

Health Science Education Graduate
Program

Student Handbook

Welcome!

Welcome to the Health Science Education (HSED) Graduate Program at McMaster University. We are pleased that you have selected our program to pursue your passion for education. The HSED Program is designed primarily for active health professionals who wish to strengthen their abilities as educators and to develop proficiency in various forms of education scholarship. It is also open to non-clinicians who aspire to be scholars in the field of health science education. The HSED Program provides students with opportunities to develop a comprehensive understanding of current professional practice in health science teaching and learning as well as important research, innovation, and evaluation approaches. This handbook provides students with resources that will aid in the successful completion of a MSc degree in Health Science Education.

It is very important to note that this handbook is a supplement to the School of Graduate Studies (SGS) Graduate Calendar and is not intended to modify or replace information found in the SGS Graduate Calendar. Students are encouraged to access the [Graduate Calendar](#) and the [Resources Section](#) of the SGS website for information regarding McMaster University regulations, sessional dates, deadlines, enrollment information, fees, student-initiated forms, services, and more.

Information about the HSED Program, HSED-specific forms, updates, events, and more can be found on the HSED website at: hsed.mcmaster.ca.

Announcements, news, updates, community highlights, and more are regularly posted on the website, circulated in monthly newsletters, and can be found on the HSED Twitter page: [@McMasterHSED](https://twitter.com/McMasterHSED)

We wish you all the best during your time in the HSED Program!

PLEASE NOTE:

If there is any discrepancy between a department or program handbook and the School of Graduate Studies Calendar, then the School of Graduate Studies Calendar shall be considered the authority.

Approved by the Associate Dean of Graduate Studies, Health Sciences (May 2024).

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NOTE: HSED Program policies require students to direct all communication with the Program through their McMaster email. Please include your student number either in the subject line or the body of the email. Thank you.

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1. Program Outline

1.1 HSED: AN ONLINE PROGRAM

The HSED Program is a primarily asynchronous, online learning program.

HSED students are expected to have access to a reliable and functional Internet connection in order to successfully engage with the curricular requirements of the Program.

Engagement with learning material is mediated via the [Avenue to Learn \(A2L\)](#) online learning management system. A2L will be the central location for you to participate in classes and online discussions, submit your assignments, and find course content, learning objectives, assigned readings, course-related dates, schedules, and announcements.

An [A2L User Guide](#) is available through McMaster University. We also encourage students to populate their A2L profile page and peruse other students' profile pages while interacting throughout A2L courses (e.g., in discussion forums). For details on filling in the A2L profile page, please see [Appendix A](#).

1.2 Program Structure

HSED students have the option to complete the Program via either the course-based or the thesis-based stream:

The **course-based stream** is designed to promote the development of mastery broadly across areas of academic health professions education, including curriculum design, assessment, simulation, leadership, and program evaluation. This stream involves the completion of 2 Residency Weeks, 2 core courses, 3 elective courses, and the submission of the completed Capstone Portfolio.

The **thesis-based stream** is designed to promote the development of specific mastery in a particular area of academic health professional education as well as skills in the conduct of education research. This stream requires students to complete 2 Residency Weeks, 2 core courses, 1 elective (typically a methods course), and to successfully defend an independent thesis, which involves the written and oral presentation of a novel study with potential to impact the field.

HSED students also have the option to complete the program on a full-time or part-time schedule:

- **Full-time students** can move through the curriculum at their preferred speed with the expectation that they are finished all requirements within 2 years.
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- **Part-time students** will complete their studies at their own pace within 3 to 5 years. These students are limited to accruing a maximum of 9 credit units each academic year (excluding those associated with HS EDUC 700 and HS EDUC 707). In some cases, part time students will be required to use placeholder registrations to ensure that they matriculate through a 3-to-5-year academic trajectory.

Schematics outlining program structures can be found on the HSED [website's Program Overview page](#).

1.3 HSED STUDENTS

The HSED Program is a primarily professional program designed for:

- Health professionals who are seeking to develop mastery pertaining to teaching, learning, curriculum design, assessment, and academic leadership in health professions education. These students may choose to pursue course-based or thesis-based studies.
- Non-health professionals that work in academic health professions education contexts, and wish to develop mastery in teaching, learning, curriculum design, assessment, and academic leadership in health professions education. These students may choose to pursue course-based or thesis-based studies.
- Aspiring research scientists in the field of health professions education. These students must participate in thesis-based studies.

1.4 PROGRAM REQUIREMENTS

Course-based stream	Thesis-based stream
SGS 101: Academic Integrity SGS 201: AODA	SGS 101: Academic Integrity SGS 201: AODA
HS EDUC 700: Residency Week 1 HS EDUC 707: Residency Week 2	HS EDUC 700: Residency Week 1 HS EDUC 707: Residency Week 2
HS EDUC 701: Learning & Curriculum (3 units) HS EDUC 703: Assessment in HPE (3 units)	HS EDUC 701: Learning & Curriculum (3 units) HS EDUC 703: Assessment in HPE (3 units)
Capstone Portfolio	HS EDUC 709: Thesis (12 units)
3 Elective Courses (3 units/ea.)	1 Elective Courses (3 unit)

1.5 SCHOOL OF GRADUATE STUDIES REQUIREMENTS

All graduate students at McMaster University are required to successfully complete:

- SGS 101, a short, online offering concerned with Academic Research, Integrity, and Ethics
- SGS 201, a short, online offering concerned with the Accessibility for Ontarians with Disabilities Act (AODA)

HSED students are required to complete these courses during their first year of study. More information on these courses can be accessed at:

<https://gsa.mcmaster.ca/wp-content/uploads/2020/04/GSA-Handbook-for-New-Graduate-Students-domestic-version-1.0.pdf>

1.6 Residency Weeks

Although primarily an online program, all HSED students are required to complete two on-campus, in-person Residency Weeks, held concurrently every June:

HS EDUC 700: Residency Week 1

This week-long course offers an overview of the program, including the overarching goals, learning outcomes, instructional methods, content, resources, and assessment methods. This required course is designed for graduate students from a wide range of health science disciplines and is offered in an intensive on-campus format during a week-long residency period, which includes our annual Norman Education Research Day (NERD). Students are required to attend all days.

All HSED students attend Residency Week 1 in the Summer term prior to beginning any of their course work. For example, students planning to begin studies in September 2024 would attend Residency Week 1 in June 2024.

HS EDUC 707: Residency Week 2

This week-long course explores advanced aspects of scholarship, research, and academic writing. It is specifically designed as an intensive workshop that helps students refine the independent research proposals associated with their Capstone Portfolio or thesis. This course is offered in an in-person, on-campus format in the first full week of June alongside the annual Norman Education Research Day (NERD). Students are required to attend all days. Students who plan to attend Residency Week 2 while not concurrently enrolled in another course must enroll into SGS 700 ([See Section 1.7](#)) in addition to HS EDUC 707.

The stream (i.e., course-based or thesis-based) and schedule (i.e., full-time or part-time) in which students are enrolled determines when in their academic trajectory they should attend Residency Week 2:

Full-time and **part-time course-based** students should plan to attend Residency Week 2 as their final degree requirement, in the last summer of study. This timing positions the Residency Week as relevant to the completion of the student's Capstone Portfolio, which reflects knowledge developed over all completed courses and self-direct learning modules. Accordingly, students should have all Capstone Portfolio milestones completed and submitted prior to Residency Week 2 attendance. The deadline for pre-Residency Week milestone and draft Education Philosophy submission is typically towards the first Monday of May. The HSED Program Office will issue regular reminders.

Full-time thesis-based students should attend Residency Week 2 in the summer of their first year, prior to embarking on their second and final year of study. This timing positions the Residency Week as relevant to development of their emerging thesis proposal. Accordingly, these students should be working with their supervisory committee such that they have a draft thesis proposal prepared prior to attending the Week.

Part-time thesis-based students should attend Residency Week 2 in the summer that is in closest proximity to their thesis proposal development.

NOTE: Full attendance at both Residency Weeks is mandatory. Requests for accommodations pertaining to Residency Week attendance may be forwarded to the HSED Office. The HSED Program will not accommodate absences from either Residency Week for the purposes of attending to clinical duties and responsibilities.

1.7 PLACEHOLDER COURSES

The Program recognizes that students will not always be active in the program; however, it is a School of Graduate Studies requirement that all students maintain continuous enrollment. This can be achieved in terms when one is not taking a course by registering in one of two placeholder courses, each with a distinct purpose:

SGS 700 is appropriate for students who are not taking a course but engaging with independent curricular activities, such as the Capstone Portfolio or Thesis.

SGS 711 is exclusively for part-time, course-based students who are not enrolled in any courses and are not engaging with any independent curricular activities (e.g., Capstone Portfolio).

Students cannot be enrolled in SGS 711 during the first or final term of Program.

The HSED Program monitors student enrollment and activity continuously, and is prepared to offer guidance to students that ensures they are enrolling in appropriate placeholders when necessary. For more information on placeholder courses, please refer to the SGS Graduate Calendar.

1.8 SCHEDULED BREAKS

Students have the opportunity to prospectively arrange a scheduled break in study for one term per year, with the exception of the first or last term of enrolment. The Scheduled Break policy is intended for use in foreseeable situations where the Leave of Absence policy does not apply. Students may not be engaged with the curriculum during the break. The provisions related to tuition fees and term counts are the same as for a Leave of Absence. Students who are interested in planning a scheduled break must contact the HSED Program Office: hsed@mcmaster.ca.

1.9 RE-ENTRY FOLLOWING GOOD STANDING WITHDRAWAL

Students who voluntarily withdraw from the Program in good standing may be considered for re-entry during a subsequent Program admissions cycle. Notably, a good standing withdrawal is not concomitant with a guaranteed future re-admission. Students pursuing re-admission must complete the Application for re-admission form and pay the application fee. Applications will be adjudicated by the HSED Assistant Dean, and the HSED Curriculum Committee Chair will determine whether the course work completed previously continues to satisfy relevant degree requirements. If re-admission is approved, the student may begin graduate work aligned with the beginning of the Fall, Winter, or Spring/Summer term.

2. HSED Courses

2.1 2024-25 Course Schedule

Term	Courses Offered
Fall 2024	HS EDUC 701: Learning and Curriculum HS EDUC 705: Education Technology
Winter 2025	HS EDUC 703: Assessment in Health Professions Education HS EDUC 704: Simulation-Based Education HS EDUC 710: Program Evaluation

Summer 2025	HS EDUC 706: Leadership & Management HS EDUC 712: Critical Pedagogies HS EDUC 700 & 707: Residency Weeks 1 & 2
Term Optional	HS EDUC 709: Thesis HS EDUC 777: Special Topics Capstone Portfolio

NOTE: Please consult the School of Graduate Studies [Academic Calendar](#) for further information regarding course add/drop dates, sessional dates for each term, and other important information.

2.2 Grading in HSED Courses

Grades in HSED core and elective courses are reported as letter grades as listed below:

Letter Grade	Percentage
A+	90%-100%
A	85%-89%
A-	80%-84%
B+	77%-79%
B	73%-76%
B-	70-72%
F	≤ 69%

2.3 CORE COURSES

HS EDUC 701: Learning & Curriculum in Health Science Education

This course explores the science of memory, thinking, and learning, and its application to teaching and curriculum design in health science education. Students apply epistemological and theoretical frameworks from cognitive and educational psychology, and teaching strategies and methods such as problem-based learning, concept-based learning, and simulation-based learning to their own professional teaching practice area. This course is offered online.

HS EDUC 703: Assessment in Health Professions Education

In this course, students will explore concepts and theories underlying assessment and evaluation in health sciences education. Key topics include the fundamentals of assessment, reliability, and

validity, and the applications of these topics to assessment instruments appropriate for health sciences academic and clinical settings. Students will explore various types of assessment, including knowledge-based (e.g., multiple choice), performance-based (e.g., the Objective Clinical Structured Examination), rater-based, and portfolio and reflection-based formats. Students will also learn the skills needed to critically appraise assessment measures and develop a basic understanding of program evaluation methods. This course is offered online.

2.4 ELECTIVE COURSES

HS EDUC 704: Fundamentals of Skill Acquisition: Implications for Simulation-based Education

This course explores the basic theories of motor, procedural, and team-based learning and their application to simulation-based learning and assessment. Students will apply these frameworks in a way that promotes an evidence-based approach to the many questions that surround clinical skill learning, including appropriate assessment, the role of the instructor in self-directed andragogy, choosing the right simulator, the implications for simulation-based teaching, and more. This course is offered online.

HS EDUC 705: Educational Technologies in Higher Education

In this course, students explore approaches and considerations for using educational technologies in higher education learning environments. Students will also explore course design and development as well as select topics relating to the use of educational technologies for teaching and learning (e.g., evaluating learners, facilitation). Students will learn to critically appraise the use of technology in an educational context. Students will also have hands-on experience with technologies used in higher education. This course is designed for graduate students from a wide range of health science disciplines. This course is offered online.

HS EDUC 706: Management and Leadership in Health Professions Education

In this course, an inter-professional team facilitates discussions as students relate the theoretical and conceptual fundamentals of educational leadership in academic health sciences and community practice contexts to their own current or desired practice environments. Leadership, planning, mentorship, communication and safety, motivation, and the change process are highlighted through online asynchronous learning, discussions, and student assessment. Synchronous course orientation will provide an opportunity for students to immerse themselves. This course is offered online.

HS EDUC 710: Fundamentals of Program Evaluation in Health Science Education

This course will introduce students to the major concepts and methods involved in program evaluation and will examine different approaches to evaluation of programs. A framework for thinking about evaluation theory will be developed that allows students to explore how different theorists attempt to tackle fundamental problems in the field. A wide range of quantitative and

qualitative design options will be discussed. The course will provide students with knowledge of the current controversies and major challenges facing this field. This course is offered online.

HS EDUC 712: Critical Pedagogies & Inclusive Teaching Practices

This course will examine critical scholarship and its application to teaching and learning in health professions education. In this course, critical scholarship will broadly refer to three connected bodies of literature: critical theory, critical literacy, and critical pedagogy. The course is designed to help students place themselves in relation to the contradictions that arise in the practice of social justice within education; asking the central questions: how can we as individuals promote freedom and justice within an educational context that reproduces social stratification? How do we challenge systems of domination through our teaching, learning, and respective professional practices? Students will have the opportunity to engage with texts from a variety of disciplines to become familiar with engaged pedagogy that promotes freedom, social justice, and community. Recognizing that the classroom does not operate outside of the social, this course will prepare and encourage learners to critically interrogate their teaching practices to contest the unequal power relations that exist both inside and outside of the formal contexts of education. This course is offered online.

HS EDUC 777: Special Topics in Health Professions Education

This elective course requires interested students to develop and complete a framework for study that fosters exploration of a special topic of relevance to health professions education in collaboration with a mutually interested HSED faculty member (with supervisory status). The framework must describe the intended learning outcomes, teaching and learning activities, and assessments as well as the alignment between these components, and be presented to the HSED Program for approval prior to the course being offered. It is anticipated that these frameworks will typically include the development of a comprehensive reading list, literature review activities, a schedule of facilitated discussions, and the completion of a major term paper and/or series of smaller assignments. However, the specific objectives, activities, and assessments will vary depending on student interest, faculty guidance, and the nature of the agreed upon topic.

2.5 ELECTIVE COURSES OUTSIDE HSED

HSED students are permitted to take elective courses outside of the HSED Program. Students must seek approval from the Assistant Dean, HSED and the instructor of the desired course if they wish to take an external elective course. It is important to note that all programs reserve class spaces for their own students first. This means that there are rarely guarantees that an HSED student will be admitted into another program's course until space in the class has been confirmed.

This is a list of courses in other McMaster graduate programs that have been pre-approved by the HSED Program:

HRM 702: Introduction to Biostatistics

Basic statistical concepts and techniques as they apply to analysis and presentation of data in biostatistical and epidemiology practice. The course covers: graphical presentation of data, elementary probability, descriptive statistics, probability distributions, and introduces hypothesis testing using parametric and non-parametric methods. Specific techniques covered include z-tests, t-tests, ANOVA, contingency tables, regression, and correlation.

HRM 727: Theory and Practice of Measurement

Principles of subjective assessment in topic areas ranging from educational evaluation to patient-based measurement of health attitudes or health status. Discussion includes: principles and methods of constructing rating scales and approaches to assessing the measurement properties of such scales. Special emphasis on assessment of reliability and validity – various forms of reliability (test-retest, interobserver, split-halves), distinction between reliability and agreement, and indirect methods to assess validity of an instrument in the absence of a “gold standard”. Advanced topics in generalizability theory and Item Response Theory will be introduced.

HRM 751: Observational and Analytic Research Methods

The course is designed to introduce students to the basic concepts and methods used in observational (non-experimental) studies to conduct needs assessments (e.g., prevalence of disease or order), to understand the determinants of health (e.g., association between independent/exposure variables and dependent/outcome variables in analytic research) and to emphasize concepts that are essential to the conduct of epidemiologic studies including internal and external validity, random variability, bias, effect modification, causality, and generalizability. The topics will focus on three broad areas: i) the formulation of research questions and use of theory to explicate the relationships among key variables; ii) study design options, sampling, measurement and analysis; and iii) the control of error.

REHAB 774: Quantitative Research Methods

This course provides learners with an introduction to quantitative research methods commonly used in rehabilitation practice. It is intended to prepare learners to understand the foundations of clinical research, engage in critical evaluation of research, explore opportunities for research in their clinical practice, and enhance their skills as research collaborators. The course emphasizes the development of knowledge related to the formulation of research questions, reporting guidelines; specific observational designs as well as randomized control trials, systematic reviews and meta-analyses.

REHAB 772: Introduction to Qualitative Research

This is a graduate course for health professionals who have had little or no exposure to qualitative research and wish to acquire an introductory knowledge of qualitative research philosophy, methods, and methodological process. The course emphasizes the development of knowledge related to the philosophical and theoretical foundations of qualitative research, major qualitative research approaches, primary techniques for gathering data, and data management, analysis, and interpretation. Overall, this course encourages students to think more critically their assumptions, positionality, and experiences; as well as to see multiple interpretations and constructions of reality in relation to research. This course aims to help students understand the nature of lived experience and the importance of thinking and acting in critically reflexive ways.

HTH SCI 4ID3/6ID3: Innovation by Design (IBD)

This course will enable interdisciplinary student groups to engage in design thinking as a methodology to assess health area problems/challenges, collect meaningful data, iterate alternative design options, and build a prototype solution for validation with user groups. Students will learn conceptual approaches to 'design thinking' and develop capabilities with spotting, supporting and scaling up new innovative ideas explored through a user-centered empathy focus.

HLTH POL 747: Conceptual and Qualitative Research Methods

This course covers principles and methods for qualitative and conceptual analyses relevant to the fields of health policy. Qualitative methods include descriptive or interpretive empirical investigation of social and personal phenomena such as events, experiences, meanings, culture, social dynamics, etc. Conceptual methods explore, analyze, and develop concepts and ideas, including understanding their genesis and meanings, tracing their uses and effects in policy, and cultivating their further development in policy discourse. Conceptual work is inherent to most empirical qualitative methods but is also used in non-empirical scholarly research in health policy.

NURS 745: Qualitative Health Research Methods

This course introduces learners to theoretical traditions and corresponding methods of qualitative research using health and health care research as examples. Specific topics covered include: theoretical paradigms of qualitative research, types of research questions best answered by qualitative methods, sampling objectives and procedures, methods of data collection, methods of analysis and interpretation, ethical issues, and responsibilities of qualitative researchers. Criteria for evaluating qualitative research will be discussed and applied to specific research studies. Learners will gain “hands on” experience using qualitative methods through in-class and take-home exercises.

NURS 770: Mixed Methods Research Designs

This course introduces students to the major concepts and issues involved in mixed methods approaches to tackle important questions in the field of health services and policy. Students will develop a decision-making framework on when and how to use mixed methods when engaging with health services and policy problems. The course will provide students with knowledge of the current controversies and major challenges in the use of mixed methods and models of research. Students are expected to design a mixed method study as part of the course and critically evaluate the design options chosen by a classmate.

3. Capstone Portfolio

The Capstone Portfolio allows for the integration of knowledge attained throughout HSED courses and the application of education research principles. It exposes students to a wide variety of current health professions education scholarship, techniques, and methodologies, and considers several approaches to advancements in the field. The Capstone Portfolio will also allow students to demonstrate their commitment to the exercise of initiative and of personal responsibility and accountability within their learning plan.

3.1 COMPONENTS OF THE CAPSTONE PORTFOLIO

As the name suggests, the Capstone Portfolio consists of an assemblage of curricular activities and outputs that will be presented by the student at the end of the program for final assessment. Note that the terms Capstone Portfolio and Education Philosophy are sometimes used interchangeably with “dossier” and “teaching philosophy”, respectively.

The Portfolio will contain several practical and applied elements:

- A statement of Education Philosophy
- A record of engagement in 10 HSED-approved seminars. Full-time course-based students completing the program in one year are required to attend at least 6 seminars over the period of their enrollment.
- The final assignments associated with each of the students’ five (5) completed courses (the “artefacts”).
- The Education Research Proposal.

Each of these elements are described in detail below. Please ensure that you review these descriptions prior to beginning the Capstone Portfolio process. For an overview of the learning activities, components, submission process, and assessment of each of these four components, please refer to [Section 3.6](#), and to [Appendix B](#).

Students are to assemble these pieces using the provided Dossier Template (See [Section 3.6](#)), which offers space for the student to describe how the pieces tie together with the themes and concepts that define their educational perspectives. The program offers synchronous online sessions during Residency Week 1 and in each term, which are dedicated to supporting learners in developing their Capstone Portfolio (or Education Dossier). The term-by-term workshops are open invitations for students to engage with peers and faculty to further develop their Dossier, regardless of its stage of development. Each term, the Program Office will issue a reminder and a link for students to indicate their intention to attend that term’s session.

Please see [the ‘Events’ page on the HSED website](#) for scheduled workshops

3.2 EDUCATION PHILOSOPHY STATEMENT

Each student will generate a one-page Statement of Education Philosophy that will be included in their Capstone Portfolio. Students are asked to consider and articulate their personal narrative about education, the ways in which they convey their discipline to learners, their unique perspectives on their discipline, their contributions to education, their beliefs about how students learn, and their actions in the HPE research environment. The Education Philosophy is ultimately a central component of the dossier, a reference point for sharing how each education artefact, learning experience, and the research proposal contribute to a dedicated and well thought out approach to education, teaching, and learning.

The Statement of Education Philosophy is meant to be developed throughout the student's time in the Program.

Students will begin contemplating their Statement of Education Philosophy during Residency Week 1. From there, students are encouraged to revisit and revise their Education Philosophy following the completion of each course. Some courses require students to work on their Education Philosophy as part of the course requirements.

The Program offers an optional synchronous online session in each term, which are open invitations to engage with peers and faculty to further their Philosophy Statement, regardless of its stage of development. Each term, the Program Office will issue a reminder and a link for students to indicate their intention to attend that term's session. The session schedule is also posted on the 'Events' page on the HSED website.

Prior to submitting their final Philosophy Statement as part of the Capstone Portfolio, students should re-visit their most recent version one last time, reflect upon the overall impact and influence that the Program had on its development, and to revise the document accordingly.

In this regard, we anticipate that the Philosophy Statement started at the beginning of the Program will be distinct from the one submitted at the completion of the Program.

Access to the Education Philosophy lecture material, assignment details, and statement template are available in the Education Philosophy module within the Capstone Portfolio course shell on A2L. Assessment of the Statement of Education Philosophy will be done formatively through faculty consultation and collaboration during Residency Week 2. Submission of the Statement will ultimately also be included into the final Capstone Portfolio, per Section 3.6.

3.3 SEMINAR SERIES

The HSED Program is closely aligned with the McMaster Health Education Research, Innovation, and Theory (MERIT) Research Centre, which hosts between 7-10 Education Research Rounds

throughout the year. These events happen at regular intervals and invite McMaster faculty and external scholars to present programs of research, study findings, and novel perspectives on health professions education research and scholarship. Each presentation event is accompanied by a set of learning objectives that are specific to the topic being presented within that session. Additional information about MERIT is available at merit.mcmaster.ca.

Through close programmatic alignment, these rounds are open to all members of the HSED student body. While these are public events with dedicated space for an audience to engage the presentation, MERIT also makes sessions available via synchronous online broadcasting of the presentation (via videoconferencing technology), as well as asynchronously through an archive of recorded presentations that can be viewed via a secure MERIT YouTube Channel.

Most students will be required to attend a **minimum of 10 rounds** presentations prior to their completion of the Program. However, full-time course-based students completing the program in one year must attend 6 seminar presentations over the period of their enrollment.:

- For students attending in-person, registration requires a name and student number on the attendance sheet provided at the session.
- Students who attend a seminar online in a synchronous fashion are required to register their attendance with the MERIT host at the beginning of each Education Rounds presentation.
- Students who choose to view the seminar in an asynchronous online fashion are to do so via A2L, where a continuous discussion forum and direct links to the seminar recordings on the MERIT Centre YouTube Channel will be available. Students viewing asynchronously are required to comment within the discussion forum upon viewing the seminar, identifying the topic of the seminar, and providing a reflection on what was learned through viewing the presentation. The posts within this forum are reviewed to validate student participation.

Students may attend seminars that are outside of MERIT offerings. These seminars can be used to fulfill their minimum rounds requirement. Students must notify the Program Office of their plans on attending a non-MERIT seminar in advance of the seminar date. The Program Office will not accept retroactive requests.

The Seminar Series requirement is assessed based on participation. Seminar Series attendance is to be recorded directly into the Capstone Portfolio Dossier Template. Seminar Series attendance will be verified against program-obtained attendance records and/or the relevant discussion forum posts. . See [Section 3.6](#) and [Appendix B](#).

3.4 COLLATION OF COURSE ASSIGNMENTS (“ARTEFACTS”)

Throughout their time in the HSED Program, course-based students will have taken 5 graduate-level courses. Each course assignment is designed to have practical relevance to the student’s professional education practice.

Students are required to resubmit their 5 final course assignments – the two core courses (HS EDUC 701 and HS EDUC 703) and three elective courses – as part of the Education Dossier, which offers space for the student to describe how the pieces tie together with the themes and concepts that define their educational perspectives. For more information on core and elective courses, see [Section 2](#).

In bringing all of their assignment artefacts together, the student will have a collation of work that will hopefully resonate in their health professional teaching and learning environments.

3.5 EDUCATION RESEARCH PROPOSAL

The education research proposal assignment challenges HSED students to develop a comprehensive grant application to support a research study relevant to health professions education. The proposals are formatted according to the guidelines of a popular health professions research funding competition. In this way, we anticipate this assignment will serve as a foundation for students to pursue funding for education scholarship immediately upon graduation.

The activity requires students to consider all aspects of completing a research study, including articulating one’s epistemological lens, the necessary methods and analyses, the potential impact of the work, and instrumental ethics and budgeting considerations.

Notably, the assignment limits students to developing a proposal that uses one of four prominent education research designs. These designs are of wide-ranging application and of an appropriate level of complexity for those with little formal research training. The designs that students will choose from are:

- The experimental design, including a sequence of pretest, posttest, retention test, and transfer test components. This design allows researchers an opportunity to see how learner skill develops following an education intervention and how the resulting learning has applicability over time and in new environments.
- The retrospective observational design, which allows researchers to explore extant administrative education datasets to determine whether there are meaningful associations between measures between education-relevant variables within cohorts of learners.

- The reflexive thematic analysis, a qualitative research design that affords researchers an opportunity to construct a deeper understanding of a relevant education phenomenon through the collection of subjective interview data from individuals or groups engaged in the health professions education enterprise (e.g., students, teachers, administrators).
- The survey design, which allows researchers to collect a variety of qualitative and quantitative data from a wide sampling of prospective research participants.

To complete this assignment, HSED students will progress through a series of 15 online learning modules that are organized into 4 overarching units. Each module is comprised of a set of unique lectures, videos or podcasts, readings, and learning activities. They begin with a focus on the deeper conceptual and philosophical considerations necessary for determining one's orientation to research in health professions education. Subsequent modules cover several important topics to the development of a strong grant proposal. A comprehensive overview of the modules can be found in [Appendix C](#).

These modules are accompanied by a set of 10 mandatory assignments – referred to as Milestones. Each Milestone requires application of concepts covered in the learning modules and will ultimately comprise a portion of the final proposal; such that their gradual completion serves to guide students in the development of a comprehensive draft. Students are required to move through these modules and complete the Milestones in a self-directed manner. For more information on each Milestone, please see [Appendix C](#).

HS EDUC 700: Residency Week 1 presents a structured curriculum that guides learners through the completion of the first set of Milestones (Milestones 1, 2A, 2B, and 3A), setting students up to be effective and efficient with their self-directed and peer-supported efforts with the remainder of the modules and milestones. Importantly, students must complete and submit all Proposal Milestones prior to attending HS EDUC 707: Residency Week 2, including a **rough first draft**. The rough draft will form the basis of the Residency Week 2 activities. During this week, students will engage with peers and HSED faculty to revise and refine their draft into a proposal that is ready for submission to a relevant funding competition. Accordingly, the final Education Proposal will be generated through a process of development, review, feedback, and revision.

All Milestone assignment forms are available on Avenue to Learn via the Capstone Portfolio course shell. Assessment of the Milestone 10 proposal assignment will be entirely formative via direct faculty input during Residency Week 2: All Milestones must be completed. Milestones 1, 2A, 2B, and 3A are requested at the end of Residency Week 1. Furthermore, Milestones 1, 3C, and 6 are required components in order for Milestone 10 to be considered complete.

Each Milestone must be submitted in the appropriate folders in the Avenue to Learn Capstone Portfolio shell. Milestone 10 – the rough Education Research Proposal draft – will be refined and

completed during Residency Week 2. The post-residency version will be included in the final Capstone Portfolio per [Section 3.6](#). The assessment of the final Education Proposal will be entirely formative and will entail direct faculty input during Residency Week 2.

IMPORTANT NOTES:

- Although self-directed, the Education Proposal is conceptualized as a gradual learning activity insofar that all modules and Milestones should not be addressed over a small period of time in the Program. That is, students should not rush to complete all modules and Milestones right away, partition off a week or two in the middle of the Program for them, or leave them all until the weeks preceding Residency Week 2. Rather, students are encouraged to space their engagement with the modules and Milestones out, participating in them at relatively consistent intervals between the beginning of the Program and prior to Residency Week 2.
- It is not a requirement for students to secure funding or even to submit their proposal to an external competition, but we are hopeful that many of our students will put their proposals forward and will be successful.
- Once students have cultivated an interest in a certain Education Research study and have initiated the Milestone assignments, they are strongly encouraged to complete the remaining Milestones and proposal on that same topic area.

3.6 SUBMITTING THE CAPSTONE PORTFOLIO

Students will compile their work using the Program's Dossier Template (Refer to [Appendix B](#)). The Dossier Template guides students in aggregating their completed coursework. The hope is that students leave the program with a structured product that can support future professional purposes (e.g., merit review, job application, promotion).

The Dossier Template is accompanied by an overview that details the documents to be included, their order, and instructions for student reference.

Specifically, the Template directs students to compile their Education Philosophy, list of seminars attended, educational artefacts from their five completed courses, and Education Research Proposal.

Importantly, the Dossier Template prompts students to include some brief reflection or prefacing statements with each component. These small bits of writing describe the component while also serving to bind the document together with a coherent narrative that leverages the ideas, values, and beliefs articulated in the Education Philosophy.

For each component, the Template is structured with instructional text that informs students about the component to be included and the nature of the brief reflection or prefacing statement

that should accompany it. Importantly, students are instructed to overwrite this instructional text with their inputs, such that the final version of the Dossier will only display the requisite components and the student's overarching narrative (with no instructions visible).

Two Portfolio Submission folders will be presented to students on Avenue to Learn: Students should use the Interim Portfolio folder to submit their portfolios prior to attending HS EDUC 707 (Residency Week 2). It is important that students make this submission, as the Residency Week activities are dedicated to working with students on finalizing their dossier. Don't worry if the components are not all complete. **We anticipate that they will be in draft form.** There will be opportunity through the Residency Week to finish each component.

Students who submit the interim portfolio one-month prior to Residency Week 2 will receive feedback on their Education Philosophy and Education Research Proposal in advance of Residency Week 2. We will also endeavor to provide feedback to students who make this submission later than one-month in advance; however, students should be aware of the constraints to faculty to develop feedback while delivering Residency Week 2 and the inherent challenges to a timely response. Ideally an early submission can be made.

Following Residency Week 2 and the completion of the final courses and seminars, students should use the Final Capstone Portfolio Submission folder to submit a refined and polished Dossier. The program will verify completeness of the assignment and students will then be cleared for graduation.

All documents will be made available in the Capstone Portfolio course shell. To submit the Capstone Portfolio, students will download Dossier Template available in the Capstone Portfolio folder on A2L, fill it out, and later upload it into the Capstone Portfolio folder for submission.

Capstone Portfolio Submission Guide & Dossier Template Outline [previously Appendix D: Submitting the Capstone Portfolio]

1. Statement of Education Philosophy:
 - After its final revision, the Statement of Education Philosophy will be included into the Capstone Portfolio as instructed in the Dossier Template.
2. Seminar Series:
 - A table will be provided into which students will list the dates and specific details of the 10 seminars they attended.
 - Students will also compose a brief reflection as instructed in the Template.
3. Course Assignments:
 - Entered into the Template as five individual, separate artefacts, these pieces will be prefaced by brief explanatory introductions connecting their relevance to the Education Philosophy Statement.

4. Education Research Proposal:

- Each of the ten (10) Milestone Assignments are submitted to their respective folders under Assessments > Assignments in the Capstone Portfolio A2L course shell.
 - Milestone instruction documents, available on Avenue to Learn in the Capstone shell, provide details for how you must submit your work.
- Later, the final Education Research Proposal will be added into the Capstone Portfolio as instructed in the Dossier Template.

Submission of all four components will be validated by the HSED Program Office.

Importantly, upon entering into the Capstone Portfolio course shell on A2L, students will be presented with [an orientation message](#) about submitting the Capstone Portfolio using the Dossier Template. This messaging provides the specific instructions for completing the Capstone course.

NOTE: The modules supporting the Education Research Proposal are the same as those that support the [HPER curriculum](#) offered by the FHS Program for Faculty Development (PFD) at McMaster University. The HSED Program has no formal overarching policy that contemplates the honouring of pre-Program completion of the HPER pathway. Students who join the HSED Program having completed this pathway may submit a petition for credit as per the regulations set out in the [School of Graduate Studies Calendar](#). If the petition is successful, the prior credit will be reviewed by the HSED Program for consistency of the product with the Program's intended learning outcomes on a case-by-case basis. In the case the pre-Program completion is deemed insufficient with respect to Program objectives, students may be required to revise their proposal, offer a reflection about the proposal, or to re-engage the modules from the start. In all cases, students will still be required to attend Residency Week 2.

4. Thesis

4.1 THESIS OVERVIEW

The final evaluation for Thesis-based HSED students is the written and oral defense of a Thesis before an examination committee. Both components, oral and written, must be successfully completed. If a student fails either part of the Thesis, the curriculum and Thesis examination committees will decide if the student may retry the defense.

4.2 SUPERVISION

The supervisor is the initial contact person and acts as the student's primary representative to the rest of the HSED faculty in all aspects of the student's goals in taking the HSED Program. The faculty supervisor should be aware of the student's interests, goals, and progress and should offer ongoing advice to facilitate student success. The objectives of the supervisor-student relationship include the following:

- The supervisor will welcome the student at the beginning of a student's enrollment in the HSED Program.
- The supervisor and the student will meet regularly to discuss progress through the Program and evaluations that have been received.
- The student will keep the supervisor informed about course work, project activities, and research courses. It is the student's responsibility to keep their supervisor informed about their direction and progress in the Program.
- The supervisor can assist the student in the selection of appropriate courses to optimize their education in the elective parts of the Program.
- The supervisor will assist the student to assemble an appropriate Thesis Supervisory Committee.

All McMaster Faculty who are involved with the HSED Program (students, supervisors, committee members, advisors, etc.) must complete the appropriate paperwork to receive graduate status in the HSED Program. This process is required regardless of their status in other McMaster programs. If in doubt, please consult the Program Office at hsed@mcmaster.ca.

A change of thesis supervisor may be negotiated with the involvement of the Program Office. If there are problems with Thesis supervisor-student compatibility, the Program Office must be consulted in order to remedy the problem and determine if the student should select a new Thesis supervisor. A change in the student's Thesis supervisor requires the approval of the Dean of Graduate Studies. Please contact the Program Office (hsed@mcmaster.ca) with any concerns.

4.3 THE SUPERVISORY COMMITTEE

The Supervisory Committee is composed of at least three (3) members who have been approved for supervisory privileges by the School of Graduate Studies and within the HSED Program, including the primary supervisor. A faculty appointment at McMaster University is required for supervisory or committee member status. Faculty members, please contact the HSED Program Office for details on the procedure for obtaining this status. It is possible to include an optional fourth “associate” member. This person may be a McMaster faculty member, or they may be someone else who brings relevant expertise. If the potential advisor does not have a faculty appointment within the Faculty of Health Sciences at McMaster University, the Senate policy on [“Associate Memberships of Supervisory Committees”](#) (Health Sciences) may be used to guide that person’s involvement in the committee. The supervisor and student should work together to assemble a suitable Supervisory Committee.

The Supervisory Committee should be balanced in terms of background or expertise and include content experts from the Program. The student’s thesis supervisor and thesis committee must approve the topic that the student wishes to research and sign off on the student’s thesis proposal. The supervisor assumes the responsibility for guiding and supervising the student’s thesis work, as per regulations for Master’s theses outlined in the SGS Graduate Calendar.

The policy of the HSED Program is that students should choose supervisors and two supervisory committee members who will be the most helpful to them in the preparation of their thesis. The roles of the various members of the committee are described in detail below. While the supervisor takes on the main task of directing and monitoring progress, it is important that committee members react early and often to major methodological and conceptual decisions. This is achieved through a series of supervisory committee meetings wherein drafts of the key chapters of the thesis are shared. An oral defense can only be contemplated when the committee agrees that the current version of the written thesis is acceptable for examination.

4.3.1 Supervisory Committee Frequency

The Supervisory Committee should be declared within the first 12 months of starting study. “Declared” means that the committee has met, all members have applied and been granted supervisory or non-supervisory status, and all members have signed a Supervisory Committee meeting report ([available on the HSED website](#)).

The committee should meet at least once per year that the student is active in the program, although more frequent meetings are recommended. It is highly recommended that committee meetings are held in conjunction with the following thesis milestones:

- Student enters program, committee is formed

- Thesis proposal is developed and approved
- Data collection completed, analysis is underway
- Draft of complete thesis is approved to proceed to defence

Once the committee is declared, committee meetings should occur on 6 months intervals. Please see [Section 4.6](#) for information on thesis timelines.

4.3.2 Supervisory Committee Documentation

After every supervisory committee meeting, the student bears responsibility for completing and submitting a Supervisory Committee Meeting Report, which is available at hsed.mcmaster.ca/current-students/handbook-forms. The report requires the signatures of all members and statements from both the student and supervisor. After completion, the report should be sent to hsed@mcmaster.ca for the signature of the Assistant Dean. The form will be kept in HSED records. Both the student and supervisor should also keep a copy of this form for their own records.

4.4 THE EXTERNAL EXAMINER

In addition to the members of the Supervisory Committee described above, an external examiner is required. The external examiner is a McMaster Faculty member who is external to the student's thesis committee and will be nominated by the supervisor and approved by the Program. The external examiner is generally knowledgeable about some aspects of the context, or methodology of the thesis topic (i.e., acts as a content expert). This person is to be contacted directly by the thesis supervisor after the individual is approved as an external examiner by the Program. Please avail the Program Office of who the proposed external examiner is at least 8 weeks before a planned defense, so the approval can be initiated in a timely manner.

4.5 THE EXAMINING COMMITTEE

The Examining Committee is charged with administering the thesis defense, and normally consists of three internal examiners and one external examiner. Internal examiners are members of the Supervisory Committee. One of these three internal examiners is the student's thesis supervisor. At least three examiners, including two members of the Supervisory Committee, must be present for the defense. All members of the Examining Committee are expected to comment on the written document and are to prepare questions for the defense.

The external examiner is invited to the defense by the thesis supervisor and must hold a relevant faculty position within McMaster University. The Chair of the Defense should be an HSED Faculty member that is not part of the Supervisory Committee. Supervisory Committees may nominate a Chair for a student's defense or the HSED Program will facilitate the arrangement of a Chair.

Faculty members engaged in any roles associated with the supervision or examination of a thesis in the Program should refer to the HSED Instructor Handbook for additional information.

4.6 THESIS TIMELINES

Please see [Appendix D](#) for a checklist to help facilitate successful completion of each stage of the thesis process.

4.6.1 Thesis Proposal Timeline

Students should begin developing a thesis topic immediately after enrollment in the Program. Topics may also be adjusted in discussions with the thesis supervisor and committee. The Program expects students to engage a thesis supervisor immediately upon initiating the HSED Program. At least one Supervisory Committee meeting must be held within 6 months of starting the Program.

Once a student has identified a thesis supervisor and two internal committee members, they must complete a formal written research proposal outlining their project. This must be submitted to and approved by the Supervisory Committee prior to commencing research. The research proposal must also be submitted to the HSED Program Office. Submission to the Office must be no later than 1 year after Program entry.

The thesis will demonstrate integrative thinking, an understanding of the relevant literature, and involve the execution of original research focusing on a health science education topic that is selected by the student in consultation with their thesis supervisor. The proposal will be individualized to the student's area of interest.

Prospective students who hope to complete the 1-year thesis-based program must fulfill additional criteria prior to course enrolment:

1. The applicant must have an established supervisory relationship with an approved faculty member.
2. Applicants must have access to an extant dataset that serves their desired research project.
3. Applicants must demonstrate experience with the methods that they utilize in their research project.

The following guiding questions may be considered during the process of identifying a thesis topic:

1. Describe your area of interest.

2. In what domain of Health Professions Education does it fall (i.e., curriculum development, learning, skill acquisition, assessment, etc.)?
3. What are your literature foundations? What is the historical perspective?
4. What theory/theories will guide your research?
5. What are your research questions?
6. Propose a research design.

The HSED Program expects all thesis students to conduct a comprehensive literature review as part of their dissertation. Accordingly, the Program does not typically approve structured reviews as the sole focus of thesis projects.

The student may choose to give the proposal to their thesis supervisor for comments prior to distributing it to the remainder of the committee. Alternatively, the student may choose to distribute the proposal to all internal Supervisory Committee members at the same time. Please note that the external examiner is not involved in committee activities until the defense.

Within one month of distributing the thesis proposal, a Supervisory Committee meeting should be held. The student, thesis supervisor, and committee members must all attend this meeting. This meeting serves to orient the Supervisory Committee to the overall purpose of the proposed research and distill what the members of the committee expect of the student. Questions and contentious issues can also be answered and resolved to everyone's satisfaction.

At this point, the Supervisory Committee will also negotiate how it will support the student during the development of the thesis. Once the committee and student accept the final proposal, all members must sign the HSED thesis Proposal form. The student must also sign a statement indicating that the thesis will not present a significant overlap with papers written for any other HSED course. The thesis proposal is then ready to be reviewed by the HSED Program.

After obtaining approval from their Supervisory Committee, along with the necessary signatures, the student will submit the completed HSED thesis Proposal form to the Program Office. This approval serves to ensure that the student has an appropriate Supervisory Committee in terms of School of Graduate Studies status and relevant expertise as it pertains to the chosen thesis topic, as well as a feasible plan for project completion.

4.6.2 TIMELINE FOR WRITING THE THESIS

After the approval of the thesis proposal, Supervisory Committee meetings should then occur at regular intervals for the following purposes:

- Further Methodological Development / Progress Data update (if appropriate)
- Data Analysis/Results Review

- Final Review prior to defense and after all committee members have read a thesis draft – edits can be provided at this meeting prior to the defense copy being circulated.

Please note that Supervisory Committee Reports must be completed at each meeting. Supervisory Committee Report forms can be found at: hsed.mcmaster.ca/current-students/forms. Regular student-supervisor meetings should occur in addition to and separately from the Supervisory Committee meetings.

The Program expects that, on average, 9 to 12 months of full-time intensive research is required to complete the thesis, following the completion of courses, selection of a topic, and including the successful acquisition of data. This may vary among students, and while some students may choose not to devote their full time to the thesis, the Program recognizes that the cumulative work for a thesis typically encompasses more than a year of study.

4.6.3 THESIS DEFENSE TIMELINE

In the term that students intend to defend their thesis, they are required to enroll in HS EDUC 709 (Thesis). This enrollment is necessary to ensure that the thesis assessment can be appropriately captured on the student's transcript. Students, supervisors, and committees are encouraged to consider deeply the term of enrollment in HS EDUC 709, as subsequently expediting or delaying completion of the thesis will require an additional administrative process to ensure that this course is aligned with the appropriate term.

Once a student has registered for HS EDUC 709, the student and their supervisor will agree on a defense date for the term they are registered in. When booking the defense date, the supervisor will confirm this date with the Program Office at least 8 weeks in advance. If the defense date is less than 8 weeks into the term the student is registered in HS EDUC 709, the supervisor will alert the Program Office prior to the start of the term of the desired defense date. The supervisor is also required to confirm the following information when booking the defense:

- The proposed External Examiner (for Program approval).
- The Examining Committee membership.
- Confirmation that the external and internal members of the Examining Committee have agreed to the defense date and time.
- The most recent title of the student's thesis.

As soon as a defense date is confirmed, the Program Office will begin the process of securing a Chair for the defense.

The student will be responsible for providing the Program Office a final copy of their thesis no later than 6 weeks before the defense date. The final copy will be distributed by the Program Office to

the External Examiner and Examining Committee to allow time for adequate review prior to the defense date. The External Examiner will require four weeks to review the thesis and will provide the thesis report back to the Program Office no later than 2 weeks before the scheduled defense date.

Table 1. Important dates and deadlines for students completing their thesis.

Activity	Spring/Summer 2024	Fall 2024	Winter 2025	Spring/Summer 2025
Final Date to Enroll in HS EDUC 709	May 10th, 2024	September 6th, 2024	January 10th, 2025	May 9th, 2025
Final Date to Identify External Examiner and Chair and to set Time, Date, and Location	May 24th, 2024	September 27th, 2024	January 24th, 2025	May 23rd, 2025
Final Date to Submit Master's thesis to HSED (Prior to Defense)	June 28th, 2024	October 18th, 2024	February 28th, 2025	June 20th, 2025
Final Date to Defend	August 6th, 2024	December 3rd, 2024	April 8th, 2025	August 5th, 2025
Final Date to File thesis with Graduate Studies and Complete Degree Requirements	September 3rd, 2024	January 2nd, 2025	May 6th, 2025	September 2nd, 2025

4.7 THESIS FORMAT

For any questions regarding the writing of the thesis, the first step is to consult the School of Graduate Studies' Guide for the Preparation of Master's and Doctoral theses. All graduate theses must conform to the style and form requirements as detailed in this Guide. Please consult the latest version of the Guide, which can be found here: [Guide for the Preparation of Master's and Doctoral Theses](#).

Students should note that the text of the standard graduate thesis consists of an Introduction section or chapter, followed by several well-defined sections or chapters. These sections include the Research Methods, Analysis, Results, Discussion, and a Conclusion. The References Section (or Bibliography) follows the text, and any appendices follow this.

If some of the research undertaken expressly for the MSc degree has previously been published or prepared by the student as one or more journal articles, book chapters, or other forms of publications, those items may be included within the thesis, subject to the School of Graduate Studies regulations.

All Theses must comply with the following format guidelines:

- A standard 10–12–point font has been used.
- TOP and LEFT margins should be 3.8cm, and RIGHT and BOTTOM margins should be 2.5cm.
- Title Page.
- Half–title Page.
- Descriptive Note.
- Abstract of 300 words or less.
- All preliminary pages are numbered in lower case Roman numerals.
- All pages must be numbered. The main body of the thesis, including text, bibliography, and appendices, must be numbered continuously using Arabic numerals.

To meet the requirements for a Master’s degree, the thesis must be submitted in electronic form prior to the defense by the student. It must be delivered to the HSED Program Office prior to the defense. Students should be aware of the Sessional Dates planning the timing of their defense. HSED Sessional Dates are found in [Appendix E](#).

The [School of Graduate Studies Graduate Calendar](#) contains a number of formal requirements pertaining to dates when theses must be submitted, the style which theses must follow, costs of binding theses, maximum permissible time for completion of degree requirements, and continuous registration. It is the responsibility of the student to understand and comply with each of these requirements. In particular, students must be aware that to be eligible for convocation in the Autumn or Spring, there are deadlines by which theses must be submitted to the School of Graduate Studies.

4.8 THE THESIS DEFENSE

The final evaluation for thesis–based graduate program students is the written and oral defense of a thesis before an Examining Committee (see [Section 4.5](#) for more details). Both components, oral and written, must be successfully completed. The thesis defense is estimated to be 3.5 hours in length and is a public examination; audience members are welcome to observe the oral presentation and questioning. Logistical details around the thesis defense will be circulated by email and posted on the HSED website. The thesis defense will typically adhere to the following process:

1. Thirty minutes before the scheduled start time for student set up and preparation.

2. At the beginning of the defense, the Chair will review the format of the examination and introduce the student.
3. Before the student presents, the Examining Committee will ask student and audience to step out of the room. The Examining Committee will then discuss their appraisal of the written thesis component.
4. The student and audience will then be invited back in. The student will be given a maximum of 30 minutes to present the thesis, including the methodological issues considered, highlights of the findings, and main contributions to the field. The Committee will have read a comprehensive document describing the work in detail before the defense, such that the presentation should not overly focus on the minutiae of the thesis.
5. Following the presentation, the Supervisory Committee will proceed with the questioning period, which should not exceed 2 hours.
6. The Chair and committee members will pose questions to the student. In the absence of the external examiner or a committee member, the questions submitted by the absent examiner will be asked by the Supervisor. Time permitting, members of the audience may be invited to ask questions. The Supervisory Committee is not required to consider audience questions in their appraisal of the oral defense.
7. At the end of the oral defense, the candidate and the audience will leave the examination room. The Examining Committee will make separate judgments on the written thesis and the oral defense.
8. The student will be brought back before the Examining Committee to receive the results of the examination and to discuss any changes required in the written thesis. The supervisor will be responsible for recording the feedback of the Supervisory Committee members during the defense.

After completing the defense, the student, supervisor, and Examining Committee are responsible for completing, signing, and submitting the following forms to the Program Office:

- Report of Examining Committee on Master's Thesis – Written Thesis
- Report of Examining Committee on Master's Thesis – Oral Defense
- School of Graduate Studies Final Submission Sheet
- Defense License

These forms are available at hsed.mcmaster.ca/current-students/forms

Additionally, the Chair of the Examining Committee will inform the student of any major or minor thesis changes required by the examiners; this information should also be recorded by the supervisor and noted in the thesis Final Submission Sheet. The student then has **3 weeks** to complete any major or minor revisions (see Table 1). After all changes have been made and approved as necessary, the student must submit the original completed forms to the Program

Office for final submission. At this point, it is also the student's responsibility to log into MacSphere and submit their thesis as outlined in [Section 4.9](#) below.

4.9 Defense Location

The expectation is that the thesis candidate and all members of the examining are present in person for the defense. Typically, thesis defenses are held in DBHSC 5012, which is adjacent to the HSED Program Office. Defenses may be held in other locations on McMaster campus following consultation with and approval from the Assistant Dean, HSED. The program will permit a member of the examining committee to participate virtually when extenuating circumstances challenge their ability to attend in person. The request for a member of the examining committee to attend virtually should be brought forward at the time of defense scheduling. In the case that multiple members of the committee and/or the candidate request a virtual defense, the examining committee will be prompted to seek a date that can accommodate in person attendance. Virtual participation will be facilitated via Zoom, which will be monitored and managed by the Defense Chair during the defense.

Audience members will be permitted to view the presentation and questioning period virtually.

4.10 SUBMITTING A THESIS TO MACSPHERE

- Go to MacSphere.
- In the top-right corner click on Sign onto My MacSphere and log in with your MAC ID.
- Click on Start a New Submission.
- Select Collection: Open Access Dissertations and Theses and click on NEXT to begin submitting your dissertation.
- Complete the submission screens as prompted. Once you click on, "I Grant The License", your dissertation will be submitted to SGS for processing.
- For your e-thesis to be published via MacSphere, the final version of your thesis should be named using the following file naming convention:
FAMILYNAME_FIRSTNAME_MIDDLEINITIAL_FINALSUBMISSIONYEARMONTH_ DEGREE

Visit the SGS website for more information on thesis processes and submissions:

<https://gs.mcmaster.ca/current-students/completing-your-degree/masters-thesis/>

5. Commitment to Inclusive Teaching Practices

The Health Science Education (HSED) Program recognizes that health professions education is situated within the hierarchies that impact all of society, and that its practices and policies have the potential to contest social inequity, challenge systems of domination, and foster reforms that promote freedom, social justice, and community. In order to ensure that the Program realizes this potential, the following commitments are expressed so as to guide a process of eliminating oppressive educational content and maximizing our attention to inclusive teaching practices. The HSED Program is committed to:

1. Continuous monitoring, review, and improvement of its course materials, teaching and learning activities, assessments, and policies with respect to removing oppressive practices and maximizing inclusivity.
2. Providing resources and supports to facilitate continuous quality improvement activities.
3. Empowering faculty, staff, course coordinators, supervisors, instructors, and teaching assistants to customize an individualized approach to addressing oppression and inclusivity within their educational work.
4. Empowering students as active contributors in our continuous quality improvement activities, centering their voices in the process of customizing approaches to our commitments.
5. Being mindful of the whole student experience.
6. Supporting generative academic discourse and dialogue on all topics and perspectives relevant to health professional education, even when those conversations may be uncomfortable.

To this end, the HSED Program aims to continually engage in review of course materials towards eliminating oppressive content and enhancing inclusive teaching practices. This review will be directed to numerous elements of courses, including, but not limited to, appraisal of reading materials, lecture images, lecture content, cases, approaches to assessment, and test and quiz questions.

In this regard, the HSED Program welcomes feedback from students and their engagement in the development of course-specific inclusive teaching commitment statements and terms of engagement, as well as their operation within the course environment. This feedback and engagement will be solicited outside of the context of formal course and instructor evaluations.

Students with questions, concerns, suggestions, and/or feedback with respect to course-specific terms of engagement as stated in course syllabi are encouraged to reach out to the relevant course coordinator through the method of contact indicated in the syllabus; alternatively, the

HSED Program Office can coordinate relevant communication between the student and faculty member.

Students with questions, concerns, suggestions, and/or feedback relating to the operationalization and practical aspects of a course's inclusive teaching commitments are encouraged to reach out to either the HSED Program Office, the HSED Student Representatives, or the Assistant Dean of the HSED Program.

Students with serious concerns, or those who do not feel comfortable sharing their experience(s) within the HSED Program are encouraged to contact the central [McMaster University Student Support & Case Management](#).

If you have any questions about the procedural aspects of student engagement in the HSED Program's commitments to inclusive teaching practices, feel free to contact the HSED Program Office at hsed@mcmaster.ca

6. Policy On the Use of Generative Artificial Intelligence

Generative AI tools are advanced language models that produce human-like text, code, images, videos, presentations, and audio in response to prompts. The acceptability of such tools in coursework will be determined by course coordinators. In some cases, their use may be prohibited, in others the coordinator may set strict parameters around their use. Please contact your course coordinator about how generative AI tools will be contemplated within your course. Note, however, that the Health Science Education Graduate Program strictly prohibits any use of generative AI tools for the completion of all non-course requirements including the Thesis and Capstone Portfolio components. All submissions are expected to be produced solely by the student.

7. Adjustment of Financial Support following Scholarship

The HSED Graduate Program provides financial support (i.e., student stipend) to **Full-Time Thesis students** who are not concomitantly enrolled in another program that provides funding (e.g., Clinician Investigator Program). The current value of the HSED student stipend is \$21,000.00 in each year of study.

This stipend is composed of three complementary funding sources:

- Programmatic Scholarship
- Supervisor Contribution
- External Award (e.g., CGS-M; OGS)

It is typical that the base funding to meet the minimum must be determined prior to decisions about external awards are communicated. The program proceeds by first establishing the per student portion of its annual programmatic scholarship allocation, distributing this exclusively and evenly amongst eligible Full-Time Thesis students. For incoming students, the program then obtains a commitment from the supervisor to contribute the difference between the programmatic scholarship and the minimum stipend value. With this commitment articulated, the program moves forward with extending an offer letter that articulates the minimum stipend value. For thesis students in their second year of study, the supervisor is reminded of their financial commitment to the student and notified of the programmatic scholarship value for that year and their required contribution.

Application to external awards (e.g., CGS-M; OGS) is encouraged. In the case that a student is awarded an external award, the HSED program endeavors to not adjust its the amount of programmatic scholarship it allocates to the student (**NB:** The program maintains a provision that internal scholarship may be altered in situations where it experiences atypical financial constraint).

In the typical case, however, the supervisor will be provided the option to adjust their contribution any amount provided the student still receives the minimum stipend value stipulated within [The Graduate Policy on the Adjustment of Financial Support and Merit-Based Scholarships](#). This policy ensures that the awarded student will receive a stipend for that year that is equal to or that exceeds a total reflecting the \$21,000.00 base stipend + 20% of the value of the external award.

The program encourages the supervisor to maintain some portion of their original contribution (if not all) as part of the funding package. This will promote students who were successful at obtaining an external award to receive a larger funding package.

Stipend adjustments following successful funding applications will be communicated to students via email. These will detail the proportion of programmatic funding and supervisor contribution prior to and following the award. Supervisors are made aware of this communication and its nature when prompted to consider an adjustment to their contribution.

Note: The program is open to admitting students under a funding package entirely provided by the supervisor. This may occur in an instance where a supervisor has sufficient funding for a student, but the program does not have programmatic funding to distribute (for e.g., in the case of a late identified admit). In these cases, the same principle applies – should the student receive external funding the supervisor may reduce their contribution any amount so long as the resulting stipend equals or exceeds the combination of \$21,000.00 + 20% of the value of the external award.

8. Faculty

The HSED Program maintains an updated list of supervisory and non-supervisory faculty that can be found at: hsed.mcmaster.ca/about-us/faculty

A designation of non-supervisory status affords approved McMaster University faculty members the opportunity to participate as members of thesis Supervisory Committees. The designation of supervisory status permits faculty to serve the roles of thesis supervisor and course coordinator for HS EDUC 777 (see [Section 2.4](#)).

Note that SGS requires that all faculty members involved in graduate student supervision be approved by the graduate program, the Vice Dean, Graduate Studies (FHS), and SGS in order to supervise HSED students. Requests for non-supervisory and supervisory status with the HSED Program can be facilitated by the HSED Program Office. Please direct inquiries about eligibility to hsed@mcmaster.ca

9. Financial Information

The most recent tuition and supplementary fees can be found at:
registrar.mcmaster.ca/fees/graduate

10. Frequently Asked Questions (FAQs)

HOW MUCH TIME DO I HAVE TO COMMIT TO THE PROGRAM EACH WEEK?

Of course, it varies from student to student. The core faculty of the HSED Program agree that students should allot approximately 5–10 hours per course, per week. This includes watching lectures, completing the readings, participating in discussion forums, and working on assignments.

HOW ARE THE LECTURES SET UP ONLINE? DO WE HAVE TO LOG IN AT A SPECIFIC TIME EACH WEEK?

Most lectures are pre-recorded and uploaded at the beginning of the week. Students can watch each lecture at their leisure. Assignments are typically due at 11:59 PM ET of the date assigned (penalties for late assignments will apply unless prior approval is sought).

SHOULD I CHOOSE THE COURSE-BASED OR THESIS-BASED STREAM?

This depends on your interests and career goals. If you are focused on developing mastery to support the application of a wide base of knowledge and skills relevant to health professions education, then it may be best to pursue the course-based stream. If you are interested in conducting research in a very specific area of health science education, then taking the thesis-based stream may be a better option.

WHAT IF I'M UNABLE TO FULFILL MY PROGRAM REQUIREMENTS DUE TO EXTREME CIRCUMSTANCES?

If a student is unable to fulfill their requirements in the HSED Program because of illness or other circumstances, please contact the HSED Program Office (hsed@mcmaster.ca) immediately regarding a Leave of Absence or requesting a withdrawal in good standing. The Assistant Dean of HSED Program will then review the request. This policy is in line with Section 2.4.5 of the School of Graduate Studies' Graduate Calendar.

HOW CAN I CONTRIBUTE TO THE EDUCATION PROCESSES AND POLICIES OF THE PROGRAM AS A STUDENT?

It is important to the HSED Program to have student representation. As such, we will have three (3) student representatives – one (1) student representative from the incoming student cohort, and two (2) student representatives from the remaining student population. Each cohort will elect

their student representatives for the year at the beginning of the academic year. Student representatives are non-voting members of the HSED Curriculum Committee.

DO I HAVE TO FIND A SUPERVISOR BEFORE I START THE PROGRAM?

Thesis students are required to have identified a supervisor before beginning the program. This is not a requirement for course-based students. Course-based students should have an idea of who they wish to have as a Scholarly Paper advisor near the end of their first year of studies so that they have time to find their research interests and carefully select an appropriate faculty member.

DO INTERNATIONAL STUDENTS REQUIRE STUDENT VISAS?

International students accepted to the Program are not required to apply for and obtain a student visa, except in the case of thesis students who will be conducting their studies at a McMaster University campus site.

APPENDIX A – A2L Profile Guide



The graphic is a vertical rectangle with a dark blue header and footer. The main body has a yellow-to-orange gradient background with a photo of a smiling female student with glasses and her hair in a bun, wearing a grey sweatshirt with 'McM Unive' visible. Three overlapping circles (light blue, light purple, and yellow) contain instructional text. The McMaster University logo and 'Health Science Education' text are in the top left. The title 'HOW TO SET UP YOUR A2L PROFILE' is in large yellow letters in the top right. The footer contains a disclaimer about sharing information and a contact email.

McMaster University
Health Science Education

HOW TO SET UP YOUR A2L PROFILE

Log in at avenue.mcmaster.ca and click on your name in the top right-hand corner

Select "Profile" from the dropdown menu and fill in "Personal Information" with your interests, future goals, and favourite books, movies & TV shows!

Click the blue "Save and close" button at the bottom and you're all done!

Only fill in what **you** feel comfortable with sharing. If you have any questions please contact us at hshed@mcmaster.ca

APPENDIX B – Capstone Portfolio Components

Table A. Overview of the four Capstone Portfolio Components

	Education Philosophies	Seminar Series	Course Assignments	Research Proposal
Learning Activities:	Engagement in Residency Week 1. Review of statement following each course.	Attendance at 10 HSED-approved seminars	Completion of 5 courses.	Engagement in Residency Week 1. Self-directed completion of 15 modules + submission of all Milestones. Milestones 1, 2A, 2B, & 3A completed in RW1.
	Participate in optional Philosophy Workshops.			Engagement in Residency Week 2
Components:	Statement of Education Philosophy.	Compiled attendance record in the Dossier Template (and discussion forum posts where applicable for asynchronous attendance).	The final assignment completed in each course.	Completion of all 10 Milestones. Completion of Milestone 10 requires completion and submission of Milestones 1, 3C, & 6.
Submission details:	Included within the Dossier Template submitted into the Capstone Portfolio Submission folder on A2L. See specifics and submission instructions in A2L.	Included within the Dossier Template submitted into the Capstone Portfolio Submission folder on A2L. See specifics and submission instructions in A2L.	Included within the Dossier Template submitted into the Capstone Portfolio Submission folder on A2L. See specifics and submission instructions in A2L.	Included within the Dossier Template submitted into the Capstone Portfolio Submission folder on A2L. See specifics and submission instructions in A2L.
Assessment:	Completion. Students will receive comprehensive formative assessment during Residency Week 2.	Completion. Attendance will be validated against Program records.	Completion. Final course assignments are not re-assessed as part of the Capstone Portfolio	Completion. Students will receive comprehensive formative assessment during Residency Week 2.

The Dossier Template can be found on Avenue to Learn in the Capstone Portfolio course shell.

APPENDIX C – The Education Research Proposal

Table B. Overview of e-Learning Modules supporting Education Proposal Development

Unit	Module	Deliverables
The Nature of Knowing (Unit 1)	Philosophical Worldviews	Milestone 1: Statement of Epistemological Worldview
	The Nature of Evidence	
	Common Methods of Education Research	
Approaching the Project (Unit 2)	Searching and Reviewing the Literature	Milestone 2: Study Outline (2A and 2B)
	Defining Research Objectives & Formulating Research Questions	
	Setting & Defending Methodological Choices	Milestone 3: Research Methodology Proposal (3A, 3B, 3C)
Telling your Story & Reaching your Audience (Unit 3)	Generating an Introduction	Milestone 4 Research Impact
	Writing a Methods Section & Articulating Hypotheses	
	The Anatomy of a Discussion	Milestone 5: Research Questions and Methods Summary
	Rhetoric and the Articulation of Potential Impact	
The Logistics of Getting a Project Done (Unit 4)	Considerations for Research Ethics	Milestone 6: Ethics Training
	Working Collaboratively: Building a Research Team	Milestone 7: Research Project Team
	The Road to Publication	Milestone 8: Budget & Timeline
	Budgets, Study Schedules, and Management	Milestone 9: Knowledge Translation
	Planning Knowledge Translation and Dissemination Activities	Milestone 10: Education Research or Innovation Proposal Draft

Milestone 1: Statement of Epistemological Worldview

Each student will generate a Statement of Epistemological Worldview. This statement consists of a brief 1-page essay in which students describe their personal epistemological preferences. Completion of this statement requires the application of readings and resources suggested during Unit 1 of the Capstone Portfolio modules. Students are encouraged to revisit this statement throughout their engagement with the modules, refining their articulation of epistemological leanings as they approach Residency Week 2. Milestone 1 will be included as part of the final Education Proposal submission.

Milestone 2: Study Outline

This Milestone contains two parts, 2A and 2B, and must be completed in sequence:

- Milestone 2A: Summary of Study Outline: this Milestone module requires students to complete a 2.5-page summary of an HPE issue or question of particular interest and include a literature search and review (in the form of an annotated bibliography), critical synthesis, and the development of an early study outline that is situated in the current state of the field.
- Milestone 2B: Critical Appraisal Worksheet: requires students to complete a critical appraisal of one of the key articles that supports the completion of Milestone 2A.

Milestone 3: Research Methodology Proposal

This Milestone contains three parts, 3A, 3B, and 3C, which must be completed in sequence and requires each student to interact with a peer in the HSED Program. Students are encouraged to “team up” for these activities, in group sizes of their choice. The Program can facilitate partnerships where necessary. Students are required to develop their proposed methodology for their research study based on the literature search, annotated bibliography, and critical appraisal of a paper completed in Milestone 2.

- Milestone 3A: Research Methodology: Students are presented with a series of research development questions and required to answer each with respect to the study outline described in Milestone 2A.
- Milestone 3B: Peer Review: After completion of Milestone 3A, students will exchange their research development responses with a peer in the HSED Program who will provide feedback. Peers are asked to critically appraise the strengths and weaknesses pertaining to the proposed research method, paying specific attention to the alignment between their epistemology, research question, research methods, and intended outcomes. Peer input will be presented on a signed feedback form.
- Milestone 3C: Peer Review Response: Responding to critical feedback is a key skill in academia. Using the template provided, students will generate a response to the feedback elicited in Milestone 3B, which explains how the comments and suggestions raised were addressed. A revised version of the Milestone 3A assignment should be included. Milestone 3C will be included as part of the final Education Proposal submission.

Milestone 4: Research Impact

For all researchers, it is important to consider the impact of the research and how it will ultimately change the field. For this Milestone module, students will articulate, in 250 words or less, a vision for how the proposed research will impact health professions education.

Milestone 5: Research Question & Methods Summary

For this assignment students will develop the first two sections of their grant proposal, amalgamating the work they have done thus far in articulating their research question and refining research methodology to generate a 2-page background and methods outline.

Milestone 6: Ethics Training

For this Milestone, students must complete the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2) Training module available at <https://tcps2core.ca/>. Once complete, students will receive a certificate that must be uploaded to the A2L Milestone 6 Submission Folder. Milestone 6 will also be included in the final Education Proposal submission. Note: Students who have already completed the TCPS 2 training before entering the HSED Program may use their existing certificate to fulfill this milestone.

Milestone 7: Research Project Team

For this Milestone module, supply a description of a hypothetical research team. The research team can be a big part of the success of a project. When grant agencies review grants, a big part of their adjudication process is rating the research team– does this team have the methodological expertise, experience, and diversity required to successfully complete the project? Please note that for the purposes of this Milestone, students do not actually have to recruit the team, but rather generate a “fantasy draft” of their ideal team that would help them obtain funding.

Milestone 8: Budget and Timeline

This Milestone module requires students to create a 1-page budget for their research project based on a provided template. Students are also required to provide a hypothetical timeline for their research or innovation proposal. An example timeline is provided on A2L.

Milestone 9: Knowledge Translation Plan

Students will provide a brief (1-page) overview of how they plan to achieve their research impact (Milestone 4) through a knowledge translation plan.

Milestone 10: Final Grant Proposal Draft

This Milestone module will require students to compile and condense the work accomplished in the previous nine Milestone modules to create a **draft** grant proposal based on provided templates. Distinct templates for Education Research and Education Innovation proposals are provided on Avenue to Learn in the Capstone Portfolio shell. This draft proposal acts as the student's "ticket" to Residency Week 2, which is organized as a comprehensive workshop for refinement and completion of the grant application.

NOTE: All Milestone assignment instructions, templates and forms are available via Avenue to Learn in the Capstone Portfolio shell. Milestones must be uploaded to specific submission folders in A2L provided throughout the Capstone content and found under Assessment > Assignments. Previously, the HSED Program required for Milestones 1, 3C, and 6 to be resubmitted: Resubmission is no longer required.

APPENDIX D – Thesis Checklist

The following checklist will facilitate the successful completion of the Thesis:

Thesis Proposal:

- Supervisor confirmed.
- Internal Supervisory Committee members confirmed (n=2).
- Supervisory Committee meeting within 6 months of HSED matriculation.
- Thesis Proposal draft completed.
- Thesis Proposal draft circulated to Supervisory Committee.
- Thesis Proposal Form approved and signed by Supervisory Committee.
- Thesis Proposal Form submitted to HSED Program Office.

Writing the Thesis:

- Supervisory Committee meetings occurring regularly.
- Supervisory Committee Reports submitted to Program after each and every meeting.
- Student-supervisor meetings occurring regularly.

Planning the Thesis defense:

- Defense date selected.
- Enrolled in HS EDUC 709 during term of defense date.
- Program Office notified of the following at least 8 weeks in advance of defense date:
 - The proposed External Examiner (for Program approval)
 - The Examining Committee membership.
 - Confirmation the external and internal members of the Examining Committee have agreed to the date and time.
 - The most recent title of the student's thesis.
 - Preference for virtual defense (if applicable).
- Thesis formatted appropriately (see [Section 4.7](#)).
- Thesis submitted to Program Office at least 6 weeks in advance of defense date.
- Notify all Examining and Supervisory Committee members of finalized defense date, time, and location.

Thesis defense (~3.5 hours):

- Arrive at defense at least 30 minutes in advance to set up.
- Introductions by Chair.
- Step out for deliberations.
- Return for oral defense (30 minute maximum).
- Respond to Examining Committee (and possibly audience) questions (2 hours maximum).

- Step out for deliberations.
- Return for final judgement.

After completion:

- Complete and sign the following four (4) forms:
 1. Report of Examining Committee on Master's Thesis – Written Thesis
 2. Report of Examining Committee on Master's Thesis – Oral Defense
 3. School of Graduate Studies Final Submission Sheet
 4. Defense License
- Record Examining Committee feedback (supervisor)
- Apply major and minor revisions, if applicable.
 - Seek reapproval, if applicable.
- Submit all four (4) original completed forms to the HSED Program Office.
- Upload final thesis copy to MacSphere.

APPENDIX E – Sessional Dates

DEADLINE DATES FOR GRADUATE PROGRAMS	FALL TERM	WINTER TERM	SUMMER TERM
	September – December 2025	January – April 2026	May – August 2026
	September – October 2025 (1HF)	January – February 2026 (1HF)	May – June 2026 (1HF)
	November – December 2025 (2HF)	March – April 2026 (2HF)	July – August 2026 (2HF)
On-Time Registration	Tuesday, June 24 to Thursday, August 1	Thursday, November 20 to Thursday, December 4	Thursday, March 26 to Thursday, April 9
Class Start Dates *	Classes begin on or after September 1, 2025 – check with program for details	Classes begin on or after January 2, 2026 – check with program for details	Class start dates vary – check with program for details
Late Registration (late fees apply)	August 2 to September 5	December 5 to January 2	April 10 to April 24
Final Dates to Add Courses:			
Multi-term Courses	September 19		
Single-term or 1HF Courses	September 19	January 23	May 8
2HF Course	October 17	February 27	June 19
Final Dates to Drop Courses: **			
Multi-term Courses	February 20	July 24	
Single-term Courses	November 7	March 20	July 10
1HF Courses	October 3	February 6	June 5
2HF Courses	December 5	April 2	July 31
Final Dates to Submit Grades:			
Multi-term Courses		May 1	September 1

Single-term Courses	January 6	May 1	September 1
1HF Courses	October 17	February 20	September 1
2HF Courses	January 6	May 1	September 1
Final Date to Submit Results of Incomplete (INC) Grades for Previous Term with Permission of Associate Dean	March 6	July 3	November 6
Deadline for Term Work to December 19 Be Submitted		April 24	August 28

Thesis

	FALL 2025 Convocation	SPRING 2026 Convocation	FALL 2026 Convocation
Final Date to Initiate Thesis Defence in Mosaic***	June 20	January 16 (<i>Health Sci.</i>) February 6 (<i>All others</i>)	June 26
Final Date to Submit Master's Theses to Departments (Prior to Defense)	August 1	March 6	August 7
Final Date to File Theses with Graduate Studies and Complete Degree Requirements****			
- Faculty of Health Sciences	September 26	April 2	September 25
- All Other Faculties	September 26	April 24	September 25

Graduate students may only enroll in undergraduate courses with the approval of their supervisor or graduate program. Students are responsible for meeting the deadlines and requirements of the undergraduate course as presented in class and in the undergraduate calendar. Graduate students will be graded under the graduate grading scale.

Programs may establish earlier deadlines to add/drop courses but these dates must clearly be communicated to students. Students taking courses outside of their home program of study, must follow the rules of the program in which the course is offered. Please note that the last date to

cancel a course or registration with no academic penalty is not the same as the last date to be eligible for a refund.

Note: The university will not be holding classes on September 30th in observance of the National Day for Truth and Reconciliation.

*The precise dates of commencement of courses are determined by the program; students are urged to contact their program for details. SGS maintains the 13-week graduate instruction period; however, if a course does not fall into the traditional 13-week period, the graduate program will inform students of important dates and deadlines in the course syllabus. There is no official fall break or reading week for graduate students (except MBA). Students should check with their program and their course instructor(s) as to whether classes will be held during these periods. Please see sections 1.3 (Responsibilities of Graduate Students to the University) and 2.5.8 (Vacations) of the calendar for more information.

**All courses on a student's record after these dates will require a grade. Exceptions require submission of a Late Add Form. Graduate programs may establish earlier deadlines for completion of course work and may prescribe penalties for late completion of work and for failure to complete work, provided that these penalties are announced at the time the instructor makes known to the class the methods by which student performance shall be evaluated.

***Please note the following black-out periods in which standard Ph.D. defences cannot be scheduled: December 15th to January 9th inclusive and August 18th to 22nd inclusive. Please refer to the SGS website for information about the timeline for scheduling your defence with these dates in mind. There is more flexibility with respect to when accelerated defences are initiated but they still must be scheduled with the Final Date to File Theses with Graduate Studies and Complete Degree Requirements in mind.

****A final thesis is the corrected, approved version of the thesis which is uploaded to MacSphere following the Final Oral Examination. Note there is no grace period at the end of December or April for final thesis submission and completion of degree requirements.

Convocation Dates

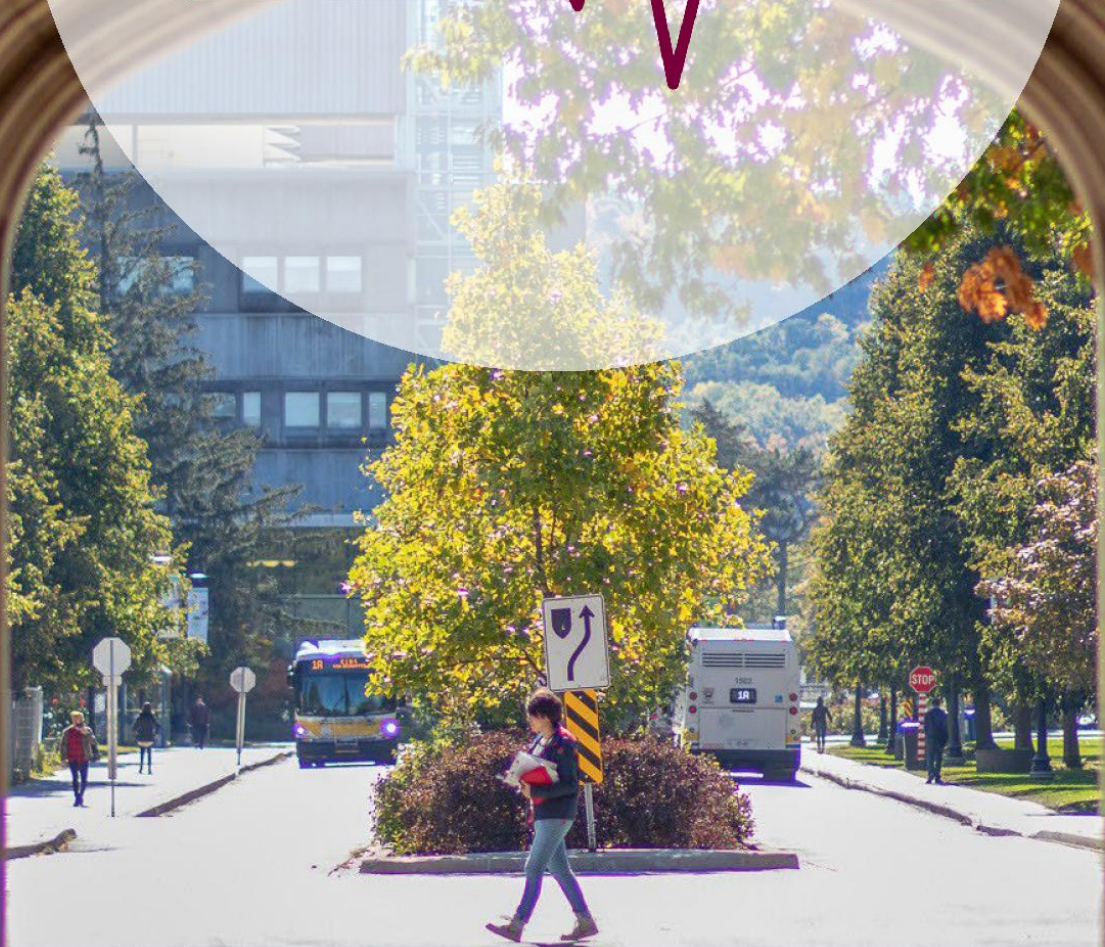
Please consult the link below for convocation dates:

<https://registrar.mcmaster.ca/grad/details/>

**BRIGHTER
WORLD**



MSc. HEALTH SCIENCE
EDUCATION



Prepared by: Amelia Herman, 2024

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