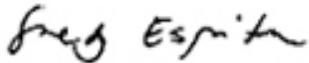


September 24, 2010

To : Graduate Council Members

From : Medy Espiritu   
Assistant Secretary and SynApps System Administrator

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The next meeting of Graduate Council will be held on **Wednesday, September 29, 2010 at 1:30 p.m.** in the **Council Chambers, Gilmour Hall 111.**

Listed below are the agenda items for discussion.

If you are unable to attend this meeting, please call extension 24204 or email [espiritu@mcmaster.ca](mailto:espiritu@mcmaster.ca).

#### A G E N D A

- I. Minutes of the meeting of May 3, 2010 (*enclosed*)
- II. Business Arising
- III. Report from the Associate Vice-President and Dean of Graduate Studies
- IV. Report from the Associate Deans of Graduate Studies
- V. 2010-2011 Scholarships Committee of Graduate Council (*enclosed*)
- VI. New graduate scholarships (*enclosed*)
- VII. Report from the Faculty of Health Sciences Graduate Policy and Curriculum Council (*enclosed*) - Dr. C. Hayward
  - June 10, 2010 meeting
  - September 22, 2010 meeting
- VIII. Revision to the Graduate Council By-Laws (*enclosed*)
- IX. Discussion: 2010-2011 Graduate committees
- X. Other business

**GRADUATE COUNCIL  
MAY 3, 2010, 2:00 P.M.  
COUNCIL CHAMBERS, GILMOUR HALL 111**

**PRESENT:** Dr. A. Sekuler (Chair), Dr. T. Fetner, Dr. D. Goellnicht, Dr. C. Hayward, Dr. M. Head, Mr. S. Jones, Dr. G. Kehler, Dr. N. Kevlahan, Dr. M. Kliffer, Mr. R. Love, Dr. M. Stroinska, Mr. P. Self, Dr. M. Thompson, Dr. D. Welch, Mrs. M. Espiritu (Assistant Secretary)

**BY INVITATION:** Dr. S. Chidiac, Dr. T. Flynn

**REGRETS:** Dr. P. Baxter, Dr. R. Cain, Dr. K. Dalnoki-Veress, Dr. A. Knights, Dr. L. Magee, Dr. H. Sheardown, Dr. J. West-Mays, Dr. T. Yoshikawa, Dr. P. Zylla

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**I. Minutes of Meeting**

On a motion by Mr. Jones, seconded by Dr. Thompson, Graduate Council approved the minutes of the meeting of March 1, 2010.

**II. Business Arising**

Dr. Sekuler informed the Council that the School of Graduate Studies and the Human Resources department are currently working on the wording of the e-mail notification to graduate students concerning the required AODA (Accessibility for Ontarians with Disabilities Act) training. She expects students to receive the e-mail message concerning the training soon.

**III. Report from the Associate Vice-President and Dean of Graduate Studies**

OCGS Update

Dr. Sekuler reviewed the status of graduate programs submitted to the Ontario Council on Graduate Studies (OCGS) for appraisal:

OCGS Consultants conducted site visits for the following programs:

- Health Management, October 20-21, 2009
- Economics and Economics Policy, October 22-23, 2009
- Global Health, November 5-6, 2009
- Social Work, January 26-27, 2010
- English, February 22-23, 2010
- Statistics, February 25-26, 2010
- Biology, March 25-26, 2010
- Work and Society, April 19-20, 2010
- Globalization, April 22-23, 2010
- Gender Studies and Feminist Research, April 22-23, 2010

The School of Graduate Studies is currently organizing the consultants' site visit for the Psychology graduate programs.

The programs awaiting OCGS feedback regarding submitted appraisal briefs are: ADMI (M. Eng.), Management Studies (Diploma). The following programs are awaiting funding approval from the Ministry of Training, Colleges and Universities: Health Management, Global Health.

The upcoming new graduate programs are French (Ph.D.); Technology, Entrepreneurship and Innovation (MTEI); and Water, Environment and Health (M.Sc.).

### Events

Dr. Sekuler said the topic discussed at the recently concluded *Best Practices Lunch* on April 14, 2010 was "new student orientation." She mentioned that the last *Best Practices Lunch* for this academic year will be held on May 19, 2010. According to Mr. Self, McMaster will continue to organize events for graduate students and post-doctoral fellows, such as workshops concerning patents and trademarks, business etiquettes, etc.

#### **IV. Report from the Associate Deans of Graduate Studies**

Dr. Hayward announced that the Faculty of Health Sciences will hold its inaugural Research Plenary Day on May 14, 2010. The event will feature the achievements in research training by graduate students and postdoctoral fellows in programs affiliated with the Faculty of Health Sciences.

#### **V. 2010 Spring Graduands**

Dr. Sekuler reviewed the list of the 2010 Spring graduands for the faculties of Business, Engineering, Health Sciences, Humanities, Science, and Social Sciences.

Dr. Welch moved, and Dr. Goellnicht seconded,

**"that Graduate Council approve the list of the 2010 Spring graduands with amendments/corrections to be made as necessary by the Graduate Registrar."**

Dr. Sekuler reported for Council information the total number of 2010 Spring graduands for the different Faculties: Business - 177; Engineering – 98; Health Sciences – 62; Humanities – 5; Science – 55; Social Sciences – 13.

The motion was carried.

## VI. New Graduate Scholarships

Dr. Sekuler presented the new graduate scholarships for Council approval:

- The Chandra Kudsia Ontario Graduate Scholarship
- The Kudsia Family Scholarship
- The Mary Tremblay Academic Grant

Dr. Fetner moved, and Dr. Kehler seconded,

**“that Graduate Council approve the Chandra Kudsia Ontario Scholarship, Kudsia Family Scholarship, and Mary Tremblay Academic Grant, as described in the document.”**

The motion was carried.

Dr. Sekuler then referred the Council members to the proposed revised description for the Harry Lyman Hooker Senior Fellowships. Dr. Sekuler explained that revision is necessary in order to include the Vanier scholarship awards in the description.

Dr. Goellnicht moved, and Dr. Stroinska seconded,

**“that Graduate Council approve the proposed revision to the description for the Harry Lyman Hooker Senior Fellowships, as described in the document.”**

The motion was carried.

## VII. Report from the Faculty of Business Graduate Curriculum and Policy Committee

Dr. Head explained that the Master of Communications Management (MCM) has proposed removing the completion of the GMAT or GRE as a requirement for applicants with University degrees who meet the minimum admission requirements of the MCM program. Dr. Head said the Faculty of Business Graduate Curriculum and Policy Committee approved the proposal on March 4, 2010.

Dr. Goellnicht moved, and Dr. Welch seconded,

**“that Graduate Council approve the proposal of the Master of Communications Management program to remove the completion of the GMAT or GRE as a requirement for applicants with University degrees, as explained above.”**

The motion was carried.

Dr. Head mentioned that she will also present the proposal to the next meeting of the Faculty of Business on May 27, 2010 for approval.

### **VIII. Report from the Faculty of Engineering Graduate Curriculum and Policy Committee**

In the absence of Dr. Sheardown, Dr. Welch reviewed the report from the Faculty of Engineering Graduate Curriculum and Policy Committee.

Dr. Welch explained that the Biomedical Engineering program has proposed revising its Ph.D. comprehensive examination procedure. The proposal involves adjusting the examination time from 6-18 months to 6-15 months after the student's initial registration in the Ph.D. program.

Dr. Welch moved, and Dr. Kevlahan seconded,

**“that Graduate Council approve the proposed change to the comprehensive examination of the Biomedical Ph.D. program, as described in the document.”**

The motion was carried.

Dr. Welch explained that the Department of Civil Engineering has proposed adding a course-based option to its Master of Engineering program. Dr. Welch explained that the proposed course-based option will require students to complete eight half-courses; and register in Civil Engineering 761 - Graduate Seminar (Master's) course for the first six terms of study. After the discussion, the Council made a general comment that a requirement to submit a major research paper, or some form of significant research component should be added in the proposal. There was also a comment that the department has proposed a significant change to its M. Eng. program, and will therefore need approval from OCGS.

Dr. Goellnicht moved, and Dr. Kehler seconded,

**“to table discussion of the proposed Civil Engineering M. Eng. course-based option and convey to the Department of Civil Engineering the concern raised by Graduate Council.”**

The motion was carried.

Dr. Welch then discussed the remaining items in the report for Graduate Council information.

### **IX. Report from the Faculty of Health Sciences Graduate Policy and Curriculum Council**

Dr. Hayward briefly discussed the proposed calendar copy for the Master's program in Health Management. She mentioned that the Faculty of Business Graduate Curriculum and Policy Committee approved the document on April 26, 2010. She explained that the Faculty of Health Sciences Graduate Policy and Curriculum Council will have to approve the details of the courses described in the document.

Dr. Hayward moved, and Dr. Welch seconded,

**“that Graduate Council approve the proposed calendar copy for the Master’s program in Health Management, as described in the document.”**

The motion was carried.

Dr. Hayward then briefly discussed the remaining items in the report for Graduate Council information.

**X. Report from the Joint Faculties of Humanities and Social Sciences Graduate Curriculum and Policy Committee**

Dr. Goellnicht explained the following curriculum submissions from the Cognitive Science of Language program:

- (a) Change to the description of the Cognitive Sociolinguistics field in the Ph.D. program to highlight the areas of expertise in the program. The proposed change will also provide prospective students a distinct idea of potential research topics; and
- (b) Add a second language requirement to the Ph.D. program to ensure language diversity.

Discussion ensued, and the Council made a minor revision to the calendar description of the language requirement. In the second sentence that starts with “Candidates should...” the phrase *“defined as having passed the equivalent of two full courses”* was added, after “other than English.” The Council felt the change is necessary to describe in detail how the department evaluates the language requirement.

Dr. Goellnicht moved, and Dr. Welch seconded,

**“that Graduate Council approve the proposals submitted by the Cognitive Science of Language program, as described in the document and subject to the amendment mentioned above.”**

The motion was carried.

Dr. Goellnicht then presented the calendar copy for the Gender Studies and Feminist Research M.A. and Ph.D. diploma programs.

Dr. Goellnicht moved, and Dr. Hayward seconded,

**“that Graduate Council approve the calendar copy for the Gender Studies and Feminist Research M.A. and Ph.D. diploma programs, as described in the document.”**

The motion was carried.

Dr. Goellnicht explained that the History department has proposed removing its foreign language requirement for the M.A. program but keeping the requirement for its Ph.D. program. The department believes the requirement deters the recruitment of eligible M.A. candidates who do not require another language for completion of courses or research.

Dr. Goellnicht moved, and Mr. Love seconded,

**“that Graduate Council approve the removal of the foreign language requirement for the M.A. program in the Department of History, as described in the document.”**

The motion was carried.

Dr. Goellnicht discussed the proposal of Anthropology department to remove the language requirement from its Ph.D. program. In addition, the department is proposing to provide the Supervisory Committee the authority of deciding whether or not a second language requirement is needed by the student for courses and research.

Dr. Goellnicht moved, and Dr. Welch seconded,

**“that Graduate Council approve the proposal from the Anthropology department to remove the language requirement from its Ph.D. program, as described in the document.”**

The motion was carried.

Dr. Goellnicht explained that the Department of Economics has recommended changing the calendar description of its Ph.D. program by adding that the comprehensive examination course requirement will be at the discretion of the field examination committee.

Dr. Goellnicht moved, and Mr. Jones seconded,

**“that Graduate Council approve the recommended change to the Ph.D. calendar description for the Department of Economics, as described in the document.”**

The motion was carried.

Dr. Goellnicht discussed the proposal from the Department of Political Science to require its Ph.D. students to complete three units of course work (out of the required 18 units) beyond the Master’s level in the Major Field 2 before completing the written comprehensive examination. The proposed change will address the issue of students’ difficulties in successfully completing the comprehensive examination due to a lack of courses taken that are relevant to the field.

Dr. Goellnicht moved, and Mr. Love seconded,

**“that Graduate Council approve the proposed change in the Ph.D. course requirements for the Department of Political Science, as described in the document.”**

The motion was carried.

Dr. Goellnicht explained that Social Work has recommended removing the “half course in introductory statistics” admission requirement for both MSW (Policy) and MSW (Practice) programs. The department believes a statistics course is no longer necessary since most students use qualitative methods to complete the research component of the programs. In addition, the statistics requirement hampers the departmental recruitment of prospective graduate students.

Dr. Goellnicht moved, and Dr. Hayward seconded,

**“that Graduate Council approve the proposal of Social Work to remove the statistics course requirement in its MSW (Policy) and MSW (Practice) programs, as described in the document.”**

The motion was carried.

Dr. Goellnicht discussed the recommendation from the Department of Sociology to change the course requirements for its Ph.D. program by replacing a single seminar course with two full courses, Doctoral Research and Professional Development - Part 1 (Sociology 724) and Doctoral Research and Professional Development - Part 2 (Sociology 725). Dr. Goellnicht further explained that introduction of the two courses, which will be offered on a *Pass/Fail* basis, will help students progress successfully in the program, thereby reducing completion time.

The department also recommended adding a Major Research Paper option (in combination with six full courses) to its M.A. program. The proposal will bring the program in line with other programs in the Faculty of Social Sciences at McMaster.

Dr. Goellnicht moved, and Dr. Fetner seconded,

**“that Graduate Council approve the recommended curriculum changes from the Department of Sociology, as mentioned above and described in the documents.”**

The motion was carried.

Dr. Goellnicht then reviewed the other items in the report for Graduate Council information.

**XI. Report from the Faculty of Science Graduate Curriculum, Policy, Admissions and Study Committee**

Dr. Welch said the Department of Chemistry has recommended reducing the course requirement to zero for its PhD program for Analytical, Organic and Physical Chemistry sub-disciplines, while retaining the two-course (module) requirement for the Inorganic Chemistry sub-discipline. The change is consistent with the zero course requirements for the Ph.D. programs in Chemical Biology, Biochemistry and Biology. Dr. Welch added that the change addresses the department's concern about having two students who belong to the same research group, having different course requirements for their program.

Dr. Welch moved, and Dr. Kevlahan seconded,

**“that Graduate Council approve the proposal from the Department of Chemistry to reduce the course requirement to zero for its Ph.D. program, as described in the document.”**

The motion was carried.

Dr. Welch discussed the proposal from the Kinesiology department to change the M.Sc. and Ph.D. course requirements by removing KIN \*703 as a course requirement and adding 75% departmental seminar attendance as a requirement for both programs. Dr. Welch said the change will not only enable part time students to attend the seminars, but also help the department gauge the level of student interest in seminars on an ongoing basis. The proposal will also be a requirement for applying to department travel funds.

Dr. Goellnicht moved, and Mr. Love seconded,

**“that Graduate Council approve the proposed change to the M.Sc. and Ph.D. course requirements for the Department of Kinesiology, as described in the document.”**

The motion was carried.

Dr. Welch reviewed the proposal from the Department of Mathematics and Statistics to merge the course work and project options for the M.Sc., and adding a Major Research Project to the new Project option. In response to a question, Dr. Kevlahan from the Department of Mathematics and Statistics explained that the course requirement for the new Project option is seven half courses and one of the required courses is Math \*790 – Major Research Project. Dr. Kevlahan further explained that by taking Math \*790, all students in the Project option will now have a faculty advisor. This requirement will also address the issue of academic supervision for students who are unable to finish by the end of April. He added that students in the Project option can finish the program in eight months; however, the department expects all students to complete the M.Sc. project in 12 months. Dr. Kevlahan said the proposed change addresses the recommendation of the OCGS consultants at their recent OCGS review.

Dr. Goellnicht moved, and Dr. Kevlahan seconded,

**“that Graduate Council approve the recommendation from the Department of Mathematics and Statistics to merge course work and project options for the Mathematics M.Sc. program, as described in the document.”**

The motion was carried.

Dr. Welch then reviewed the remaining items in the report for Graduate Council information.

## **XII. New program: Master of Technology Entrepreneurship and Innovation**

Dr. Sekuler invited Dr. Samir Chidiac from the Walter G. Booth School of Engineering Practice to speak about the proposed Master of Technology Entrepreneurship and Innovation (MTEI) program. Dr. Chidiac explained that the new program is quite similar to the Master of Engineering Entrepreneurship and Innovation (MEEI) program currently offered at McMaster. However, he said, the proposed MTEI program is specifically focused on prospective students who do not possess undergraduate degrees in engineering or science. Dr. Chidiac further explained that the MTEI students (together with MEEI students) will work on technology-based entrepreneurship projects which require multi-disciplinary approaches.

In response to a query, Dr. Chidiac said the program provides theoretical and practical skills required to develop a comprehensive business plan; and will be attractive not only to potential entrepreneurs, but also to professionals and managers in established organizations. In response to a question concerning peer evaluation, Dr. Chidiac explained that students will be assessed by their advisor based on inputs from their peers in the project team and from the observations of the advisor. Dr. Chidiac said the advisor will collect the team member evaluations and the student will have a one-on-one performance review with the advisor every six months. After the discussion, the Council suggested the following minor revisions to the document: (1) page 28, third paragraph from the top, line 4: “if there is availability” was replaced with “with permission of the instructor;” and (2) page 30, section 4.2.1, first paragraph, line 3 “Engineering” was added after “McMaster.”

Dr. Welch moved, and Dr. Goellnicht seconded,

**“that Graduate Council approve the proposed Master of Technology Entrepreneurship Innovation program, as described in the document and subject to amendments mentioned above.”**

The motion was carried.

There was no other business, and the meeting adjourned at 3:40 p.m.

**Scholarships Committee of Graduate Council  
Membership List 2010 - 2011**

Ex Officio

**School of Graduate Studies**

Dr. Mark Hatton	Acting Associate Dean (Business, Humanities, Social Sciences)
Dr. Catherine Hayward	Associate Dean (HSC)
Dr. Heather Sheardown	Associate Dean (Engineering)
Dr. Doug Welch	Associate Dean (Science)

Business

Dr. Isik Zeytinoglu (2012)	School of Business
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Engineering

Dr. Chang-Qing Xu (2012)	Engineering Physics
Dr. Stan Pietruszczak (2011)	Civil Engineering (Alternate)

Health Sciences

Dr. Dawn Bowdish (2013)	Pathology and Molecular Medicine
Dr. Alexander Ball (effective April 2011)	Pathology and Molecular Medicine
Dr. Joaquin Ortega (2012)	Biochemistry & Biomedical Sciences (Alternate)

Humanities

Dr. David Clark (2011)	English & Cultural Studies
Dr. Pamela Swett (2011)	History (Alternate)

Science

Dr. Doug Wyman (2011)	Med. Physics & Applied Rad. Sci.
Dr. David Earn (2012)	Mathematics & Statistics (Alternate)

Social Sciences

Dr. Peter Nyers (2011)	Political Science
Dr. Peter Archibald (2013)	Sociology (Alternate)

**Additional members for the SSHRC Subcommittee (one-year term)**

Dr. Christina Baade, Communication and New Media  
Dr. James Benn, Religious Studies  
Dr. Rachel Zhou, School of Social Work

**Additional members for the NSERC CGS/PGS Master's/Doctoral Subcommittee (one-year term)**

Dr. Juliet Daniel, Department of Biology  
Dr. Raja Ghosh, Department of Chemical Engineering  
Dr. Brian Timmons, Department of Pediatrics

## **GRADUATE SCHOLARSHIPS - FOR GRADUATE COUNCIL APPROVAL**

### **Margo Wilson & Martin Daly Ontario Graduate Scholarship**

Established in 2010 in memory of Dr. Margo Wilson for her outstanding contributions to research and teaching as a faculty member at McMaster University. To be awarded by the School of Graduate Studies to masters or doctoral students enrolled in the Department of Psychology, Neuroscience and Behaviour.

### **The Marion D. Maitland Ontario Graduate Scholarship**

Established in 2010 by John O. Maitland, in memory of his beloved wife, Marion D. Maitland, whose love of learning was inspirational. In honor of her intelligence, wit and grace, this scholarship will contribute to the funding of Ontario Graduate Scholarships at McMaster University, within the Faculty of Humanities. Preference will be given to a student in the Department of History or Department of Classics.

### **The H. Vincent Elliott Memorial Travel Bursary**

Established in 2010 by Dr. Susan J. Elliott (MA'97 & PhD'92), esteemed former Dean of the Faculty of Social Sciences, Professor of Geography & Earth Sciences, and Senior Research Fellow at the United Nations Institute on Water (UNU-IWEH), Environment and Health, in memory of her father, H. Vincent Elliott. To be granted by the School of Graduate Studies on the recommendation of the Program Director of "Water Without Borders" to students registered in a Master's or PhD program to help defer travel expenses for field courses or other travel related to their graduate studies.

### **PCL Ontario Graduate Scholarship in Engineering**

Established in 2010 by PCL in honour of the Poole family, the company's founders and the current company employees at PCL. To contribute to the funding of Ontario Graduate Scholars at McMaster University. To be awarded by the School of Graduate Studies to a student in the Faculty of Engineering.



School of Graduate Studies

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**REPORT TO GRADUATE COUNCIL  
FROM THE FACULTY OF HEALTH SCIENCES GRADUATE POLICY AND CURRICULUM COUNCIL**

At its meeting on June 10, 2010, the Faculty of Health Sciences Graduate Policy and Curriculum Council approved the following items. (**Note:** The Faculty of Health Sciences Executive Committee has approved all items in this report on June 23, 2010)

**For Graduate Council Approval**

Nursing

- Creation of new field and change in existing field

Rehabilitation Science

- Change to the Comprehensive Examination procedure

**For Graduate Council Information**

Medical Sciences

New course: \*768 – Clinical Topics in Nephrology and Renal Disease

Course cancellation: \*755 – Skeletal Muscle Cell Biology and Clinical Myology

Physiotherapy

611 – Fundamentals of Physiotherapy Practice/Problem-based I

\*612 – Fundamentals of Physiotherapy Practice/Clinical Laboratory I

\*711 – Advanced Neurological Physiotherapy Practice-Problem-based IV

\*712 – Advanced Neurological Physiotherapy Practice-Clinical Laboratory Course

713 – Research and Evidence-based Practice

\*714 – Physiotherapy Clinical Practice III

The Faculty of Health Sciences Graduate Policy and Curriculum Council approved the following graduate courses for the Health Management program by means of an e-mail ballot conducted on June 15, 2010.

\*706 – Health Management Foundations I

\*707 – Health Management Foundations II

730 – Scholarly Paper

\*770 – Leadership in Health Organizations

**McMaster University Faculty of Health Sciences**

**Proposal for a New Field**

*Advanced Practice Nursing*

**&**

**Change in Name of Current Field from**

*Leadership & Practice to Leadership*

**Submitted to the Ontario Council on Graduate Studies**

**November 2010**

## **Introduction**

McMaster University wishes to add a field, entitled Advanced Practice Nursing, to the Graduate Nursing Program (URL: <http://fhs.mcmaster.ca/gradnursing/>). The current program has five existing fields which received OCGS approval in February 2007, namely:

- 1) Health of Populations
- 2) Wellness and Healing Across the Lifespan
- 3) Health Services & Policy
- 4) Nursing Leadership & Practice
- 5) Nursing Education

The program was approved and classified as of Good Quality. Since this approval, we have continued to reflect on the fit between these fields and our faculty strengths, courses and programs. We are now requesting that the fourth field Nursing Leadership & Practice, become Leadership; and that we create a new sixth field, Advanced Practice Nursing. In February 22, 2007, the OCGS Appraisal Committee recommended that the MSc, PhD and Diploma programs in our Nursing Graduate Program be classified as of Good Quality.

This readjustment in fields would mean that all our programs related to Advanced Practice Nursing and any new advanced practice programs that may be developed would be situated within this field. This would enable potential applicants for advanced practice nursing education to readily identify their field of interest. Thus, the OCGS approved the program for Advanced Neonatal Nurse Practitioner (Post Masters), and students enrolled in the Ontario Primary Health Care Nurse Practitioner Program wishing to have a Graduate Diploma (Post Masters) or advanced credit applied toward a course-based Masters would comprise this field.

## **Rationale for New Field and Change of Current Field**

The proposed New Field – Advanced Practice Nursing – is intended to more clearly identify the focus and strength of the McMaster University’s Graduate Nursing Program within this area of nursing. The Canadian Nurses Association defines “advanced nursing practice” as:

“an umbrella term to describe an advanced level of clinical nursing practice that maximizes the use of graduate educational preparation, in-depth nursing knowledge and expertise in meeting the health needs of individuals, families, groups, communities and populations. It involves analyzing and synthesizing knowledge; understanding, interpreting and applying nursing theory and research; and developing and advancing nursing knowledge and the profession as a whole.” (CNA, 2008).

Advanced Practice Nursing (APN) is comprised of two roles in Canada: Nurse practitioner (NP) and clinical nurse specialist (CNS). Five categories of key competencies are exhibited by APNs namely, comprehensive clinical care, organizational leadership and change management, education, research, and professional development (Canadian Association of Nurses in Oncology, 2001; International Council of Nurses, 2008).

APN roles in acute, ambulatory, community and home care settings are growing in demand that is expected to continue into the future (Bryant-Lukosius et al., 2004 & 2007). The School of Nursing at McMaster is recognized as an international leader in this field (Bryant-Lukosius & DiCenso, 2004; DiCenso et al., 2007) and is home to the Canadian Health Services Research Foundation and Canadian Institute of Health Research Chair in APN held by Dr. DiCenso. Formal recognition of this expertise through a designated field of graduate study would facilitate the recruitment of high quality graduate students and faculty and would provide the foundation for further education and research development necessary to meet the increasing demand for APN roles in the health care system.

### **Description and Objectives of the Proposed Field**

The proposed field contains diploma, thesis and non-thesis programs. The Advanced Neonatal Nurse Practitioner program can lead to a thesis masters and a graduate diploma (for post BScN applicants), or a graduate diploma only (for post-Master's applicants). Students studying for the Primary Health Care Nurse Certificate can obtain a non-thesis masters (for post BScN applicants) or a graduate diploma (for post-Master's applicants).

The proposed field will provide opportunities similar to the other MSc students, as follows:

- (Thesis) function as investigators in their selected area of interest, where they will
  - apply knowledge of appropriate clinical research methods;
  - identify clinical measures;
  - determine clinical and program efficacy; and
  - play a leadership role in evolving health care systems
- (Non –thesis) apply to their professional practice the following:
  - advanced scientific theory
  - knowledge of research methods
  - specialized knowledge and expertise

Those in the ANN - MSc thesis-based program (Category 1) take courses in common with thesis based MSc students in other fields and defend a thesis as well as take the ANN approved courses. Those in the ANN diploma (Category 2), take courses designated for this one year approved course of study. Those in the PHCNP certificate leading to a MSc take three core courses equivalent to the MSc core courses, write a scholarly paper, and take four PHCNP courses through the NP consortium credited toward their MSc. Those in the PHCNP certificate program (post Masters') take seven PHCNP courses through the consortium to receive a diploma.

## **Admission Requirements**

The requirements for admission to the APN field are the same for both the thesis and non-thesis based MSc students with the addition:

1. For the PHCNP Certificate program leading to a MSc, applicants are required to have the equivalent of two years of full-time practice as a Registered Nurse within the past five years.
2. For the ANN diploma program, applicants are required to have a minimum two years' experience in neonatal intensive care.

## **Courses for the APN Field**

### **1. Core Graduate Courses for the Advanced Practice Field: Advanced Neonatal Nurse Practitioner (ANN) (no change)**

NUR 720 Advanced Nursing Care of High Risk Infant and Families  
NUR 721 Advanced Neonatal Nursing Clinical Practice 1  
NUR 722 Advanced Neonatal Nursing Clinical Practice 11

Category 1 students take the usual MSc courses leading to a thesis, plus the three ANN courses so that they graduate with both a MSc and a Graduate Diploma, and Category 2 students are those with an existing Masters who take the three core ANN courses and receive a Graduate Diploma.

### **2. Core Graduate Courses for the Advanced Practice Field: MSc (combined with PHCNP Certificate) (see Appendix A for course descriptions)**

NUR 701 Theoretical Basis of Nursing Practice (Seminar Only)  
NUR 712 Evidence Based Health Care  
NUR 768 Building a Repertoire of Decision Making Skills

The following four courses are delivered via a consortium of nine Ontario universities as part of the PHCNP certificate program with graduate level courses that have been reviewed and approved by OCGS.

NUR 761 Pathophysiology for NPs  
NUR 762 Advanced Health Assessment and Diagnosis 1  
NUR 764 Therapeutics in Primary Health Care 1  
NUR 766 Roles and Responsibilities

## **Course Sequence**

Year 1 (September to August)

NUR 701

NUR 712  
 NUR 768  
 NUR 766  
 Writes Scholarly Paper

Year 2 (September to August)  
 NUR 761  
 NUR762  
 NUR 764

**Other Courses Suitable for APN Field (no change)**

NUR 706 Research Issues in the Introduction and Evaluation of Advanced Nursing Practice  
 RS/NUR 725 Knowledge Exchange and Translation

**The Faculty**

Students in the Advanced Practice Nursing field will have course professors from McMaster University Faculty of Health Sciences and those who are combining their MSc with the PHCNP certificate, will have course professors in addition at other Ontario universities who teach in the PHCNP Certificate Program.

Table 1(a) lists the faculty members at McMaster University who are involved in the MSc (PHCNP) or ANN program and who teach core courses or those electives suitable for the APN field as future APN foci arise.

<b>FACULTY MEMBERS – MCMASTER UNIVERSITY SCHOOL OF NURSING</b>				
Faculty Name & Rank	M/F	Ret. Date	Home Unit	Supervisory Privileges
Category 1				
Arthur, Heather Professor***	F		Nursing, McMaster	X
Black, Margaret Associate Professor*	F	2011	Nursing, McMaster	X
Bryant-Lukosius, Denise Assistant Professor***	F		Nursing, McMaster	X
Baxter, Pamela Assistant Professor***	F		Nursing, McMaster	X
Boblin, Sheryl* Associate Professor	F		Nursing, McMaster	X
Ciliska, Donna Professor*** and *	F		Nursing, McMaster	X
Dobbins, Maureen Associate Professor***	F		Nursing, McMaster	X

Kaasalainen, Sharon Assistant Professor***	F		Nursing, McMaster	X
Skelly, Jennifer*** Associate Professor	F		Nursing, McMaster	X
Strachan, Patricia*** Assistant Professor	F		Nursing, McMaster	X
<b>Category 3</b>				
Browne, Gina*** Professor	F		Nursing, McMaster	X
DiCenso, Alba*** Professor	F		Nursing, McMaster /CE&B	
<b>Category 6</b>				
Cunningham, Kathy** Assistant Clinical Faculty	F		Nursing, McMaster /HHS	
Nancy Carter* Junior Faculty Member, APN Chair	F		Nursing, McMaster	

\* teach in the PHCNP core courses

\*\* teach in the ANN core courses. ANN program includes faculty and staff from the departments of pediatrics and neonatal division

\*\*\* teach in courses suitable for future APN students or can supervise in this area

<b>FACULTY MEMBERS – COURSES OFFERED AS PART OF THE PHCNP PROGRAM</b>				
<b>Faculty Name &amp; Rank</b>	<b>M/F</b>	<b>Ret. Date</b>	<b>Home Unit</b>	<b>Supervisory Privileges</b>
<b>Category 2</b>				
Patterson, Christine* Assistant Professor	F		McMaster University	X
<b>Category 4</b>				
Staples, Eric* Assistant Professor	M		McMaster University	X

\* teach in the PHCNP core courses and in the NP consortium courses

Category 1: tenured or tenure-track core faculty members whose graduate involvement is exclusively in the graduate program in the School of Nursing at McMaster University

Category 2: non-tenure-track core faculty members whose graduate involvement is exclusively in the graduate program in the School of Nursing at McMaster University

Category 3: tenured or tenure-track core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.

Category 4: non-tenure-track core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.

Category 6: non-core faculty who participate in the teaching of graduate courses.

**Relationship of New Field to Parent Program**

Students in the APN Field will continue to have the same admission requirements, and degree requirements as previously stated in the OCGS submission. They will continue to require the same or equivalent courses as previous.

The ANN student will continue to receive a Graduate Diploma. Students in the PHCNP Diploma program will continue to receive a Graduate Diploma.

There is no change in previously stated projected enrolments.

**Change in Current Field**

**Leadership (from Leadership and Practice)**

There is no substantive change in this field since it is the remaining foci of the field, once the Practice component is separated into its own field.

**Objectives and Admission Requirements**

No change

**Courses for the Leadership Field**

The courses for the revised field taken as electives are the same as previously approved by OCGS, namely:

- NUR 707 Theoretical Foundations of Leadership and Management
- NUR 724 Theoretical Foundations of Leadership and Organizational Effectiveness

MSc, (course based or thesis) and PhD students may take these courses, with the exception of the MSc leading to the PHCNP, which has no electives.

<b>FACULTY MEMBERS – MCMASTER UNIVERSITY SCHOOL OF NURSING</b>				
<b>Faculty Name &amp; Rank</b>	<b>M/F</b>	<b>Ret. Date</b>	<b>Home Unit</b>	<b>Supervisory Privileges</b>
<b>Category 1</b>				
McKey, Colleen Assistant Professor	F		Nursing, McMaster	X
Peachey, Gladys Assistant Professor	F		Nursing, McMaster	X
Fisher, Anita Associate Professor	F		Nursing, McMaster	X
<b>Category 2</b>				

Brenda Flaherty, Assistant Clinical Professor	F		Nursing, McMaster/HHS	
Ruth Lee, Assistant Clinical Professor	F		Nursing McMaster/HHS	
Sue Matthews, Assistant Clinical Professor	F		Nursing, McMaster/Niagara Health System	

### **Relationship of Revised Field to Parent Program**

Students with a focus on Nursing Leadership will continue to have the same admission requirements, and degree requirements as with other thesis or course based MSc students.

### **References**

- Bryant-Lukosius, D. & DiCenso, A. (2004) A framework for the introduction and evaluation of advanced practice nursing roles, *Journal of Advanced Nursing* 48(5): 530-40.
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- International Council of Nurses. (2008). The scope of practice, standards and competencies of the advanced practice nurse. Geneva: author.

## Appendix A

### **NUR 701 Theoretical Basis of Nursing Practice (Seminar only)**

\*Term length: half course over one term

Seminar – 3 hours per week

#### Content:

The content of the seminar component will be drawn from current readings on application and analysis of theory and from the student's practice experience. Students will incorporate relevant theoretical frameworks to actual nursing problems. They will focus on critical analysis and evaluation of concepts and theories relevant to the development of autonomous roles in advanced practice nursing. Such theories may focus on biological, psychological, epidemiological and environmental perspectives. Students will make presentations and write assignments using theoretical frameworks and concepts appropriate for their clinical situations.

#### Method of Evaluation:

- |                                       |           |
|---------------------------------------|-----------|
| 1. Tutorial Performance:              | Pass/Fail |
| 2. Seminar Presentation:              | 30%       |
| 3. Annotated Bibliography             | 20%       |
| 4. Review of Peer's outline for paper | 15%       |
| 5. Scholarly Paper                    | 35%       |

### **NUR 712 Evidence Based Health Care**

\*Term length: half course over one term

Seminar – 3 hours per week

#### Course Description:

The EBHC course is designed to help students develop an attitude of inquiry about their own practice or work environment which will lead them to examine the health care literature for possible answers. The course will teach students to critically appraise the health care literature to decide whether the study findings should guide changes in practice/management/policy. The students will learn strategies to implement and evaluate the recommended changes and teach literature searching and critical appraisal skills to students and practitioners. This course will provide the students with the skills to improve health care practice through the use of best research evidence.

#### Objectives:

This course will address the following objectives:

- I. To define EBHC and to learn its impact and limitations on professional education and patient/client care.
- II. To learn the individual and organizational barriers to EBHC.
- III. To formulate answerable clinical/management/education/policy questions.
- IV. To conduct efficient and productive searches that identify the best information to answer the question.
- V. To critically appraise the evidence related to primary studies of health care interventions, systematic reviews, qualitative research, prognosis, harm, clinical practice guidelines, quality of care, and quality of life.
- VI. To apply findings to health care decision-making.
- VII. To introduce strategies to facilitate EBHC in health care/policy settings.

#### Method of Presentation:

The course will be taught in small groups using problem-based learning through face to face interactions (1 introductory session and one final evaluation session) and through Learn link (online) tutorials and discussion.

**Method of Evaluation:**

45% *For 3 critical appraisal assignments (15% each), one each on critical appraisal of intervention studies, systematic reviews, and qualitative research*

15% *Tutorial performance*

40% *Final assignment (30%paper/ 10% oral presentation)*

The final assignment will consist of two components: an oral presentation and a paper.

The oral presentation (10%) will be based on the paper (30%).

**NUR 768 Building a Repertoire of Decision Making Skills**

\*Term length: half course over one term

Seminar – 3 hours per week

Course Content

Delivery of the course content will reflect a model of clinical decision making that includes the following components:

1. Theoretical Perspectives on Decision Making may include problem solving and decision making, clinical and diagnostic reasoning, judgement, the criticalness of critical thinking, critical analysis and critical appraisal
2. Characteristics and Attributes of the Decision Maker (Health Care Provider), may include experience and expertise, knowledge and evidence informed practice and intuition
3. Nature of the Decision Making Task, may include uncertainty and heuristics, difficulty, risk, moral distress, individual versus group
4. Decision Making Context may include interprofessional (collaboration, cooperation, conflict, negotiation, strategizing and argumentation), models of patient /shared decision making, advocacy and policy development

Evaluation Measures:

Seminar	25%
Participation	15%
Synopsis of Literature	25%
Major Paper	35%

**NUR 761\*\* Pathophysiology for Nurse Practitioners**

\*\*Term length: half course delivered over two terms.

Pre/co-requisite-None

Seminar 3 hours/week

Course Description

To examine the concepts of pathophysiology which guide the practice of advanced nursing practice. To study pathophysiological changes in individuals in a primary health care setting by taking into account their age, acuity, chronicity, and evolution of the conditions.

Course Competencies

Upon successful completion of the course the learner will be able to:

1. Demonstrate knowledge of pathophysiological principles, including the clinical manifestations and physiological alterations of organs and systems involved in acute and chronic diseases relevant to primary health care.
2. Synthesize knowledge of the pathophysiology of principal systemic disorders including the musculoskeletal, cardiovascular, respiratory, endocrine, reproductive, renal, integumentary, gastrointestinal and nervous systems essential to the formulation of differential diagnosis.
3. Integrate the concepts of pathophysiology as an essential foundation for advanced nursing management of clients during acute phases of illness, recovery and rehabilitation.
4. Analyze and interpret diagnostic and imaging tests based on pathophysiological concept.
5. Use pathophysiological concepts to explain epidemiological and geographical disease patterns in Ontario.
6. Explain the environmental and occupational factors influence on disease progression.
7. Discuss the role of the genetics essentials in assessing risk factors for disease prevention in primary health care.

#### Evaluation

A passing grade of 70% is required for the course.

Research paper (15 pages maximum)	30%
Midterm exam (multiple choice, short answer):	30%
Final exam (multiple choice, short answer):	40%

#### Course Schedule

Week 1 Infectious Diseases

Week 2 Dermatological Disorders

Week 3 Cardiovascular and Respiratory Disorders

Week 4 Respiratory Disorders

Week 5 Gastrointestinal Disorders

Week 6 Musculo-Skeletal Disorders

Week 7 Neurological, Mental Disorder, Stress & Pain

Week 8 Renal and Urinary Disorders

Week 9 Endocrine and Metabolic Disorders

Week 10 Nutrition & Hematological Disorders

Week 11 Reproductive Disorders

Week 12 Common condition in infancy, children, adolescent and older adult

Week 13 Environmental-Occupational Disorders and Cancer with high incidence in Ontario

#### **NUR 762\* Advanced Health Assessment and Diagnosis I**

\*Term length: half course over one term

Pre/co-requisite – Pathophysiology for Nurse Practitioners

Seminar – 3 hours per week

Clinical – 6 hours per week

#### Course Description

Analyze and critique concepts and frameworks essential to advanced health assessment and diagnosis using clinical reasoning skills.

Apply clinical, theoretical and research knowledge in comprehensive and focused health assessment for the individual client's diagnostic plan of care.

#### Course Competencies

Upon successful completion of this course the student will be able to:

1. Apply diagnostic reasoning frameworks to advanced interviewing and history taking skills.
2. Integrates advanced physical assessment skills within focused and comprehensive assessments for the adult client.
3. Critically analyzes complex clinical presentations of the adult client.
4. Select and interpret diagnostic and screening tests in the advanced practice role.
5. Utilize evidence based practice, conceptual frameworks and current research to integrate and analyze health assessment findings and identification of questions for future research.
6. Synthesize health assessment data to formulate a provisional diagnosis and diagnostic plan
7. Communicate assessment findings and appropriate diagnoses.
8. Collaborate and consult with members of the health care team.

#### Evaluation

Case Presentation Consult note	30%
Case Critical Analysis Paper Demonstrating critical thinking and diagnostic reasoning skills	30%
OSCE Simulated Primary Health Care Case Scenario (2 stations including diagnostic plan) The OSCE will test the learners' clinical skills and critical thinking and ability to move from one case scenario to another much like an NP would do in a clinic setting.	40%

#### Course Schedule

Week 1 AHAD I Introduction  
 Critical Reasoning Skills and Evidence Based Practice  
 Health Assessment Frameworks  
 Ethnic and Cultural Considerations  
 Documentation  
 Week 2 Periodic Examination and Preventive Screening  
 Week 3 Integumentary  
 Week 4 Suture Workshop  
 Week 5 HEENT and Lymphatics  
 Week 6 Cardiac  
 Week 7 ECG  
 Week 8 Respiratory  
 Week 9 Radiology  
 Week 10 Gastrointestinal and Nutrition  
 Week 11 Genitourinary including BUC  
 Week 12 Musculoskeletal  
 Week 13 Neurological

**NUR 764\* Therapeutics in Primary Health Care 1**

\*\*Term length one half course over one term.

Co/Pre-requisite – Advanced Health Assessment and Diagnosis 1

Seminar: 3 hours per week

Clinical: 6 hours per week

This course introduces concepts integral to pharmacotherapy, non-pharmacotherapy and advanced client education, related to common and chronic conditions of clients across the lifespan. It emphasizes a therapeutic care plan approach which focuses on the following aspects: integration of assessment data, cause & effect, therapeutic goals, therapeutic alternatives, plan of care, and evaluation measures.

Learning Outcomes:

- Critically appraise therapeutics frameworks to provide appropriate therapy for clients with common episodic conditions
- Synthesize the evidence to evaluate current research best standards of practice for:
  - Clients with common episodic conditions
  - Specific populations across the lifespan
- Synthesize concepts of basic clinical pharmacology with pharmacotherapeutics in planning, implementing, and evaluating advanced practice nursing care of:
  - Clients with common episodic conditions
  - Specific populations across the lifespan
- Analyze the impact of federal and provincial legislation prescriptive authority of the RN(EC) for clients with common episodic conditions
- Demonstrate proficiency in prescribing and writing complete prescriptions for clients with common episodic conditions
- Demonstrate proficiency in educating clients about pharmacological and non-pharmacological regimens, adverse drug effects, interactions, and client responses to these, for various categories of drugs, as legally authorized within the RN(EC) scope of practice including those conditions which are chronic but stable
- Appropriately evaluate the need for referral and consultation with other health care providers for clients with common episodic conditions
- Evaluate outcomes of therapeutic plans of care for clients with common episodic conditions
- Integrate current research findings into practice and identify questions for future research

Evaluation

Clinical Therapeutic Care Plan	30%
In-Class Presentation	30%
Final Exam	40%
Clinical Components	Satisfactory/Unsatisfactory

**NUR 766\*\* Roles and Responsibilities**

\*\*Term length delivered over two terms.

Pre-requisite – none

Seminar – 3 hours alternate weeks over two terms

Course Description

Compare and contrast advanced practice nursing and related frameworks to develop, integrate, sustain, and evaluate the role of the nurse practitioner within primary health care. Critically analyze and develop strategies to implement advanced practice nursing competencies with a focus on the community.

Course Competencies

Upon completion of the course, the learner will be able to:

1. Articulate the role and scope of practice of the primary health care nurse practitioner.
2. Synthesize knowledge of primary health care within the health care system with health and social policy analysis to influence change.
3. Critically examine legal and ethical issues in primary health care, including the concepts of responsibility, accountability, and potential liabilities related to independent and inter-professional practice
4. Collaborate with community partners in the assessment, planning, implementation and evaluation of community health needs.
5. Apply the core competencies of the advanced practice nursing subroles as researcher, educator, leader, collaborator and change agent.

Evaluation

Policy analysis paper	25%
Community Development Project/Proposal (assess, plan, implement, evaluate)	50%
Professional Presentation to Identified Audience	25%

Course Schedule

Week 1 Advanced Practice Nursing

Week 2 Frameworks re Public Policy, Policy analysis skills.

Week 3 Add comparative analysis of jurisdictions re PHC, including international.

Week 4 Incorporation of Canadian research and incorporation of inter-professional concepts.

Week 5 Strategic planning to promote role.

Week 6 Research

Week 7 Change management theory, organizational change.

Week 8 More breadth and depth on community assessment and planning, focus on epidemiology, stats & data.

Week 9 Focus on implementation and evaluation, performance indicators, impact evaluation.

Week 10 Cultural theories, etc. Social accountability and social inclusion concepts.

Week 11 Build on fundamentals of nursing ethics, health care ethics, resource allocation, etc.

Week 12 Patient education, inter-professional education and mentoring.

Week 13 Add conflict resolution and negotiation skills, role transitions.

## MEMORANDUM

To: GPCC

From: Patty Solomon, Chair, Comprehensive Exam Oversight Committee  
Seanne Wilkins, Assistant Dean, RS

Date: May 27, 2010; revised based on feedback from GPCC June 10, 2010

Re: Changes to the Rehabilitation Science Comprehensive Examination process

---

The following changes are proposed to the Comprehensive Examination Process in the Rehabilitation Science PhD Program. Currently the Comprehensive Examination portfolio focuses on the development of competencies necessary for the development of rehabilitation scientists including:

1. a scholarly paper
2. a grant proposal and
3. a knowledge transfer product/module.

Since the development of the process for the Comprehensive Examination, we have had 10 students successfully defend their Comp Exam portfolios. While students are finding the current process to be of value, our experiences to date have indicated that this process is not able to be completed within the 16-20 month time frame for full time students or the 28 month time frame for part time students.

Therefore, we are requesting the following changes be approved.

The substantive changes are bolded and underlined in the attached copy of the Comp Exam process which appears in the student handbook and the rationale is provided below.

1. **#4b & #5**: In the current process students submit a 10 page grant proposal which is not related to their thesis work. The proposed change would permit the student to develop a proposal related to their thesis, which would continue to require a detailed comprehensive review of the relevant literature in the background section of the grant proposal. The option of developing a grant proposal on another related topic would remain. Allowing some overlap with the thesis topic will allow students to complete their Comprehensive Exam in a more timely way, without sacrificing the requirement to demonstrate comprehensive knowledge in their field of study.
2. **# 13**: Students have found it beneficial to receive verbal feedback from the examination committee at the end of the examination. The attendance of the supervisor at the feedback session is desirable and made more explicit by including a statement related to this.

Also there are some minor edits to clarify the process but not change the intend. These are bolded only—**#3a** and **#5**.

## COMPREHENSIVE EXAMINATION

### Overview

1. Students are expected to successfully complete the Comprehensive Examination process within 16-20 months (4-5 terms) for full-time students and within 28 months (7 terms) for part-time students from date of admission to the PhD program. The Office of the Associate Dean of Graduate Studies (Health Sciences) will send out reminder notices to students and their supervisors at least 6 months prior to the expected date of completion.
2. The Comprehensive Examination process will include the submission and oral defense of a Portfolio as described in point 4 below.

### Purpose

3. The purpose of the Comprehensive Examination is for students to demonstrate their ability to synthesize, integrate and apply information. Specifically they are expected to demonstrate their competency to:
  - a) critically appraise and synthesize concepts, theories, research literature and key themes within their area of concentration **providing them with an opportunity to demonstrate the depth and breadth of knowledge in rehabilitation science**
  - b) produce effective written and oral scientific communications
  - c) prepare a competitive proposal for funding
  - d) develop effective strategies to transfer rehabilitation research knowledge to various stakeholders (e.g. peers, students, policy makers, lay public)

### Content of Portfolio

4. The Portfolio must include the following scholarly materials:
  - a) a scholarly paper ready for submission to a peer reviewed journal
  - b) a grant proposal of 10 pages ready for submission to an agency that conducts peer reviews of submissions. The grant must include:
    - rationale for the study and a review of the literature
    - detailed research design
    - preparation of a budget
    - any other components required by the agency (e.g. lay summary, description of pilot work, description of researchers' roles)In view of the fact that it usually requires a team of researchers to prepare a grant proposal, the student should clarify which components of the grant he/she developed and which components were prepared by others. The student is expected to make significant contributions to the development of the rationale for doing the study (background, theory, etc), and to the methodology.
  - c) knowledge transfer package/module
    - includes knowledge/skills to be learned/transferred, effective strategies to maximize learning, rationale for strategies and method for evaluating success of intervention
    - format could include: workshop, audiovisual, web-based, brochure
5. The components of the Portfolio can be related to the thesis and required course topics, but they must not duplicate course assignments or sections of the thesis. They could, however, build on course assignments. **For example,**
  - a) **the scholarly paper could further develop a course paper for publication**

- b) the grant proposal may overlap with the thesis however students may elect to submit a proposal on another related topic. In both cases, the proposal will require the student to demonstrate comprehensive background knowledge on this research area, with appropriate references.
- c) the knowledge transfer package/module could be the implementation and evaluation of a learning module designed in the knowledge transfer course

### **Portfolio Plan**

6. It is expected that the students, with support and guidance from their Supervisory Committee, will begin working on the Portfolio as soon as they are admitted to the program. The plan for the Portfolio will be submitted to and approved by the Oversight Committee within the first 12 months in the program.
7. The Portfolio Plan should be approximately 5 to 8 pages (total length excluding references) and include the following:
- a) a one to two page overview of the initial plan for the thesis and an introduction to the overall approach to the portfolio.
  - b) a list of completed or ongoing courses and titles of the assignments
  - c) a description of each component of the proposed portfolio (one page each) to illustrate how it fits the overall program of study. Suggested guidelines for each description include:
    - Purpose: Describe the purpose of each component and what you expect to learn
    - Rationale: Describe how each component fits with your program of study
    - Plan: Describe your methodology or how you are going to approach the task (i.e. systematic search or pilot study etc.)
    - For the KT Component: Describe what will be included as evidence in your portfolio

Once the student's Supervisory Committee has reviewed and approved the student's Portfolio Plan, it is then submitted to the Oversight Committee. The Oversight Committee will review the plan, ensure that it meets the objectives for the Comprehensive Examination and that there is no duplication between previous and ongoing coursework.

### **Defense of the Completed Portfolio**

8. Once the Portfolio is complete it should be submitted to the Oversight Committee along with the signature sheet of the supervisory committee. Within 2 weeks, the Oversight Committee will review the Portfolio to ensure that the content is complete and congruent with the plan submitted and that it meets the objectives as outlined in point 4 above. Upon granting approval for defense, the Oversight Committee will, in consultation with the supervisor, set the date of the Comprehensive Examination and appoint the members of the Comprehensive Examination Committee (see point 10).
9. The student must provide all members of the Comprehensive Examination Committee with a copy of the Portfolio at least 2 weeks prior to the examination date. In addition to the scholarly materials listed in point 4, the student must submit the following with the Portfolio:
- a) a curriculum vitae
  - b) the original plan for the comprehensive Portfolio
  - c) any revisions to the original plan for the comprehensive Portfolio with justification for change

- d) a description of planned academic activities for the remainder of the PhD program with rationale
10. The Portfolio will be presented and defended in an open-door meeting.
- a) The student will outline the content of the 3 components of the Portfolio, and indicate how these projects have contributed to his or her development as a rehabilitation scientist (15 - 20 minute presentation). In addition the student will describe the potential impact of the research/knowledge transfer on rehabilitation practice/policy/research.
  - b) The Comprehensive Examination Committee will consist of two members from the student's Supervisory Committee, a member from the Oversight Committee, and an External Examiner (a content expert or specialist from outside the Rehabilitation Science PhD program). They will evaluate the student on the criteria outlined in point 13. The supervisor will not be a member of the Comprehensive Examination Committee but will be encouraged to attend the oral defense.
11. The chair of the Comprehensive Examination Committee will be the representative from the Oversight Committee.
12. All members of the Comprehensive Examination Committee (including the chair) will vote on the performance of the student (written Portfolio and oral defense). If the Portfolio and its defense are considered acceptable to all of the committee members, the student will receive a "pass". To pass, no negative vote is permitted; abstentions are not allowed. If all committee members are in agreement, the outcome could also be a "pass with distinction". If the result of the examination is "fail" (all members vote "fail"), the student must be given a second opportunity to take the examination, or those portions on which the failure occurred. The Comprehensive Examination Committee will determine the requirements for the second opportunity (e.g. oral defense of one or more components, write and defend again one or more components) and if possible, conduct the second comprehensive examination.
- 13. The student will be provided with feedback from the Comprehensive Examination Committee at the completion of the examination. The student's supervisor will be invited to attend the feedback session.**

#### **Criteria for Evaluation of the Defense**

14. The purpose of the Comprehensive Examination is for students to demonstrate their ability to synthesize, integrate and apply information. The following are criteria they are expected to meet through the submission of the Portfolio and/or its oral defense:
- a) Portfolio document is well-written and organized with appropriate development and defense of ideas and actions.
  - b) Portfolio content is of appropriate depth and breadth for the doctoral level and demonstrates the student's advanced knowledge of the chosen topics.
  - c) The student is able to critically appraise the literature, and synthesize and integrate information, concepts and theories.
  - d) The student can design a study appropriate for the research question and defend his/her decisions.
  - e) The student effectively communicates verbally.
  - f) The student can plan and present information appropriately for the chosen audience.

Revised 14/06/2010



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**REPORT TO GRADUATE COUNCIL  
FROM THE FACULTY OF HEALTH SCIENCES GRADUATE POLICY AND CURRICULUM COUNCIL**

At its meeting on September 22, 2010, the Faculty of Health Sciences Graduate Policy and Curriculum Council approved the following items.

**For Graduate Council Approval**

Occupational Therapy and Physiotherapy programs

- Police Records Check
- Policy for Leaves of Absence for M.Sc. (OT) and M.Sc. (PT) students
- Policy for Student Parental Leave of Absence for M.Sc. (OT) and M.Sc. (PT) programs

**For Graduate Council Information**

Update on Physiotherapy courses

- \*621 – Fundamentals of Musculoskeletal Practice/Problem-based II
- \*622 – Fundamentals of Musculoskeletal Practice/Clinical Laboratory II
- \*624 – Physiotherapy Clinical Practice I
- \*721 – Community-based Physiotherapy/Problem-based V
- \*722 – Community-based Physiotherapy – Clinical Laboratory V
- \*724 – Physiotherapy Clinical Practice IV

### **Summary of Police Records Check Policy**

- The Occupational Therapy (OT) and Physiotherapy (PT) Programs (School of Rehabilitation Science, Faculty of Health Sciences, McMaster University) requires incoming students to provide a Police Check, including vulnerable-sector screening and a police record check of RCMP and National Canadian Police Information Centre (CPIC) databases. While in the OT and PT Programs, students must renew this Police Check annually.
- "Not clear" checks include convictions under the *Criminal Code*, *Controlled Drugs and Substances Act*, *Food and Drugs Act* as well as pardoned sexual offences, outstanding warrants etc. It also includes restraining orders under *Criminal Code* or *Family Law Act*.
- Vulnerable Sector Screening provides additional information - e.g. findings of guilt where a pardon has not been granted, probation orders etc.
- "Not clear" checks result in:
  - Student notification
  - Consideration by Advisory Panel
  - Panel findings provided to Assistant Dean
- Potential Outcomes:
  - Offer of admission is revoked
  - Offer deferred for one year to allow further investigation
  - Student admitted but any clinical facility is informed in writing of the "Not Clear" check
  - If student already enrolled, student may be required to withdraw, be suspended, or expelled
  - An applicant who believes that a decision was based on incorrect or incomplete information may request a review by the University Registrar
- Review process - request for review goes to the Advisory Panel
- Advisory Panel:
  - Chair of Admissions Committee
  - Registrar or Delegate
  - Student Representative (2<sup>nd</sup> year)
  - Supported by the Administrative Assistant and External Advisor

**McMaster Policies, Procedures and Guidelines**

Complete Policy Title: Police Records Check – Occupational Therapy and Physiotherapy Programs, School of Rehabilitation Science

**Approval by McMaster Senate on \_\_\_\_\_**

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**A. PREAMBLE**

1. The purpose of a university is to encourage and facilitate the pursuit of knowledge and scholarship. In the Faculty of Health Sciences Occupational Therapy and Physiotherapy Programs (i.e., “OT and PT Programs”), the attainment of this purpose require students to interact with children and other vulnerable populations whom the university must take reasonable measures to protect.
2. Students in the OT and PT Programs work at various clinical sites run by external clinical agencies. In order to protect the public, the OT and PT Programs needs to confirm with these agencies the absence of a criminal conviction or outstanding criminal charges prior to the students participating in a clinical rotation.
3. Students demonstrate the ability to work with vulnerable populations in many ways, including:
  - Acquiring clinical knowledge and competence;
  - Showing respect for others; and
  - Development and demonstration of ethical frameworks.
4. This Policy applies to candidates to whom an offer of admission has been made ("candidates"), as well as to all registered students, and students who have withdrawn from the OT and PT Programs, but who re-apply for the purpose of gaining readmission ("students")
5. This policy represents the OT and PT Programs’ recognition of the importance of confidentiality, safety and well-being in a work environment to ensure that candidates and students, by virtue of their past behaviour, do not pose a threat to their patients/clients.

**B. RELATED POLICIES**

6. This policy governs both candidates and students. In some instances, a student’s behaviour may involve both academic and non-academic issues, in which case the student may be subject to the procedures of several policies, including the Student Code of Conduct. The Student Appeal Procedures applies to any appeals of decisions related to suspension or expulsion of students. The admission review procedures of the University<sup>1</sup> apply to any request for review of decisions related to revocation or deferral of the offer of admission.

**C. POLICE CHECKS: AUTHORITY AND RESPONSIBILITY<sup>2</sup>**

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<sup>1</sup> Currently defined under section 39(a) of the Student Appeal Procedures.

<sup>2</sup> Taken from the Council of Ontario Faculties of Medicine (COFM), *Police Records Check Policy Document*, June 8, 2006 and from the Ontario Council of University Programs in Rehabilitation Sciences (OCUPRS), *Principles Guiding the Vulnerable Sector Screen Process for Students within the Rehabilitation Science*, May 5, 2009

7. It is not a violation of the Ontario *Human Rights Code* to deny admission to the OT and PT Programs or to suspend or expel a student from the OT and PT Programs as a result of a record of offence.
8. As programs within a public institution, the OT and PT Programs are required to act fairly and reasonably when making decisions that affect the rights and opportunities of others. As a result, decisions regarding denying admission, withdrawal of an offer of admission, or removal from an academic program must be made thoughtfully, respecting the need for procedural fairness.
9. The OT and PT Programs shall make reasonable efforts to inform potential candidates of the requirement to have a Police Check and that a "Not Clear" Police Check may result in withdrawal of an offer of admission, suspension or expulsion from the program.
10. A candidate who submits false, misleading or incomplete information as part of an application shall be subject to denial of admission or withdrawal of an offer of admission. Enrolled students who submit false, misleading or incomplete information shall be subject to suspension or expulsion with a transcript notation to that effect.

**D. POLICE RECORDS CHECK AND VULNERABLE-SECTOR SCREENING**

11. The Police Check includes:
    - a) a Vulnerable Sector Screening; and
    - b) a Police Records Check of the databases from both the Royal Canadian Mounted Police (RCMP) and the National Canadian Police Information Centre (CPIC).
  12. A Vulnerable Sector Screening shall provide the following information:
    - a) Criminal Records (Young Person) (Pursuant to Section 119(1)(a) of the *Youth Criminal Justice Act*);
    - b) Records of "Not Guilty: Not criminally responsible on account of Mental Disorder";
    - c) Apprehension under the *Mental Health Act*;
    - d) Convictions, pending charges, and ongoing investigations under federal and provincial statutes, where available (information maintained under the *Highway Traffic Act*, and the *Compulsory Automobile Insurance Act*, are not included);
-

- e) Relevant Occurrence Reports;
  - f) Findings of guilt where a pardon has not been granted;
  - g) Absolute and conditional discharges where not prohibited by legislation; and/or
  - h) Probation, Prohibition and other Judicial Orders.
13. A Police Records Check of the RCMP and CPIC databases shall provide the following information:

- a) Convictions under any of the following:
  - i) the *Criminal Code of Canada*;
  - ii) the *Controlled Drugs and Substances Act*;
  - iii) the *Food and Drugs Act*; and/or
  - iv) the *Youth Criminal Justice Act*.
- b) The existence of any of the following:
  - v) Pardoned sexual offences;
  - vi) Undertakings to enter into a Surety to Keep the Peace;
  - vii) Outstanding warrants and charges; and/or
  - viii) Restraining orders under the *Criminal Code of Canada* or the *Family Law Act*.

but may not include:

- a) Expired judicial orders;
  - b) Convictions under provincial statutes;
  - c) Pardoned records other than pardoned sexual offences;
  - d) Local records of other police services in Canada; and/or
  - e) Cases where the applicant has been found not guilty by reason of mental disorder.
14. A Police Check that discloses the existence of any of the occurrences listed in paragraphs 11, 12, and 13 shall be deemed a “Not Clear” Police Check.

**E. IMPLICATIONS OF A “NOT CLEAR” POLICE RECORD CHECK**

15. Convictions prosecuted by way of indictment under the *Criminal Code of Canada* for which a pardon has not been granted shall result in withdrawal of an offer of admission, or expulsion:
16. Convictions under the following legislation may result in withdrawal of an offer of admission, suspension or expulsion:
  - a) The *Controlled Drugs and Substances Act*;
  - b) The *Food and Drugs Act*; and/or
  - c) Criminal Records (Young Person) (Pursuant to Section 119(1)(a) of the *Youth Criminal Justice Act*).
  - d) Summary convictions under The *Criminal Code of Canada* for which a pardon has not been granted
17. The following information may result in withdrawal of an offer of admission, suspension or expulsion
  - a) pardoned sexual offences;
  - b) undertakings to enter into a Surety to Keep the Peace;
  - c) restraining orders under the *Criminal Code of Canada* or the *Family Law Act*;
  - d) Records of "Not Guilty: Not criminally responsible on account of Mental Disorder";
  - e) Convictions under other Federal and Provincial statutes;
  - f) Absolute and conditional discharges where not prohibited by legislation; and/or
  - g) Probation, Prohibition and other Judicial Orders.
18. Information pertaining to the following matters may result in deferral of admission or registration or suspension for up to one year on the condition that the issue raised in the Police Check is resolved.
  - a) outstanding warrants and charges; and/or
  - b) pending charges, and ongoing investigations under federal and provincial statutes.

**F. OBTAINING A POLICE RECORDS CHECK**

19. Students should contact their local police agency to obtain a Police Check.
20. The procedure involves a request to the local police to do searches for criminal record information and the existence of a record in the Canadian Police Information Centre (CPIC) databases.
21. It is recommended that students request two original copies - one for submission to the OT and PT Programs and one to keep for their own records.
22. The cost of the Police Records Check shall be at the expense of the student and currently varies between \$10 to \$60.
23. The process may take up to six weeks depending on the local police agency. Additional information about a Canadian Police Information Centre can be found at [www.rcmp-grc.gc.ca](http://www.rcmp-grc.gc.ca).

**G. SPECIFIC RESPONSIBILITIES*****G.1 All Members of the University***

24. All members of the OT and PT Programs (students, faculty, instructors, staff and invigilators) are responsible for the maintenance of a safe atmosphere in all phases of academic life, including research, teaching, learning and administration.
25. All members of the OT and PT Programs have a responsibility to:
  - a) provide assistance and co-operation in the protection of others; and
  - b) report known incidents of criminal behaviour.

***G.2 OT and PT Programs Admissions Office***

26. The OT and PT Programs Admissions Office is responsible for assisting the OT and PT Programs with issues related to the Police Records Checks. Responsibilities include:
  - a) assisting with the development and implementation of this policy;
  - b) providing advice regarding the Advisory Panel's procedures;
  - c) acting as a resource for the Advisory Panel;
  - d) storing all documentation regarding Police Records Check decisions; and
  - e) tracking complaints and inquiries with respect to this policy.

**G.3 Administration**

27. The Administration of the OT and PT Programs academic programs include: Deans, Associate Deans, Assistant Deans, the Associate Vice-President (Academic), the Provost, and the Senate.
28. The Administration is responsible for:
  - a) dissemination of information about the expectations for Police Checks;
  - b) assisting all members of the OT and PT Programs with understanding the requirements of the Police Check; and
  - c) an anonymous review of the facts of each situation

**G.4 Advisory Panel**

29. The Advisory Panel (also referred to as the "Panel" in this policy) is responsible for the consideration of all "Not Clear" Police Checks.
30. The Panel shall have both student and faculty representation as described in Appendix 1.
31. The recommendations of the Panel are to be communicated in writing to the Assistant Dean of the appropriate program.
32. The Panel is prohibited from communicating with the relevant students.
33. The Panel is prohibited from knowing the identification of the parties to whom the record relates, except where an individual agrees to waive his/her anonymity.

**G.5 Prospective Candidates**

34. Offers of admission to the OT and PT Programs are conditional upon the receipt by the OT and PT Programs Admissions Office of a "Clear" Police Records Check.
35. Candidates who have accepted an offer of admission to the OT and PT Programs are required to complete an RCMP "Consent for Disclosure of Criminal Record Information Form" (at Appendix 2).
36. The candidate is required to forward an original copy of their Police Check to the OT and PT Programs Admissions Office by the first business day following the August Civic Holiday in Ontario of the academic year for which the candidate has received an offer of admission.
37. The Police Check must be performed in the six months preceding the date in which admission is being sought.

38. A "Clear" Police Records Check, conducted at the candidate's expense, is required in order for a student to register at the beginning of the academic year.

#### ***G.6 Enrolled Students***

39. Students already enrolled at the OT and PT Programs shall be required renew their Police Check including a vulnerable sector screen and a police record check of RCMP and National Canadian Police Information Centre (CPIC) databases annually (i.e. twice while enrolled within the program) to be submitted by posted program deadline.
40. The Police Check must be performed within the preceeding forty-five (45) business days on which it is due to be submitted to the OT and PT Programs Admission Office.
41. A "Clear" Police Records check is required in order for the student to continue in the program.
42. A conviction prosecuted by way of indictment under the *Criminal Code of Canada*, as evidenced in a "Not Clear" Police Check, shall result in expulsion.

#### ***G.7 International, Visa and Non-Status Candidates and Students***

43. This policy, in its entirety, applies to International, Visa and Non-Status candidates and students with regard to offers of admission or continuing status in the program.
44. International, Visa and Non-Status candidates and students shall be required to provide a sworn affidavit indicating that he or she has no knowledge of any criminal records in any jurisdiction either in or outside of Canada related in any way to the candidate or student. If an International, Visa or Non-Status candidate or student does have knowledge of any such criminal record, he or she shall specify the nature of the offence and provide details in the sworn affidavit regarding the offence.
45. The sworn affidavit must address all aspects of the Police Check as articulated in this Policy.
46. The OT and PT Programs Admissions Office shall verify the sworn affidavit and its contents.
47. Falsely executed affidavits and/or false statements shall result in immediate revocation of an offer of admission to prospective candidates.
48. Falsely executed affidavits and/or false statements discovered to be made by enrolled students shall result in suspension or expulsion with transcript notation to that effect.

### **H. "NOT CLEAR" POLICE RECORDS CHECK**

#### ***H.1 Candidates for Admission***

49. The offer of admission to a candidate is contingent upon a "Clear" Police Check or approval by the Assistant Dean of the appropriate program on the advice of the Advisory Panel in the event of a "Not Clear" Police Check.
50. The information provided by an original copy of the Police Check shall be deemed to be complete and accurate.
51. The Assistant Dean of the appropriate program shall notify a candidate who has a "Not Clear" Police Check that the matter shall be forwarded to the Panel for consideration.
52. The Assistant Dean of the appropriate program shall forward to the Panel the de-personalized file of each candidate with a "Not Clear" Police Check (referred to as the "File" throughout this policy).
53. The Panel shall consider the File of each candidate with a "Not Clear" Police Check on a case by case basis as expeditiously as possible to facilitate registration by September 1st.
54. The File to which the Panel shall have access shall only contain de-personalized information as it relates to each "Not Clear" Police Check, or equivalent information as it relates to International, Visa and Non-Status candidates.
55. The File to which the Panel shall have access shall have the following personal identifiers removed by the OT and PT Programs Admissions Office: name, student number, address, telephone number, cellular telephone number, facsimile number, gender, city of residence, race, nationality, ethnicity, and any other information that may reasonably be deemed to be identifiable.
56. The Panel shall not have any contact with the candidate.
57. In considering the File, the Panel will take the following factors into consideration:
  - a) The relevancy of the conviction or charge to the candidate's program, with a specific view as to whether the offence involved:
    - i) children or other vulnerable populations;
    - ii) sexual activity;
    - iii) violence;
    - iv) acts of dishonesty; and/or
    - v) the use of alcohol or illegal drugs.
  - b) The date of any conviction;
  - c) The seriousness of any conviction;

- d) Efforts at rehabilitation undertaken by the candidate;
  - e) The likelihood that offence(s) will be repeated;
  - f) The policies of clinical facilities;
  - g) The nature of the offence or incident and its relevance to the standards using the relevant college (College of Occupational Therapists of Ontario, College of Physiotherapist of Ontario);
  - h) The candidate's full and open disclosure of all relevant information; and
  - i) Such other factors as deemed reasonable by the Panel.
58. Upon consideration of the File, the Panel can make any of the following recommendations to the Assistant Dean of the appropriate program:
- a) Revoke the offer of admission;
  - b) Defer admission of the candidate on the condition that the issue(s) raised by the Police Check are resolved within one (1) year from the date of the offer of admission. In this event, the Panel shall re-evaluate the matter upon receipt of evidence from the candidate attesting to the resolution of issue(s); or
  - c) Accept the candidate into the program despite a "Not Clear" Police Check, provided that,
    - i) The clinical facilities at which the candidate is placed is informed, in writing, of the student's "Not Clear" Police Records Check,
    - ii) The clinical facilities maintain the right not to accept the candidate for clinical placement(s), and
    - iii) The candidate is apprised of the consequences of a denied placement, including but not limited to the inability to complete the requirements of the program, potentially jeopardizing their progress in the program and completion of degree requirements.
  - d) Accept the candidate into the program subject to the imposition of other conditions or restrictions deemed appropriate in the circumstances.
59. The Panel shall communicate its recommendations in writing to the Assistant Dean of the appropriate program.
60. Upon receiving the Panel's recommendations, the Assistant Dean of the appropriate program shall make a decision regarding status of the candidate. If the decision of the Assistant Dean of the appropriate program differs from the recommendation of the Panel,

then the Assistant Dean of the appropriate program will provide a written rationale for the decision.

61. The Assistant Dean of the appropriate program shall communicate his or her decision to the candidate in writing prior to September 1st.
62. The decision of the Assistant Dean of the appropriate program is final. However, the candidate may challenge the decision under the established university process for review of admissions<sup>3</sup> if the candidate believes that the decision was founded on incorrect or incomplete information.

#### **I. REQUEST FOR REVIEW OF ADMISSION DECISIONS**

63. To request a review of the decision of the Assistant Dean of the appropriate program regarding the application of this policy, candidates for admission shall file a Request for Review and any relevant documentation supporting the request with the Registrar within fifteen (15) business days of receipt of the decision.
64. The Registrar shall determine whether the information upon which the decision was based was incomplete or incorrect, and, if so, shall refer the Request for Review to the Panel for reconsideration.
65. The Panel will review its previous recommendation in light of the additional relevant information.
66. Upon consideration of additional relevant information, the Panel may make the following recommendations, if applicable, in writing to the Associate Dean, Graduate Studies (Health Sciences):
  - a) uphold the decision to withdraw the offer of admission;
  - b) defer the offer of admission, for a period of no more than one (1) academic year;
  - c) impose specific conditions on the admission and/or continued enrolment of the student;
  - e) implement specific restrictions or sanctions suitable to specific circumstances and/or placements;
  - f) admit the candidate without special restrictions or conditions;
  - g) such other conditions or restrictions deemed appropriate in the circumstances by the Panel.

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<sup>3</sup> Currently defined by Section 39(a) of the Student Appeal Procedures

67. The Panel shall communicate its recommendations to the Associate Dean, Graduate Studies (Health Sciences) within twenty (20) business days of receipt by the Panel of the Request for Review.
68. The Associate Dean, Graduate Studies (Health Sciences) shall make a decision regarding the Panel's recommendations. If the decision of the Associate Dean, Graduate Studies (Health Sciences) differs from the recommendation of the Panel, then the Associate Dean, Graduate Studies (Health Sciences) will provide a written rationale for the decision. The decision of the Associate Dean, Graduate Studies (Health Sciences) shall be final and not subject to appeal. The Associate Dean, Graduate Studies (Health Sciences) shall communicate that decision in writing within ten (10) business days to the candidate.

## **8.2 *Students in the Program***

69. The Assistant Dean of the appropriate program shall notify a student who has a "Not Clear" Police Check that the matter shall be forwarded to the Panel for consideration.
70. The Assistant Dean of the appropriate program shall forward to the Panel the File of each student with a "Not Clear" Police Check.
71. The Panel shall consider the File of each student with a "Not Clear" Police Check on a case by case basis, within a reasonable time.
72. The File to which the Panel shall have access shall only contain de-personalized information as it relates to each "Not Clear" Police Check, or equivalent information as it relates to International, Visa and Non-Status students.
73. The File to which the Panel shall have access shall have the following personal identifiers removed by the OT and PT Programs Admissions Office: name, student number, address, telephone number, cellular telephone number, facsimile number, gender, city of residence, race, nationality, ethnicity, and any other information that may reasonably be deemed to be identifiable.
74. The Panel shall not have any contact with the student whose File is being considered.
75. In considering the File, the Panel will take the following factors into consideration:
  - a) The relevancy of the conviction or charge to the student's appropriate program with a specific view as to whether the offence involved:
    - i) children or other vulnerable populations;
    - ii) sexual activity;
    - iii) violence;
    - iv) acts of dishonesty; and/or

- v) the use of alcohol or illegal drugs.
  - b) The date of any conviction;
  - c) The seriousness of any conviction;
  - d) Efforts at rehabilitation undertaken by the student;
  - e) The likelihood offences will be repeated;
  - f) The policies of clinical facilities in the local jurisdiction;
  - g) The nature of the offence or incident and its relevance to the standards using the relevant college (College of Occupational Therapists of Ontario, College of Physiotherapist of Ontario);
  - h) The student's full and open disclosure of all relevant information; and
  - i) Such other factors as deemed reasonable by the Panel.
76. Upon consideration of the File, the Panel can make any of the following recommendations to the Assistant Dean of the appropriate program:
- a) Permit the student to continue in the program despite a "Not Clear" Police Check provided that:
    - i) the clinical facilities to which the student is placed be informed, in writing, of the student's "Not Clear" Police Check;
    - ii) the clinical facilities maintain the right not to accept the student for clinical placement(s); and
    - iii) the student is apprised of the consequences of a denied placement, including but not limited to the inability to complete the requirements of the program, potentially jeopardizing his/her progress in the program and completion of degree requirements.
  - b) Allow the student to register subject to the imposition of conditions or restrictions deemed appropriate in the circumstances.
  - c) Require the student to withdraw from the program for a period of up to one year until such time as the outstanding issue is resolved
  - d) Suspend or expel the student from the program;
77. The Panel shall communicate its recommendations in writing to the Assistant Dean of the appropriate program within a reasonable time.

78. Upon receiving the Panel's recommendations, the Assistant Dean of the appropriate program shall make a decision regarding recommendations [76](#) a) to d). In the case of a recommendation to suspend or expel the student, the Assistant Dean of the appropriate program shall make a recommendation to the Associate Dean, Graduate Studies (Health Sciences) regarding the status of the student within a reasonable time. If the decision or recommendation of the Assistant Dean of the appropriate program differs from the recommendation of the Panel, then the Assistant Dean of the appropriate program will provide a written rationale for the decision or recommendation.
79. The Associate Dean Graduate Studies (Health Sciences) shall communicate his or her decision with the reason(s) to the student in writing within a reasonable time.

#### **J. RECORDS**

80. The OT and PT Programs shall maintain a record of each candidate or student with a "Not Clear" Police Check.
81. All Panel recommendations shall be kept separate from a student's academic record.
82. Decisions of the Assistant Dean of the appropriate program that are communicated to the candidate or student as required by this policy shall be kept in the student's academic record.

#### **K. APPEAL**

83. Students may appeal the decision of the Associate Dean, Graduate Studies (Health Sciences) with respect to suspension or expulsion under the appeal provisions found in the Student Appeal Procedures. No appeal procedure shall be available for decisions on admission or re-admission to the OT and PT Programs.

#### **L. REVIEW AND APPROVAL**

84. This policy was approved by the Senate of McMaster University in [month] of 2009.

## **APPENDIX 1: ADVISORY PANEL**

### Requirements for Selection and Operation

1. The Panel shall consist of the following three members:
  - a) Chair of the Occupational Therapy and Physiotherapy Admissions Committee;
  - b) Registrar (or delegate);
  - c) A student Representative in his or her 2nd year of studies in the OT or PT Program selected by the Assistant Dean of the appropriate program.
2. The Chair of the Occupational Therapy and Physiotherapy Admissions Committee shall chair meetings of the Advisory Panel. Decisions of the Advisory Panel shall be made by majority vote.
3. The Panel shall be supported by an Administrative Assistant who shall record all Panel proceedings. This Administrative Assistant shall have no decision making capacity on the Panel.
4. The Advisory Panel may, from time to time, enlist the services of independent experts including lawyers, police, risk management consultants, screening consultants or other individuals with relevant training for the purpose of providing advice to the Panel. This "external advisor" shall have no decision making capacity on the Panel.
5. In the event that the Chair of the Occupational Therapy and Physiotherapy Admissions Committee is unavailable or unable to participate, a member of the Admissions Committee delegated by the Chair shall serve in this capacity.
6. The OT and PT Programs Admissions Office shall ensure that members of the Panel receive necessary training to discharge their responsibilities.
7. The Panel shall report the following information to the appropriate Assistant Dean:
  - a) By August 15th of each year, the list of cases to be considered by the Panel; and
  - b) By March 1st of each year, a summary of the Panel's work in the previous academic year, recommendations for change and any other information the Panel deems necessary or the Assistant Dean of the appropriate program requires of the Panel.
8. Decisions of the Panel shall be recorded by the Administrative Assistant, and dated and signed by the Panel Chair.

## APPENDIX 2 – CONSENT FORM



Royal Canadian Mounted Police  
Gendamerie royale du Canada

### CONSENT FOR DISCLOSURE OF CRIMINAL RECORD INFORMATION

IF COMPLETED MANUALLY, PLEASE PRINT

**PART 1**

Surname		Given name (1)		Given name (2)		Sex <input type="checkbox"/> M <input type="checkbox"/> F		Tel. no. (incl. area code)	
Address (no., street, apt.)			City		Province		Postal code		
Date of birth (yyyy-mm-d)		Place of birth		Driver's licence no.		Usual first name or alias		Maiden name	
Previous address if less than 5 years at current address Address (no., street, apt.)			City		Province		Postal code		

**PART 2**

Pursuant to Section 8(1) of the Privacy Act of Canada, I hereby authorize the Royal Canadian Mounted Police to disclose my personal information to:

Full name		Title		Name of organization				
Address (no., street, apt.)			City		Province		Postal code	

**PART 3**

**WAIVER AND RELEASE**

I hereby release and forever discharge Her Majesty the Queen in Right of Canada, the Royal Canadian Mounted Police, their members, employees, agents and assigns from any and all actions, causes of actions, claims and demands for damages, loss or injury, which may hereafter be sustained by myself, howsoever arising out of the above authorized disclosure of information and waive all rights thereto.

**PART 4**

This consent is valid for a period of three months from the date of signature.

Signed this \_\_\_\_\_ day of \_\_\_\_\_ Signature of applicant \_\_\_\_\_

**PART 5**

Following is information contained in the records of the RCMP or records from other police forces accessible through computer queries and is based on a name and date of birth check only. **\*\*A record may or may not exist** for the subject of this inquiry, positive identification and a certified criminal records check can only be obtained through a fingerprint check. This can be made with the submission of a complete set of fingerprints to:

**INFORMATION AND IDENTIFICATION SERVICES**  
CANADIAN CRIMINAL RECORD INFORMATION SERVICES  
BOX 8885  
OTTAWA, ONTARIO K1G 3M8

**YOUNG OFFENDER INFORMATION** - The Young Offenders Act makes it an offence to disclose young offender information. In cases where an adult's record contains young offender information or a young offender requests a copy of his/her criminal record, the criminal record information **MUST** be given to the requester. Individuals can disclose their own information, but even with consent the RCMP are not legally permitted to disclose young offender information.

**INSTRUCTION TO REQUESTERS:** The following section contains varying degrees of police information.

- Confirm with the party identified in PART 2, the exact information they require.
- Choose the category which best symbolizes the information you are providing consent for the RCMP to disclose and place your initials in the appropriate INITIALS box.
- The party identified in PART 2 will be advised accordingly of negative checks.
- Checks resulting in possible "hits" for information identified in categories 1, 2 or 3 will require confirmation by the submission of fingerprints.
- You will be required to confirm that information located through the checks stipulated in category 4, is your personal information.
- You may withdraw this consent prior to disclosure.

No.	Initials	Category of Information for Disclosure	FOR POLICE USE ONLY	
1.		Records of criminal convictions found in the Identification Data Bank attainable through the Canadian Police Information Centre (CPIC) for which a pardon has not been granted. RCMP: Make CPIC Criminal Record "LEVEL 1" Query ONLY.	<input type="checkbox"/> None located	<input type="checkbox"/> ** May or may not exist
2.		Records of criminal convictions attainable through CPIC for which a pardon has not been granted plus records of outstanding criminal charges which the RCMP are aware of or indicated within the Investigative Data Bank of CPIC. RCMP: Make CPIC Criminal Record "LEVEL 1" Query AND a Persons CPIC Query.	<input type="checkbox"/> None located	<input type="checkbox"/> ** May or may not exist
3.		Records of criminal convictions and summary of police information (including records of outstanding criminal charges which the RCMP are aware of or indicated within the Investigative Data Bank of CPIC) attainable through CPIC for which a pardon has not been granted plus records of discharges which have not been removed from the Identification Data Bank in accordance with the Criminal Records Act. This will include all charges regardless of disposition. RCMP: Make CPIC Criminal Record "LEVEL 2" Query AND a Persons CPIC Query.	<input type="checkbox"/> None located	<input type="checkbox"/> ** May or may not exist
4.		Police information located on computer systems (e.g. Police Information Retrieval System (PIRS), CPIC) and information located through local police indices checks. This will include all information related to non convictions and all charges regardless of disposition. RCMP: Make Persons Queries on PIRS and CPIC. In view of the general nature of this information confirm with requester this is in fact information pertaining to him/her. Requesters <b>MUST</b> confirm information which pertains to them prior to disclosure. If a discrepancy exists, do not disclose this information.	<input type="checkbox"/> None located	<input type="checkbox"/> ** May or may not exist

**COMPLETED BY**

Member (signature)	Reg. no.	Unit	Date
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**MASTER OF SCIENCE PROGRAMS IN  
OCCUPATIONAL THERAPY AND PHYSIOTHERAPY  
McMaster University**

Complete Title: Policy for Leaves of Absence for students in the MSc(OT) and MSc(PT) Programs

Date Developed: May 26, 2004  
Latest Revised: March 22, 2010

Approved by: OT Education Committee  
PT Governing Committee

Date of Most Recent Approval: June 16, 2010 - PT Governing Committee  
June 21, 2010 - OT Education Committee  
September 22, 2010 - FHS Graduate Policy and Curriculum Committee

Policy Owner: Program Administrator

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**POLICY**

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**Policy Statement:**

A leave of absence may be granted to students within the MSc(OT) and MSc(PT) programs, by the School of Graduate Studies, on the recommendation of the Program, for health reasons or other extenuating circumstances, **excluding financial reasons**. If a leave of absence is granted, it is only for a maximum of one year. Graduate students on a leave of absence have neither full-time nor part-time status.

Students are referred to the School of Graduate Studies general regulations on leaves of absence for matters related to use of university facilities, scholarships, and tuition.

A student may request only one leave of absence due to extenuating circumstances.

**Procedures for Requesting a Leave of Absence:**

Please note that students are encouraged to contact the Assistant Dean prior to submitting written documentation or the Petition for Special Consideration, to discuss options and procedures.

1. The student will submit a written request for a leave of absence, using the Petition for Special Consideration Form (available on the School of Graduate Studies website), and other supporting documentation they wish to submit. For the request of a medical leave of absence, a physician's note is also required.
2. The student will meet with the Assistant Dean and Program Administrator to complete the formal process to request a leave of absence. The student will be required to also bring their hospital identification badge/anatomy card.
3. The Assistant Dean will review the request for the leave of absence in consultation with the Program Academic Study Committee if appropriate.
4. The Assistant Dean will complete the Petition for Special Consideration form, which will include his/her recommendation to the Associate Dean, Faculty of Health Sciences (Graduate Studies) regarding the request for the leave of absence. If the recommendation supports the leave of absence, the Assistant Dean will also include within the Petition a recommendation for which Term/Unit of study to which the student is eligible to return.
5. The Assistant Dean will send the student a letter, notifying the student of his/her recommendation to the Associate Dean, Faculty of Health Sciences (Graduate Studies).
6. The Assistant Dean will submit to the Associate Dean, Faculty of Health Sciences (Graduate Studies):
  - The original copy of the Petition of Special Consideration
  - Original copies of other documentation provided by the student as applicable
  - A copy of the letter sent to the student
7. On behalf of the School of Graduate Studies, the Associate Dean will review the submission and the recommendation of the Assistant Dean, and make a decision. His/her office will notify the Assistant Dean, Program Administrator and student of his/her decision.

**Procedures for Returning from a Leave of Absence:**

1. The request for re-entry must be made at least three months prior to the beginning of the appropriate term or unit, to which the student would be returning.
2. The student is required to write to the Assistant Dean to apply for re-entry into the program, and include evidence of readiness to return to both the academic and clinical components of the program.
  - a. If the leave of absence was granted for medical reasons, a note or letter from the physician most responsible for providing care for the health matter that led to the medical leave of absence is required. This note or letter must be dated within at least two months of the student's written request to return to the program. The student is responsible for informing the physician of the expectations of the clinical and academic components of the program, which the physician will use to inform his/her decision.

- b. If the leave of absence was granted for extenuating circumstances the letter from the student must demonstrate that the circumstances for which the leave was granted will no longer impact on studies, and/or the student has supports in place to successfully resume studies.
3. Reentry will depend on evidence of readiness to return, as assessed by the Assistant Dean, in consultation with the Program Academic Study Committee if appropriate. The Assistant Dean will make a recommendation to the Associate Dean, Faculty of Health Science (Graduate Studies) in regards to the submission.
4. The Assistant Dean will send the student a letter, notifying the student of his/her recommendation.
5. The Assistant Dean will submit to the Associate Dean, Faculty of Health Sciences (Graduate Studies):
  - A copy of the letter for request for re-entry into the program
  - Copies of other documentation provided by the student as applicable
  - A copy of the letter sent to the student
6. On behalf of the School of Graduate Studies, the Associate Dean, Faculty of Health Sciences (Graduate Studies) will review the recommendation of the Assistant Dean, and the submission of the student, and make a decision. His/her office will notify the Assistant Dean, Program Administrator and student whether the request for re-entry has/has not been granted.
7. If the request for re-entry is granted:
  - a. The student will resume studies in the Term/Unit of study as stated in the letter sent to the student at the time of the request for the leave of absence.
  - b. The student is required to contact the Program Administrator to begin the process for completing the clinical placement/practicum requirements (e.g. Vulnerable Sector Screening, Health Screening etc) and to confirm registration processes.

Related Policies and Procedures:

1. School of Graduate Studies Leaves of Absence Regulations (McMaster University)

**Disclaimer: If there is a discrepancy between the electronic copy and the written copy held by the Guideline owner, the written copy prevails.**

**MASTER OF SCIENCE PROGRAMS IN  
OCCUPATIONAL THERAPY AND PHYSIOTHERAPY  
McMaster University**

Complete Title: Policy for Leave of Absence for a Graduate Student who is a new parent in the MSc(OT) and MSc(PT) Programs

Date Developed: May 26, 2004  
Latest Revised: June 3, 2010

Approved by: OT Education Committee  
PT Governing Committee

Date of Most Recent Approval: June 16, 2010 - PT Governing Committee  
June 21, 2010 - OT Education Council  
September 22, 2010 – FHS Graduate Policy and Curriculum Committee

Policy Owner: Program Administrator

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**POLICY**

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**Policy Statement:**

A leave of absence will be granted to students within the MSc OT and PT programs, by the School of Graduate Studies, on the recommendation of the Program, for a graduate student who is expecting a child, whether by adoption, or birth or guardianship. The student may request a leave of absence of not more than one year to begin as soon as necessary but not later than fifty two weeks after the arrival of the child. Graduate students on a leave of absence have neither full-time nor part-time status.

Students are referred to the School of Graduate Studies general regulations on leaves of absence for matters related to use of university facilities, scholarships, and tuition.

### **Procedures for Requesting a Leave of Absence (Pregnancy or Parental):**

Please note that students are encouraged to contact the Assistant Dean prior to submitting written documentation or the *Leave of Absence Information Form where Leave of Absence Includes Pregnancy or Parental Leave form*, to discuss options and procedures.

1. The student will submit a written request for a leave of absence, using the *Leave of Absence Information Form where Leave of Absence Includes Pregnancy or Parental Leave form*, (available on the School of Graduate Studies website), and relevant supporting documentation.
2. The student will meet with the Assistant Dean and Program Administrator to complete the formal process to request a leave of absence, and discuss/agree upon the dates of the leave. The student will be required to also bring their hospital identification badge/anatomy card.
3. The Assistant Dean will send the student a letter, confirming the agreed upon dates, and scheduled date of return to studies.
4. The Assistant Dean will submit to the Associate Dean, Faculty of Health Sciences (Graduate Studies):
  - The original copy of the *Leave of Absence Information Form where Leave of Absence Includes Pregnancy or Parental Leave form*
  - Original copies of other documentation provided by the student as applicable
  - A copy of the letter sent to the student
5. On behalf of the School of Graduate Studies, the Associate Dean will review the submission. His/her office will notify the Assistant Dean, Program Administrator and student when the leave has been approved.

### **Procedures for Returning from a Leave of Absence:**

1. The request for re-entry must be made at least three months prior to the beginning of the appropriate term or unit, to which the student would be returning.
2. The student is required to write to the Assistant Dean to request re-entry into the program,
3. The Assistant Dean will acknowledge the request by sending the student a letter.
4. The Assistant Dean will submit to the Associate Dean, Faculty of Health Sciences (Graduate Studies):
  - A copy of the letter for request for re-entry into the program
  - Copies of other documentation provided by the student as applicable
  - A copy of the letter sent to the student

5. On behalf of the School of Graduate Studies, the Associate Dean, Faculty of Health Sciences (Graduate Studies) will review the recommendation of the Assistant Dean, and the submission of the student, and make a decision. His/her office will notify the Assistant Dean, Program Administrator and student whether the request for re-entry has/has not been granted.
6. If the request for re-entry is granted:
  - a. The student will resume studies in the Term/Unit of study as stated in the letter sent to the student at the time of the request for the leave of absence.
  - b. The student is required to contact the Program Administrator to begin the process for completing the clinical placement/practicum requirements (e.g. Vulnerable Sector Screening, Health Screening etc) and to confirm registration processes.

Related Policies and  
Procedures:

1. School of Graduate Studies Leaves of Absence Regulations (McMaster University)

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**ARTICLE X**

**THE GRADUATE COUNCIL**

150. There shall be a Graduate Council which shall consist of the Chancellor, the President, the Provost, the Vice-President (Research and International Affairs), the Associate Vice-President and Dean of Graduate Studies, the Dean of each Faculty offering graduate work, the Principal of McMaster Divinity College, and the Associate Deans of Graduate Studies, all *ex officio*; the University Librarian, the University Registrar, the Secretary of the Senate, and the Graduate Registrar and Secretary of the School of Graduate Studies, all *ex officio* without vote; three full-time faculty members from each of the Faculties of Business, Engineering, Humanities, Science, and Social Sciences and three full-time graduate faculty members from the Faculty of Health Sciences, elected by the members of the Faculty, from the ranks of assistant professors, associate professors, and professors; the faculty member of the Senate appointed by McMaster Divinity College; two full-time graduate students from each Faculty offering graduate work, elected by and from the graduate students in that Faculty with the proviso that in any Faculty engaged in doctoral studies at least one of the graduate students shall be registered in a Ph.D. programme; observers (as defined in Section 2[ix]) named from time to time by the Associate Vice-President and Dean of Graduate Studies to attend Graduate Council's meetings; and one-third of the voting members including one-third of the elected faculty members shall constitute a quorum at any meeting thereof.
151. The Chair of the Graduate Council shall be the Associate Vice-President and Dean of Graduate Studies or, in the absence of the Associate Vice-President and Dean of Graduate Studies, an Associate Dean of Graduate Studies.
152. The Secretary of the Graduate Council shall be the Graduate Registrar and Secretary of the School of Graduate Studies.
153. The faculty members elected from each Faculty offering graduate work shall be elected in accordance with the requirements of Section 15.
154. The term of office of faculty members on the Graduate Council shall commence on 1 July following their election, and shall be for three years, subject to the proviso that faculty members who are to be absent from the University for a year or more shall resign their seats before leaving and be replaced at an ensuing election. Terms of office are renewable.
155. The election of faculty members of the Graduate Council shall be conducted by the Secretary of the Senate.

156. The term of office of graduate students on the Graduate Council shall commence on 1 October annually, and shall be for one year, subject to the requirement that a vacancy occurring when six or more months remain in the term of office shall be filled by a special election or appointment by the appropriate Faculty Dean. Terms of office are renewable.
157. The student members of the Graduate Council shall be elected by and from the graduate students in their respective Faculties, in accordance with procedures determined by their Faculties.
158. The Graduate Council may declare vacant the seat of any elected member who, without being granted leave of absence by the Council, fails to attend three consecutive regular meetings of the Council. Whenever a seat is declared vacant, the vacancy shall be filled through a by-election in the constituency which elected the person whose membership is vacant, unless the person is a graduate student, in which case the requirement stipulated in Section 156 for filling a vacancy shall apply.
159. The Graduate Council may, upon written request of a member, grant leave of absence to any member for a period not to exceed six consecutive months for illness or for other reasons deemed appropriate by the Council.
160. The powers and duties of the Graduate Council are:
  - (i) to make rules and regulations for governing its proceedings;
  - (ii) to establish standing and *ad hoc* committees. These committees shall include, but are not limited to:
    - (a) an Executive Committee, and
    - (b) a Scholarships Committee;
  - (iii) to regulate matters concerning graduate work of concern to the University as a whole;
  - (iv) to act upon recommendations concerning graduate work from each Faculty and McMaster Divinity College, upon such matters as are of particular concern to each Faculty and McMaster Divinity College;
  - (v) to transact such business as is placed on its agenda by one or more of the Chair, the Secretary of the Graduate Council, the Principal of McMaster Divinity College, or a Dean of a Faculty offering graduate work;
  - (vi) to recommend to the Senate the names of graduate students who have completed all requirements for a degree, diploma or certificate;

- (vii) to determine the eligibility of Departments, Units, Schools, Institutes, Centres, or the like, to offer graduate work, and to make recommendations to the Senate for the administration of graduate work in areas not clearly lying within the jurisdiction of a single Faculty;
- (viii) to report to the Senate upon such matters as may be judged necessary by the Graduate Council or as required by the Senate;
- (ix) subject to final approval by the President, to stipulate the conditions of award of all fellowships, scholarships, assistantships, bursaries, prizes and other awards established for graduate students, having due regard to the wishes of the donor;
- (x) to arrange for action upon all applications or recommendations for fellowships, scholarships, assistantships, bursaries, prizes and other awards for graduate students;
- (xi) to meet at least once each academic term;
- (xii) to post the agenda and the minutes of its meetings electronically.