academic Integrity Policy - Clean Copy](#)

9. Presentation to Senate

Information

Barrington Walker, Vice-Provost, Equity and Inclusion

1. Inclusive Excellence and the University

10. Other Business

Oct. 18, 2023

Provost's Report: October 2023

McMaster University | Senate



Students return to campus

We are here for students



For many, university marks the start of a new, self-directed phase in their lives

- McMaster's Airport Welcome Program: 65 student volunteers and free, safe shared ride to campus from Pearson Airport.
- iCent: Dedicated platform and app for international students to access information on local transit, banking and others supports.
- McMaster Welcome: Hundreds of student volunteers and staff welcomed 4,000 new community members.



Campus Safety Campaign

Launched in August 2023



McMaster response to gender and identity-based attack at University of Waterloo

- Safety App: Campaign led to 3,100+ downloads, 8% increase in subscribers
- Classroom information removed from public locations, physical and online
- Communications reinforced our campus culture of safety and wellbeing
- Professor Hippo-on-Campus student mental health education program
- Equity and Inclusion Office



Faculty leadership and development

Web hub curated by Deputy Provost



**Website for faculty members at
each stage of academic life**

- Workshops, events and other opportunities
- Topics: New faculty orientation, CP/M and ROA, mental health training, more
- Professional development tied to academic excellence

McMaster Industry Liaison Office (MILO)

Annual Report 2023 now published



MILO facilitates research collaborations with industry and helps faculty and students convert their innovative ideas into solutions that benefit society and drive economic growth

- Agreement and business development support to more than 300 external partners that provide \$42M+ in research funding
- Top 24 McMaster-research based startup companies have created 600 jobs and raised \$515M in investment
- McMaster Seed Fund has invested \$2.7M in eight startup companies to date
- New Fundamentals of Intellectual Property course available to students, staff, faculty



Task Force on generative AI

Final Report Published October 5

**Tradition meets innovation:
Generative AI being used in
classrooms across McMaster**

- Seven recommendations for using generative AI in the classroom
- Three additional recommendations to explore the use of AI across campus
- Information for students, staff and faculty on Office of the Provost website
- **McMaster a partner in multi-year research project through Ithaca S+R examining the impact of generative AI in teaching, learning and research**



McMaster: Positive Financial Position

Careful planning and prudent spending

Our budget must support institutional vision and aspirations of researchers, scholars, teachers, learners and staff

McMaster in a positive financial position despite challenges for Ontario universities:

- Ongoing tuition and grants freeze
- COVID-19
- International enrolment

Evidence-based decision making

COVID response as example



Fiona Smail, Dawn Bowdish, Dominik Mertz, Zain Chagla, P. Ravi Selvaganapathy.

Our positive financial position comes from leveraging strengths

- Engaging internal and external experts key to recent success
- COVID-19 response guided by McMaster faculty experts
- Future planning will be guided by strategic reviews involving external reviewers who consult with McMaster students, faculty and staff

Internal adjustments

We continually adapt where it makes sense



\$38M+

Strategic
Procurement
Savings

EXAMPLE Student Engagement Touchpoints

\$5M Invested back into student staffing positions

\$127K Annual savings due to process improvements (Housing & Conference Services)

Strategic reviews support excellence

Transparency and accountability



Reviews identify opportunities to innovate and align execution to strategic priorities

Completed Reviews

- MacPherson Institute
- Equity and Inclusion Office
- School of Graduate Studies
- Faculty of Engineering

Upcoming Reviews

- Budget Model
- Student Accessibility Services
- Faculty of Social Sciences
- University Library
- Continuing Education
- International Recruitment



Thank You

Ombuds Office

Report 2022 - 2023

Carolyn Brendon, University Ombuds



OUR FOCUS IS FAIRNESS



Table Of Contents

Introduction.....	2
Types of Cases.....	3
Who Contacted the Office.....	3
Case Studies.....	4
Why Visitors Contacted the Office.....	5
Undergraduate Students.....	5
Graduate Students.....	7
Employees.....	9
Others.....	9
How We Helped.....	10
Observations and Recommendations.....	12
Course Management.....	12
Timeliness.....	13
Decision-Making Authority.....	14
User-Friendly Policies.....	14
Student Conduct.....	15
Academic Accommodations.....	17
Academic Integrity.....	18
Graduate Student Issues.....	19
Activities of the Office.....	19
Summary of Recommendations.....	20

Introduction

I am pleased to present the Annual Report (the "Report") for the Ombuds Office (the "Office") covering casework from the period of May 1, 2022, to April 30, 2023. With gratitude and respect, I acknowledge that we are on the ancestral and traditional territories of the Mississauga and Haudenosaunee nations and within the lands protected by the "Dish with One Spoon" Wampum agreement.

Following a university review of the Office, the [Terms of Reference](#) ("the Terms") were revised in 2020. The Office continues to be co-funded by the University and the McMaster Students Union ("MSU") and the mandate of the Office remains to assist in the just, fair, and equitable resolution of concerns and to proactively identify areas for systemic improvement and make recommendations to changes in policies and procedures as appropriate. The guiding principles of the Office are independence, impartiality, and confidentiality.

While the Office has always been student-focused, the Terms now reflect that the Office concerns itself exclusively with student-related matters. Another important modification to the Terms is the addition of an Ombuds Advisory Committee (the "Committee") to support the day-to-day operations of the Office and provide oversight and assistance to the Ombuds in fulfilling their mandate. The Committee meets several times a year and is made up of eight members of the community, four from the MSU and four from the university, including one university senator. There are on-going discussions about adding a graduate-student representative as well as proportional Graduate Student Association funding.

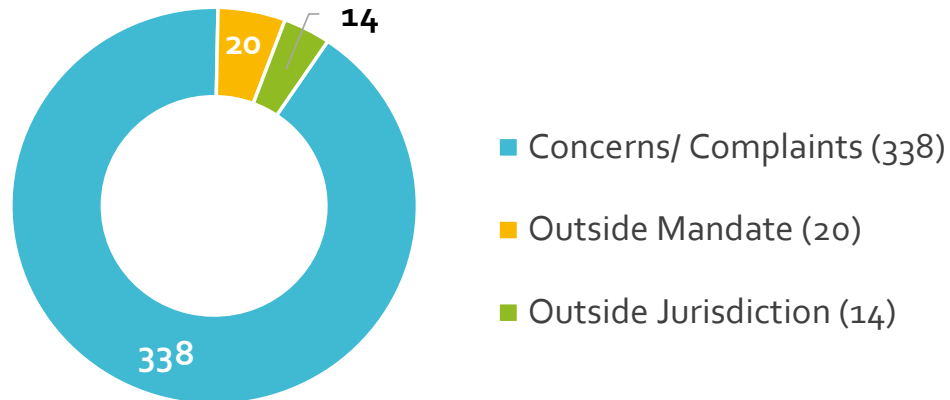
In addition to the above-mentioned changes, the President's Office has provided funding for the creation of an Assistant Ombuds position. In September of 2022, the Office welcomed Meghan Rego to this new role. Meghan is the first point of contact for the Office, manages promotion and outreach initiatives, and provides a range of administrative support.

The Report contains statistics about users of the Office and matters that we responded to, a review of some of the important work that we did in the past year, trends and recommendations for systemic improvements, and descriptions of other activities of the Office.



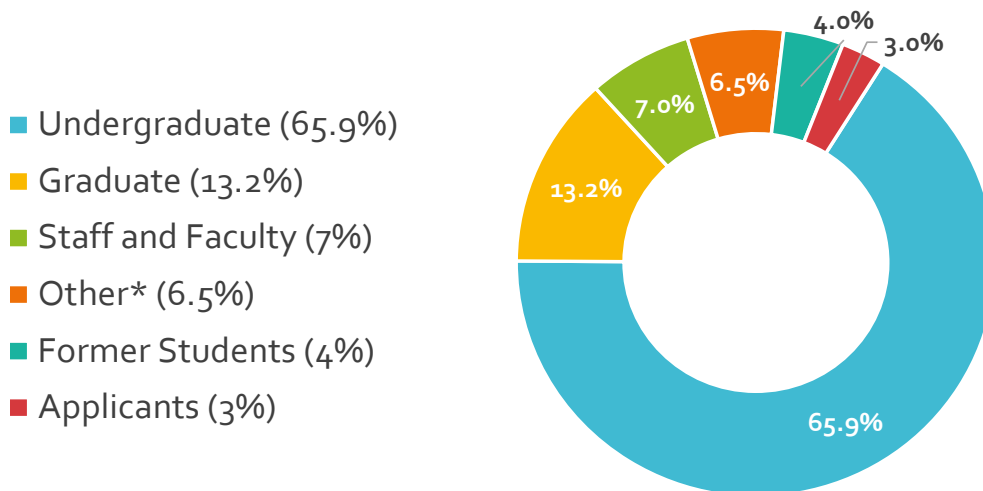
Types of Cases

The Office received 372 cases and enquiries between May 1st, 2022, and April 30th, 2023. Cases refer to concerns and complaints that are student related. Enquiries refer to matters that are related to the university but not student-related (outside mandate) and matters that are not university-related (outside jurisdiction).



Who Contacted the Office

The majority of the 372 cases and enquiries were brought by undergraduate students.



* Other includes Parents, the Ontario Ombudsman's Office**, and those outside the McMaster Community.

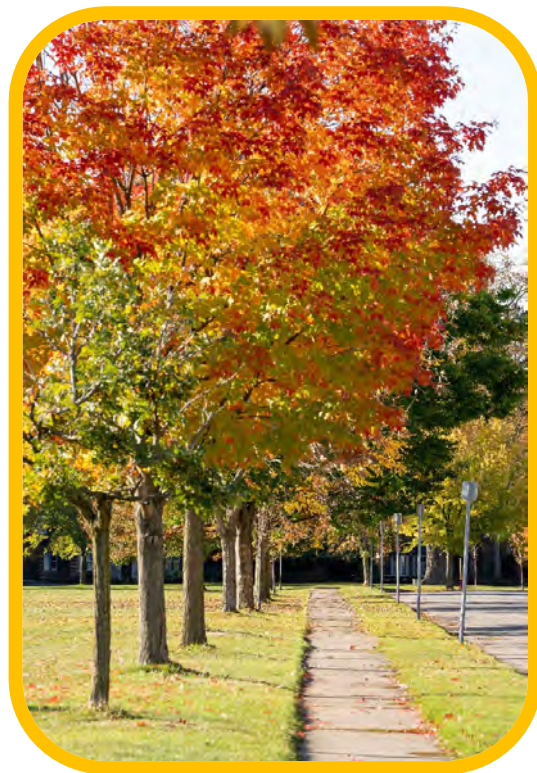
** Ombudsman Ontario is an independent office of the provincial legislature that has oversight over government and public sector bodies, including post-secondary institutions. <https://www.ombudsman.on.ca>

Case Studies

Course Management

An undergraduate student contacted the Office because the tutorial for one of their in-person courses was being taught online. Because the tutorial was scheduled immediately after an in-person lecture, the student was having difficulty finding a suitable location from which they could participate. The student was uncomfortable approaching the tutorial leader due to concerns about damaging the relationship. With the student's permission but without using their name, I contacted the tutorial leader to discuss the matter. The tutorial leader appreciated that I reached out to them directly rather than the instructor. They understood the student's concern and agreed to conduct in-person tutorials going forward.

"... the fact that the Office is impartial and independent meant that they accepted my judgement on the matter."



Financial Matter

A student complained that they thought it was unfair that they had been asked to repay money that had been mistakenly deposited in their account several months earlier. Up until the student was notified, they had assumed the payment was part of their scholarship. As a result of this misunderstanding, the student had used the money in ways that meant they were unable to make a full repayment at the time requested.

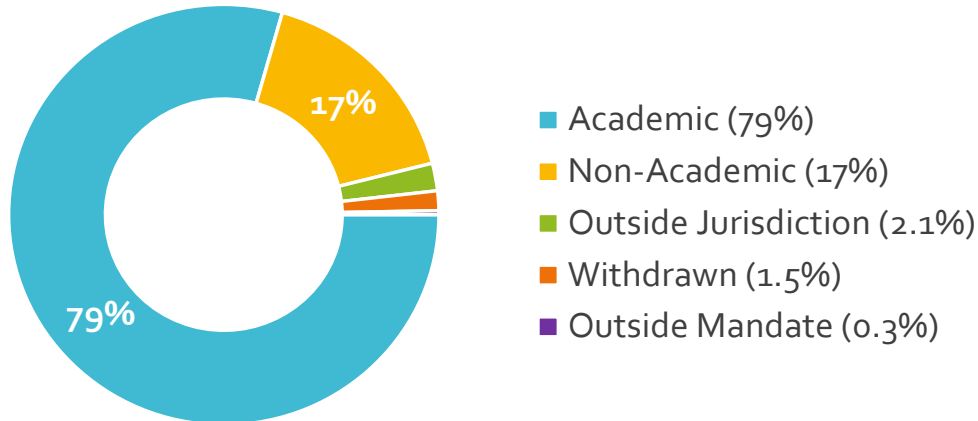
I explained to the student that while I was sympathetic to their situation, an administrative error does not entitle them to keep the money in question. I also explained that the university should be willing to negotiate a reasonable repayment plan to mitigate any difficulties resulting from the situation. I informed the student of external resources to obtain legal advice on the matter. Although the student was disappointed to hear my view that the repayment request was fair, the fact that the Office is impartial and independent meant that they accepted my judgement on the matter.

Why Visitors Contacted the Office

There was a total of 502 issues for the period of the report. The number of issues is larger than the number of cases because a matter may involve more than one issue.

Undergraduate Students

Of the 502 issues handled by the Office, 330 were related to undergraduate student matters.



Breakdown of Undergraduate Academic Issues

Of the undergraduate student issues, 262 were academic in nature and can be further divided into types of academic issues as presented below.

- Grading/Evaluation (20%)
- Course/ Program Management (16%)
- Petitions/ MSAF/ Appeals (11%)
- Accommodation (10%)
- Academic Integrity (10%)
- Behaviour of Instructor/ Teaching Assistant (5%)
- Quality of Instruction (5%)
- Application of Policy/Regulation (4%)
- Registration/ Enrolment (4%)
- Examinations (3%)
- Process Concerns (2%)
- Technological Issue/ Barrier (2%)
- Other (8%) (see Figure 1)

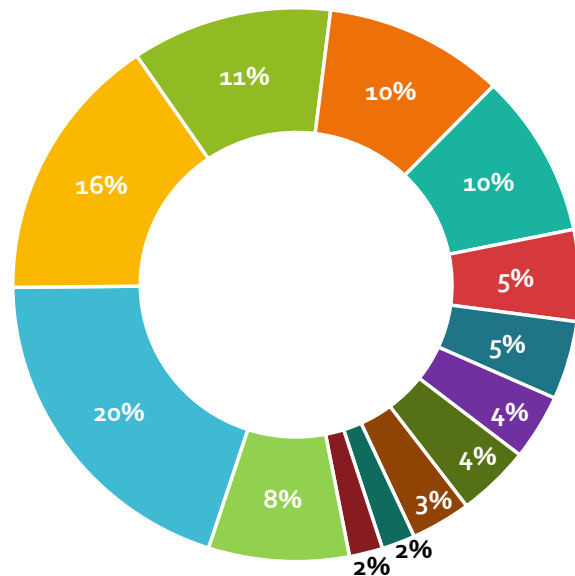


Figure 1:

Other Academic Reasons
Academic Advising
Professionalism Policies
Program/Degree Requirements
Withdrawal/Reinstatement
Co-op/Placement/ Internship
Dropping/ Withdrawing from Course
Fairness/Equity of Policy/Regulation
Freedom of Expression
Harassment/ Discrimination
Privacy/ Protection of Information
Process/Policy/Regulation

“Dear Carolyn,
 Thanks to your amazing help, my issue has successfully been resolved and I can continue to follow my dream. I greatly appreciate the advice and support you provided me along the way as well as your kindness throughout. Again, I cannot thank you enough for your services – you are seriously the best.”
 - Alyssa, (Undergraduate Student)

Breakdown of Undergraduate Non-Academic Issues

Of the 330 undergraduate student issues, 55 were non-academic as shown below.

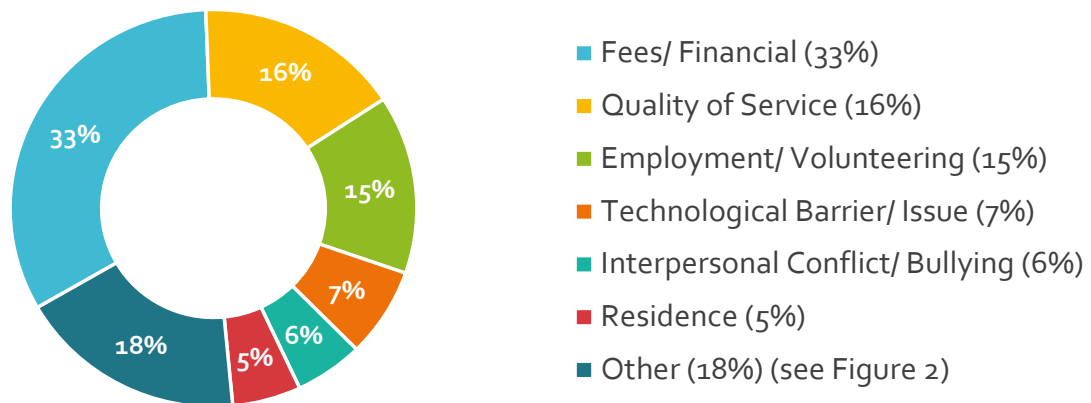
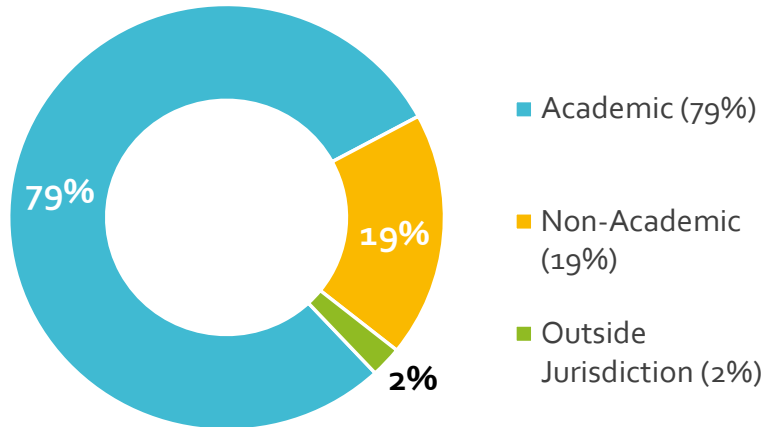


Figure 2:

Other Non-Academic Issues	
Application of Policy/Regulation	Student Association
Harassment/ Discrimination	Student Behaviour
Process Concerns	Student Club/Service
Rights of Student Groups/ Societies	Transcripts/Records

Graduate Students

Of the 502 issues handled by the Office, 86 were brought by graduate students.



Breakdown of Graduate Academic Issues

Of the 86 graduate student issues, 68 were academic in nature.

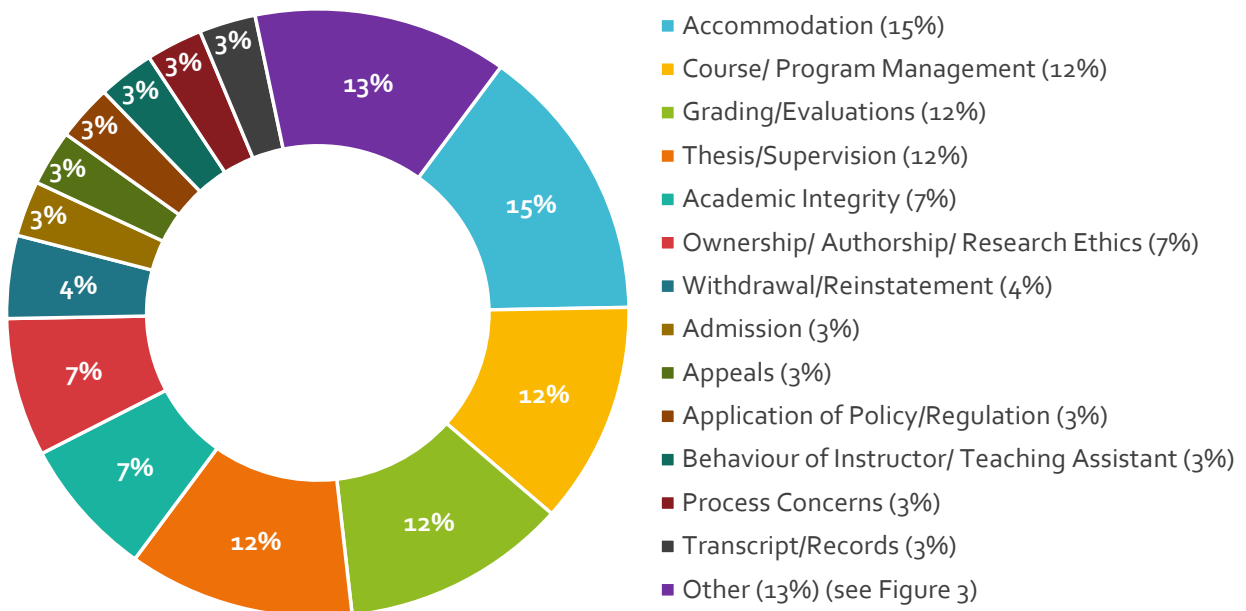


Figure 3:

Other Academic Issues
Academic Advising
Disproportionate Penalty
Dropping/ Withdrawing from Course
Fairness/Equity of Policy/Regulation
Harassment/ Discrimination
Quality of Instruction
Registration/ Enrolment
Reprisal/ Retaliation

“Thanks once again for your help and support. I will be grateful to you forever for this.”

- Graduate Student

Breakdown of Graduate Non-Academic Issues

Of the 86 graduate student issues, 18 were non-academic in nature.



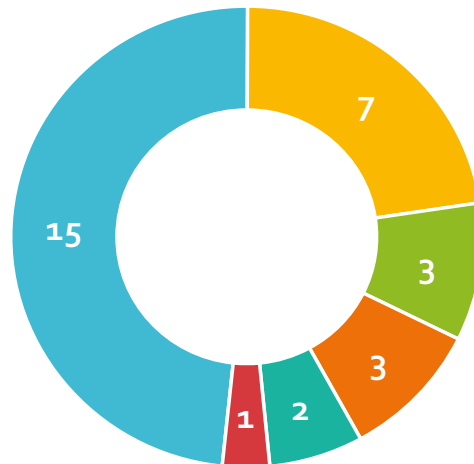
- Fees/Financial (6)
- Employment/ Volunteering (3)
- Application of Policy/Regulation (2)
- Harassment/ Discrimination (2)
- Privacy/ Freedom of Information (1)
- Quality of Service (1)
- Technological Barrier/ Issue (1)



Employees

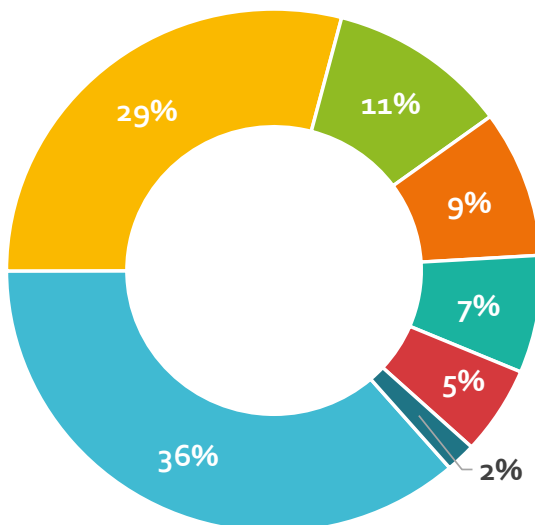
Approximately 13 per cent of cases and enquiries were brought by Faculty and Staff. Almost half of these did not involve student-related matters and, therefore, were outside the mandate of the Office.

- Outside Mandate (15)
- Issue Involving a Student (7)
- Application of Policy/Regulation (3)
- Process Concerns(3)
- Other (2)
- Issue on Behalf of Student (1)



Others

The category of "Other" includes Applicants, Former Students, Parents, Ontario Ombudsman, and non-McMaster Community Members. There were 55 reasons why these types of visitors reached out to the Office.

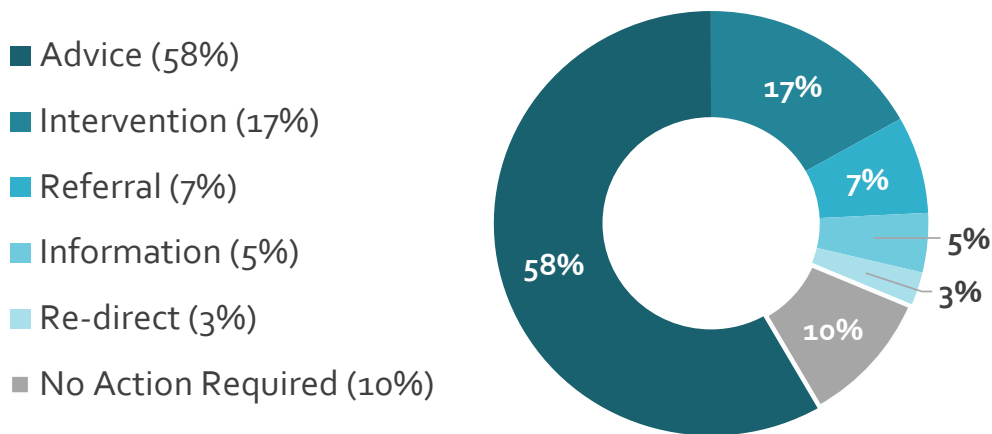


- Academic (36%)
- Non-Academic (29%)
- Outside Jurisdiction (11%)
- Issue on Behalf of Student (9%)
- Outside Mandate (7%)
- Other (5%)
- Issue Involving a Student (2%)

How We Helped

The Office provided more than one type of assistance for most cases. Almost all cases entailed providing information and referrals while the majority required more in-depth involvement. The most common form of assistance provided by the office was advice. Advice includes explaining policies and procedures, identifying and analyzing the issues, providing an objective perspective, coaching on how to raise a matter with a decision-maker or launch an appeal, helping weigh options to resolve a matter, and, because conflicts may create additional stress, gauging how a student is coping. Providing advice on a matter may require examination of policies and email correspondence, along with several meetings with a visitor. Where matters are outside our mandate or jurisdiction, we do our best to assist by providing referrals to university and external resources as appropriate.

Of the 372 cases and enquiries, 365 were closed and 7 remain active. The actions reported below are based on the 487 issues identified within the 365 closed cases and enquiries.



* Re-directs are referrals outside university.

** No action was required by the Office after being contacted by a visitor for several reasons: a visitor did not respond after being offered a meeting; a matter was resolved before the meeting occurred; or a matter was outside the mandate or jurisdiction of the Office.

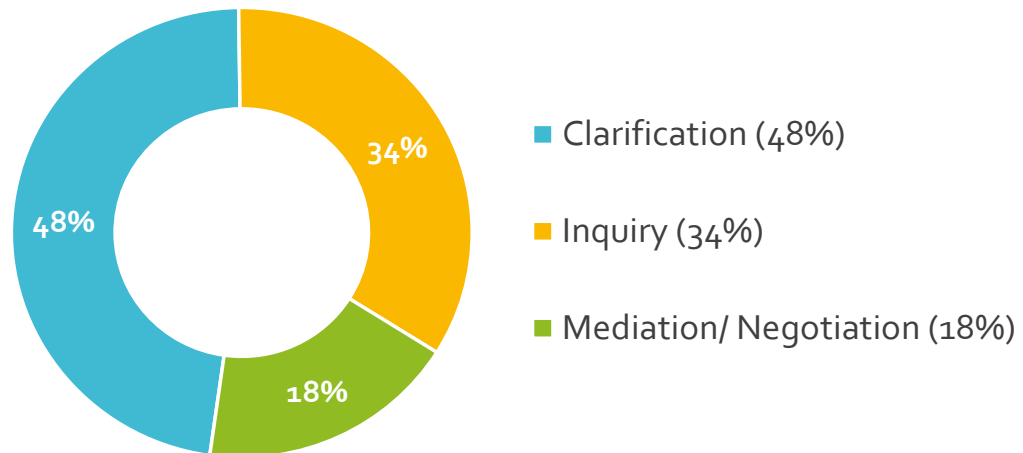
"Hi Ms. Carolyn

Thank you so much for all your help. I was able to be accepted back into McMaster with my GPA reset. Again, thank you so much, you've helped and supported me through this difficult task. Thank you so much."

- E.N. (Student)

Interventions

The Ombuds Office intervened in connection with 82 issues. The types of intervention include clarification, mediation or negotiation, and inquiries. Most interventions involved clarification of facts and issues. Mediation or negotiation involved collaborative problem solving or suggesting best practices. Of the interventions, 28 involved conducting inquiries. These were situations where, after determining the facts of a case, a resolution was recommended.



“... the mandate of the Office remains to assist in the just, fair, and equitable resolution of concerns and to proactively identify areas for systemic improvement and make recommendations to changes in policies and procedures as appropriate.” (pg. 2)



Observations and Recommendations

Course Management

Course management issues are the second most common academic issues reported by undergraduate students, second only to grading issues. The [Undergraduate Course Management Policy](#) (the "Policy") summarizes instructor responsibilities in regard to undergraduate courses. Occasionally, students feel that the rules or management of a course are unfair in ways that are not explicitly addressed in the Policy.

Final Assessment Marks

Several students have reported that their final assessment or examination marks are not provided to them in Mosaic along with their other grades. According to one visitor, students were told they could "reverse engineer" their grade, meaning that they could use the other grades they were given to calculate the missing mark. One instructor I contacted about this issue told me that the department has a policy against releasing final examination grades.

Students should be given their final assessment or examination grades for several reasons, including so they can determine if the overall grade is correct and, in the case of final examinations, so they can decide whether to request to view their examination paper should they have concerns.



Recommendation:

That the Policy include a requirement that the grades for all components of a course be released without students having to make a specific request.

Midterms Outside Scheduled Class Hours

When selecting courses, students pay particular attention to potential scheduling conflicts. In some cases, however, the course conflicts are not apparent until after receiving the course syllabus that indicates one or more midterms is scheduled outside of regular class time. As a result, the assessments may conflict with another lecture, assessment, tutorial, or with obligations outside of their studies.

Recommendation:

That courses that have assessments outside regular class time make this information available on Mosaic so that conflicts are identified for students before finalizing their course selection.

Unfair Grading Scheme

Several students have complained about courses where the mark breakdown is provisional subject to passing a component of the course, often the examination. For example, a student who receives an overall passing grade according to the mark breakdown in the syllabus and where one component is a failed exam, will receive an “F” in the course.

Recommendation:

That the Policy specifically references this grading scheme, and either prohibits it or limits it to non-required courses where the information is available to students prior to registering for the course.

Timeliness

“To ensure fairness for students, it is important that their concerns are resolved as expeditiously as possible.”

Explicit Timelines

To ensure fairness for students, it is important that their concerns are resolved as expeditiously as possible. One of the themes in the casework concerns the length of time it takes for a process in which a student is engaged to be completed.

Some policies have multiple steps in a process but may only include timelines for some aspects of the process. In one case, a student who was engaged in a process that they felt was taking too long, decided to transfer to another university rather than continue to wait for the outcome of their complaint.

What is a reasonable amount of time for a university office to informally resolve a dispute, investigate a matter, or hold a hearing should be considered from the perspective of a student who may experience delays in their studies pending the outcome of a process.

Recommendation:

That for every policy involving students that is being revised or developed, specific attention be paid to ensuring that each aspect of the process includes specific timelines that support the goal of the expeditious resolution of the process.

Uniform Language

The language used to indicate timelines is inconsistent across policies. For example, there are references in various policies to “working days,” “business days,” and “weeks”: in one policy, students are asked to contact their instructor “immediately.”

Recommendation:

That for every policy that is being revised or developed, specific attention be paid to the use of consistent and clear language when referring to timelines.

Decision-Making Authority

Delegation

One of the basic rules of fairness is that the authority to make decisions be properly vested in the decision-maker. To that end, policies should always specify who the decision-maker is, and decision-makers should only delegate their authority to whom and when it is expressly permitted by the policy.

Recommendations:

- 1) That every policy involving students indicates the decision-maker (or decision-makers) by job title for every stage in a process, including in circumstances where a review of a decision is permitted.
- 2) That where a policy authorizes a decision-maker to delegate their decision-making authority, it also includes a statement of to whom decision-making authority may be delegated, and limit delegation to those at the same level as the named decision-maker or higher.
- 3) That in cases involving delegated authority, the student who is the subject of a decision be informed to whom the matter has been delegated.

User-friendly Policies

Flowcharts

Some processes under university policies that involve multiple stages or options may be difficult for some students to follow. While some policies include flowcharts that assist students in navigating the process, others do not.

Recommendation:

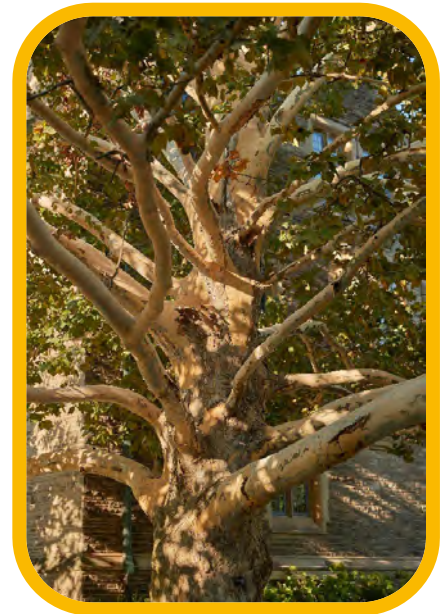
That every policy involving students that is being revised or developed include a flowchart to provide students with a visual representation of the process.

Forms

Some policies require students to fill out forms to initiate the process. In some cases, these forms are not available unless requested by a student. The need to request a form to initiate a process creates an unnecessary barrier for students.

Recommendation:

That all forms required to initiate a process be made available to students in an accessible way that does not require having to make a request to an administrator.



Student Conduct

Interim Measures

We are occasionally approached by individuals who are alleged to have breached community standards as codified in university policies. If the allegation involves student non-academic misconduct, the matter is normally dealt with under the [Student Code of Rights and Responsibilities](#) (the "Code"). One aspect of the Code involves interim measures defined as "steps that are taken where the health and safety of the student or members of the University Community are compromised or at risk, and/or in order to safeguard the environments of individuals alleging violations of the Code and of individuals whose conduct is being questioned." The measures are put in place before a fair process has occurred to determine the facts of a case and an appropriate outcome.

Because of the potential for interim measures to significantly affect a student's rights, including by issuing a *persona non grata* order, they should be both necessary in the circumstances and in place for as short a period as possible while the investigation and/or hearing process is conducted. To that end, the Code should provide a framework to ensure that Interim Measures are judiciously applied.

Recommendations:

That the Interim Measures section of the Code include the following:

- 1) greater clarity on the circumstances under which Interim Measures may be imposed, such as where a serious threat of violent behaviour exists.
- 2) a statement that the Interim Measures are not intended to be punitive and, therefore, must be directly related to the allegations and as minimally restrictive as possible to achieve the goal of harm prevention.
- 3) a statement indicating the maximum period for which Interim Measures may be in place, and a requirement that the expiration date of the Interim Measures be communicated to the student when they are informed that Interim Measures are being imposed.
- 4) a protocol for circumstances where the maximum period for Interim Measures has been exceeded. For example, if there is a need to extend the Interim Measures beyond the period specified in the Code, the student should be informed of the new timeline and given the right to an expeditious review by an appropriate decision-maker outside the Code process.



Jurisdiction

Students often take breaks during their studies prior to graduation but may still engage in university-related behaviour that can result in allegations of misconduct. In these circumstances, it is unclear whether or in what way the Code may be applied.

Recommendation:

That the Code clarify whether and/or how it applies to incidents that are alleged to have occurred when an individual is not enrolled at the university at the time of the alleged incident(s) but is eligible to continue in their program should they choose to register in the future.



“The Code is a preferable process in most cases because it provides greater procedural safeguards as well as the possibility of educational and restorative justice outcomes.”

Student Employees

I am occasionally approached by graduate students who are teaching assistants or research assistants and are facing allegations of misconduct that are not related to their employment. In some cases, they are treated as employees and the allegations are handled by Human Resources rather than by the Student Support and Case Management Office under the Code. Graduate students who are also employees are normally employed for a maximum of ten hours a week and are only employees by virtue of their status as graduate students. The Code is a preferable process in most cases because it provides greater procedural safeguards as well as the possibility of educational and restorative justice outcomes. When the matter is unrelated to employment duties, processing all students under the Code regardless of whether they are teaching assistants or research assistants would ensure greater equity among students.

Recommendations:

- 1) That the Code clarifies the criteria used to determine jurisdiction when students who are also employees are facing allegations of misconduct.
- 2) That the Code specifies a decision-maker regarding issues of jurisdiction involving students who are also employees.

Code Appeals

A student found in violation of the Code may only appeal a decision of the Dean of Students (or Provost) to the Senate Board for Student Appeals ("SBSA") in circumstances where the outcome is that the student is suspended or expelled. The SBSA is the highest level of appeal for students within the university and provides students with greater procedural protection than other processes. The three-person SBSA hearing panel includes a student member and the decisions are reported to the university senate and available publicly. The ability to appeal to the SBSA should be accessible to any student facing disciplinary action who wishes to question the outcome and/or process of a lower-level decision.

Recommendation:

That the Code allows appeals to the SBSA for any disciplinary decision or process alleged to be unfair unjust or unreasonable.

Academic Accommodations

Definition of Retroactive Accommodation

Retroactive accommodation is defined in the [Academic Accommodation of Students with Disabilities Policy](#) (the "Policy") as a request for accommodation that is made "after the fact . . . as a result of the discovery or diagnosis of a disability."

In some cases, however, students are aware of their disability but not necessarily of their right to request accommodation. This is sometimes the case even where students have explained their situation to a university official but have not been referred to Student Accessibility Services ("SAS").

Recommendation:

That the Policy include other circumstances in which a student may request retroactive accommodation such as when a student does not become aware of their right to ask for accommodation until after a course has been completed or where there are difficulties with the implementation of approved accommodations.



Retroactive Accommodation Process

According to the Policy, SAS is responsible for assessing the duty to accommodate and developing an accommodation plan; however, the Policy is silent on whether this duty applies to retroactive accommodation requests, including those by former students. In some cases, those seeking retroactive accommodation have been advised to make their request to the Equity and Inclusion office or the student's faculty office.

Recommendation:

That the Policy make clear all aspects of the process or processes related to retroactive accommodation requests and, if more than one process exists, that the Policy include the criteria used to determine the appropriate process.

Jurisdiction

The Policy states that it applies to students in "shared institutional programs e.g. Mohawk College and Conestoga combined programs where they are registered as a McMaster student." For McMaster students in these joint programs, however, the Policy is unclear on which institution administers the Policy. One student in a joint program reported that they were required to request accommodation through both the university and the college accessibility offices which created an additional burden on a student who was experiencing disability-related challenges. In another case, a student reported that they were told to request retroactive accommodation from the college but when they did so, their request was denied on the basis that the college did not allow for retroactive accommodation, even though it is explicitly mentioned in McMaster's Policy.

Recommendation:

That the Policy clarifies the process for McMaster students in joint programs, including whether their accommodation requests are to be handled by SAS, and, if not, how the university will ensure these students receive equitable treatment.

Academic Integrity

Penalties

Several students expressed concern that if they were to appeal an instructor or adjudicator decision under the [Academic Integrity Policy](#) (the "Policy"), they could receive a harsher penalty than the one imposed at the previous level. As a result, a student who believes a decision is unfair may, nonetheless, choose to forego their right to appeal rather than risk a worse outcome.

Recommendation:

That the Policy makes it clear that a student will not receive a harsher penalty if they appeal a decision and are unsuccessful.



Graduate Student Issues

Regulations

Several cases in the past year have centred on disputes involving the School of Graduate Studies Regulations (the “Regulations”). Any decision based on the Regulations that could potentially have negative consequences for a graduate student attracts the duty to provide procedural fairness: a student should have a reasonable opportunity to present their case, and the decision-maker has a duty to listen fairly to both sides before rendering a decision. Where the impact on the student is significant, the decision should be in writing and include reasons. Even though a decision may be appealed, the right to procedural fairness exists at every level of decision-making.

Recommendation:

That the Regulations explicitly include the duty of decision-makers to provide procedural fairness.

Activities of the Office

This has been a busy year for the office: we acquired and developed a new database and oversaw the renovations of the office space and newly added reception area. We attended several workshops and training sessions relevant to our work.

Presentations and Outreach

We participated in the MSU and Graduate Resources Fairs and presented at the Student Representative Assembly and the Graduate Student Association.

Committee Work

I regularly attended several committees and policy working groups. These included Senate, the Associate Deans Group, Privacy Community of Practice, Sexual Violence Prevention Response Task Force, and President’s Advisory Committee on Building an Inclusive Community.

Professional Associations

I am the president of the Association of Canadian College and University Ombudspersons (ACCUO), an executive board member of the Forum of Canadian Ombudsman (FCO), and a member of the European Network of Ombuds in Higher Education (ENOHE). I was co-chair of the joint FCO-ACCUO conference in Ottawa (October 2022) and a presenter at the ENOHE conference in Athens, Greece (June 2022).

“Dear Carolyn,

Thank you for listening to my situation and for providing your support. I think you are doing a wonderful job at McMaster University. I owe you a hug... I owe you this degree when I finish next term.”

- Undergraduate Student



With gratitude

Open communication with faculty and staff is essential to resolving student concerns in a timely way thereby easing unnecessary stress and anxiety for those involved. I would like to thank all our colleagues for their dialogue and willingness to discuss possible resolutions to concerns brought to the Office. My sincere gratitude to the Ombuds Advisory Committee for their guidance and support. I would also like to thank the Assistant Ombuds, Meghan Rego, for her many contributions to the Office. And a special thanks to all the students who placed their trust in us and shared their stories.

Summary of Recommendations

Course Management

Final Assessment Marks Recommendation:

That the Policy include a requirement that the grades for all components of a course be released without students having to make a specific request.

Midterms Outside Scheduled Class Hours Recommendation:

That courses that have assessments outside regular class time make this information available on Mosaic so that conflicts are identified for students before finalizing their course selection.

Unfair Grading Scheme Recommendation:

That the Policy specifically references this grading scheme, and either prohibits it or limits it to non-required courses where the information is available to students prior to registering for the course.

Timeliness

Explicit Timelines Recommendation:

That for every policy involving students that is being revised or developed, specific attention be paid to ensuring that each aspect of the process includes specific timelines that support the goal of the expeditious resolution of the process.

Uniform Language Recommendation:

That for every policy that is being revised or developed, specific attention be paid to the use of consistent and clear language when referring to timelines.

Academic Integrity

Penalties Recommendation:

That the Policy makes it clear that a student will not receive a harsher penalty if they appeal a decision and are unsuccessful.

Decision-Making Authority

Delegation Recommendations:

- 1) That every policy involving students indicates the decision-maker (or decision-makers) by job title for every stage in a process, including in circumstances where a review of a decision is permitted.
- 2) That where a policy authorizes a decision-maker to delegate their decision-making authority, it also includes a statement of to whom decision-making authority may be delegated, and limit delegation to those at the same level as the named decision-maker or higher.
- 3) That in cases involving delegated authority, the student who is the subject of a decision be informed to whom the matter has been delegated.

User-friendly Policies

Flowcharts Recommendation:

That every policy involving students that is being revised or developed include a flowchart to provide students with a visual representation of the process.

Forms Recommendation:

That all forms required to initiate a process be made available to students in an accessible way that does not require having to make a request to an administrator.

Graduate Student Issues

Regulations Recommendation:

That the Regulations explicitly include the duty of decision-makers to provide procedural fairness.

Student Conduct

Interim Measures Recommendations:

That the Interim Measures section of the Code include the following:

- 1) greater clarity on the circumstances under which Interim Measures may be imposed, such as where a serious threat of violent behaviour exists.
- 2) a statement that the Interim Measures are not intended to be punitive and, therefore, must be directly related to the allegations and as minimally restrictive as possible to achieve the goal of harm prevention.
- 3) a statement indicating the maximum period for which Interim Measures may be in place, and a requirement that the expiration date of the Interim Measures be communicated to the student when they are informed that Interim Measures are being imposed.
- 4) a protocol for circumstances where the maximum period for Interim Measures has been exceeded. For example, if there is a need to extend the Interim Measures beyond the period specified in the Code, the student should be informed of the new timeline and given the right to an expeditious review by an appropriate decision-maker outside the Code process.

Jurisdiction Recommendation:

That the Code clarify whether and/or how it applies to incidents that are alleged to have occurred when an individual is not enrolled at the university at the time of the alleged incident(s) but is eligible to continue in their program should they choose to register in the future.

Student Employees Recommendations:

- 1) That the Code clarifies the criteria used to determine jurisdiction when students who are also employees are facing allegations of misconduct.
- 2) That the Code specifies a decision-maker regarding issues of jurisdiction involving students who are also employees.

Code Appeals Recommendation:

That the Code allows appeals to the SBSA for any disciplinary decision or process alleged to be unfair unjust or unreasonable.

Academic Accommodations

Definition of Retroactive Accommodation Recommendation:

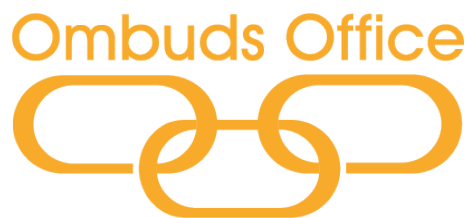
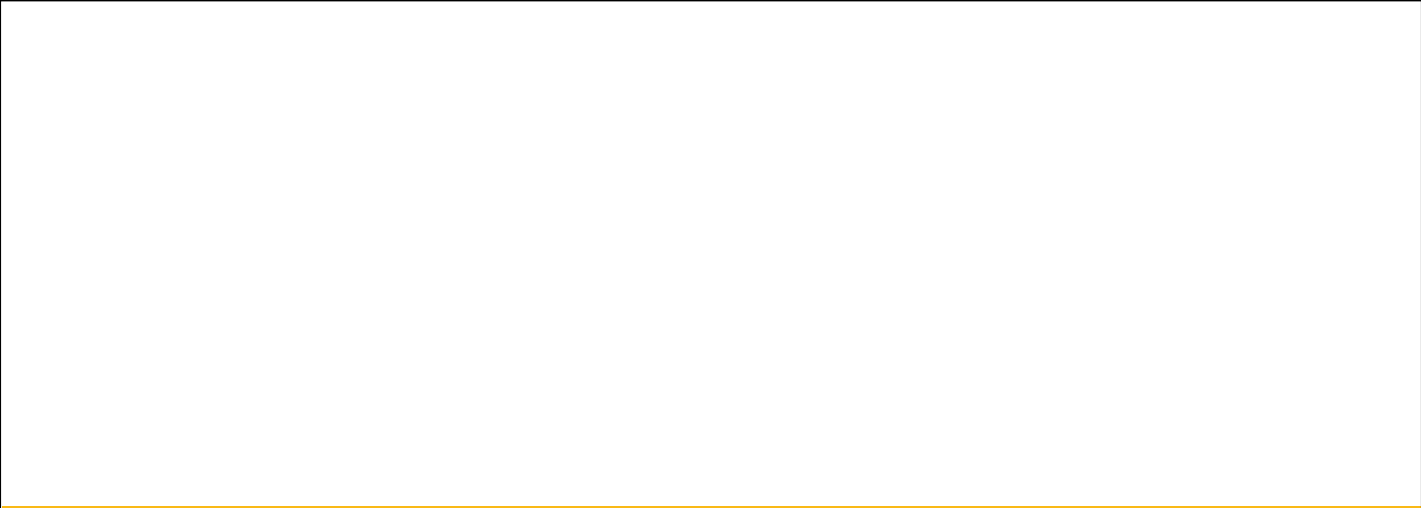
That the Policy include other circumstances in which a student may request retroactive accommodation such as when a student does not become aware of their right to ask for accommodation until after a course has been completed or where there are difficulties with the implementation of approved accommodations.

Retroactive Accommodation Process Recommendation:

That the Policy make clear all aspects of the process or processes related to retroactive accommodation requests and, if more than one process exists, that the Policy include the criteria used to determine the appropriate process.

Jurisdiction Recommendation:

That the Policy clarifies the process for McMaster students in joint programs, including whether their accommodation requests are to be handled by SAS, and, if not, how the university will ensure these students receive equitable treatment.



**REPORT TO SENATE
from the
GRADUATE COUNCIL**

For Information

I. Research Plagiarism Checking

At its meeting on September 19th, 2023 Graduate Council approved that the implementation of the University's Research Plagiarism Checking for graduate theses be deferred from October 1, 2023 to December 1st, 2023

II. New Awards

Name of Fund: The John Yip Family Bursary

Terms of Reference for Fund:

Established in 2022 by John Yip, M.B.A. (Class of '97). To be awarded to an incoming full-time or co-op MBA student with an interest in Health Management Services who demonstrates financial need.

Name of Fund: The John Yip Family MBA Scholarship

Terms of Reference for Fund:

Established in 2022 by John Yip, M.B.A. (Class of '97). To be awarded to an incoming full-time or co-op MBA student with an interest in Health Management Services who demonstrates both outstanding academic achievement and significant extra-curricular and/or professional achievements.

Name of Fund: The Jacob (Jack) Franklin Leon Memorial Scholarship

Terms of Reference for Fund:

Established in 2023 by the Estate of Jacob (Jack) Franklin Leon, who was a practicing psychologist at Mohawk College. To be awarded by the School of Graduate Studies on the recommendation of the Department of Psychiatry and Behavioural Neurosciences to a graduate student enrolled in the Psychotherapy program who demonstrates academic excellence and excellence in clinical practice and compassion for working with individuals with mental illness.

Name of Fund: The Wilhelm Eisenbichler Scholarship

Terms of Reference for Fund:

Established in 2023 by Konrad Eisenbichler, HBA (Class of '73), MA (Class of '74) to honour his brother, Wilhelm Eisenbichler, HBA (Class of '75), MA (Class of '76) and to recognize their shared passion for the study and enjoyment of Italian culture, and to encourage others in this field. To be awarded by the School of Graduate Studies, on the recommendation of the Department of History to a graduate student in the Department of History who is studying or conducting research in Italian, Italian-Canadian, or Early Modern European History and demonstrates academic excellence.

Name of Fund: The Dr. M. Corinne Devlin Graduate Scholarship in Women's Health

Terms of Reference for Fund:

Established in 2023 by Kelly Kjeldsen and the family and friends of Dr. M. Corinne Devlin to honour the contributions Dr. Devlin made to McMaster University and to advancing women's health. To be awarded

by the School of Graduate Studies, on the recommendation of the Faculty of Health Sciences, to a graduate student in the Faculty of Health Sciences who demonstrates research excellence in women's health.

Name of Fund: The Fergal P. Mills Graduate Bursary in Health Economics

Terms of Reference for Fund:

Established in 2023 by Dr. Edward Mills, in loving memory of his brother Mr. Fergal P. Mills. To be awarded by the School of Graduate Studies to graduate students enrolled in the Department of Health Research Methods, Evidence and Impact who demonstrate financial need and are conducting research in Health Economics.

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

REPORT TO SENATE
from the
UNDERGRADUATE COUNCIL

FOR APPROVAL

1. New Certificate of Attendance Program Proposals from the Department of Psychiatry & Behavioural Neurosciences

At its meeting on September 26, 2023, the Undergraduate Council approved, for recommendation to Senate, the following nineteen Certificate of Attendance programs from the Department of Psychiatry & Behavioural Neurosciences. Further details are contained within the circulated materials.

These programs were approved by the University Student Fees Committee on September 19, 2023, and will also be approved by the University Planning Committee on October 18, 2023.

- a. **CBT for Obsessive Compulsive Disorder**
- b. **Integrating Measurement-Based Care into CBT**
- c. **Mindfulness and CBT (MCBT)**
- d. **CBT for Childhood OCD**
- e. **CBT for Insomnia**
- f. **Supporting the Transgender and Gender Diverse (TGD) Community Through CBT**
- g. **CBT for Perinatal Mood and Anxiety Disorders (PMADS)**
- h. **CBT for Chronic Pain**
- i. **CBT Considerations with Indigenous Clients**
- j. **Harm Reduction and CBT for Concurrent Disorders**
- k. **Behavioural Approaches in CBT: Exposure and Behavioural Activation**
- l. **Working with Core Beliefs Across Mood and Anxiety Disorders**
- m. **CBT for Depression**
- n. **Enhancing Parent Engagement in CBT for Childhood Anxiety**
- o. **Acceptance and Commitment Therapy (ACT)**
- p. **PsychoCommerce: The Business of Mental Healthcare**
- q. **Application of cognitive behavioural therapy to support people facing serious medical illness**
- r. **CBT for Psychosis**
- s. **CBT for Generalized Anxiety Disorder**

It is now recommended,

that Senate approve the nineteen Certificate of Attendance programs, as circulated.

2. Revision to Existing Diploma Program

At the same meeting, the Undergraduate Council approved, for recommendation to Senate, revisions to the Business Administration (Generalist) Diploma. Further details are contained within the circulated materials.

This revision will be approved by the University Planning Committee on October 18, 2023.

a. BUS 490 Financial Modelling and Analysis: Course Cancellation/Removal

It is now recommended,

that Senate approve the revisions to the Business Administration (Generalist) diploma program, as circulated.

3. Closure of Diploma Program

At the same meeting, the Undergraduate Council also approved, for recommendation to Senate, the closure of the Business Administration Diploma with the Finance Concentration. Further details are contained within the circulated materials.

The closure of this diploma program will also be approved by the University Planning Committee on October 18, 2023.

a. Closure of Business Administration Diploma with Finance Concentration

It is now recommended,

that Senate approve the closure of the Business Administration Diploma with the Finance Concentration, as circulated.

FOR INFORMATION

4. Terms of Award

At the same meeting, the Undergraduate Council approved the following award terms. These items are for information only.

a. Proposed New Awards

The Waguih Ishak International Scholarship
The CIBC Future Technology Leaders Scholarship
The Hazelview Business Scholarship

The Hazelview Engineering Scholarship
The Gwen Hoover Memorial French Scholarship
The Margaret and Ed Lyons Scholarship
The Frank and Carol Tristani Business and IBEHS Scholarship
The voestalpine High Performance Metals Memorial Scholarship

b. Changes to Award Terms

The Legacy Language Scholarship
The Legacy Science Scholarship
The Grace Senra-Fontes Memorial Prize
The L.A. Prince Merit Award

c. Award Name Changes

The Helen M. Currey Scholarship → The Legacy Language Scholarship
The Lloyd Memorial Scholarship → The Legacy Science Scholarship

d. Awards Removed from the Undergraduate Calendar

The Createch Scholarship (10773216)
The Hatch Entrance Scholarship (10776234)
The Albert Matthews Scholarship (10777411)
The Harold Matthews Scholarship (10777421)
The IC Mcnee Scholarship (10777091)
The Ontario Association of Social Workers Prizes (10773574)
The SHIMCO Scholarship (20001680)
The D.E. Thomson Scholarship (10779301)
The Wheeler Scholarship (10779581)

e. Proposed New Bursaries

The Booth School Trailblazer Bursary
The Isabella Rose Heap Champagne Bursary
The Valerie Davidson Bursary
The Hazelview Business Bursary
The Hazelview Engineering Bursary
The Julie Patel Faculty of Health Science Bursary
The Stacey Skalko Social Work Bursary

f. Changes to Bursary Terms

The Dr. Kenneth and Joan Hall and William Haartman Bursary
The Julie Patel Indigenous & Racialized Bursary

g. Bursary Name Changes

The Dr. Kenneth and Joan Hall and William Haartman Bursary

The Rotary Clubs of Burlington Central and Burlington Lakeshore Bursary for Indigenous Students

h. Bursaries Removed from the Undergraduate Calendar

The Shelly Ferguson Bursary (20013754)
The Freeman Family Foundation Bursary (10774652)
The Betty May Lamb Memorial Bursary (10776948)
The Daniel Phelan Bursary (20019088)
The Thomas Truman Bursary (10779431)

i. Proposed Academic Grants

The Glenn Chapman & Ann Carlsen Academic Grant
The Anne Keenleyside Anthropology Academic Grant
The Maxwell L Scheffel and Marie L Scheffel Academic Grant
The Peter and Judy Smith Academic Grant

5. Establishment of the Ad Hoc Committee on Relief for Student Absences

At the same meeting, the Undergraduate Council approved the establishment of the Ad Hoc Committee on Relief for Student Absences, which will review and suggest revisions to the Policy on Requests for Relief for Missed Academic Term Work.

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

Senate: FOR APPROVAL/INFORMATION
October 18, 2023



Psychiatry &
Behavioural
Neurosciences

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Certificate of Attendance Program Proposal

Department and Program Information		
Program Name:	CBT for Obsessive Compulsive Disorder	
Credential:	Certificate of Attendance	
Name of Representative	Karen Rowa, Jenna Boyd	
Effective Date:	October 2023	
Date of Submission	September 1, 2023	
Program Fee per Participant	\$249.00	
Academic Merit		
Program Overview	This workshop will teach participants the core CBT skills to effectively treat OCD. Skills include psychoeducation, exposure and response prevention, cognitive strategies (e.g., Thought-Action-Fusion experiments, cumulative probability, morality continuum), and relapse prevention.	
Learning Objectives	<ol style="list-style-type: none"> 1. To learn and apply the CBT model of OCD. 2. To learn how to develop effective exposure and response prevention targets. 3. To learn when and how to apply certain cognitive techniques. 4. To discuss challenging presentations of OCD and how to effectively use CBT strategies in these cases. 	
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.	
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend all 7 hours.	
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.	
Student Evaluations	n/a	
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.	
Listing of Topics to be covered		
Topic(s)	Practical Issues/Applied Practice	Suggested Readings

<ul style="list-style-type: none"> • CBT model of OCD • Exposure and response prevention • Cognitive strategies • Relapse prevention strategies 	Use clinical vignettes to illustrate the clinical applications	Franklin, M. E., & Foa, E. B. (2021). Obsessive–compulsive disorder. In D. H. Barlow (Ed.), <i>6th ed.; clinical handbook of psychological disorders: A step-by-step treatment manual (6th ed.)</i> (6th ed. ed., pp. 133-183, 822 Pages). New York, NY: The Guilford Press.
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Suggested Accompanying Texts
See above



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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	Integrating Measurement-Based Care into CBT
Credential:	Certificate of Attendance
Name of Representative	Elizabeth Pawluk & Danielle Rice
Effective Date:	November 2023
Date of Submission	September 1, 2023
Program Fee per Participant	\$249.00
Academic Merit	
Program Overview	This workshop will teach participants about data-informed decision making when providing CBT. Skills taught will be informed by the best practice guidelines for measurement-based care and CBT for common mental health disorders. Discussing measurement-based care with patients, selecting measures to use, discussing treatment progress, and integrating data-informed decision making into treatment will be areas of focus.
Learning Objectives	<ol style="list-style-type: none"> 1. To learn what data-informed decision making is and what it includes in the context of CBT. 2. To learn about collaboratively collecting data from patients. 3. To discuss how to engage in shared decision making during CBT.

	<ol style="list-style-type: none"> 4. To discuss common perceived barriers and how to address these. 5. To discuss challenging presentations of GAD and how to effectively use CBT strategies in these cases. 6. To learn hands on skills for implementing and advocating for measurement based care in your practice. 	
Meeting Learning Objectives	The program will achieve the stated program objectives through a one-day (7 hour) workshop.	
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend the entire session.	
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.	
Student Evaluations	n/a	
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.	
Listing of Topics to be covered		
Topic(s)	Practical Issues/Applied Practice	Suggested Readings
<ul style="list-style-type: none"> • Data-informed decision making in CBT • Integrating measurement-based care for the treatment of common mental health disorders 	Use clinical vignettes, videos, and role plays to illustrate the clinical applications	<p>Giedzinska, A., & Wilson, A. R. (2022). The Clinician's Handbook on Measurement-based Care: The How, the What, and the why Bother. American Psychiatric Pub.</p> <p>Clark, D. M., Canvin, L., Green, J., Layard, R., Pilling, S., & Janecka, M. (2018). Transparency about the outcomes of mental health services (IAPT approach): an analysis of public data. The Lancet, 391(10121), 679-686.</p>
Suggested Accompanying Texts		
See above		



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Certificate of Attendance Program Proposal

Department and Program Information		
Program Name:	Mindfulness and CBT (MCBT)	
Credential:	Certificate of Attendance	
Name of Representative	Brenda Key, PhD	
Effective Date:	November 2023	
Date of Submission	September 1, 2023	
Program Fee per Participant	\$249.00	
Academic Merit		
Program Overview	This workshop will provide a comprehensive overview of MCBT, including core concepts of (a) present-focused awareness, (b) an accepting or open attitude, (c) a nonjudging approach, (d) compassion for self and others, and (e) the energy of mindfulness and learn how to use cognitive methods and mindfulness meditation to interrupt the automatic processes that often trigger mood changes or somatic symptoms.	
Learning Objectives	<ol style="list-style-type: none"> 1. To learn about the benefits of mindfulness 2. To learn the key principles of mindfulness 3. To learn and practice a variety of mindfulness practices and how they can be applied in clinical work; 4. To learn how thoughts and core beliefs dictate stress reactivity, and how mindfulness facilitates self-management of that reactivity; 5. To learn how to apply mindfulness practices in both clinical practice and personal activities. 	
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.	
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend the full day	
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.	
Student Evaluations	n/a	
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.	
Listing of Topics to be covered		
Topic(s)	Practical Issues/Applied Practice	Suggested Readings
<ol style="list-style-type: none"> 1. Benefits of mindfulness and the ways in which it can be utilised 2. Core principles of mindfulness 3. Specific mindfulness techniques 	Use clinical vignettes to illustrate the clinical applications	Mindfulness-based cognitive therapy. (n.d.). Retrieved from http://bemindful.co.uk/understanding-mindfulness/mindfulness-based-cognitive-therapy Metcalf, C.A., & Dimidjian, S.

<p>4. Applying these in clinical practice</p> <p>5. Applying these in other situations</p>		<p>(2014). Extensions and mechanisms of mindfulness-based cognitive therapy: A review of the evidence. <i>Australian Psychologist</i>, 49(5), 271-279. DOI: 10.1111/ap.12074</p> <p>Sipe, W.E., & Eisendrath, S.J. (2012). Mindfulness-based cognitive therapy: Theory and practice [Abstract]. <i>Canadian Journal of Psychiatry</i>, 57(2), 63-69. Retrieved from http://www.ncbi.nlm.nih.gov/pubmed/22340145</p>
<p>Suggested Accompanying Texts See above</p>		



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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	CBT for Childhood OCD
Credential:	Certificate of Attendance
Name of Representative	Carrie Bullard, RN PhD PMHC(c)
Effective Date:	November 2023
Date of Submission	September 1, 2023
Program Fee per Participant	\$249.00
Academic Merit	
Program Overview	The workshop on Cognitive Behavioral Therapy (CBT) for Childhood Obsessive-Compulsive Disorder (OCD) aims to equip participants with the necessary knowledge and skills to treat children and adolescents struggling with OCD effectively. By the end of the workshop, participants will have gained an understanding of CBT for childhood OCD and the practical skills

	necessary to implement evidence-based interventions effectively.
Learning Objectives	<ol style="list-style-type: none"> 1. Identify and differentiate between typical childhood behaviours and signs of OCD to promote timely interventions. 2. Develop skills in designing and implementing age-appropriate exposure/response prevention challenges tailored to children's specific obsessions and compulsions. 3. Learn to guide children in identifying and challenging distorted thoughts, fostering a skillful approach to modifying unhelpful cognitive beliefs contributing to OCD symptoms. 4. Develop effective strategies for involving parents and caregivers in the treatment process, providing psychoeducation, and equipping them to support and reinforce therapeutic strategies at home.
Meeting Learning Objectives	The program will achieve the stated program objectives through a one-day, 7-hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend the full-day
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered

Topic(s)	Practical Issues/Applied Practice	Suggested Readings
<ol style="list-style-type: none"> 1. Psychoeducation of childhood OCD 2. Understanding the core CBT concepts for childhood OCD treatment 3. Treatment planning considerations (i.e., children's developmental stages, cognitive abilities, and family dynamics) 4. Exposure and Response Prevention (ERP) 5. Cognitive Restructuring Techniques 6. Engagement and motivation of Young Clients 7. Involving families effectively 	<p>The workshop will use a combination of didactic presentations, case studies, role-playing, group discussions, and hands-on exercises to foster participants' confidence in applying CBT for childhood OCD.</p>	<p>Freeman, J., Benito, K., Herren, J., Kemp, J., Sung, J., Georgiadis, C., Arora, A., Walther, M., & Garcia, A. (2018). Evidence base update of psychosocial treatments for pediatric obsessive-compulsive disorder: evaluating, improving, and transporting what works. <i>Journal of Clinical Child & Adolescent Psychology, 47</i>(5), 669–698.</p> <p>Barrett, P. M., Farrell, L., Pina, A. A., Peris, T. S., & Piacentini, J. (2008). Evidence-based psychosocial treatments for child and adolescent obsessive-compulsive disorder. <i>Journal of</i></p>

8. Addressing treatment challenges	<i>Clinical Child & Adolescent Psychology, 37(1), 131–155.</i>
Suggested Accompanying Texts Franklin, M. E., Freeman, J. B., & March, J. S. (2018). <i>Treating OCD in children and adolescents: A cognitive-behavioral approach</i> . Guilford Publications.	



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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	CBT for Insomnia
Credential:	Certificate of Attendance
Name of Representative	Dr. Tyler Tulloch
Effective Date:	December 2023
Date of Submission	September 1, 2023
Program Fee per Participant	\$249.00
Academic Merit	
Program Overview	This workshop will teach participants the core CBT skills to effectively treat insomnia. Skills include psychoeducation, case conceptualization, sleep restriction, stimulus control, counterarousal skills (e.g., relaxation, worry scheduling), and cognitive strategies (e.g., identifying and challenging unhelpful beliefs about sleep).
Learning Objectives	<ol style="list-style-type: none"> 1. To learn about modifiable factors that impact sleep and perpetuate insomnia 2. To learn assessment and case conceptualization strategies for treating insomnia 3. To learn behavioural strategies for treating insomnia, such as sleep restriction, stimulus control, and counterarousal skills 4. To learn how to apply cognitive restructuring techniques 5. To discuss common barriers to patient adherence and how to overcome them
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.

Program Completion Requirements	To receive a Certificate of Attendance, participants must attend all 7 hours.	
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.	
Student Evaluations	n/a	
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.	
Listing of Topics to be covered		
Topic(s)	Practical Issues/ Applied Practice	Suggested Readings
<ul style="list-style-type: none"> • Sleep architecture (stages of sleep) • Two-process model of sleep (sleep drive and circadian rhythm) • Case conceptualization and treatment planning • Behavioural and cognitive strategies • Overcoming barriers to adherence 	Use clinical vignettes to illustrate the clinical applications	Manber, R., & Carney, C. E. (2015). <i>Treatment plans and interventions for insomnia</i> . The Guilford Press.
Suggested Accompanying Texts		
See above		



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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	Supporting the Transgender and Gender Diverse (TGD) Community Through CBT.
Credential:	Certificate of Attendance
Name of Representative	Taylor Hatchard
Effective Date:	January 2024
Date of Submission	September 1, 2023
Program Fee per Participant	\$249.00
Academic Merit	
Program Overview	This workshop will teach participants the core CBT skills to effectively treat the impact of minority stress in TGD individuals. An overview of the gender-based minority stress and associated

	treatment outcomes will be presented. Skills taught will include psychoeducation, cognitive restructuring, behavioural interventions (e.g., addressing overgeneralized avoidance, increasing affirming behaviours) to increase healing and resilience within. TGD individuals.
Learning Objectives	<ol style="list-style-type: none"> 1. To learn the current treatment outcomes for TGD individuals and current issues face by the community. 2. To learn and apply the CBT model of gender-related minority stress. 3. To learn when and how to apply cognitive and behavioural techniques for addressing gender-related minority stress. 4. To discuss challenging presentations of minority stress and how to effectively use CBT strategies in these cases.
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend entire session.
Program Delivery Format	The session will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered

Topic(s)	Practical Issues/Applied Practice	Suggested Readings
<ul style="list-style-type: none"> • Psychoeducation on gender-related minority stress and current issues within the TGD community • Cognitive and Behavioural strategies to address gender-related minority stress • Case examples 	Use clinical vignettes to illustrate the clinical applications	Mélise J. Ouellette, Christina Mutschler, Sophia L. Roth, Randi E. McCabe, Talia Tissera, Herry Patel, Jenna E. Boyd, Andrew A. Nicholson, Jennifer Hewitt, Jillian Lopes, Lisa Jeffs, Maiko A. Schneider, Margaret C. McKinnon & Taylor Hatchard (2023) The Transcending Protocol: A Cognitive-Behavioral Approach for Addressing the Psychosocial Impact of Minority Stress in Transgender and Gender Diverse Individuals, Journal of LGBTQ Issues in Counseling, 17:1, 57-76, DOI: 10.1080/26924951.2022.2096168

Suggested Accompanying Texts

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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	CBT for Perinatal Mood and Anxiety Disorders (PMADS)
Credential:	Certificate of Attendance
Name of Representative	Stephanie Kolaski, RP, PMH-C
Effective Date:	January 2024
Date of Submission	September 1, 2023
Program Fee per Participant	\$249.00
Academic Merit	
Program Overview	This workshop will equip participants with CBT skills to effectively treat perinatal mood and anxiety disorders. An overview of PMADS, risk factors, and associated treatment outcomes will be presented, as well as considerations for special populations. Skills taught will focus on CBT skills such as cognitive restructuring, behavioural activation, and exposure and response prevention.
Learning Objectives	<ol style="list-style-type: none"> 1. Obtain an understanding of perinatal mood and anxiety disorders. 2. Learn and apply the CBT to PMADS. 3. Learn when and how to apply behavioural techniques such as behavioural activation and exposure and response prevention. 4. Discuss challenges to screening and providing early intervention for PMADS. 5. Understand challenges faced for special populations with PMADS.
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend the full day
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at

		the end of the day for future planning.
Listing of Topics to be covered		
Topic(s)	Practical Issues/Applied Practice	Suggested Readings
<ul style="list-style-type: none"> • PMADS: types, occurrence, risk factors • CBT treatment approach • Behavioural treatment approaches • Barriers and challenges to treatment of PMADs • Considerations for special populations 	Use clinical vignettes to illustrate the clinical applications	<p>The Pregnancy and Postpartum Anxiety Workbook: Practical Skills to Help You Overcome Anxiety, Worry, Panic Attacks, Obsessions, and Compulsions by Kevin Gyoerkoe PsyD, Pamela Wiegartz PhD, Laura Miller MD</p> <p>This isn't What I Expected: Overcoming Postpartum Depression by Karen Fleiman and Valerie Davis Raskin</p>
Suggested Accompanying Texts		
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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	CBT for Chronic Pain
Credential:	Certificate of Attendance
Name of Representative	Matilda Nowakowski
Effective Date:	February 2024
Date of Submission	September 1, 2023
Program Fee per Participant	\$249.00
Academic Merit	
Program Overview	This workshop will teach participants core CBT skills for working with clients with chronic pain. Skills include case formulation, psychoeducation about the role of psychological factors in pain, behavioural strategies (e.g., time-based pacing, goal setting, relaxation strategies, problem solving), pain-related fear and exposure to feared movements and situations, cognitive strategies (e.g., identifying and countering negative automatic thoughts, intermediate beliefs, and core beliefs), and managing pain flares

	and relapse prevention.
Learning Objectives	<ol style="list-style-type: none"> 1. To learn and apply the CBT model to chronic pain. 2. To learn how to describe the role of psychological factors in chronic pain management. 3. To learn how to apply behavioural strategies, including time-based pacing and exposure to feared movements and situations. 4. To learn how to apply cognitive strategies, including addressing pain catastrophizing.
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend all 7 sessions.
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered

Topic(s)	Practical Issues/Applied Practice	Suggested Readings
<ul style="list-style-type: none"> • Psychoeducation about the role of psychological factors in pain • Case formulation and the CBT model for chronic pain • Behavioural strategies for chronic pain • Cognitive strategies for chronic pain 	Use clinical vignettes to illustrate the clinical applications	<p>Thorn, B.E. (2020). Ronald Melzack Award Lecture: Putting the brain to work in cognitive behavioral therapy for chronic pain. <i>Pain</i>, 161(Suppl 1), S27-S35.</p> <p>Turk, D.S. & Monarch, E.S. (2018). Biopsychosocial perspective on chronic pain. In D.C. Turk & R.J. Gatchel (Eds.), <i>Psychological approaches to pain management: A practitioner's handbook</i> (3rd ed., pp. 3-24). New York, NY: The Guilford Press.</p> <p>Turk, D.S. (2018). A cognitive-behavioural perspective on the treatment of individuals experiencing chronic pain. In D.C. Turk & R.J. Gatchel (Eds.), <i>Psychological approaches to pain management: A practitioner's handbook</i> (3rd ed.,</p>

		pp. 3-24). New York, NY: The Guilford Press.
Suggested Accompanying Texts		
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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	CBT Considerations with Indigenous Clients
Credential:	Certificate of Attendance
Name of Representative	Caitlin Davey
Effective Date:	February, 2024
Date of Submission	September 1, 2023
Program Fee per Participant	\$249.00
Academic Merit	
Program Overview	This workshop will teach participants about considerations as well as possible adaptations to CBT when working with Indigenous clients with examples shared from both the literature as well as anecdotal work.
Learning Objectives	<ol style="list-style-type: none"> 1. To learn more about the culture of Indigenous Peoples in Canada and how it can play a role in CBT 2. To learn how to ask about Indigenous identity and avoid taking a pan-Indigenous approach 3. To learn about different psychotherapeutic pathways (including CBT adaptations) to consider when working with Indigenous Peoples 4. To learn about allyship

Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend all 7 hours.
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered

Topic(s)	Practical Issues/Applied Practice	Suggested Readings
<ul style="list-style-type: none"> Who are Indigenous Peoples in Canada Mental health and wellness from Indigenous perspectives Psychotherapeutic pathways for Indigenous clients Examples of CBT adaptations for Indigenous clients 	<p>Use clinical vignettes to illustrate the clinical applications</p> <p>Use break out groups for discussion questions</p>	<p>Kowatch K., Schmidt F., Mushquash C., Review of Culturally-Adapted Cognitive Behavioral Therapy Interventions for North American Indigenous Children and Youth Journal of Concurrent Disorders Vol. 1 No. 3, 2019 (5-22) 5</p>

Suggested Accompanying Texts

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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	Harm Reduction and CBT for Concurrent Disorders
Credential:	Certificate of Attendance
Name of Representative	Victoria Stead, Ph.D., C.Psych.
Effective Date:	March 2024

Date of Submission	September 1, 2023	
Program Fee per Participant	\$249.00	
Academic Merit		
Program Overview	This workshop will teach participants harm reduction strategies and CBT skills that can be implemented when working with individuals who present with co-occurring substance use and mental health concerns. An overview of substance use and co-occurring mental health disorders, risk factors, and associated treatment outcomes will be presented, as well as important clinical considerations when working with this population. Skills taught will focus on harm reduction strategies for different substance, and CBT skills (e.g., the CBT model, cognitive restructuring, coping with triggers and cravings, and relapse prevention).	
Learning Objectives	<ol style="list-style-type: none"> 1. Obtain an understanding of harm reduction strategies and CBT skills to implement when working with people who present with co-occurring mental health and substance use symptoms. 2. Learn how to assess for co-occurring substance use and implement appropriate substance-related harm reduction strategies. 3. Learn when and how to apply CBT skills to co-occurring substance use and mental health concerns. 4. Learn barriers and challenges to treatment for people with co-occurring substance use. 5. Review important clinical considerations when working with those presenting with co-occurring substance use. 	
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.	
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend the full day	
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.	
Student Evaluations	n/a	
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.	
Listing of Topics to be covered		
Topic(s)	Practical Issues/Applied Practice	Suggested Readings
<ul style="list-style-type: none"> • Co-occurring mental health and substance use presentations, occurrence, risk factors 	Use clinical vignettes to illustrate the clinical applications	Liese, B. S., & Beck, A. T. (2022). <i>Cognitive-behavioral Therapy of Addictive Disorders</i> . Guilford Publications.

<ul style="list-style-type: none"> • Initial assessment and implementation of harm reduction strategies • CBT treatment approach • Barriers and challenges to treatment • Clinical considerations when working with those with co-occurring substance use symptoms 		<p>** harm reduction handouts that will be provided</p>
<p>Suggested Accompanying Texts See above</p>		



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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	Behavioural Approaches in CBT: Exposure and Behavioural Activation
Credential:	Certificate of Attendance
Name of Representative	Colleen Merrifield, Ph.D., C.Psych and Jennifer Hewitt, Ph.D., C.Psych.
Effective Date:	March 2024
Date of Submission	September 1, 2023
Program Fee per Participant	\$249.00
Academic Merit	
Program Overview	This workshop will focus on the behavioural skills in CBT across mood and anxiety disorders. Topics will include advanced and in-depth coverage of exposure-based strategies for anxiety disorders and behavioural activation for depressive disorders. Participants will also learn skills to refine and trouble-shoot these behavioural approaches. Prior learning/experience with the basics of CBT would be beneficial for those enrolling in this program.

Learning Objectives	<ol style="list-style-type: none"> 1. To come away with a more in-depth understanding of exposure-based interventions across anxiety disorders and behavioural activation for depression. 2. To learn how to design advanced, difficult, and/or less common exposure and activation exercises. 3. To learn skills for assisting clients (and therapists) who struggle with exposure and/or activation work. 4. To learn skills for helping clients design meaningful and valuable behavioural activation activities. 5. To gain practical experience implementing strategies through role plays, live demonstrations, and/or video presentations. 	
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.	
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend all 7 hours.	
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.	
Student Evaluations	n/a	
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.	
Listing of Topics to be covered		
Topic(s)	Practical Issues/Applied Practice	Suggested Readings
<ul style="list-style-type: none"> • Understanding the rationale for exposure and activation • Criteria for effective exposure and activation • Designing “advanced” exposures, and interoceptive and imaginal exposures • Reducing therapist anxiety about asking clients to engage in difficult exposure exercises • Identifying subtle behaviours that reduce the effectiveness of exposure • Judicial use of safety behaviours in exposure • Helping clients identify and understand their values and 	Use clinical vignettes, role playing, live demonstrations, and/or videos to illustrate the clinical applications	Beck, J. (2021). <i>Cognitive behaviour therapy: Basics and beyond</i> (2nd ed.). Guilford Press. Chapters 7, 8, 19

<p>meaningful activation exercises</p> <ul style="list-style-type: none"> • Setting goals and trouble-shooting goals • Practical problem-solving • Implementing an action plan • Trouble-shooting when exposure and activation “go wrong”. 		
<p>Suggested Accompanying Texts See above</p>		



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Certificate of Attendance Program Proposal

<p>Department and Program Information</p>	
Program Name:	Working with Core Beliefs Across Mood and Anxiety Disorders
Credential:	Certificate of Attendance
Name of Representative	Colleen Merrifield, Ph.D., C.Psych; Katie McCabe, MSW, RSW
Effective Date:	April 2024
Date of Submission	September 1, 2023
Program Fee per Participant	\$249.00
<p>Academic Merit</p>	
Program Overview	<p>This workshop will teach participants how to work with core beliefs in CBT. Focus will be mainly on applications with depressive disorders but some time will be spent outlining how and which strategies are relevant to anxiety disorders. Topics include identifying negative core beliefs and problematic coping behaviours that result from them, changing core beliefs and</p>

	unhelpful coping strategies through evidence gathering, modifying assumptions, behavioural experiments, continua, and data logs. Other topics including gratitude and acts of kindness will be covered.	
Learning Objectives	<ol style="list-style-type: none"> 1. Learn what core beliefs are, how they are different from negative automatic thoughts and conditional assumptions, and how they maintain symptoms. 2. Learn to identify core beliefs and linked coping behaviours 3. Learn CBT skills and strategies to change core beliefs <ol style="list-style-type: none"> a. Gathering evidence b. Modifying assumptions c. Behavioural experiments d. Continua e. Data logs 4. Learn to strengthen new core beliefs through <ol style="list-style-type: none"> a. Gratitude b. Acts of Kindness 	
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.	
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend all 7 hours.	
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.	
Student Evaluations	n/a	
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.	
Listing of Topics to be covered		
Topic(s)	Practical Issues/Applied Practice	Suggested Readings
<ul style="list-style-type: none"> • Identifying negative core beliefs and problematic coping behaviours • Changing core beliefs and unhelpful coping through evidence, modifying assumptions, behavioural experiments, continua, and data logs. • Gratitude and acts of kindness 	Use clinical vignettes, role playing, live demonstrations, and/or videos to illustrate the clinical applications	<p>Beck, J. (2021). <i>Cognitive behaviour therapy: Basics and beyond</i> (2nd ed.). Guilford Press. Chapters 17 & 18.</p> <p>Greenberger, D., & Padesky, C. A. (2016). <i>Mind over mood: Change how you feel by changing the way you think</i> (2nd ed.). Guilford Press. Chapters 11 & 12.</p>
Suggested Accompanying Texts		
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Certificate of Attendance Program Proposal

Department and Program Information		
Program Name:	CBT for Depression	
Credential:	Certificate of Attendance	
Name of Representative	Taylor Hatchard & Danielle Rice	
Effective Date:	April 2024	
Date of Submission	September 1, 2023	
Program Fee per Participant	\$249.00	
Academic Merit		
Program Overview	This workshop will teach participants the core CBT skills to effectively treat depression. An overview of depressive disorders and associated treatment outcomes will be presented. Skills taught will include cognitive theory and strategies (e.g., cognitive triad, addressing rumination), behavioural activation, and relapse prevention.	
Learning Objectives	<ol style="list-style-type: none"> 1. To learn the current treatment outcomes for depressive disorders. 2. To learn and apply the CBT model of depression. 3. To learn when and how to apply cognitive and behavioural techniques (e.g., behavioural activation, addressing rumination and procrastination) for depression. 4. To discuss challenging presentations of depression and how to effectively use CBT strategies in these cases. 	
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.	
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend entire session.	
Program Delivery Format	The session will be delivered online using synchronous learning activities.	
Student Evaluations	n/a	
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.	
Listing of Topics to be covered		
Topic(s)	Practical Issues/Applied Practice	Suggested Readings

<ul style="list-style-type: none"> • CBT model of depression • Cognitive triad • Cognitive and behavioural strategies for depression • Relapse prevention strategies 	Use clinical vignettes to illustrate the clinical applications	<p>The Clinician’s Guide to Using Mind Over Mood, Second Edition (2020). Christine Padesky and Dennis Greenberger.</p> <p>Cognitive Behaviour Therapy: Basics and Beyond, Third Edition (2020). Judith Beck.</p>
Suggested Accompanying Texts See above		



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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	Enhancing Parent Engagement in CBT for Childhood Anxiety
Credential:	Certificate of Attendance
Name of Representative	Carrie Bullard, RN PhD PMHC©
Effective Date:	April 2024
Date of Submission	September 1, 2023
Program Fee per Participant	\$249.00
Academic Merit	
Program Overview	This workshop aims to equip participants with a toolkit to effectively involve parents in Cognitive Behavioral Therapy (CBT) for anxiety in children and overcome challenges parents may encounter during their child’s CBT treatment. The workshop will explore the crucial role of parents in the CBT process and how to apply CBT skills outside of therapy sessions to better integrate coping mechanisms into daily life. This workshop is designed to empower participants with the knowledge and skills necessary to problem-solve strategies to engage parents in the therapeutic

	process and enhance positive outcomes for parents with a child struggling with anxiety.	
Learning Objectives	<ol style="list-style-type: none"> 1. Understand the significance of parental engagement in the CBT process for managing childhood anxiety and how it contributes to sustainable positive outcomes for both the parent and child. 2. Develop skills to facilitate open communication and collaboration among parents, therapists, and children, fostering a united effort toward overcoming anxiety. 3. Acquire techniques to empower parents in guiding their children through applying CBT skills in real-life situations, promoting continuous practice beyond therapy. 4. Identify common obstacles parents face during CBT and master strategies to address these challenges, ensuring a smoother therapeutic journey for both parents and children. 	
Meeting Learning Objectives	The program will achieve the stated program objectives through a one-day, 7-hour workshop.	
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend the full-day	
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.	
Student Evaluations	n/a	
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.	
Listing of Topics to be covered		
Topic(s)	Practical Issues/Applied Practice	Suggested Readings
<u>Morning Session:</u> <ul style="list-style-type: none"> • Introduction to childhood anxiety and CBT and parental involvement during CBT. • Effective communication and collaboration during the therapeutic process among parents • Skill building for parents related to reducing accommodation and managing distress. <u>Afternoon Session:</u>	<p>Interactive exercises, including role plays and case studies, will be used to practice effective communication of strategies and problem-solving. Clinical vignettes will be used to apply workshop concepts.</p> <p>Open discussion times for participants to ask questions and share insights.</p>	<p>Becker, K. D., Boustani, M., Gellatly, R., & Chorpita, B. F. (2018). Forty years of engagement research in children’s mental health services: Multidimensional measurement and practice elements. <i>Journal of Clinical Child & Adolescent Psychology</i>, 47(1), 1–23.</p> <p>Byrne, S., Cobham, V., Richardson, M., & Imuta, K. (2023). Do Parents Enhance Cognitive Behavior Therapy for Youth Anxiety? An Overview of Systematic Reviews Over Time. <i>Clinical Child and Family</i></p>

<ul style="list-style-type: none"> • Creating a supportive therapeutic environment between sessions to enhance parents' involvement during home practice. • Identifying and addressing challenges of parental engagement during CBT (both during the session and outside of the session) • Addressing the impacts of cultural sensitivity and diversity when engaging parents. 	Facilitated group discussions by the presenter to address specific concerns.	<i>Psychology Review</i> , 1-16. Etkin, R. G., Lebowitz, E. R., & Silverman, W. K. (2023). Working with parents in the treatment of child and adolescent anxiety. In <i>Handbook of Child and Adolescent Psychology Treatment Modules</i> (pp. 341-358). Academic Press.
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Suggested Accompanying Texts

Lebowitz, E. R. (2020). *Breaking free of child anxiety and OCD: A scientifically proven program for parents*. Oxford University Press.



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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	Acceptance and Commitment Therapy (ACT)
Credential:	Certificate of Attendance
Name of Representative	Elisha Schafer, MSc, RP
Effective Date:	May 2024
Date of Submission	September 1, 2023
Program Fee per Participant	\$249.00
Academic Merit	
Program Overview	This workshop will focus on providing a fulsome overview of the core principles and build clinical skills from ACT. An overview of the treatment model will be provided with an emphasis on the transdiagnostic application for care. The participants will learn the 'Hexaflex' model and how to practically apply each of the 6 core principles (acceptance, present moment awareness, self-as-

	context, values, committed action, and defusion)	
Learning Objectives	<ol style="list-style-type: none"> 1. To review the growing literature supporting ACT for the treatment of a variety of mental health disorders. 2. To learn and apply the ACT model and core therapeutic processes. 3. To compare ACT treatment mediators with CBT 4. To learn skills and application from the core principles of ACT 	
Meeting Learning Objectives	The program will achieve the stated program objectives through a one-day, 7-hour workshop.	
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend the full-day	
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.	
Student Evaluations	n/a	
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.	
Listing of Topics to be covered		
Topic(s)	Practical Issues/Applied Practice	Suggested Readings
<ul style="list-style-type: none"> • ACT Model • Theoretical principles of ACT • ACT Core therapeutic processes • ACT Case Formulation • Integrating measurements that support ACT treatment • Practical ACT skills and application 	<p>Use clinical vignettes to illustrate the operational applications of business practices.</p> <p>Use break out groups for discussion questions</p>	<p>Harris, R. (2019). <i>ACT made simple: An easy-to-read primer on acceptance and commitment therapy</i>. New Harbinger Publications.</p> <p>Luoma, J. B., Hayes, S. C., & Walser, R. D. (2007). <i>Learning ACT: An acceptance & commitment therapy skills-training manual for therapists</i>. New Harbinger Publications.</p>
Suggested Accompanying Texts		
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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	PsychoCommerce: The Business of Mental Healthcare
Credential:	Certificate of Attendance
Name of Representative	Elisha Schafer, MSc, RP
Effective Date:	May 2024
Date of Submission	September 1, 2023
Program Fee per Participant	\$249.00
Academic Merit	
Program Overview	This workshop will focus on important topics of business for mental healthcare professionals. Topics will intersect core principles of business with the specialized demands of mental health care with an emphasis on the private sector. Participants will be equipped to seamlessly blend business acumen with psychotherapeutic expertise, optimizing their professional impact in the business of mental healthcare
Learning Objectives	<ol style="list-style-type: none"> 1. Acquire essential skills in entrepreneurship, financial literacy, and regulatory navigation tailored for the mental health sector. 2. Learn effective branding and marketing strategy techniques specific to the business of mental health. 3. Gain comprehensive insights into the practicalities of running and scaling a mental health practice (from staffing to technology optimization) 4. Design and evaluate business models that prioritize patient outcomes, ethical considerations, and long-term sustainability
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend the full day.
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered		
Topic(s)	Practical Issues/Applied Practice	Suggested Readings
<ul style="list-style-type: none"> • Understanding Entrepreneurship and how to launch a practice. • Learn how to develop a 'brand' and effectively (and ethically) market. • Day to day operations and strategies to run a mental health business. • Ethical and clinical considerations 	<p>Use clinical vignettes to illustrate the operational applications of business practices.</p> <p>Use break out groups for discussion questions</p>	<p>Leaving it at the Office, Second Edition (2018). John C. Norcross & Gary R. VandenBos</p> <p>Pope, K. S., & Vasquez, M. J. T. (2016). <i>Ethics in psychotherapy and counseling: A practical guide</i> (5th ed.). John Wiley & Sons Inc</p>
Suggested Accompanying Texts See above		



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 Fax: 905-575-6085

Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	Application of cognitive behavioural therapy to support people facing serious medical illness
Credential:	Certificate of Attendance
Name of Representative	Karen Zhang
Effective Date:	May 2024
Date of Submission	September 1, 2023
Program Fee per Participant	\$249.00
Academic Merit	
Program Overview	This workshop will teach integrative CBT skills to address anxiety symptoms associated with the diagnosis and treatment of a serious illness, such as cancer. An overview of common illness

	adjustment concerns and considerations for case conceptualization will be presented. Skills taught will include psychoeducation, cognitive restructuring, behavioural exposures, energy conservation, emotional management and interpersonal effectiveness to improve coping with and management of serious illnesses.	
Learning Objectives	<ol style="list-style-type: none"> 1. To understand common psychosocial concerns associated with the diagnosis of a serious medical illness. 2. To learn assessment and case formation approaches for addressing illness adjustment concerns. 3. To apply integrative CBT skills for addressing anxiety and emotional distress associated with a diagnosis of a serious medical illness 	
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day, 5 hour workshop.	
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend all 7 sessions.	
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.	
Student Evaluations	n/a	
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.	
Listing of Topics to be covered		
Topic(s)	Practical Issues/Applied Practice	Suggested Readings
<ul style="list-style-type: none"> • Overview common illness adjustment concerns and challenges with addressing anxiety symptoms • Assessment approaches for identifying psychosocial concerns associated with a serious illness • Application of integrative CBT strategies to address anxiety and emotional distress associated 	Use clinical vignettes to illustrate the clinical applications	<ol style="list-style-type: none"> 1. Lin, C., Tian, H., Chen, L., Yang, Q., Wu, J., Ji, Z., Zheng, D., Li, Z., & Xie, Y. (2022). The efficacy of cognitive behavioral therapy for cancer: A scientometric analysis. <i>Frontiers in psychiatry, 13</i>, 1030630. https://doi.org/10.3389/fpsy.2022.1030630 2. Daniels S. (2015). Cognitive Behavior Therapy for Patients With Cancer. <i>Journal of the advanced practitioner in oncology, 6</i>(1), 54–56.

with a serious medical illness.		
Suggested Accompanying Texts		
See above		



Psychiatry & Behavioural Neurosciences

Faculty of Health Sciences
 Michael G. DeGroot School of Medicine
Department of Psychiatry and Behavioural Neurosciences
 c/o St. Joseph's Healthcare Hamilton - West 5th Campus
 100 West 5th Street, Room B358
 Hamilton, ON L8N 3K7
Fax: 905-575-6085

Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	CBT for Psychosis
Credential:	Certificate of Attendance
Name of Representative	Larry Baer, PhD, CPsych
Effective Date:	June 2024
Date of Submission	September 1, 2023
Program Fee per Participant	\$249.00
Academic Merit	
Program Overview	This workshop will introduce participants to using CBT to treat individuals with psychosis. Content will include an overview of how to use case conceptualizations to formulate treatment plans for clients with complex comorbidities, using evidence-based measures for initial assessment and monitoring of treatment progress, adapting CBT for the treatment of psychotic symptoms such as hallucinations, paranoia and referential ideation, using CBT and related techniques to cope with mental illness stigma and an overview of recent advances in treatment, such as the interventionist-causal approach to treating paranoia.
Learning Objectives	<ol style="list-style-type: none"> 1. To learn the basics of how to apply CBT to treat the symptoms of psychosis. 2. To understand the importance of case conceptualization in treating clients with complex comorbidities. 3. To learn about evidence-based measures used in CBTp. 4. To understand the role that mental illness stigma plays in the lives of people with psychosis and to learn about therapeutic techniques to mitigate its effects.

	5. To learn about the interventionist-causal approach to treating psychotic symptoms. <i>As suggested by the Competency Standards of the North American CBT for Psychosis Network, learners are encouraged to seek out further didactic training as well as supervision or consultation for treating clients with psychosis.</i>	
Meeting Learning Objectives	The program will achieve the stated program objectives through two 3.5 hour workshops.	
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend both sessions.	
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.	
Student Evaluations	n/a	
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.	
Listing of Topics to be covered		
Topic(s)	Practical Issues/Applied Practice	Suggested Readings
<ul style="list-style-type: none"> • Complex case conceptualization for clients with psychosis • Measures for assessment and treatment progress. • Cognitive and behavioural strategies for psychotic symptoms • The role of mental illness stigma • The interventionist-causal approach to treating psychotic symptoms 	Use clinical vignettes to illustrate the clinical applications	<p>Hagen, R., Turkington, D., Berge, T. & Grawe, R. (Ed.) (2011). <i>CBT for Psychosis: A symptom-based approach</i>. Routledge.</p> <p>Freeman, D., Freeman, J. & Garety, P. (2016). <i>Overcoming Paranoid and Suspicious Thoughts</i>. Robinson.</p>
Suggested Accompanying Texts		
See above		



Psychiatry &
Behavioural
Neurosciences

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Certificate of Attendance Program Proposal

Department and Program Information		
Program Name:	CBT for Generalized Anxiety Disorder	
Credential:	Certificate of Attendance	
Name of Representative	Elizabeth Pawluk & Danielle Rice	
Effective Date:	June 2024	
Date of Submission	September 1, 2023	
Program Fee per Participant	\$249.00	
Academic Merit		
Program Overview	This workshop will teach participants the core CBT skills for the treatment of Generalized Anxiety Disorder (GAD). Skills taught will be informed by the CBT-based Intolerance of Uncertainty model of GAD and will include collaborative setting of treatment goals, psychoeducation, cognitive restructuring, behavioural experiments, written exposure, and relapse prevention.	
Learning Objectives	<ol style="list-style-type: none"> 1. To learn and apply the Intolerance of Uncertainty model of GAD. 2. To learn validated self-report measures for GAD. 3. To discuss collaboratively setting treatment goals. 4. To learn when and how to apply cognitive and behavioural techniques. 5. To discuss challenging presentations of GAD and how to effectively use CBT strategies in these cases. 	
Meeting Learning Objectives	The program will achieve the stated program objectives through a one-day (7 hour) workshop.	
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend the entire session.	
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.	
Student Evaluations	n/a	
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.	
Listing of Topics to be covered		
Topic(s)	Practical Issues/Applied Practice	Suggested Readings

<ul style="list-style-type: none"> • CBT-based Intolerance of Uncertainty model of GAD • Cognitive and behavioural strategies for GAD • Relapse prevention strategies 	<p>Use clinical vignettes to illustrate the clinical applications</p>	<p>Robichaud, M., Koerner, N., & Dugas, M. J. (2019). <i>Cognitive behavioral treatment for generalized anxiety disorder: From science to practice</i>. Routledge.</p>
<p>Suggested Accompanying Texts See above</p>		

Certificates, Diplomas and Microcredentials Committee - Course Cancellation

Department & Program Information (complete all fields):	
Department:	McMaster Continuing Education
Program Name:	Business Administration (BUS)
Name of Representative:	Katey Van Schyndel
Nature of Submission:	Course Cancellation/Removal
Effective Date:	25-May-1
Submission Date:	23-Sep-12
Course Details (complete all fields):	
Course Title & Unit Value: BUS 490 Financial Modelling and Analysis (3 units)	
<p>Course Description:</p> <p>The Financial Modeling course is different from many other courses as you have already studied the theory behind the material in the pre-requisite courses and your objective in this course is to learn how to use Excel to represent those theoretical financial concepts. You will find the text is more of a workbook to assist you in organizing the material and producing spreadsheets that allow “what if” scenarios to assist in decision-making.</p>	
<p>Rationale for Cancellation:</p> <p>This course is cancelled from the Business Admin (Generalist) diploma due to the cancellation of the Business Administration - Finance Concentration (see program cancellation letter).</p>	



**CONTINUING
EDUCATION**

To: Certificates, Diplomas and Microcredentials Committee
From: Dr. Lorraine Carter, Director, Continuing Education
Re: Closure of Business Administration Diploma with Finance Concentration
Date: September 12, 2023

Effective January 1, 2024, Continuing Education plans to close the Business Administration Diploma with Finance Concentration.

The concentration was launched in 2011. The decision to close this option is based on enrolment trends which show a steady decline over the last few years.

The program closure announcement is planned for January 2024, with Spring 2024 being the last term for new students to begin the program. Students enrolled in the Business Administration Diploma with Finance Concentration will have until the end of the Spring 2025 term to complete any outstanding courses that are part of the Finance Concentration.

MCE is committed to helping all students complete the present program should they wish to do so.

Sincerely,

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

Lorraine Carter

Director, McMaster Continuing Education

CC. Dan Piedra, Katey Van Schyndel

REPORT TO SENATE
from the
COMMITTEE ON ACADEMIC INTEGRITY

RECEIVE

1. Report on Generative Artificial Intelligence and Academic Integrity

At its meeting on October 5, 2023, the Committee on Academic Integrity received the Report on Generative Artificial Intelligence and Academic Integrity. The report is contained within the circulated materials.

APPROVAL

2. Recommendations for the Policy on Academic Integrity

At the same meeting, the Committee on Academic Integrity reviewed and approved revisions to the Policy on Academic Integrity. Further details are contained within the circulated materials.

It is now recommended,

that Senate approve the revisions to the Policy on Academic Integrity, effective January 1, 2024, as circulated.

Senate: RECEIVE/FOR APPROVAL
October 18, 2023

Generative Artificial Intelligence and Academic Integrity

A submission to the Senate Subcommittee on Academic Integrity

CONTEXT	1
BRIEFING PACKAGE FOR TASK FORCE: CURRENT CONVERSATIONS ON ACADEMIC INTEGRITY AND GENERATIVE AI	1
POSSIBLE REVISIONS TO THE ACADEMIC INTEGRITY POLICY FOR CONSIDERATION BY THE SENATE SUB-COMMITTEE ON ACADEMIC INTEGRITY	6

Context

In May 2023, the Provost struck a Task Force on Generative Artificial Intelligence (AI) in Teaching and Learning, co-chaired by Deputy Provost, Matheus Grasselli and Vice-Provost, Teaching and Learning, Kim Dej. The Task Force was charged with developing guidelines on the use of generative AI in the area of teaching and learning, and to make recommendations to relevant governing bodies on considerations for policies that may be impacted by generative AI.

To this end, the Task Force – comprised of 35 members including faculty, staff and students – met between May and August to develop these Provisional Guidelines, to produce associated resources and to develop recommended considerations for relevant governing bodies.

In a meeting dedicated to discussions of the intersection of generative AI with academic integrity, members of the Task Force reviewed a briefing package summarizing the current state of literature on the topic and discussed possible recommendations for the Senate Subcommittee on Academic Integrity to consider with respect to the Academic Integrity Policy. This report to the Committee includes that briefing package, along with recommended revisions to the Academic Integrity Policy that the Committee can consider.

Briefing Package for Task Force: Current Conversations on Academic Integrity and Generative AI

Estimated reading time: 8 minutes

Purpose of this document

The purpose of this package is to offer a shared foundation to guide our in-person conversations. The information shared assumes you have limited familiarity with the topic; gloss over any sections about which you already hold deep knowledge or experience.

* Many of the sources included in this package come from grey literature, as peer-reviewed sources are still emerging; effort has been made to provide peer-reviewed sources, where possible.

Overview

The discussions in the academic and grey literature about generative AI and academic integrity since the launch of ChatGPT in November 2022 tend to fall into three overlapping categories: (1) defining what constitutes academic integrity in an era of generative AI; (2) strategies for detecting generative AI writing; (3) redesigning courses/assessments to either integrate generative AI or make the use of generative AI unlikely or onerous. A smaller subsection of the literature explores questions of whether ChatGPT has accelerated an existing academic dishonesty problem (e.g. contract cheating) and to what extent the remedy to that existing challenge might be in reimagining the way students are taught and assessed.

(Re)defining academic integrity and academic dishonesty

McMaster's [academic integrity policy](#) defines academic dishonesty as “to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage” and that “it shall be an offence knowingly to ... submit academic work for assessment that was purchased or acquired from another source.”

In an article describing how he integrated generative AI into writing assignments, Paul Fyfe observes “computer- and AI-assisted writing is already deeply embedded into practices that students already use. The question is, where should the lines be drawn, given the array of assistive digital writing technologies that many people now employ unquestioningly, including spellcheck, autocorrect, autocomplete, grammar suggestions, smart compose, and others [...] within the spectrum of these practices, what are the ethical thresholds? At what point, in what contexts, or with what technologies do we cross into cheating?” He continues, “educational institutions continue to define plagiarism in ways that idealize originality” ([Fyfe, 2022](#)).

In this observation, Fyfe highlights a recurring theme in the literature around academic integrity and artificial intelligence, that is: with these technologies the defined boundaries of independent work have become porous, and the contrast between “humanity originality and machine imitation” (Fyfe, 2022) blurs.

The result of this shift in understanding is a call within the literature to reexamine, and perhaps redefine, what constitutes plagiarism, academic integrity and academic dishonesty, with some authors arguing that “Academic integrity is about being honest about the way you did your work” ([David Rettinger in Surovell, 2023](#)), others urging a defended boundary of primarily individual effort ([Keegin, 2023](#)), and still others arguing for a new framework entirely – what [Sarah Eaton](#) calls ‘post plagiarism’ through a norm of human hybrid writing.

Where most of the reviewed literature holds consensus is that using generative artificial intelligence does not automatically constitute academic misconduct ([Eaton, 2022](#)), but rather, to quote the European Network for Academic Integrity, “Authorised and declared usage of AI

tools is usually acceptable. However, in an educational context, undeclared and/or unauthorised usage of AI tools to produce work for academic credit or progression (e.g. students' assignments, theses or dissertations) may be considered a form of academic misconduct" ([Foltynek, 2023](#)).

Detection

Questions around detecting AI generated writing fall into (1) the technological – is it possible to reliably detect AI-generated writing? (2) the philosophical – is the role of the educator one of trust or one of surveillance? and (3) the existential – what is the value of a university degree if the academic labour behind it is uncertain?

There are not yet reliable detection tools. Those that are available – GPTZero, Turnitin, Originality.ai, etc – have been found to [misidentify original student content](#) as AI generated, with some findings demonstrating that “these detectors consistently misclassify non-native English writing sample as AI-generated, whereas native writing samples are accurately identified.” ([Liang, 2023](#)). Moreover, students have not consented to having their work submitted to these tools, with open questions related to data privacy and security ([Mortati, 2021](#)).

While technology and a perceived ‘arms race’ between detection and AI tools pose their own challenges ([Mortati, 2021](#)), there are also questions about the role of educators and their assumptions about students as learners. With significant evidence pointing to student academic misconduct on the rise, [particularly over the pandemic](#), there are arguments that “we must prioritize student learning above catching cheaters” ([Eaton, 2022](#)) and that understanding *why* students engage in academic misconduct may point to approaches to reduce these behaviours. Indeed, the instances of academic dishonesty and opportunities to cheat predate generative AI; what the tools introduce is “ease and scope” ([Supiano, 2023](#)) that amplifies an existing challenge.

Students' self-reported reasons for academic misconduct include performance pressure, high stakes exams, overwhelming workload, being unprepared, feeling ‘anonymous’, increased opportunities to cheat enabled by technology, peer acceptance of cheating, misunderstanding plagiarism, and feeling like it will go unpunished. This [research brief on why students cheat](#) summarizes research findings that argue for a reduction in academic dishonesty when students are both clear about what constitutes academic integrity/academic dishonesty, what the expectations are for their academic work and a felt perception of mutual benefit for behaving with integrity rather than competition with other students. In short [“Students are more likely to engage in academic misconduct when they are under pressure, when there is an opportunity, and when they are able to rationalize it.”](#)

Instead of positioning the educator as one to detect and survey, these pieces suggest the role be one of designing authentic and scaffolded assessments and explaining and exploring academic integrity with students.

Within these proactive strategies for cultivating academic integrity is an implied sense of time and scale – that is, these strategies imagine instructors have sufficient time, resources and energy to update or redevelop courses and assessments. [Providing scalable, supported and realistic assessment redesign](#) will be one of the ongoing areas of need for educators as generative AI is integrated into more tools and more courses.

Redesigning Assessments to Support Academic Integrity

How, then, are instructors to redesign assessments?

Academic integrity and assessment practices include those that design assessments to “**enforce**” **academic integrity** through invigilated exams, oral exams or in-person demonstrations, and those that “**cultivate**” **academic integrity** by rewarding the *process* of learning over the *products* of learning – that is to say, by assessing not what students know, but how they know it. Here examples include:

- [scaffolded assignments](#)
- [two-stage exams](#)
- [authentic projects](#)
- experiential learning
- reflection on learning process
- and (where feasible) short discussions with students about how they are approaching their learning.

*While this framing of ‘enforce’ and ‘cultivate’ can be useful in generating a constellation of practices that may fall into each category, the framing suggests a binary that is, in practice, more of a continuum.

Within these two broad approaches of ‘enforce’ and ‘cultivate’ there are further questions for instructors about whether and to what extent to integrate generative AI into assessments. Whether instructors integrate generative AI or not, the practices to support academic integrity run in parallel: reduce high stakes assessment, explicitly discuss what academic integrity means and why it is important, and ensure assessments are designed to measure desired learning.

If instructors **do not want to integrate** generative AI into assessments, there are some suggested strategies for (re)designing assessments to make the use of generative AI less likely.

An instructor might also then decide whether to engage in assessment practices that ‘enforce’ or ‘cultivate’ academic integrity. Some of these strategies include:

- (re)designing in-class time to focus on assessment of learning (e.g. in-class discussion, writing, demonstrations, presentations, drafting) rather than the review of new content; content delivery could be shifted to asynchronous environments (e.g. recorded lectures, assigned readings)
- (re)designing assessments to focus on contextual and individual reflections, observations or analysis, or on texts that are unlikely to be available in the generative AI dataset

- (re)designing assessments to include multiple means of representation (e.g. a short student video reflecting on key elements of learning; a video analysis of a text; a multimedia presentation)

If instructors **do want to integrate** generative AI into assessments, they might consider some of the following activities. An instructor might also then decide whether to engage in assessment practices that ‘enforce’ or ‘cultivate’ academic integrity.

- Analyze and evaluate generative AI produced content, including fact checking and reflections on potential biases
- Include generative AI in learning processes like brainstorming, outlining, drafting, reviewing. Encourage students to reflect on the limitations and potentials of including AI in their cognitive work.
- Reinforce learning through practice assessments created by generative AI

Taken together, the overlapping spheres of assessment design and academic integrity require instructors to think through both whether to take an approach of ‘enforcing’ or ‘cultivating’ academic integrity, and whether to integrate generative AI into assessments. From these decisions, and with primacy placed on the goal of assessing learning, the practicalities of assessment design unfold.

References

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Surovell, E. (2023). ChatGPT has everyone freaking out about academic integrity. It's not the first time. *The Chronicle of Higher Education* <https://www-chronicle-com.libaccess.lib.mcmaster.ca/article/chatgpt-has-everyone-freaking-out-about-cheating-its-not-the-first-time>

Possible Revisions to the Academic Integrity Policy for Consideration by the Senate Sub-committee on Academic Integrity

These possible and suggested revisions are submitted by the members of the Task Force on Generative AI in Teaching and Learning for consideration by the Senate Sub-committee on Academic Integrity.

Consider revising paragraph 18 to state:

It shall be an offence knowingly to a) plagiarize, i.e., submit academic work that has been, entirely or in part, copied from or written by another person or by a non-human agent; b) submit the same academic work to more than one course (see Appendix 3); c) submit academic work for assessment that was purchased or acquired from other sources; d) use generative AI entirely or in part for submitted academic work without the explicit permission of the course instructor; e) fail to cite or acknowledge the use of generative AI in submitted work, when explicitly permitted by the course instructor, according to the citation guidelines outlined by the instructor or normally used within the discipline.

Consider revising Appendix C to include as part of the statement on Generative Artificial Intelligence:

Academic dishonesty related to the use of Generative AI can take several forms:

Using AI-generated content in academic work without the explicit permission of the instructor.

When generative AI is permitted, failing to properly cite or acknowledge the use of generative AI according to the guidelines provided by the instructor or normally used within the discipline.

Considerations for the Senate Subcommittee on Academic Integrity

1.

Consider revising 21a to include language “by a non-human agent,”.

Current Policy

“21a. plagiarize, i.e. submit academic work that has been, entirely or in part, copied from or written by another person without proper acknowledgement, or, for which previous credit has been obtained (see Appendix 3)”

Proposed language

“21a) plagiarize, i.e., submit academic work that has been, entirely or in part, copied from or written by another person **or by a non-human agent** without proper acknowledgement, or, for which previous credit has been obtained (see Appendix 3)

2.

Consider adding two new academic dishonesty offences to the policy. This would account for unique charges under the Policy associated to the use of generative artificial intelligence in submitted academic work. Addition of U and V to the policy.

Proposed language

u.) use of generative artificial intelligence, entirely or in part, for submitted academic work without the explicit permission of the course instructor;

v.) fail to cite or acknowledge the use of generative artificial intelligence in submitted work, when explicitly permitted by the course instructor, according to the citation guidelines outlined by the instructor or normally used within the discipline.

3.

Revise Appendix 3 language on Generative Artificial Intelligence.

Current Policy

GENERATIVE ARTIFICIAL INTELLIGENCE

16. Generative AI tools are advanced language models that utilize deep learning algorithms to produce humanlike text based on given prompts. There are also generative artificial intelligence tools that produce code, images, videos, presentations, and audio.

17. Instructors must be clear in their assignment directive as to whether they are a) explicitly prohibiting use, or b) setting specific parameters around the permitted use of generative artificial intelligence tools.

18. Students are directed to assume all assignments and tests are intended to be done without the use of generative artificial intelligence unless otherwise directed by the instructor. Students are expected to ask questions and clarify if they are unsure of the instructor's expectations. If permitted to use generative artificial intelligence tools in an assessment, it is expected they will use standard citation rules to identify any part or section for their assignment that is not their original thought or work.

Remove 16. language and replace with:

“16. Generative AI tools utilize machine learning to produce a range of possible outputs, including but not limited to text, image, video, code and audio.”

17. Instructors must be clear in their assignment directive as to whether they are a) explicitly prohibiting use, or b) setting specific parameters around the permitted use of generative artificial intelligence tools.

18. Students are directed to assume all assignments and tests are intended to be done without the use of generative artificial intelligence unless otherwise directed by the instructor. Students are expected to ask questions and clarify if they are unsure of the instructor's expectations. If permitted to use generative artificial intelligence tools in an assessment, it is expected they will use standard citation rules to identify any part or section for their assignment that is not their original thought or work.



Policies, Procedures and Guidelines

Complete Policy Title:

Academic Integrity Policy

Policy Number (if applicable):

n/a

Approved by:

Senate

Responsible Executive:

Academic Integrity Officer

Date(s) of Original Approval:

March 13, 2002

Date of Most Recent Approval:

May 17, 2023; eff. July 1, 2023

Supersedes/Amends Policy Dated:

- May 18, 2022, eff. July 1, 2022
- July 1, 2020
- May 16, 2018
- February 10, 2016
- March 13, 2002

Policy-Specific Enquiries:

[Academic Integrity Office](#)

Disclaimer: If there is a discrepancy between this electronic policy and the approved copy held by the University Secretariat, the approved copy prevails.

Accessible Format Requests and General Policy Enquiries: policy@mcmaster.ca



TABLE OF CONTENTS

PREAMBLE 1

RELATED POLICIES..... 1

ROLES AND RESPONSIBILITIES2

 All Members of the University Community 2

 Office of Academic Integrity 2

 Administration 2

 Office of the Registrar 3

 Faculty Adjudicators 3

 Instructors 3

 Students (Undergraduate and Graduate) 4

 Graduate Students..... 4

 Committee on Academic Integrity 4

ACADEMIC WORK..... 4

ACADEMIC DISHONESTY 5

 Definition..... 5

ACADEMIC DISHONESTY OFFENCES 5

PROCEDURES IN CASES OF ACADEMIC DISHONESTY..... 6

 Person Responsible for Bringing a Charge..... 6

 Contacting the Student 7

 Determining that an Offence has been Committed 8

 Checking for Previous Offences 8

 Instructor-Imposed Penalties for First Offences..... 8

 Referral of First Offences..... ~~9~~

 Referral of Second or Subsequent Offences 9

 Adjudication Without a Hearing 9

 Hearing by Faculty Adjudicator 9

 Penalties 10

 Notification of Decision 11

 Student's Status: Transcripts and Registration 11

 Right of Appeal 12

 Records of the Offence 12

 Transcript Notations..... 12

APPENDIX 1: FACULTY ADJUDICATORS ~~141~~

 GUIDELINES FOR SELECTION AND OPERATION ~~141~~

APPENDIX 2: PROCEDURAL RULES FOR A HEARING.....	<u>151</u>
PARTIES TO A HEARING.....	<u>151</u>
NOTICE OF HEARING.....	<u>151</u>
CLOSED/OPEN HEARINGS.....	<u>151</u>
SCHEDULING OF HEARING.....	<u>151</u>
ADVISOR.....	<u>151</u>
EVIDENCE.....	<u>151</u>
WITNESSES.....	<u>162</u>
SIMILAR QUESTIONS OF FACT OR POLICY.....	<u>162</u>
RECORDING.....	<u>162</u>
ORDER OF PROCEEDINGS.....	<u>173</u>
ADJOURNMENT.....	<u>173</u>
APPROPRIATE PROCEDURES.....	<u>173</u>
APPENDIX 3: ACADEMIC DISHONESTY EXPLANATIONS.....	<u>181</u>
EXPLANATION.....	<u>181</u>
PLAGIARISM.....	<u>181</u>
ORAL PRESENTATIONS.....	<u>181</u>
MUSIC.....	<u>181</u>
STUDIO ART.....	<u>181</u>
COMPUTER SOFTWARE.....	<u>192</u>
MULTIPLE SUBMISSIONS OF THE SAME MATERIAL.....	<u>192</u>
IN TESTS AND EXAMINATIONS.....	<u>192</u>
INAPPROPRIATE COLLABORATION.....	<u>192</u>
RESEARCH MISCONDUCT.....	<u>192</u>
CONTRACT CHEATING.....	<u>203</u>
GENERATIVE ARTIFICIAL INTELLIGENCE.....	<u>203</u>
APPENDIX 4: GENERAL PENALTY GUIDELINES.....	<u>211</u>
EXPLANATION.....	<u>211</u>
ADMISSIONS FRAUD.....	<u>211</u>
UNDERGRADUATE STUDENTS.....	<u>211</u>
UNDERGRADUATE SERIOUS FIRST OFFENCES.....	<u>211</u>
GRADUATE STUDENTS.....	<u>211</u>
Course Work.....	<u>211</u>
Comprehensive/Qualifying Examinations.....	<u>211</u>
Thesis Work.....	<u>222</u>
Thesis.....	<u>222</u>
CONSEQUENCES.....	<u>222</u>

PREAMBLE

1. The main purpose of a university is to encourage and facilitate the pursuit of knowledge and scholarship. The attainment of this purpose requires the individual integrity of all members of the University community, including all graduate and undergraduate students. Scholars at McMaster demonstrate integrity in many ways, including the following:
 - a) Scholars practice intellectual honesty in the process of acquiring and extending knowledge. They do this by improving scholarly competence, and by exercising critical thinking and self-discipline;
 - b) Scholars show respect for and courtesy to others in free discussions on academic topics and recognize the right to free inquiry and opinion;
 - c) Scholars adhere to ethical requirements in their research;
 - d) Scholars acknowledge fully the work of others by providing appropriate references in papers, essays and the like and declaring the contributions of co-workers. Scholars do not take credit that is not earned; and
 - e) Scholars strive to ensure that others are not put at a disadvantage in their pursuit of knowledge. They do not withhold material that should rightly be available to all.
2. The University states unequivocally that it demands scholarly integrity from all of its members. Academic dishonesty, in whatever form, is ultimately destructive to the values of the University; furthermore, it is unfair and discouraging to those students who pursue their studies honestly.
3. This Policy applies to all registered students, to students who have withdrawn or graduated if it is alleged that they committed academic dishonesty during the time they were registered students or in order to obtain admission or registration, and to students who have withdrawn from the University but who submit work for academic evaluation for the purpose of gaining readmission.

RELATED POLICIES

4. This document is to be read in conjunction with the following University policies and statements:
 - a) Research Integrity Policy. Cases of alleged research misconduct that involve funded research a student is doing outside of course work shall normally be governed by the procedures contained in the [Research Integrity Policy](#).
 - b) Code of Student Rights and Responsibilities. The [Code of Student Rights and Responsibilities](#) governs the non-academic behaviour of students, whereas this Policy governs academic behaviour. In some instances, a student's behaviour may involve both academic and non-academic issues, in which case the student may, at the discretion of the instructor or administrator involved, be subject to the procedures of either or both policies.

ROLES AND RESPONSIBILITIES

All Members of the University Community

5. All members of the University community (students, faculty, instructors, staff and invigilators) have responsibility for the maintenance of an atmosphere of academic integrity in all phases of academic life, including research, teaching, learning and administration.
6. All members of the University have the responsibility to:
 - a) detect and report incidents of academic dishonesty, falsification of documents, etc.; and
 - b) provide assistance and co-operation in the prosecution of alleged offenders.

Office of Academic Integrity

7. The purpose of this office is to assist instructors, students and staff with issues of academic integrity. Responsibilities include:
 - a) planning and coordinating academic integrity education and academic dishonesty prevention activities;
 - b) assisting with instructor education and developing programs concerning integrity issues by serving as a resource and providing educational materials;
 - c) providing advice to instructors, students, Faculties, the Office of the Registrar and so on with respect to individual case investigation, documentation and presentation;
 - d) providing procedural advice to and administrative support for Faculty Adjudicators in the hearing of academic dishonesty charges;
 - e) acting as a resource for Faculty Adjudicators with respect to sentencing practices and student history of dishonesty;
 - f) storing all documentation on academic dishonesty cases that take place at the instructor and Faculty levels and providing an annual written report to the University Senate on activities and dishonesty cases on behalf of all Faculties;
 - g) tracking complaints and making inquiries about suspected incidents of academic dishonesty that have not been pursued; and
 - h) recommending to Senate, from time to time, guidelines with respect to appropriate sanctions for certain offences, such guidelines to be affixed to this Policy as [Appendix 4](#).

Administration

8. The term "Administration", as used in this Policy, refers to individuals and entities responsible for the University's academic programs. They include: Department Chairs, Directors of Schools and Programs, Associate and Assistant Deans, Deans, the Vice-Provost, Teaching and Learning, the Deputy Provost, the

Provost, and the Senate. Administrators are responsible for developing and updating policies and procedures related to maintaining the academic integrity of the University community. In addition, they are responsible for providing resources so that members of the University are able to function with integrity in their academic pursuits. These resources may include:

- a) disseminating information about the expectations for academic integrity;
- b) developing, or assisting instructors to develop, guidelines to be used by instructors in preparing course outlines that clearly articulate expectations;
- c) providing testing environments, examination protocols (e.g., seating plans) and expectations for the review of examinations to make the opportunity for academic dishonesty more difficult; and
- d) providing the resources to support an Office of Academic Integrity.

Office of the Registrar

9. The Office of the Registrar is responsible for developing policies and procedures to detect misrepresentation of credentials during the admissions process and to maintain academic integrity during the writing of Registrar-administered examinations. For graduate students, the Graduate Registrar of the School of Graduate Studies has the same responsibilities regarding the admissions process.

Faculty Adjudicators

10. Faculty Adjudicators are responsible for adjudicating allegations of academic dishonesty, including making sure that the case is heard in a timely manner, the penalty is appropriate for the circumstances and in the light of previous precedents and practice, and the results are communicated to all the relevant parties. (See also, [Appendix 1](#)).

Instructors

11. Instructors are responsible for using educational strategies that encourage students to behave honestly. These may include:
 - a) clearly articulating expectations about appropriate academic behavior at the beginning of the course;
 - b) developing course outlines that clearly set out expectations for referencing sources of information, for group work and so on;
 - c) using mechanisms during testing that reduce or eliminate the opportunities for copying, e.g., test facilities and randomized seating;
 - d) regularly producing new tests/examinations, especially for deferred examinations;
 - e) producing new assignments (such as laboratories and essay and report topics) on a regular basis to discourage copying from previous years' assignments; and

- f) asking students to sign declarations that the work submitted is their own as a reminder of the necessity for academic integrity and the consequences of academic dishonesty.

Students (Undergraduate and Graduate)

- 12. Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:
 - a) following the expectations articulated by instructors for referencing sources of information and for group work;
 - b) asking for clarification of expectations as necessary;
 - c) identifying testing situations that may allow copying;
 - d) preventing their work from being used by others (e.g., protecting access to computer files); and
 - e) adhering to the principles of academic integrity when conducting and reporting research.
- 13. Students are responsible for their behaviour and may face penalties under this Policy, if they commit academic dishonesty.

Graduate Students

- 14. Graduate students, having been deemed admissible to higher studies, are expected to be competent in the acknowledgement of other peoples' work, whether that work is in print or electronic media.
- 15. Graduate education concentrates on the formation of appropriate research skills and prepares students to undertake independent inquiry. All graduate students are responsible for familiarizing themselves with the definitions of research integrity and research misconduct in the University policies.

Committee on Academic Integrity

- 16. The Committee on Academic Integrity is responsible for making recommendations to the Senate on policy and procedures relating to issues of academic integrity and on measures designed to reduce instances of academic dishonesty. Additionally, the committee reviews the annual report prepared by the Office of Academic Integrity prior to its presentation to the Senate.

ACADEMIC WORK

- 17. Academic work includes any academic paper, term test, proficiency test, essay, thesis, research report, evaluation, project, assignment or examination, whether oral, in writing, in other media or otherwise and/or registration and participation in any course, program, seminar, workshop, conference or symposium offered by the University.¹

¹ Source: Based on the definition of *Academic Work* by the University of Toronto.

18. For graduate students, comprehensive/qualifying exams, any research work relating to a course, and thesis work (a thesis proposal, or thesis draft, or draft of one or more chapters) also constitute academic work and must adhere to standards of academic integrity.

ACADEMIC DISHONESTY

Definition

19. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage.
20. Wherever in this Policy an offence is described as depending on "knowingly", the offence is deemed to have been committed if the person ought reasonably to have known.

ACADEMIC DISHONESTY OFFENCES

21. The following is a list of examples of academic dishonesty. It is not meant to be exhaustive. For fuller explanations of academic dishonesty, please refer to [Appendix 3](#). It shall be an offence knowingly to:
- a) plagiarize, i.e., submit academic work that has been, entirely or in part, copied from or written by another person [or by a non-human agent](#) without proper acknowledgement, or, for which previous credit has been obtained (see [Appendix 3](#));
 - b) submit the same academic work to more than one course (see [Appendix 3](#));
 - c) submit academic work for assessment that was purchased or acquired from another source;
 - d) collaborate improperly on academic work (see [Appendix 3](#));
 - e) aid or abet another student's academic dishonesty;
 - f) possession or use of unauthorized aids (e.g., cheat sheets, cell phones, etc.) in tests, examinations or laboratory reports;
 - g) procure, distribute or receive an examination, test or course materials that are in preparation or storage for an academic assessment;
 - h) remove, without authorization, academic work (e.g., previous assignments or laboratories) submitted by other students to the instructor;
 - i) alter a grade on academic work after it has been marked and using the altered materials to have the recorded grade changed;
 - j) steal, destroy or tamper with another student's academic work;
 - k) prevent another student(s) from completing a task for academic assessment;
 - l) fail to take reasonable precautions to protect academic work such as assignments, projects, laboratory reports or examinations from being used by other students;

- m) misrepresent academic credentials from other institutions or submit false information for the purpose of gaining admission or credits;
- n) submit false information or false medical documentation to gain a postponement or advantage for any academic work (e.g., a test or an examination);
- o) forge, alter or fabricate McMaster University documents;
- p) forge, alter or fabricate transcripts, letters of reference or other official documents;
- q) impersonate another student either in person or electronically for the purpose of academic assessment;
- r) provide a false signature for attendance at any class or assessment procedure or on any document related to the submission of material where the signature is used as proof of authenticity or participation in the academic assessment; and,
- s) commit research misconduct (see [Appendix 3](#)), which shall include:
 - (i) the misrepresentation, fabrication or falsification of research data;
 - (ii) the abuse of confidentiality with regard to information and ideas taken from manuscripts, grant applications or discussions held in confidence; and
 - (iii) other kinds of misconduct, such as: the improper use of equipment, supplies, facilities, or other resources; the failure to respect University policies on the use of human subjects or animals.

t) Contract Cheating is the act of "outsourcing of student work to third parties" with or without payment.²

u) Use of generative artificial intelligence, entirely or in part, for submitted academic work without the explicit permission of the course instructor;

†v) Fail to cite or acknowledge the use of generative artificial intelligence in submitted work, when explicitly permitted by the course instructor, according to the citation guidelines outline by the instructor or normally used within the discipline.

PROCEDURES IN CASES OF ACADEMIC DISHONESTY

Person Responsible for Bringing a Charge

- 22. The Person Responsible for Bringing a Charge will be the University Representative as identified by *clauses 23-25*, below.
- 23.
 - a) The primary responsibility for bringing a charge of academic dishonesty involving academic work submitted for credit in a course rests with the instructor of the course. A course instructor may

² Lancaster & Clarke, 2016, p. 639.

designate this authority to an appropriate member of the course teaching team. Some examples include:

- (i) In the case of a take-home assignment (paper, essay, book review, etc.) the marker must bring the suspicion of academic dishonesty to the attention of the instructor.
 - (ii) In an in-class test or examination, the invigilator must bring the suspicion of academic dishonesty to the attention of the instructor.
 - (iii) In a University-administered examination, the invigilator must report their suspicion that academic dishonesty may have occurred to the Chief President. The Chief President shall give a full report, together with any confiscated material, to the Senior Associate Registrar (Scheduling and Examinations), who shall report the matter to the instructor.
- b) The primary responsibility for bringing a charge against a graduate student suspected of academic dishonesty in a Master's project, thesis work or a thesis rests with the student's supervisor.
 - c) The primary responsibility for bringing a charge against a graduate student suspected of academic dishonesty in a comprehensive examination rests with the member(s) of the examining committee who detect(s) it.
 - d) The primary responsibility for bringing a charge against a graduate student suspected of research misconduct (as defined in the [Research Integrity Policy](#)) not included in any of the previous categories rests with the student's supervisor.
 - e) The primary responsibility for bringing a charge against a student suspected of falsifying and/or using falsified documents (e.g., transcripts, letters of reference, medical documentation) rests with the appropriate University Officer (e.g., the Registrar, the Graduate Registrar, an Associate Dean, etc.).
 - f) The primary responsibility for bringing a charge against a student suspected of academic dishonesty, of a nature that does not clearly fall within the preceding clauses, shall rest with the appropriate instructor or University Officer. For example, if a student steals and/or is found to be in possession of stolen examination copy, the primary responsibility rests with the instructor responsible for the course.
24. When the person who bears the primary responsibility fails to bring a charge within a reasonable time, the Department Chair or School/Program Director may bring a charge. If the Chair or Director does not bring a charge within a reasonable time, then the appropriate Associate Dean (as identified by the Office of Academic Integrity) may do so.
25. Any person who believes that a student has committed academic dishonesty, including research misconduct, may submit a signed statement, including all relevant evidence, to the appropriate Associate Dean (as identified by the Office of Academic Integrity). The Associate Dean will conduct an investigation and, if appropriate, bring a charge.

Contacting the Student

26. The University Representative shall:

- a) notify the student of the nature of the charge of academic dishonesty, the evidence against him/her, and the procedures to be followed;
- b) provide the student a fair opportunity to answer the charge within two weeks after contacting the student; and
- c) if the charge relates to a course in which the student is registered, inform the student, the Registrar, and the student's Associate Dean that, while under investigation for academic dishonesty, the student shall not be permitted to withdraw from the course concerned (see [clause 47](#), below).

Determining that an Offence has been Committed

27. The University Representative shall determine, based on their discussion with the student and a review of all relevant evidence, whether an offence has been committed.
28. When the University Representative determines that there are no grounds for a charge or there is insufficient evidence with which to proceed, they shall so inform the student in writing (with a copy to the Registrar and the student's Associate Dean, if they were informed under the terms of [clause 26 \(c\)](#)) within ten (10) working days of their meeting with the student. This does not preclude a University Representative from bringing a charge at a later date, should new evidence become available.

Checking for Previous Offences

29. When the University Representative determines that an offence has taken place, and before deciding on a penalty, they shall check with the Office of Academic Integrity to determine if it is a first offence.

Instructor-Imposed Penalties for First Offences

30. In the case of undergraduate students, if there is no previous offence on record and none of the conditions in [clause 32](#) apply, an instructor can impose penalties of:
 - a) a reduction of the mark on the piece of academic work; or
 - b) a mark of zero for the piece of academic work; or
 - c) if the piece of academic work is worth less than 5% of the course grade, a course grade reduction of up to 5%.
31. The instructor shall notify the student, in writing, of the penalty and of the student's right of appeal to the Faculty Adjudicator (through the Office of Academic Integrity) generally within twenty (20) working days after the instructor first contacts the student with a suspicion of academic dishonesty. The instructor shall also report the penalty, and a brief description of the case, to the Office of Academic Integrity and the student's Associate Dean. A penalty levied by an instructor takes place immediately and shall not be stayed by an appeal. Graduate students should review [clause 32](#), below.

Referral of First Offences

32. The University Representative also shall refer a case to the Office of Academic Integrity, if:
 - a) they believe a penalty greater than zero for the piece of work concerned is warranted;
 - b) there are multiple charges against the student;
 - c) the student is a graduate student; and/or
 - d) the alleged offence does not relate to the work in a course (e.g., presentation of falsified documents).
33. When a University Representative refers a case to the Office of Academic Integrity, they shall inform the student, the student's Associate Dean and the Registrar.
34. The Office of Academic Integrity will inform the appropriate Faculty Adjudicator and commence the procedures described in *clauses 36 to 46* below.³

Referral of Second or Subsequent Offences

35. If there is a previous offence on record, the University Representative shall refer the case to the Office of Academic Integrity and so inform the student, the student's Associate Dean and the Registrar. The Office of Academic Integrity will inform the appropriate Faculty Adjudicator² and commence the procedures described in in *clauses 36 to 46* below.

Adjudication Without a Hearing

36. If the student charged with academic dishonesty admits guilt and the University representative, the student and the Faculty Adjudicator are all in agreement that a Hearing is not required to determine the penalty, the Faculty Adjudicator may make a decision regarding the penalty based on the written submissions of the complainant and the student.

Hearing by Faculty Adjudicator

37. In other cases referred to the Faculty Adjudicator, a Hearing shall be held in accordance with the procedures set out in [Appendix 2](#). The Hearing shall normally be held no later than one month after the date the Office of Academic Integrity receives the case. At the Hearing, it shall be the responsibility of the University Representative to provide evidence to the Faculty Adjudicator that the student committed

³ Unless otherwise specified, the appropriate Faculty Adjudicator shall be:

- a) in cases involving academic work submitted for credit in a course by an undergraduate student, the Faculty Adjudicator for the Faculty that received the academic work for assessment;
- b) in all other cases involving undergraduate students, the Faculty Adjudicator of the Faculty in which the student was last registered;
- c) for courses in interdisciplinary units or for students registered in programs that are not under the jurisdiction of a Faculty, a Faculty Adjudicator assigned by the Office of Academic Integrity; and
- d) in all cases involving graduate students, the Faculty Adjudicator for the School of Graduate Studies.

academic dishonesty. Decisions of the Faculty Adjudicator with respect to the student's guilt or innocence shall be based on a preponderance of evidence, meaning the evidence shows it is more likely than not that the student committed academic dishonesty.

38. Only after the Faculty Adjudicator has determined that academic dishonesty has been committed, and before deciding on a penalty, they shall inquire of the Office of Academic Integrity whether there is a record of a previous offence in the student's file.
39. If the Hearing is for an appeal by a student of the decision of an instructor that the student committed academic dishonesty and/or of the penalty imposed by the instructor, it shall be the responsibility of the instructor to provide evidence of the student's guilt and of the appropriateness of the penalty.
40. The Faculty Adjudicator may take the following action:
 - a) dismiss the case, or
 - b) make a finding of academic dishonesty and impose one or more penalties as described in clause 34 below.

Penalties

41. The following penalties may be imposed by the Faculty Adjudicator upon any student found to have committed academic dishonesty. Repeated and/or multiple violations will increase the severity of the penalty. Academic dishonesty committed by graduate students will have more serious consequences than that committed by undergraduate students. When there is a finding of academic dishonesty relating to a course, the student shall not be permitted to withdraw from the course in question. Penalties may be used independently or in combination for any single violation.
42. Penalties include:
 - a) a letter reporting the academic dishonesty offence, sent to the student and copied to the Office of Academic Integrity, the student's Associate Dean, the Registrar and/or the Graduate Registrar;
 - b) a reduction of the mark on the piece(s) of academic work;
 - c) a mark of zero for the piece(s) of academic work;
 - d) a reduction of the course grade;
 - e) zero for the course with a transcript notation as provided in [clause 57](#);
 - f) denial of permission to use facilities of the University, including computer facilities and laboratories, for a designated period of time;
 - g) denial of permission to register;
 - h) cancellation of registration;

- i) suspension, i.e., the withdrawal by the University of all academic privileges for a specified period of time, after which the student is eligible to return;
- j) expulsion, i.e., the withdrawal by the University of all academic privileges for an indefinite period of time;
- k) a recommendation to Senate to rescind the student's degree;
- l) a transcript notation as provided in [clause 57](#); and
- m) such other penalties as may be appropriate in the circumstances.

For graduate students, all of the above penalties may be assessed, in addition to:

- n) a letter reporting the academic dishonesty offence to be placed in the student's academic file at the School of Graduate Studies and in the student's program/department file; and
 - o) a recommendation that the supervisory committee meet to assess the progress of the student and consider assigning a grade of unsatisfactory. An executive summary of the Faculty Adjudicator's decision will be released by the Office of Academic Integrity to the committee.
43. Suspension and expulsion entail transcript notations as described in [clauses 60](#) and [61](#). Prohibiting a student from registering for a specified period of time does not entail a transcript notation.

Notification of Decision

44. The Faculty Adjudicator shall, within ten working days of the hearing, inform the student, the instructor, the University Representative (if other than the instructor), the Office of Academic Integrity, the Registrar, and the student's Associate Dean, in writing, of the decision/recommendation in each case.
45. When the Faculty Adjudicator decides that a student's degree should be rescinded, they shall forward that recommendation to Senate for approval, and the Secretary of the Senate shall inform the individuals listed in the previous clause of the Senate's decision.
46. When a student is found guilty of academic dishonesty and a penalty is levied by the Faculty Adjudicator and/or the Senate, the student shall also be informed of their right of appeal to the Senate Board for Student Appeals.
47. A penalty takes effect when specified by the Faculty Adjudicator and shall not be stayed by an appeal.

Student's Status: Transcripts and Registration

48. When a charge of academic dishonesty is made against a student, until the case has been resolved, the student will not be issued transcripts directly but, at the student's request, transcripts will be sent to institutions or potential employers. If the student is subsequently found guilty and the conviction results in a transcript notation, the recipients of any transcripts will be so informed by the Registrar.
49. While under investigation for, or subsequent to being found guilty of, academic dishonesty in a course(s), a student shall not be permitted to withdraw formally from that course(s).

50. While under investigation for academic dishonesty, a student shall not be permitted to withdraw formally from the University.

Right of Appeal

51. A decision and/or a penalty imposed under the above procedures may be appealed within three weeks after the student has been advised of the decision and/or penalty as follows:
- a) Decisions of the instructor may be appealed to the Faculty Adjudicator, by submitting a request in writing to the Office of Academic Integrity on a form prescribed by that Office.
 - b) Decisions of a Faculty Adjudicator or of the Senate, (pursuant to [clauses 44](#) and [45](#)), may be appealed by the student to the *Senate Board for Student Appeals*.

Records of the Offence

52. The Office of Academic Integrity shall maintain a record of each finding of academic dishonesty against a student. This record will be retained for a period of ten years before being destroyed. The purpose of this record, which shall be kept separate from any other of the student's records, is to determine whether there has been a previous offence, before a penalty is levied. Such a record of offences shall not be used for any other purpose.
53. When the penalty does not involve a transcript notation, the student may petition the Office of Academic Integrity to destroy the record of the offence. Such a petition cannot be made for a period of two years subsequent to the date on which the student was charged. If the petition is granted, the record shall not, however, be destroyed before the student is clear to graduate.
54. When a penalty includes a letter being placed in a graduate student's academic files, the student may petition the Office of Academic Integrity to have the letters destroyed. Such a petition cannot be made for a period of two years subsequent to the date on which the student was charged. If the petition is granted, the record shall not, however, be destroyed before the student is clear to graduate.
55. When the penalty does involve a transcript notation, and the student's petition to delete the transcript notation has been granted by the Senate, the record of the offence shall be destroyed by the Office of Academic Integrity when the transcript notation is deleted (see [Transcript Notations](#), below).
56. In the event that the case is dismissed, all records of the proceeding shall be removed from the student's file.

Transcript Notations

57. General Notation. For notations not associated with a grade of "F", suspension, expulsion or rescinded degrees.

- a) When a Faculty Adjudicator determines a student is guilty of an academic dishonesty offence under the Policy that does not warrant a grade of "F", suspension, expulsion or a rescinded degree they can assign a general notation that reads "*Student found guilty of Academic Dishonesty on* (list date here). *This notation will be automatically removed on* (insert date here)."
 - b) No petition to Senate is required for removal of this General Notation. Such notations cannot be permanent and must include a removal date and year.
58. When a grade of "F" in a course has been levied against a student found guilty of academic dishonesty, the notation "*Grade of F assigned for academic dishonesty*" shall appear on the student's transcript opposite the course. Provided there are no subsequent findings against the student, the notation will be removed, and the record of the offence destroyed, upon the shorter of:
- a) five years* after the effective date of the penalty; or
 - b) two years* after graduation.
59. The Academic Integrity Officer will provide to the University Registrar, by the end of each term a list of notations to be removed. *Notations will be removed on either April 30, August 31, or December 31 following completion of the relevant time period noted above. The number of notations removed each year under this process must be included in the annual report to the University Senate referred to in [clause 7\(f\)](#).
60. When a student is suspended, the notation will read: "*Suspended by the Senate for academic dishonesty for ___ months effective* (date suspension starts)." A student may petition Senate for removal of such a notation subject to the following conditions:
- a) If the student returned to McMaster University:
 - (i) at least 2 years must have elapsed since the effective date of the suspension; and
 - (ii) the student must have been cleared to graduate.
 - b) If the student did not resume studies at McMaster University:
 - (i) at least 5 years must have elapsed since the effective date of the suspension.
61. When a student is expelled, the notation will read: "*Expelled by the Senate for academic dishonesty* (effective date)".
- a) If at some later date the student is reinstated, an additional notation will read: "*Reinstated by the Senate* (effective date)".
 - b) Such notations may be removed from a student's transcript on petition to Senate, but not before five years after the effective date of the expulsion.
62. When a student's degree is rescinded, the notation will read: "*Degree rescinded by the Senate for academic dishonesty* (effective date)". Such notations are permanent.

APPENDIX 1: FACULTY ADJUDICATORS

GUIDELINES FOR SELECTION AND OPERATION

1. The Provost, in consultation with the Faculty Deans and the Dean of Graduate Studies, shall make recommendations regarding the appointment of adjudicators to the Senate Committee on Appointments. Adjudicators shall be appointed by Senate for a renewable three-year term, to a maximum of two terms. A Faculty and the School of Graduate Studies may choose to have more than one Faculty Adjudicator, but no more than three should be appointed within a Faculty or the School of Graduate Studies.
2. If a Faculty Adjudicator is not available to hear a case within a reasonable time, the Office of Academic Integrity may refer the case to another adjudicator in the same or a different Faculty.
3. Cases involving graduate students shall be adjudicated by the Faculty Adjudicator(s) appointed for the School of Graduate Studies.
4. The Office of Academic Integrity shall ensure that all Faculty Adjudicators receive appropriate training to discharge their responsibilities.
5. In the event that a Faculty Adjudicator has any direct interest or prior involvement in a case under consideration, another Faculty Adjudicator from the same or a different Faculty shall be appointed to hear the case.
6. The Faculty Adjudicator, should they wish to make recommendations regarding modifications to the policies and procedures under which they operate, shall report in writing to the Office of Academic Integrity by October 31st of each year.

APPENDIX 2: PROCEDURAL RULES FOR A HEARING

1. All Hearings convened under this Policy shall be held by video conference and will follow the procedures detailed below. In-person hearings are available on request.

PARTIES TO A HEARING

2. Parties to a Hearing shall include the University Representative, and the student against whom the allegation of academic dishonesty has been made or who is appealing an instructor's decision that they committed academic dishonesty and/or the instructor's penalty.

NOTICE OF HEARING

3. The Parties shall be given reasonable, written notice of the hearing. In the case of the student, the notice shall be sent by email to the student's McMaster email address. This email is considered received if sent via the student's @mcmaster.ca email account.

CLOSED/OPEN HEARINGS

4. Hearings are normally open, but any Party to the proceeding may request a closed Hearing.
5. The Faculty Adjudicator shall determine in their sole discretion whether sufficient cause for closing exists. In the event that there is insufficient cause, the Hearing shall remain open.

SCHEDULING OF HEARING

6. An attempt shall be made to schedule the video conference Hearing at a time convenient for all Parties. However, if a Party, who has been notified of a Hearing date, is absent without contacting the Office of Academic Integrity with a satisfactory explanation, the Hearing may proceed in their absence.

ADVISOR

7. The student shall have the right to have an advisor in attendance at the Hearing. Such advisor may consult with the student but shall not be allowed to speak at the Hearing. Advisors shall not include legal counsel for the purposes of these Hearings.

EVIDENCE

8. The student is entitled to receive, prior to the Hearing, reasonable particulars in writing of the allegation(s) against him/her.
9. Parties have the right to submit written and documentary evidence electronically in support of their cases, prior to the Hearing, and to receive electronic copies of any such evidence submitted by the other Party. All written and documentary evidence is to be provided to the opposing party not less than five days prior to the hearing.
10. Parties have the right to present evidence at the Hearing, including their own testimony and any further written and documentary evidence in support of their cases and to receive electronic copies of any such evidence submitted by the other Party.

11. The Faculty Adjudicator may consider and grant a recess or an adjournment at the request of either party to allow them to review written or documentary evidence submitted electronically at the Hearing.
12. The Faculty Adjudicator may require the production of written or documentary evidence by the Parties or by other sources. The Faculty Adjudicator has the power to call their own witnesses.
13. The Faculty Adjudicator must not hear evidence or receive representations regarding the substance of the case other than through the procedures described in this Policy.
14. The Faculty Adjudicator may admit as evidence at a Hearing any oral testimony and any document, written statement or other thing, relevant to the subject matter of the proceeding. The Faculty Adjudicator is not bound by the laws of evidence applicable to judicial proceedings.

WITNESSES

15. Parties to the Hearing have the right to call, question and cross-examine witnesses. Parties are responsible for producing their own witnesses and paying for any costs associated with their appearance.
16. The Faculty Adjudicator may limit testimony and the questioning of witnesses where they are satisfied that the testimony and questioning has been sufficient to disclose fully and fairly all matters relevant to those matters they consider relevant to the disposition of the case.
17. The witnesses will stay in the Hearing only while they are testifying and responding to questions.

SIMILAR QUESTIONS OF FACT OR POLICY

18. If two or more proceedings before Faculty Adjudicator(s) involve the same or similar questions of fact or policy the Faculty Adjudicator(s) may:
 - a) combine the proceedings or any part of them,
 - b) hear the proceedings at the same time, or
 - c) hear the proceedings one immediately after the other.

RECORDING

19. Although the hearing shall be recorded in order to obtain an accurate record of the proceedings, such recording is done for convenience purposes only and the malfunction of the recording device or subsequent loss of the recording shall not invalidate, in any way, the related hearing. The electronic file of the recording shall be held in confidence by the Office of Academic Integrity for a period of three years from the date of the hearing. Any party to the appeal may request access to the recording, and the reproduction thereof, upon reasonable notice and payment of the reasonable costs associated therewith.

ORDER OF PROCEEDINGS

20. The order of the proceedings shall be as follows:

- a) The University Representative shall present the charge, any supporting evidence and shall call any witnesses. The student and the Faculty Adjudicator shall be permitted to question each witness at the end of their testimony. The University Representative shall be permitted to clarify any new points arising from such questioning.
- b) The student shall present their evidence and shall call any witnesses. The University Representative and the Faculty Adjudicator shall be permitted to question each witness at the end of their testimony. The student shall be permitted to clarify any new points arising from such questioning.
- c) The University Representative may respond to any evidence presented by the student in *(b)* above.
- d) The Parties will be permitted an opportunity to summarize their respective cases. The summary should address both the substance of the alleged offence and the appropriate penalty in the event that the allegation is determined to be valid. The student, if they wish, may submit their penalty suggestions in writing to be read by the Faculty Adjudicator when deciding an appropriate penalty after concluding the allegation is valid.

ADJOURNMENT

21. The Faculty Adjudicator may grant an adjournment at any time during the Hearing to ensure a fair Hearing.

APPROPRIATE PROCEDURES

22. Where any procedural matter is not dealt with specifically in this Policy, the Faculty Adjudicator may, after hearing submissions from the Parties and considering the principles of fairness, establish an appropriate procedure.
23. Any procedural requirement contained in this Policy may be waived with the consent of the Faculty Adjudicator and of all Parties.

APPENDIX 3: ACADEMIC DISHONESTY EXPLANATIONS

EXPLANATION

1. Academic dishonesty may occur in a variety of situations. This Appendix includes many examples but is not an exhaustive list of examples of academic dishonesty.

PLAGIARISM

2. Plagiarism, which is the submission of material that has been, entirely or in part, copied from or written by another person, without proper acknowledgment, is probably the most common form of academic dishonesty. All material, including information from the internet, anonymous material, copyrighted material, published and unpublished material and material used with permission, must be properly acknowledged. There are two aspects to using material from other sources of which students should be aware. In a direct quotation of text or material, it is important to distinguish the text or material that has been taken from the other source. Common methods of identification of directly quoted material include indentation, italics, quotation marks or some other formatting change to separate the quoted material from the student's own work. Indirectly quoted material involves expressing an idea, concept or interpretation that one has obtained from another source, in one's own words. Direct and indirectly quoted material requires a reference or footnote in the text and full citation in the references or bibliography, in accordance with the standards appropriate to the discipline.

ORAL PRESENTATIONS

3. In the case of oral presentations, the use of material that is not one's own, without proper acknowledgment or attribution, constitutes plagiarism and, hence, academic dishonesty.

MUSIC

4. In Music, the imitation of style is an integral part of the student's work. In applied music, for example, a student may be required to model an interpretation of a piece around that of a particular performer, and in music theory courses it is a routine procedure to imitate the stylistic characteristics of particular periods and even of particular composers. Nevertheless, it is possible to draw certain lines. For example, it would obviously be improper for a student to submit as personally representative, a tape recording of someone else performing. It would also be wrong, just as it would be in the case of an essay, for a theory or composition student to hand in as personal work, material composed by another. Clearly, the imitation of style ceases to be legitimate when the student begins to draw upon actual notes or sounds attributable to another person. This would not preclude a professor from, say, giving the student material to work with from a pre-existent composition (for example, a figured bass, or a fugue subject) providing the sum and substance of the work from that point on were the student's own.

STUDIO ART

5. Students of studio art (painting, sculpture and print-making) may be guilty of plagiarism if they submit for evaluation as course assignments works executed in their entirety by someone else, or in part by someone other than the instructor. Similarly, copying works from sources not authorized by the instructor may be regarded as improper borrowing, which is analogous to plagiarism and is an act of academic dishonesty.

COMPUTER SOFTWARE

6. The improper use of the computer files and programs of others may constitute academic dishonesty. The instructor who is responsible for specifying the way in which the work is to be done determines the degree of permissible co-operation among students. Students who allow their computer files or assignments to be copied are as guilty of academic dishonesty as those who copy. Each student is responsible for protecting their computer file by keeping the password secret and changing it frequently.

MULTIPLE SUBMISSIONS OF THE SAME MATERIAL

7. The submission of an assignment, report or essay, which has been submitted at an earlier date for a different course, is an act of academic dishonesty unless the instructor has specifically authorized it in advance. The submission of the same essay in each of two courses, which are being taken concurrently, is acceptable only if both instructors have given prior approval.

IN TESTS AND EXAMINATIONS

8. In all tests and examinations, including take-home examinations, students are expected to work strictly on their own, using only aids authorized for use in the examination or test area by instructors or invigilators, or when group work has been explicitly authorized by the instructor. Copying or using unauthorized aids constitutes academic dishonesty.

INAPPROPRIATE COLLABORATION

9. Collaborative learning is a valuable method of instruction that is utilized by many instructors at McMaster University. Students will often be encouraged to discuss ideas and concepts with one another to facilitate the learning process. A distinction must be drawn, however, between collaborative learning and collaboration on assignments. Assignments, projects, reports, etc. are required to be completed by an individual unless the instructor indicates some kind of collaboration is permissible.
10. Inappropriate collaboration occurs when students work together on an assignment that was intended as an individual assignment or when students work together in groups beyond the degree of permissible collaboration.
11. Instructors are expected to outline the appropriate level of collaboration on course outlines and/or on each assignment. When group work is acceptable, but not required, the instructor is responsible for specifying the way in which the work is to be done and for determining the degree of permissible collaboration among the students.
12. Students are directed to assume all assignments are intended to be done individually unless otherwise directed by the instructor. Students are expected to ask questions and clarify the collaboration expectations for each assignment if they are unsure of the instructor's expectations. Students are also expected to use standard citation rules to identify any part or section of their assignment that is not original.

RESEARCH MISCONDUCT

13. The two principles underlying integrity in research in a University setting are these: a researcher must be honest in proposing, seeking support for, conducting, and reporting research; a researcher must respect the

rights of others in these activities. Any departure from these principles will diminish the aegis of McMaster University. It is incumbent upon all members of the University community to practice and to promote ethical behaviour. (Please refer to the [Research Integrity Policy](#) for more details.)

CONTRACT CHEATING

14. Contract cheating can happen through "family and friends; academic custom writing sites; legitimate learning sites (e.g., file sharing, discussion and micro-tutoring sites); legitimate non-learning sites (e.g., freelancing sites and online auction sites); paid exam takers; and pre-written essay banks". (Ellis Zucker, & Randall, 2018, p. 2).
15. The act of contract cheating, and its associated behaviors: undermines learning; erodes learning environments; damages learning relationships; places the student, the faculty/teacher, the educational organization, and society at risk from students who will graduate with knowledge gaps; undeserved academic awards; and a propensity to engage in dishonesty behaviors in their professional careers.⁴

GENERATIVE ARTIFICIAL INTELLIGENCE

16. Generative AI tools utilize machine learning to produce a range of possible outputs, including but not limited to text, image, video, code and audio. ~~Generative AI tools are advanced language models that utilize deep learning algorithms to produce human like text based on given prompts. There are also generative artificial intelligence tools that produce code, images, videos, presentations, and audio.~~
17. Instructors must be clear in their assignment directive as to whether they are
 - a) explicitly prohibiting use, or
 - b) setting specific parameters around the permitted use of generative artificial intelligence tools.
18. Students are directed to assume all assignments and tests are intended to be done without the use of generative artificial intelligence unless otherwise directed by the instructor. Students are expected to ask questions and clarify if they are unsure of the instructor's expectations. If permitted to use generative artificial intelligence tools in an assessment, it is expected they will use standard citation rules to identify any part or section for their assignment that is not their original thought or work.

⁴ Source: (Guerrero-Dib, Portales, & Heredia-Escorza, 2020; Harding, Carpenter, Finelli & Passow, 2004; Lancaster, 2020). Used with permission from the [International Centre for Academic Integrity](#).

APPENDIX 4: GENERAL PENALTY GUIDELINES

EXPLANATION

1. Each case of academic dishonesty is investigated, heard and decided upon the merits of the case. The following penalty guidelines are general and can be adjusted by the Faculty Adjudicator hearing the case, according to the merits of the case to be harsher or more lenient.

ADMISSIONS FRAUD

2. If a student is found to have gained admission to McMaster University through fraudulent means, the penalty is generally suspension or expulsion with a transcript notation.

UNDERGRADUATE STUDENTS

3. The first time an undergraduate student is found guilty of academic dishonesty, the penalty is generally either a letter or a grade reduction or a zero on the assignment in question, but is most often a zero.
4. The second time an undergraduate student is found guilty of academic dishonesty, the penalty is generally "F" in the course with a transcript notation.
5. The third time an undergraduate student is found guilty of academic dishonesty, the penalty is generally "F" in the course with a transcript notation and suspension or expulsion with a transcript notation.

UNDERGRADUATE SERIOUS FIRST OFFENCES

6. If a student is found to have committed a serious first offence, the penalty is at the discretion of the Faculty Adjudicator and will be determined based on the merits of the case.

GRADUATE STUDENTS

Course Work

7. The first time a graduate student is found guilty of academic dishonesty or research misconduct in course work, the penalty is generally assigned within the parameters of the course (e.g., a zero on the assignment or "F" in the course with a transcript notation).
8. The second time a graduate student is found guilty of academic dishonesty or research misconduct in course work, the penalty is generally suspension or expulsion with a transcript notation.

Comprehensive/Qualifying Examinations

9. If a graduate student is found to have committed academic dishonesty on a draft of a comprehensive/qualifying exam or on a comprehensive/qualifying exam, the penalty can range from a letter in the student's academic files to a failing grade on the exam to suspension or expulsion.

Thesis Work

10. If a graduate student is found to have committed academic dishonesty on thesis work the penalty can range from a letter in the student's academic files to an Unsatisfactory on the relevant supervisory committee meeting report to suspension with a transcript notation or expulsion with a transcript notation depending on the severity of the offence.

Thesis

11. If a graduate student is found to have committed academic dishonesty on a thesis submitted for defense the penalty is generally suspension with a transcript notation or expulsion with a transcript notation.
12. If the graduate student has a previous offence of academic dishonesty on their record, it will be considered as part of determining the appropriate penalty.

CONSEQUENCES

13. Many penalties assigned for academic dishonesty will have academic consequences for students, e.g. a zero on an assignment combined with the student's other grades in course work results in an "F" in the course; an "F" in a course when combined with the student's other grades may result in the student being put on academic probation, etc. These consequences will not be considered when deciding a penalty for academic dishonesty; the penalty is decided based on the merits of the case.



Policies, Procedures and Guidelines

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Academic Integrity Policy

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n/a

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Senate

Responsible Executive:

Academic Integrity Officer

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- May 16, 2018
- February 10, 2016
- March 13, 2002

Policy-Specific Enquiries:

[Academic Integrity Office](#)

Disclaimer: If there is a discrepancy between this electronic policy and the approved copy held by the University Secretariat, the approved copy prevails.

Accessible Format Requests and General Policy Enquiries: policy@mcmaster.ca



TABLE OF CONTENTS

PREAMBLE 1

RELATED POLICIES..... 1

ROLES AND RESPONSIBILITIES 2

 All Members of the University Community 2

 Office of Academic Integrity 2

 Administration 2

 Office of the Registrar 3

 Faculty Adjudicators 3

 Instructors 3

 Students (Undergraduate and Graduate) 4

 Graduate Students 4

 Committee on Academic Integrity 4

ACADEMIC WORK 4

ACADEMIC DISHONESTY 5

 Definition 5

ACADEMIC DISHONESTY OFFENCES 5

PROCEDURES IN CASES OF ACADEMIC DISHONESTY 6

 Person Responsible for Bringing a Charge 6

 Contacting the Student 7

 Determining that an Offence has been Committed 8

 Checking for Previous Offences 8

 Instructor-Imposed Penalties for First Offences 8

 Referral of First Offences 9

 Referral of Second or Subsequent Offences 9

 Adjudication Without a Hearing 9

 Hearing by Faculty Adjudicator 9

 Penalties 10

 Notification of Decision 11

 Student's Status: Transcripts and Registration 11

 Right of Appeal 12

 Records of the Offence 12

 Transcript Notations 12

APPENDIX 1: FACULTY ADJUDICATORS 14

 GUIDELINES FOR SELECTION AND OPERATION 14

APPENDIX 2: PROCEDURAL RULES FOR A HEARING.....15

 PARTIES TO A HEARING.....15

 NOTICE OF HEARING.....15

 CLOSED/OPEN HEARINGS.....15

 SCHEDULING OF HEARING.....15

 ADVISOR.....15

 EVIDENCE.....15

 WITNESSES.....16

 SIMILAR QUESTIONS OF FACT OR POLICY.....16

 RECORDING.....16

 ORDER OF PROCEEDINGS.....17

 ADJOURNMENT.....17

 APPROPRIATE PROCEDURES.....17

APPENDIX 3: ACADEMIC DISHONESTY EXPLANATIONS.....18

 EXPLANATION.....18

 PLAGIARISM.....18

 ORAL PRESENTATIONS.....18

 MUSIC.....18

 STUDIO ART.....18

 COMPUTER SOFTWARE.....19

 MULTIPLE SUBMISSIONS OF THE SAME MATERIAL.....19

 IN TESTS AND EXAMINATIONS.....19

 INAPPROPRIATE COLLABORATION.....19

 RESEARCH MISCONDUCT.....19

 CONTRACT CHEATING.....20

 GENERATIVE ARTIFICIAL INTELLIGENCE.....20

APPENDIX 4: GENERAL PENALTY GUIDELINES.....21

 EXPLANATION.....21

 ADMISSIONS FRAUD.....21

 UNDERGRADUATE STUDENTS.....21

 UNDERGRADUATE SERIOUS FIRST OFFENCES.....21

 GRADUATE STUDENTS.....21

 Course Work.....21

 Comprehensive/Qualifying Examinations.....21

 Thesis Work.....22

 Thesis.....22

 CONSEQUENCES.....22

PREAMBLE

1. The main purpose of a university is to encourage and facilitate the pursuit of knowledge and scholarship. The attainment of this purpose requires the individual integrity of all members of the University community, including all graduate and undergraduate students. Scholars at McMaster demonstrate integrity in many ways, including the following:
 - a) Scholars practice intellectual honesty in the process of acquiring and extending knowledge. They do this by improving scholarly competence, and by exercising critical thinking and self-discipline;
 - b) Scholars show respect for and courtesy to others in free discussions on academic topics and recognize the right to free inquiry and opinion;
 - c) Scholars adhere to ethical requirements in their research;
 - d) Scholars acknowledge fully the work of others by providing appropriate references in papers, essays and the like and declaring the contributions of co-workers. Scholars do not take credit that is not earned; and
 - e) Scholars strive to ensure that others are not put at a disadvantage in their pursuit of knowledge. They do not withhold material that should rightly be available to all.
2. The University states unequivocally that it demands scholarly integrity from all of its members. Academic dishonesty, in whatever form, is ultimately destructive to the values of the University; furthermore, it is unfair and discouraging to those students who pursue their studies honestly.
3. This Policy applies to all registered students, to students who have withdrawn or graduated if it is alleged that they committed academic dishonesty during the time they were registered students or in order to obtain admission or registration, and to students who have withdrawn from the University but who submit work for academic evaluation for the purpose of gaining readmission.

RELATED POLICIES

4. This document is to be read in conjunction with the following University policies and statements:
 - a) Research Integrity Policy. Cases of alleged research misconduct that involve funded research a student is doing outside of course work shall normally be governed by the procedures contained in the [Research Integrity Policy](#).
 - b) Code of Student Rights and Responsibilities. The [Code of Student Rights and Responsibilities](#) governs the non-academic behaviour of students, whereas this Policy governs academic behaviour. In some instances, a student's behaviour may involve both academic and non-academic issues, in which case the student may, at the discretion of the instructor or administrator involved, be subject to the procedures of either or both policies.

ROLES AND RESPONSIBILITIES

All Members of the University Community

5. All members of the University community (students, faculty, instructors, staff and invigilators) have responsibility for the maintenance of an atmosphere of academic integrity in all phases of academic life, including research, teaching, learning and administration.
6. All members of the University have the responsibility to:
 - a) detect and report incidents of academic dishonesty, falsification of documents, etc.; and
 - b) provide assistance and co-operation in the prosecution of alleged offenders.

Office of Academic Integrity

7. The purpose of this office is to assist instructors, students and staff with issues of academic integrity. Responsibilities include:
 - a) planning and coordinating academic integrity education and academic dishonesty prevention activities;
 - b) assisting with instructor education and developing programs concerning integrity issues by serving as a resource and providing educational materials;
 - c) providing advice to instructors, students, Faculties, the Office of the Registrar and so on with respect to individual case investigation, documentation and presentation;
 - d) providing procedural advice to and administrative support for Faculty Adjudicators in the hearing of academic dishonesty charges;
 - e) acting as a resource for Faculty Adjudicators with respect to sentencing practices and student history of dishonesty;
 - f) storing all documentation on academic dishonesty cases that take place at the instructor and Faculty levels and providing an annual written report to the University Senate on activities and dishonesty cases on behalf of all Faculties;
 - g) tracking complaints and making inquiries about suspected incidents of academic dishonesty that have not been pursued; and
 - h) recommending to Senate, from time to time, guidelines with respect to appropriate sanctions for certain offences, such guidelines to be affixed to this Policy as [Appendix 4](#).

Administration

8. The term "Administration", as used in this Policy, refers to individuals and entities responsible for the University's academic programs. They include: Department Chairs, Directors of Schools and Programs, Associate and Assistant Deans, Deans, the Vice-Provost, Teaching and Learning, the Deputy Provost, the

Provost, and the Senate. Administrators are responsible for developing and updating policies and procedures related to maintaining the academic integrity of the University community. In addition, they are responsible for providing resources so that members of the University are able to function with integrity in their academic pursuits. These resources may include:

- a) disseminating information about the expectations for academic integrity;
- b) developing, or assisting instructors to develop, guidelines to be used by instructors in preparing course outlines that clearly articulate expectations;
- c) providing testing environments, examination protocols (e.g., seating plans) and expectations for the review of examinations to make the opportunity for academic dishonesty more difficult; and
- d) providing the resources to support an Office of Academic Integrity.

Office of the Registrar

9. The Office of the Registrar is responsible for developing policies and procedures to detect misrepresentation of credentials during the admissions process and to maintain academic integrity during the writing of Registrar-administered examinations. For graduate students, the Graduate Registrar of the School of Graduate Studies has the same responsibilities regarding the admissions process.

Faculty Adjudicators

10. Faculty Adjudicators are responsible for adjudicating allegations of academic dishonesty, including making sure that the case is heard in a timely manner, the penalty is appropriate for the circumstances and in the light of previous precedents and practice, and the results are communicated to all the relevant parties. (See also, [Appendix 1](#)).

Instructors

11. Instructors are responsible for using educational strategies that encourage students to behave honestly. These may include:
 - a) clearly articulating expectations about appropriate academic behavior at the beginning of the course;
 - b) developing course outlines that clearly set out expectations for referencing sources of information, for group work and so on;
 - c) using mechanisms during testing that reduce or eliminate the opportunities for copying, e.g., test facilities and randomized seating;
 - d) regularly producing new tests/examinations, especially for deferred examinations;
 - e) producing new assignments (such as laboratories and essay and report topics) on a regular basis to discourage copying from previous years' assignments; and

- f) asking students to sign declarations that the work submitted is their own as a reminder of the necessity for academic integrity and the consequences of academic dishonesty.

Students (Undergraduate and Graduate)

- 12. Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:
 - a) following the expectations articulated by instructors for referencing sources of information and for group work;
 - b) asking for clarification of expectations as necessary;
 - c) identifying testing situations that may allow copying;
 - d) preventing their work from being used by others (e.g., protecting access to computer files); and
 - e) adhering to the principles of academic integrity when conducting and reporting research.
- 13. Students are responsible for their behaviour and may face penalties under this Policy, if they commit academic dishonesty.

Graduate Students

- 14. Graduate students, having been deemed admissible to higher studies, are expected to be competent in the acknowledgement of other peoples' work, whether that work is in print or electronic media.
- 15. Graduate education concentrates on the formation of appropriate research skills and prepares students to undertake independent inquiry. All graduate students are responsible for familiarizing themselves with the definitions of research integrity and research misconduct in the University policies.

Committee on Academic Integrity

- 16. The Committee on Academic Integrity is responsible for making recommendations to the Senate on policy and procedures relating to issues of academic integrity and on measures designed to reduce instances of academic dishonesty. Additionally, the committee reviews the annual report prepared by the Office of Academic Integrity prior to its presentation to the Senate.

ACADEMIC WORK

- 17. Academic work includes any academic paper, term test, proficiency test, essay, thesis, research report, evaluation, project, assignment or examination, whether oral, in writing, in other media or otherwise and/or registration and participation in any course, program, seminar, workshop, conference or symposium offered by the University.¹

¹ Source: Based on the definition of *Academic Work* by the University of Toronto.

18. For graduate students, comprehensive/qualifying exams, any research work relating to a course, and thesis work (a thesis proposal, or thesis draft, or draft of one or more chapters) also constitute academic work and must adhere to standards of academic integrity.

ACADEMIC DISHONESTY

Definition

19. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage.
20. Wherever in this Policy an offence is described as depending on "knowingly", the offence is deemed to have been committed if the person ought reasonably to have known.

ACADEMIC DISHONESTY OFFENCES

21. The following is a list of examples of academic dishonesty. It is not meant to be exhaustive. For fuller explanations of academic dishonesty, please refer to [Appendix 3](#). It shall be an offence knowingly to:
- a) plagiarize, i.e., submit academic work that has been, entirely or in part, copied from or written by another person or by a non-human agent without proper acknowledgement, or, for which previous credit has been obtained (see *Appendix 3*);
 - b) submit the same academic work to more than one course (see *Appendix 3*);
 - c) submit academic work for assessment that was purchased or acquired from another source;
 - d) collaborate improperly on academic work (see *Appendix 3*);
 - e) aid or abet another student's academic dishonesty;
 - f) possession or use of unauthorized aids (e.g., cheat sheets, cell phones, etc.) in tests, examinations or laboratory reports;
 - g) procure, distribute or receive an examination, test or course materials that are in preparation or storage for an academic assessment;
 - h) remove, without authorization, academic work (e.g., previous assignments or laboratories) submitted by other students to the instructor;
 - i) alter a grade on academic work after it has been marked and using the altered materials to have the recorded grade changed;
 - j) steal, destroy or tamper with another student's academic work;
 - k) prevent another student(s) from completing a task for academic assessment;
 - l) fail to take reasonable precautions to protect academic work such as assignments, projects, laboratory reports or examinations from being used by other students;

- m) misrepresent academic credentials from other institutions or submit false information for the purpose of gaining admission or credits;
- n) submit false information or false medical documentation to gain a postponement or advantage for any academic work (e.g., a test or an examination);
- o) forge, alter or fabricate McMaster University documents;
- p) forge, alter or fabricate transcripts, letters of reference or other official documents;
- q) impersonate another student either in person or electronically for the purpose of academic assessment;
- r) provide a false signature for attendance at any class or assessment procedure or on any document related to the submission of material where the signature is used as proof of authenticity or participation in the academic assessment; and,
- s) commit research misconduct (see [Appendix 3](#)), which shall include:
 - (i) the misrepresentation, fabrication or falsification of research data;
 - (ii) the abuse of confidentiality with regard to information and ideas taken from manuscripts, grant applications or discussions held in confidence; and
 - (iii) other kinds of misconduct, such as: the improper use of equipment, supplies, facilities, or other resources; the failure to respect University policies on the use of human subjects or animals.
- t) Contract Cheating is the act of "outsourcing of student work to third parties" with or without payment.²
- u) Use of generative artificial intelligence, entirely or in part, for submitted academic work without the explicit permission of the course instructor;
- v) Fail to cite or acknowledge the use of generative artificial intelligence in submitted work, when explicitly permitted by the course instructor, according to the citation guidelines outline by the instructor or normally used withing the discipline.

PROCEDURES IN CASES OF ACADEMIC DISHONESTY

Person Responsible for Bringing a Charge

- 22. The Person Responsible for Bringing a Charge will be the University Representative as identified by *clauses 23-25*, below.
- 23.
 - a) The primary responsibility for bringing a charge of academic dishonesty involving academic work submitted for credit in a course rests with the instructor of the course. A course instructor may

² Lancaster & Clarke, 2016, p. 639.

designate this authority to an appropriate member of the course teaching team. Some examples include:

- (i) In the case of a take-home assignment (paper, essay, book review, etc.) the marker must bring the suspicion of academic dishonesty to the attention of the instructor.
 - (ii) In an in-class test or examination, the invigilator must bring the suspicion of academic dishonesty to the attention of the instructor.
 - (iii) In a University-administered examination, the invigilator must report their suspicion that academic dishonesty may have occurred to the Chief President. The Chief President shall give a full report, together with any confiscated material, to the Senior Associate Registrar (Scheduling and Examinations), who shall report the matter to the instructor.
- b) The primary responsibility for bringing a charge against a graduate student suspected of academic dishonesty in a Master's project, thesis work or a thesis rests with the student's supervisor.
 - c) The primary responsibility for bringing a charge against a graduate student suspected of academic dishonesty in a comprehensive examination rests with the member(s) of the examining committee who detect(s) it.
 - d) The primary responsibility for bringing a charge against a graduate student suspected of research misconduct (as defined in the [Research Integrity Policy](#)) not included in any of the previous categories rests with the student's supervisor.
 - e) The primary responsibility for bringing a charge against a student suspected of falsifying and/or using falsified documents (e.g., transcripts, letters of reference, medical documentation) rests with the appropriate University Officer (e.g., the Registrar, the Graduate Registrar, an Associate Dean, etc.).
 - f) The primary responsibility for bringing a charge against a student suspected of academic dishonesty, of a nature that does not clearly fall within the preceding clauses, shall rest with the appropriate instructor or University Officer. For example, if a student steals and/or is found to be in possession of stolen examination copy, the primary responsibility rests with the instructor responsible for the course.
24. When the person who bears the primary responsibility fails to bring a charge within a reasonable time, the Department Chair or School/Program Director may bring a charge. If the Chair or Director does not bring a charge within a reasonable time, then the appropriate Associate Dean (as identified by the Office of Academic Integrity) may do so.
25. Any person who believes that a student has committed academic dishonesty, including research misconduct, may submit a signed statement, including all relevant evidence, to the appropriate Associate Dean (as identified by the Office of Academic Integrity). The Associate Dean will conduct an investigation and, if appropriate, bring a charge.

Contacting the Student

26. The University Representative shall:

- a) notify the student of the nature of the charge of academic dishonesty, the evidence against him/her, and the procedures to be followed;
- b) provide the student a fair opportunity to answer the charge within two weeks after contacting the student; and
- c) if the charge relates to a course in which the student is registered, inform the student, the Registrar, and the student's Associate Dean that, while under investigation for academic dishonesty, the student shall not be permitted to withdraw from the course concerned (see [clause 47](#), below).

Determining that an Offence has been Committed

27. The University Representative shall determine, based on their discussion with the student and a review of all relevant evidence, whether an offence has been committed.
28. When the University Representative determines that there are no grounds for a charge or there is insufficient evidence with which to proceed, they shall so inform the student in writing (with a copy to the Registrar and the student's Associate Dean, if they were informed under the terms of [clause 26 \(c\)](#)) within ten (10) working days of their meeting with the student. This does not preclude a University Representative from bringing a charge at a later date, should new evidence become available.

Checking for Previous Offences

29. When the University Representative determines that an offence has taken place, and before deciding on a penalty, they shall check with the Office of Academic Integrity to determine if it is a first offence.

Instructor-Imposed Penalties for First Offences

30. In the case of undergraduate students, if there is no previous offence on record and none of the conditions in [clause 32](#) apply, an instructor can impose penalties of:
 - a) a reduction of the mark on the piece of academic work; or
 - b) a mark of zero for the piece of academic work; or
 - c) if the piece of academic work is worth less than 5% of the course grade, a course grade reduction of up to 5%.
31. The instructor shall notify the student, in writing, of the penalty and of the student's right of appeal to the Faculty Adjudicator (through the Office of Academic Integrity) generally within twenty (20) working days after the instructor first contacts the student with a suspicion of academic dishonesty. The instructor shall also report the penalty, and a brief description of the case, to the Office of Academic Integrity and the student's Associate Dean. A penalty levied by an instructor takes place immediately and shall not be stayed by an appeal. Graduate students should review [clause 32](#), below.

Referral of First Offences

32. The University Representative also shall refer a case to the Office of Academic Integrity, if:
 - a) they believe a penalty greater than zero for the piece of work concerned is warranted;
 - b) there are multiple charges against the student;
 - c) the student is a graduate student; and/or
 - d) the alleged offence does not relate to the work in a course (e.g., presentation of falsified documents).
33. When a University Representative refers a case to the Office of Academic Integrity, they shall inform the student, the student's Associate Dean and the Registrar.
34. The Office of Academic Integrity will inform the appropriate Faculty Adjudicator and commence the procedures described in *clauses 36 to 46* below.³

Referral of Second or Subsequent Offences

35. If there is a previous offence on record, the University Representative shall refer the case to the Office of Academic Integrity and so inform the student, the student's Associate Dean and the Registrar. The Office of Academic Integrity will inform the appropriate Faculty Adjudicator² and commence the procedures described in in *clauses 36 to 46* below.

Adjudication Without a Hearing

36. If the student charged with academic dishonesty admits guilt and the University representative, the student and the Faculty Adjudicator are all in agreement that a Hearing is not required to determine the penalty, the Faculty Adjudicator may make a decision regarding the penalty based on the written submissions of the complainant and the student.

Hearing by Faculty Adjudicator

37. In other cases referred to the Faculty Adjudicator, a Hearing shall be held in accordance with the procedures set out in [Appendix 2](#). The Hearing shall normally be held no later than one month after the date the Office of Academic Integrity receives the case. At the Hearing, it shall be the responsibility of the University Representative to provide evidence to the Faculty Adjudicator that the student committed

³ Unless otherwise specified, the appropriate Faculty Adjudicator shall be:

- a) in cases involving academic work submitted for credit in a course by an undergraduate student, the Faculty Adjudicator for the Faculty that received the academic work for assessment;
- b) in all other cases involving undergraduate students, the Faculty Adjudicator of the Faculty in which the student was last registered;
- c) for courses in interdisciplinary units or for students registered in programs that are not under the jurisdiction of a Faculty, a Faculty Adjudicator assigned by the Office of Academic Integrity; and
- d) in all cases involving graduate students, the Faculty Adjudicator for the School of Graduate Studies.

academic dishonesty. Decisions of the Faculty Adjudicator with respect to the student's guilt or innocence shall be based on a preponderance of evidence, meaning the evidence shows it is more likely than not that the student committed academic dishonesty.

38. Only after the Faculty Adjudicator has determined that academic dishonesty has been committed, and before deciding on a penalty, they shall inquire of the Office of Academic Integrity whether there is a record of a previous offence in the student's file.
39. If the Hearing is for an appeal by a student of the decision of an instructor that the student committed academic dishonesty and/or of the penalty imposed by the instructor, it shall be the responsibility of the instructor to provide evidence of the student's guilt and of the appropriateness of the penalty.
40. The Faculty Adjudicator may take the following action:
 - a) dismiss the case, or
 - b) make a finding of academic dishonesty and impose one or more penalties as described in clause 34 below.

Penalties

41. The following penalties may be imposed by the Faculty Adjudicator upon any student found to have committed academic dishonesty. Repeated and/or multiple violations will increase the severity of the penalty. Academic dishonesty committed by graduate students will have more serious consequences than that committed by undergraduate students. When there is a finding of academic dishonesty relating to a course, the student shall not be permitted to withdraw from the course in question. Penalties may be used independently or in combination for any single violation.
42. Penalties include:
 - a) a letter reporting the academic dishonesty offence, sent to the student and copied to the Office of Academic Integrity, the student's Associate Dean, the Registrar and/or the Graduate Registrar;
 - b) a reduction of the mark on the piece(s) of academic work;
 - c) a mark of zero for the piece(s) of academic work;
 - d) a reduction of the course grade;
 - e) zero for the course with a transcript notation as provided in [clause 57](#);
 - f) denial of permission to use facilities of the University, including computer facilities and laboratories, for a designated period of time;
 - g) denial of permission to register;
 - h) cancellation of registration;

- i) suspension, i.e., the withdrawal by the University of all academic privileges for a specified period of time, after which the student is eligible to return;
- j) expulsion, i.e., the withdrawal by the University of all academic privileges for an indefinite period of time;
- k) a recommendation to Senate to rescind the student's degree;
- l) a transcript notation as provided in [clause 57](#); and
- m) such other penalties as may be appropriate in the circumstances.

For graduate students, all of the above penalties may be assessed, in addition to:

- n) a letter reporting the academic dishonesty offence to be placed in the student's academic file at the School of Graduate Studies and in the student's program/department file; and
 - o) a recommendation that the supervisory committee meet to assess the progress of the student and consider assigning a grade of unsatisfactory. An executive summary of the Faculty Adjudicator's decision will be released by the Office of Academic Integrity to the committee.
43. Suspension and expulsion entail transcript notations as described in [clauses 60](#) and [61](#). Prohibiting a student from registering for a specified period of time does not entail a transcript notation.

Notification of Decision

44. The Faculty Adjudicator shall, within ten working days of the hearing, inform the student, the instructor, the University Representative (if other than the instructor), the Office of Academic Integrity, the Registrar, and the student's Associate Dean, in writing, of the decision/recommendation in each case.
45. When the Faculty Adjudicator decides that a student's degree should be rescinded, they shall forward that recommendation to Senate for approval, and the Secretary of the Senate shall inform the individuals listed in the previous clause of the Senate's decision.
46. When a student is found guilty of academic dishonesty and a penalty is levied by the Faculty Adjudicator and/or the Senate, the student shall also be informed of their right of appeal to the Senate Board for Student Appeals.
47. A penalty takes effect when specified by the Faculty Adjudicator and shall not be stayed by an appeal.

Student's Status: Transcripts and Registration

48. When a charge of academic dishonesty is made against a student, until the case has been resolved, the student will not be issued transcripts directly but, at the student's request, transcripts will be sent to institutions or potential employers. If the student is subsequently found guilty and the conviction results in a transcript notation, the recipients of any transcripts will be so informed by the Registrar.
49. While under investigation for, or subsequent to being found guilty of, academic dishonesty in a course(s), a student shall not be permitted to withdraw formally from that course(s).

50. While under investigation for academic dishonesty, a student shall not be permitted to withdraw formally from the University.

Right of Appeal

51. A decision and/or a penalty imposed under the above procedures may be appealed within three weeks after the student has been advised of the decision and/or penalty as follows:
- a) Decisions of the instructor may be appealed to the Faculty Adjudicator, by submitting a request in writing to the Office of Academic Integrity on a form prescribed by that Office.
 - b) Decisions of a Faculty Adjudicator or of the Senate, (pursuant to [clauses 44](#) and [45](#)), may be appealed by the student to the *Senate Board for Student Appeals*.

Records of the Offence

52. The Office of Academic Integrity shall maintain a record of each finding of academic dishonesty against a student. This record will be retained for a period of ten years before being destroyed. The purpose of this record, which shall be kept separate from any other of the student's records, is to determine whether there has been a previous offence, before a penalty is levied. Such a record of offences shall not be used for any other purpose.
53. When the penalty does not involve a transcript notation, the student may petition the Office of Academic Integrity to destroy the record of the offence. Such a petition cannot be made for a period of two years subsequent to the date on which the student was charged. If the petition is granted, the record shall not, however, be destroyed before the student is clear to graduate.
54. When a penalty includes a letter being placed in a graduate student's academic files, the student may petition the Office of Academic Integrity to have the letters destroyed. Such a petition cannot be made for a period of two years subsequent to the date on which the student was charged. If the petition is granted, the record shall not, however, be destroyed before the student is clear to graduate.
55. When the penalty does involve a transcript notation, and the student's petition to delete the transcript notation has been granted by the Senate, the record of the offence shall be destroyed by the Office of Academic Integrity when the transcript notation is deleted (see [Transcript Notations](#), below).
56. In the event that the case is dismissed, all records of the proceeding shall be removed from the student's file.

Transcript Notations

57. General Notation. For notations not associated with a grade of "F", suspension, expulsion or rescinded degrees.

- a) When a Faculty Adjudicator determines a student is guilty of an academic dishonesty offence under the Policy that does not warrant a grade of "F", suspension, expulsion or a rescinded degree they can assign a general notation that reads "***Student found guilty of Academic Dishonesty on*** (list date here). ***This notation will be automatically removed on*** (insert date here)."
 - b) No petition to Senate is required for removal of this General Notation. Such notations cannot be permanent and must include a removal date and year.
58. When a grade of "F" in a course has been levied against a student found guilty of academic dishonesty, the notation "***Grade of F assigned for academic dishonesty***" shall appear on the student's transcript opposite the course. Provided there are no subsequent findings against the student, the notation will be removed, and the record of the offence destroyed, upon the shorter of:
- a) five years* after the effective date of the penalty; or
 - b) two years* after graduation.
59. The Academic Integrity Officer will provide to the University Registrar, by the end of each term a list of notations to be removed. *Notations will be removed on either April 30, August 31, or December 31 following completion of the relevant time period noted above. The number of notations removed each year under this process must be included in the annual report to the University Senate referred to in [clause 7\(f\)](#).
60. When a student is suspended, the notation will read: "***Suspended by the Senate for academic dishonesty for ___ months effective*** (date suspension starts)." A student may petition Senate for removal of such a notation subject to the following conditions:
- a) If the student returned to McMaster University:
 - (i) at least 2 years must have elapsed since the effective date of the suspension; and
 - (ii) the student must have been cleared to graduate.
 - b) If the student did not resume studies at McMaster University:
 - (i) at least 5 years must have elapsed since the effective date of the suspension.
61. When a student is expelled, the notation will read: "***Expelled by the Senate for academic dishonesty*** (effective date)".
- a) If at some later date the student is reinstated, an additional notation will read: "***Reinstated by the Senate*** (effective date)".
 - b) Such notations may be removed from a student's transcript on petition to Senate, but not before five years after the effective date of the expulsion.
62. When a student's degree is rescinded, the notation will read: "***Degree rescinded by the Senate for academic dishonesty*** (effective date)". Such notations are permanent.

APPENDIX 1: FACULTY ADJUDICATORS

GUIDELINES FOR SELECTION AND OPERATION

1. The Provost, in consultation with the Faculty Deans and the Dean of Graduate Studies, shall make recommendations regarding the appointment of adjudicators to the Senate Committee on Appointments. Adjudicators shall be appointed by Senate for a renewable three-year term, to a maximum of two terms. A Faculty and the School of Graduate Studies may choose to have more than one Faculty Adjudicator, but no more than three should be appointed within a Faculty or the School of Graduate Studies.
2. If a Faculty Adjudicator is not available to hear a case within a reasonable time, the Office of Academic Integrity may refer the case to another adjudicator in the same or a different Faculty.
3. Cases involving graduate students shall be adjudicated by the Faculty Adjudicator(s) appointed for the School of Graduate Studies.
4. The Office of Academic Integrity shall ensure that all Faculty Adjudicators receive appropriate training to discharge their responsibilities.
5. In the event that a Faculty Adjudicator has any direct interest or prior involvement in a case under consideration, another Faculty Adjudicator from the same or a different Faculty shall be appointed to hear the case.
6. The Faculty Adjudicator, should they wish to make recommendations regarding modifications to the policies and procedures under which they operate, shall report in writing to the Office of Academic Integrity by October 31st of each year.

APPENDIX 2: PROCEDURAL RULES FOR A HEARING

1. All Hearings convened under this Policy shall be held by video conference and will follow the procedures detailed below. In-person hearings are available on request.

PARTIES TO A HEARING

2. Parties to a Hearing shall include the University Representative, and the student against whom the allegation of academic dishonesty has been made or who is appealing an instructor's decision that they committed academic dishonesty and/or the instructor's penalty.

NOTICE OF HEARING

3. The Parties shall be given reasonable, written notice of the hearing. In the case of the student, the notice shall be sent by email to the student's McMaster email address. This email is considered received if sent via the student's @mcmaster.ca email account.

CLOSED/OPEN HEARINGS

4. Hearings are normally open, but any Party to the proceeding may request a closed Hearing.
5. The Faculty Adjudicator shall determine in their sole discretion whether sufficient cause for closing exists. In the event that there is insufficient cause, the Hearing shall remain open.

SCHEDULING OF HEARING

6. An attempt shall be made to schedule the video conference Hearing at a time convenient for all Parties. However, if a Party, who has been notified of a Hearing date, is absent without contacting the Office of Academic Integrity with a satisfactory explanation, the Hearing may proceed in their absence.

ADVISOR

7. The student shall have the right to have an advisor in attendance at the Hearing. Such advisor may consult with the student but shall not be allowed to speak at the Hearing. Advisors shall not include legal counsel for the purposes of these Hearings.

EVIDENCE

8. The student is entitled to receive, prior to the Hearing, reasonable particulars in writing of the allegation(s) against him/her.
9. Parties have the right to submit written and documentary evidence electronically in support of their cases, prior to the Hearing, and to receive electronic copies of any such evidence submitted by the other Party. All written and documentary evidence is to be provided to the opposing party not less than five days prior to the hearing.
10. Parties have the right to present evidence at the Hearing, including their own testimony and any further written and documentary evidence in support of their cases and to receive electronic copies of any such evidence submitted by the other Party.

11. The Faculty Adjudicator may consider and grant a recess or an adjournment at the request of either party to allow them to review written or documentary evidence submitted electronically at the Hearing.
12. The Faculty Adjudicator may require the production of written or documentary evidence by the Parties or by other sources. The Faculty Adjudicator has the power to call their own witnesses.
13. The Faculty Adjudicator must not hear evidence or receive representations regarding the substance of the case other than through the procedures described in this Policy.
14. The Faculty Adjudicator may admit as evidence at a Hearing any oral testimony and any document, written statement or other thing, relevant to the subject matter of the proceeding. The Faculty Adjudicator is not bound by the laws of evidence applicable to judicial proceedings.

WITNESSES

15. Parties to the Hearing have the right to call, question and cross-examine witnesses. Parties are responsible for producing their own witnesses and paying for any costs associated with their appearance.
16. The Faculty Adjudicator may limit testimony and the questioning of witnesses where they are satisfied that the testimony and questioning has been sufficient to disclose fully and fairly all matters relevant to those matters they consider relevant to the disposition of the case.
17. The witnesses will stay in the Hearing only while they are testifying and responding to questions.

SIMILAR QUESTIONS OF FACT OR POLICY

18. If two or more proceedings before Faculty Adjudicator(s) involve the same or similar questions of fact or policy the Faculty Adjudicator(s) may:
 - a) combine the proceedings or any part of them,
 - b) hear the proceedings at the same time, or
 - c) hear the proceedings one immediately after the other.

RECORDING

19. Although the hearing shall be recorded in order to obtain an accurate record of the proceedings, such recording is done for convenience purposes only and the malfunction of the recording device or subsequent loss of the recording shall not invalidate, in any way, the related hearing. The electronic file of the recording shall be held in confidence by the Office of Academic Integrity for a period of three years from the date of the hearing. Any party to the appeal may request access to the recording, and the reproduction thereof, upon reasonable notice and payment of the reasonable costs associated therewith.

ORDER OF PROCEEDINGS

20. The order of the proceedings shall be as follows:

- a) The University Representative shall present the charge, any supporting evidence and shall call any witnesses. The student and the Faculty Adjudicator shall be permitted to question each witness at the end of their testimony. The University Representative shall be permitted to clarify any new points arising from such questioning.
- b) The student shall present their evidence and shall call any witnesses. The University Representative and the Faculty Adjudicator shall be permitted to question each witness at the end of their testimony. The student shall be permitted to clarify any new points arising from such questioning.
- c) The University Representative may respond to any evidence presented by the student in *(b)* above.
- d) The Parties will be permitted an opportunity to summarize their respective cases. The summary should address both the substance of the alleged offence and the appropriate penalty in the event that the allegation is determined to be valid. The student, if they wish, may submit their penalty suggestions in writing to be read by the Faculty Adjudicator when deciding an appropriate penalty after concluding the allegation is valid.

ADJOURNMENT

21. The Faculty Adjudicator may grant an adjournment at any time during the Hearing to ensure a fair Hearing.

APPROPRIATE PROCEDURES

22. Where any procedural matter is not dealt with specifically in this Policy, the Faculty Adjudicator may, after hearing submissions from the Parties and considering the principles of fairness, establish an appropriate procedure.
23. Any procedural requirement contained in this Policy may be waived with the consent of the Faculty Adjudicator and of all Parties.

APPENDIX 3: ACADEMIC DISHONESTY EXPLANATIONS

EXPLANATION

1. Academic dishonesty may occur in a variety of situations. This Appendix includes many examples but is not an exhaustive list of examples of academic dishonesty.

PLAGIARISM

2. Plagiarism, which is the submission of material that has been, entirely or in part, copied from or written by another person, without proper acknowledgment, is probably the most common form of academic dishonesty. All material, including information from the internet, anonymous material, copyrighted material, published and unpublished material and material used with permission, must be properly acknowledged. There are two aspects to using material from other sources of which students should be aware. In a direct quotation of text or material, it is important to distinguish the text or material that has been taken from the other source. Common methods of identification of directly quoted material include indentation, italics, quotation marks or some other formatting change to separate the quoted material from the student's own work. Indirectly quoted material involves expressing an idea, concept or interpretation that one has obtained from another source, in one's own words. Direct and indirectly quoted material requires a reference or footnote in the text and full citation in the references or bibliography, in accordance with the standards appropriate to the discipline.

ORAL PRESENTATIONS

3. In the case of oral presentations, the use of material that is not one's own, without proper acknowledgment or attribution, constitutes plagiarism and, hence, academic dishonesty.

MUSIC

4. In Music, the imitation of style is an integral part of the student's work. In applied music, for example, a student may be required to model an interpretation of a piece around that of a particular performer, and in music theory courses it is a routine procedure to imitate the stylistic characteristics of particular periods and even of particular composers. Nevertheless, it is possible to draw certain lines. For example, it would obviously be improper for a student to submit as personally representative, a tape recording of someone else performing. It would also be wrong, just as it would be in the case of an essay, for a theory or composition student to hand in as personal work, material composed by another. Clearly, the imitation of style ceases to be legitimate when the student begins to draw upon actual notes or sounds attributable to another person. This would not preclude a professor from, say, giving the student material to work with from a pre-existent composition (for example, a figured bass, or a fugue subject) providing the sum and substance of the work from that point on were the student's own.

STUDIO ART

5. Students of studio art (painting, sculpture and print-making) may be guilty of plagiarism if they submit for evaluation as course assignments works executed in their entirety by someone else, or in part by someone other than the instructor. Similarly, copying works from sources not authorized by the instructor may be regarded as improper borrowing, which is analogous to plagiarism and is an act of academic dishonesty.

COMPUTER SOFTWARE

6. The improper use of the computer files and programs of others may constitute academic dishonesty. The instructor who is responsible for specifying the way in which the work is to be done determines the degree of permissible co-operation among students. Students who allow their computer files or assignments to be copied are as guilty of academic dishonesty as those who copy. Each student is responsible for protecting their computer file by keeping the password secret and changing it frequently.

MULTIPLE SUBMISSIONS OF THE SAME MATERIAL

7. The submission of an assignment, report or essay, which has been submitted at an earlier date for a different course, is an act of academic dishonesty unless the instructor has specifically authorized it in advance. The submission of the same essay in each of two courses, which are being taken concurrently, is acceptable only if both instructors have given prior approval.

IN TESTS AND EXAMINATIONS

8. In all tests and examinations, including take-home examinations, students are expected to work strictly on their own, using only aids authorized for use in the examination or test area by instructors or invigilators, or when group work has been explicitly authorized by the instructor. Copying or using unauthorized aids constitutes academic dishonesty.

INAPPROPRIATE COLLABORATION

9. Collaborative learning is a valuable method of instruction that is utilized by many instructors at McMaster University. Students will often be encouraged to discuss ideas and concepts with one another to facilitate the learning process. A distinction must be drawn, however, between collaborative learning and collaboration on assignments. Assignments, projects, reports, etc. are required to be completed by an individual unless the instructor indicates some kind of collaboration is permissible.
10. Inappropriate collaboration occurs when students work together on an assignment that was intended as an individual assignment or when students work together in groups beyond the degree of permissible collaboration.
11. Instructors are expected to outline the appropriate level of collaboration on course outlines and/or on each assignment. When group work is acceptable, but not required, the instructor is responsible for specifying the way in which the work is to be done and for determining the degree of permissible collaboration among the students.
12. Students are directed to assume all assignments are intended to be done individually unless otherwise directed by the instructor. Students are expected to ask questions and clarify the collaboration expectations for each assignment if they are unsure of the instructor's expectations. Students are also expected to use standard citation rules to identify any part or section of their assignment that is not original.

RESEARCH MISCONDUCT

13. The two principles underlying integrity in research in a University setting are these: a researcher must be honest in proposing, seeking support for, conducting, and reporting research; a researcher must respect the

rights of others in these activities. Any departure from these principles will diminish the aegis of McMaster University. It is incumbent upon all members of the University community to practice and to promote ethical behaviour. (Please refer to the [Research Integrity Policy](#) for more details.)

CONTRACT CHEATING

14. Contract cheating can happen through "family and friends; academic custom writing sites; legitimate learning sites (e.g., file sharing, discussion and micro-tutoring sites); legitimate non-learning sites (e.g., freelancing sites and online auction sites); paid exam takers; and pre-written essay banks". (Ellis Zucker, & Randall, 2018, p. 2).
15. The act of contract cheating, and its associated behaviors: undermines learning; erodes learning environments; damages learning relationships; places the student, the faculty/teacher, the educational organization, and society at risk from students who will graduate with knowledge gaps; undeserved academic awards; and a propensity to engage in dishonesty behaviors in their professional careers.⁴

GENERATIVE ARTIFICIAL INTELLIGENCE

16. Generative AI tools utilize machine learning to produce a range of possible outputs, including but not limited to text, image, video, code and audio."
17. Instructors must be clear in their assignment directive as to whether they are
 - a) explicitly prohibiting use, or
 - b) setting specific parameters around the permitted use of generative artificial intelligence tools.
18. Students are directed to assume all assignments and tests are intended to be done without the use of generative artificial intelligence unless otherwise directed by the instructor. Students are expected to ask questions and clarify if they are unsure of the instructor's expectations. If permitted to use generative artificial intelligence tools in an assessment, it is expected they will use standard citation rules to identify any part or section for their assignment that is not their original thought or work.

⁴ Source: (Guerrero-Dib, Portales, & Heredia-Escorza, 2020; Harding, Carpenter, Finelli & Passow, 2004; Lancaster, 2020). Used with permission from the [International Centre for Academic Integrity](#).

APPENDIX 4: GENERAL PENALTY GUIDELINES

EXPLANATION

1. Each case of academic dishonesty is investigated, heard and decided upon the merits of the case. The following penalty guidelines are general and can be adjusted by the Faculty Adjudicator hearing the case, according to the merits of the case to be harsher or more lenient.

ADMISSIONS FRAUD

2. If a student is found to have gained admission to McMaster University through fraudulent means, the penalty is generally suspension or expulsion with a transcript notation.

UNDERGRADUATE STUDENTS

3. The first time an undergraduate student is found guilty of academic dishonesty, the penalty is generally either a letter or a grade reduction or a zero on the assignment in question, but is most often a zero.
4. The second time an undergraduate student is found guilty of academic dishonesty, the penalty is generally "F" in the course with a transcript notation.
5. The third time an undergraduate student is found guilty of academic dishonesty, the penalty is generally "F" in the course with a transcript notation and suspension or expulsion with a transcript notation.

UNDERGRADUATE SERIOUS FIRST OFFENCES

6. If a student is found to have committed a serious first offence, the penalty is at the discretion of the Faculty Adjudicator and will be determined based on the merits of the case.

GRADUATE STUDENTS

Course Work

7. The first time a graduate student is found guilty of academic dishonesty or research misconduct in course work, the penalty is generally assigned within the parameters of the course (e.g., a zero on the assignment or "F" in the course with a transcript notation).
8. The second time a graduate student is found guilty of academic dishonesty or research misconduct in course work, the penalty is generally suspension or expulsion with a transcript notation.

Comprehensive/Qualifying Examinations

9. If a graduate student is found to have committed academic dishonesty on a draft of a comprehensive/qualifying exam or on a comprehensive/qualifying exam, the penalty can range from a letter in the student's academic files to a failing grade on the exam to suspension or expulsion.

Thesis Work

10. If a graduate student is found to have committed academic dishonesty on thesis work the penalty can range from a letter in the student's academic files to an Unsatisfactory on the relevant supervisory committee meeting report to suspension with a transcript notation or expulsion with a transcript notation depending on the severity of the offence.

Thesis

11. If a graduate student is found to have committed academic dishonesty on a thesis submitted for defense the penalty is generally suspension with a transcript notation or expulsion with a transcript notation.
12. If the graduate student has a previous offence of academic dishonesty on their record, it will be considered as part of determining the appropriate penalty.

CONSEQUENCES

13. Many penalties assigned for academic dishonesty will have academic consequences for students, e.g. a zero on an assignment combined with the student's other grades in course work results in an "F" in the course; an "F" in a course when combined with the student's other grades may result in the student being put on academic probation, etc. These consequences will not be considered when deciding a penalty for academic dishonesty; the penalty is decided based on the merits of the case.