

**MBA C735**  
**Developing Proposals for Health Care Leaders**  
**Winter 2025 Course Outline**  
**DeGroote School of Business/Health Policy and Management**  
**McMaster University**

**COURSE OBJECTIVE**

This course is designed to provide students with the skills necessary to produce high quality proposals with an emphasis on the needs of individuals working in the health care sector. Students will gain experience collecting background data, conducting literature reviews, completing ethics applications, as well as writing and critiquing proposals. The course will be of particular interest to: students who will be developing proposals for a scholarly paper, thesis or dissertation; researchers who will be preparing research grant applications; and health care managers who are developing proposals for new services or programs.

**INSTRUCTOR AND CONTACT INFORMATION**

**Dr. Mark Embrett**

**Email:** embretmg@mcmaster.ca

(NOTE: When emailing the instructor, please begin the subject line with the course code "C735"; please allow 48 hours for email responses)

**Office hours:** By Appointment

**Office:** online only

**Course Website:** <http://avenue.mcmaster.ca>

**COURSE ELEMENTS**

Avenue:	Yes	Leadership:	Yes	IT skills:	Yes	Global view:	No
Participation:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Evidence-based:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	No
Experiential:	Yes	Guest speaker(s):	No	Final Exam:	No		

## COURSE DESCRIPTION

The ability to develop a successful proposal, whether it is for educational or service delivery programs, grant/funding applications or research projects, is an essential skill needed for healthcare managers, educators and researchers. The purpose of this online course is to help students develop the skills necessary to research, design and write a persuasive proposal. Through readings, self-directed learning, assignments and online discussions, students will explore and develop various components of a proposal. Topics and assignments will include: identifying appropriate data sources and conducting literature reviews; developing clear, concise and compelling research questions and/or purpose statements; determining ideal methods or delivery approaches; establishing required resources; understanding when ethics approval is required and how to navigate ethics review boards; and summarizing proposals into brief abstracts or executive summaries.

## LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- Design a variety of research proposals and/or grants applications;
- Critically assess the quality of grant applications;
- Research, design and write a persuasive proposal;
- Conduct literature reviews, write research/thesis proposals, apply for funding/grants, and understand ethics board submissions;
- Write clearly and effectively.

## REQUIRED COURSE MATERIALS AND READINGS

Online textbooks:

- (1) Miner, J. T., & Miner, L. E. (2013). *Proposal Planning & Writing*. ABC-CLIO.
- (2) Gitlin, L., & Lyons, K. (2013) *Successful Grant Writing, 4th Edition: Strategies for Health and Human Service Professionals*. Springer Publishing Company
  - Online versions are accessible through McMaster library. Use the catalogue to search for the title.
  - Additional reading provided through Avenue to Learn.

## EVALUATION

Learning in this course depends primarily on online class discussion, leading weekly discussions, and completing assignments. The balance of the learning results from the readings, assignments and online lectures. All work will be evaluated on an individual basis except in certain cases where group work is expected. In these cases, group members will share the same grade adjusted by peer evaluation. Your final grade will be calculated as follows:

*Components and Weights (see weekly description for due dates)*

Assignment #1	Proposal Draft	20%
Assignment #3	Peer Review	10%
Assignment #4	Final Proposal Brief	30%
Facilitation	Weekly facilitation	10%
Participation	Online Contribution (individual)	30%
Total		100%

### ***Grade Conversion***

At the end of the course your overall percentage grade will be converted to a letter grade in accordance with the following conversion scheme:

Grade (Points)	* Percentages
A+ (12)	90-100
A (11)	85-89
A- (10)	80-84
B+ (9)	75-79
B (8)	70-74
B- (7)	60-69
F (0)	00-59

### ***Communication and Feedback***

Students that are uncomfortable with directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://www.degroot.mcmaster.ca/curr/emailchairs.aspx>

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information exchanged, as well as confirms the identity of the student. Emails regarding course issues should not be sent to the Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to week #8 of the term.

### **Assignments**

All assignment are due by 11:59pm on due date. Any late submissions will be penalized.

*Assignment #1 – Proposal Draft 20% of final grade)*

**Proposal Writing Assignment**

For this assignment, you will write a proposal addressing a specific health-related problem by exploring gaps or gathering additional information. Follow these steps to craft your proposal:

1. **Define the Problem:** Clearly identify the topic, issue, or area of concern, and provide context through a review of relevant literature.
  - Highlight overall trends in published work.
  - Identify conflicts in theory, methods, evidence, conclusions, or gaps in existing research.
  - Establish the purpose for your literature review and outline the criteria for selecting and analyzing sources.
2. **Review Relevant Literature:** Provide a thorough yet focused review of current trends and key materials related to your topic. It should be comprehensive but not exhaustive.
3. **Convince the Reader:** Clearly articulate why the problem matters, describing its relevance and urgency.
4. **State Research Objectives:** Define specific, measurable objectives that align with the problem.
5. **Describe the Methodology:** Detail how you plan to investigate the problem, including:
  - The research methods to be used.
  - A realistic schedule for conducting the study.
6. **Highlight Your Qualifications:** Explain why you are well-suited to undertake this work.
7. **Propose Solutions:** Describe how your research will address the problem and contribute to a solution.

**Additional Notes:**

- The proposal should be well-organized, persuasive, and follow APA formatting.
- Ensure your writing is clear, concise, and targeted to the intended audience.

*Format: 1500 words maximum (exclusive of 1-page Executive summary), APA referencing, double spaced, insert appendix as required*

*Deadline: Feb 14th*

*Assignment #2 – Peer Review (10% of final grade)*

**Peer Review Exercise**

In this exercise, you will review a peer's proposal draft following the initial submission. This is a critical component of academic and professional development, designed to emulate the grant review process. Your task is to provide constructive, detailed feedback to help your peer refine their proposal.

**Steps for Peer Review**

1. **Carefully Read the Proposal:** Thoroughly review the draft to understand the author's arguments, methods, and objectives.
2. **Critical Analysis:** Assess the paper using course concepts, evaluating the proposal within the context of the literature discussed in class.
3. **Evaluate Key Criteria:** Focus on the following elements:
  - Development of the argument.
  - Clarity and coherence.

- Structure and organization.
- Style and tone.
- 4. **Provide Constructive Feedback:**
  - Highlight strengths and sections that are particularly effective.
  - Offer actionable suggestions for improvement, focusing on major aspects such as methodology, argument clarity, and overall structure.
  - Minor issues (e.g., typos or word changes) can be listed at the end as a set of bulleted suggestions, but these should not dominate your review.

#### **Submission Details**

- Write a professional and balanced commentary to guide the author in enhancing their work.
- Keep your review focused and concise while ensuring it is actionable and constructive.

*Format: 500 words maximum, double spaced*

*Deadline: March 14*

### **Assignment #3 – Final Proposal (30% of final grade)**

#### **Final Proposal Assignment**

##### **Description**

The final proposal is the culmination of your work in this course. It should showcase your ability to craft a well-researched, persuasive, and actionable proposal addressing a significant health-related problem. This assignment requires you to incorporate feedback from the peer review process, refine your initial draft, and submit a polished, comprehensive document suitable for submission to funders, decision-makers, or other stakeholders.

##### **Requirements**

Your final proposal must include the following components:

1. **Executive Summary** (1 page):
  - Provide a concise summary of the problem, objectives, methodology, and anticipated outcomes. Ensure it captures the reader's attention and conveys the proposal's significance.
2. **Problem Statement:**
  - Clearly define the health-related problem and provide context through relevant data and literature.
  - Explain why this problem is significant and requires attention.
3. **Objectives:**
  - Outline specific, measurable objectives that address the problem.
4. **Literature Review:**
  - Provide a well-organized synthesis of relevant research, highlighting trends, gaps, and conflicts.
  - Justify how your proposal contributes to the existing body of knowledge.
5. **Methodology:**
  - Describe your research design, methods, and approach.
  - Justify your chosen methods and explain how they align with your objectives.
  - Address ethical considerations if applicable.
6. **Budget and Timeline:**

- Include a detailed budget and timeline, ensuring feasibility and alignment with your proposed activities.
- 7. **Anticipated Outcomes and Impact:**
  - Describe the expected results and their relevance to stakeholders.
  - Highlight how the proposal addresses the problem and contributes to the field.
- 8. **Response to Peer Feedback:**
  - Include a cover page summarizing the feedback received and explaining how it was addressed in the final proposal.

### Formatting and Submission

- **Length:** Maximum 2,000 words (excluding the executive summary and references).
- **Format:** Double-spaced, APA referencing, use headings and subheadings to organize content.
- **Deadline:** [Insert due date here].
- **Submission:** Submit via the course platform.

### Evaluation Criteria

Your proposal will be assessed based on:

- **Clarity and coherence** of the problem statement and objectives.
- **Depth and relevance** of the literature review.
- **Appropriateness and feasibility** of the methodology and budget.
- **Professionalism** in writing, structure, and formatting.
- **Incorporation of feedback** from peer review.
- **Overall persuasiveness** and potential impact of the proposal.

This assignment is worth **30% of your final grade.**

***Format: 2000 words maximum (exclusive of cover page responding to peer feedback, 1-page Executive summary), APA referencing, double spaced, insert appendix as required***  
***Deadline: April 13***

### ***Online Contribution (30% of final grade)***

Contributions to online discussions is important in an online course format. Students are expected to post their photograph on the Avenue to Learn (A2L) system during the first week of class. The course participation component is an overall evaluation of the following components:

1. Quality of online participation.
2. Ability and innovation in facilitating a weekly discussion, including ability to locate and select at least one study or part of a proposal for students to use to discuss and apply the concepts under discussion for the week you are facilitating. You will also be assessed on how well you met the facilitator responsibilities outlined below.
3. Consistency in participating in online sessions.
4. Overall contribution to peer learning (e.g., sharing of resources, provision of support and feedback).
5. Each week, students will be responsible for contributing at least one quality posts to the online discussion and one reply.

Criteria for assessing quality posts:

- Provides evidence of critical thinking; demonstrates comprehension and appropriate application of the course materials;
- Finds and shares new information and resources with peers;
- Assists peers in learning on an ongoing basis and provides constructive feedback;
- Facilitates, manages, and summarizes group discussions during assigned “facilitation” week.

***Timelines:***

\* Students will be expected to post on the discussion forum between Mondays at 8:00am and continue to do so until Fridays at 6:00pm. This will give the facilitators two days to summarize the week’s discussion.

\* **The first post is to be submitted by 8pm on Tuesday of the week.**

\* **At least one more post must be submitted by noon on Thursdays.**

The forums close to all **posts (replies) Fridays at 8:00pm**

\* To facilitate the evaluation of this course component, students are asked to select and submit to the course tutor his/her four best posts from any discussion thread during the term that best illustrates the above criteria, including at least one message posted during the assigned “facilitation” week.

"**Netiquette**" is also important when engaging in an online course to . As such, it is expected that all of us behave online in following manner:

- promoting a constructive online learning environment,
- recognizing each other's rights to be treated with respect and courtesy
- respecting each other's privacy
- using language that is appropriate
- keeping discussion and blog posts concise and to the point
- not using group communication spaces for one-to-one or personal communications
- not uploading very large files for others to download

*(Source: the Learning & Teaching Centre, University of New South Wales, Australia)*

***Online Facilitation (10% of final grade)***

Each week during the course, one student in each section will be responsible for facilitating that week’s discussion threads. It will be the responsibility of the facilitators to:

- Conduct a review of the week’s literature;
- Post at least two discussion threads/questions by the Monday morning (12:00pm) of each new week. Use the unit objectives as a basis for developing discussion threads or questions
- Identify strategies that encourage students to share their research work and to contribute feedback to each other;
- Manage the discussion threads throughout the week;

- Encourage participation from all students, keep mood and tone of discussions civil;
- If the debate has stalled, pose new questions to re-stimulate thoughts and ideas;
- Start new threads if new ideas emerge during the debates;
- At the end of the week (Saturday/Sunday), summarize the discussion for each thread and provide an overall final summary of the week's discussion by listing the emergent key themes.

*NOTE: You must make your contributions to the online discussion even on the weeks that you facilitate.*

#### **MISSED ACADEMIC WORK**

##### ***Missed Assignments/ Online Participation***

When students miss a regularly scheduled assignment or online class participation for legitimate reasons, as determined by the MBA Academic Services Office, the weight for that assignment/participation will be distributed across other evaluative components of the course at the discretion of the instructor. Documentation explaining such an absence must be provided to the MBA Academic Services Office within five (5) working days upon returning to school.

To document absences for health-related reasons, please provide the Petition for Relief for MBA Missed Term Work and the McMaster University Student Health Certificate which can be found on the School of Business website at <http://mbastudent.degroote.mcmaster.ca/forms-and-applications/>. Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. University policy states that a student may submit a maximum of three (3) medical certificates per year after which the student must meet with the Director of the program.

To document absences for reasons other than those that are health-related, please provide the Petition for Relief for MBA Missed Term Work, and documentation supporting the reason for the absence.

#### **STUDENT ACCESSIBILITY SERVICES**

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor, normally within the first three (3) weeks of classes, by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

#### **POTENTIAL MODIFICATIONS TO THE COURSE**

The instructor and university reserve the right to modify elements of the course during the term.



The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

## RESEARCH USING HUMAN SUBJECTS

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge and understanding. As a research-intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

<http://www.mcmaster.ca/ors/ethics>

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

COURSE SCHEDULE

**MBA C735**  
**Developing Proposals for Health Care Leaders**  
**Winter 2022 Course Schedule**

Week	Dates	Objectives/Readings/Assignments
1	January 6-12	<p style="text-align: center;"><b>The Funding Environment</b></p> <ul style="list-style-type: none"> <li>• Why do you want to write a proposal?</li> <li>• Review agencies, organizations, funders etc. for your proposal.</li> <li>• Determine if it is strategic, research, or a development proposal.</li> <li>• Use this week to select a topic for your proposal and find a suitable agency to fund it.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Miner, J. T., &amp; Miner, L. E. (2013). <i>Proposal planning &amp; writing</i>. ABC-CLIO (Chapters 1–3)</li> <li>• Gitlin et al (2013): Chapter 1, 2</li> <li>• Online readings available on A2L in the “Content” area</li> </ul>
2	January 13-19	<p style="text-align: center;"><b>Ingredients of Your Proposal</b></p> <ul style="list-style-type: none"> <li>• It is important that you have a good sense of how the project fits with the philosophy and mission of your agency.</li> <li>• The need that the proposal is addressing must be documented. These concepts must be well articulated in the proposal.</li> <li>• Develop an outline based on your organization’s priorities and application requirements.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Gitlin et al (2013): Chapter 3, 4</li> <li>• Online readings available on A2L in the “Content” area</li> </ul>

3	January 20-26	<p style="text-align: center;"><b>The Literature Review</b></p> <ul style="list-style-type: none"> <li>• Using background information to develop a description of the proposal.</li> <li>• Explaining how the proposal adds to current literature/situation.</li> <li>• Background searches, expert interviews, searching archives/databases.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Gitlin et al (2013): Chapter 5</li> <li>• Online readings available on A2L in the “Content” area</li> </ul>
4	January 27- Feb 2	<p style="text-align: center;"><b>Effective Writing</b></p> <p>Now that you have done some research, how can you position it to address a need?</p> <p>Writing a Cohesive Review:</p> <ul style="list-style-type: none"> <li>• Providing an objective/unbiased, comprehensive account of what's been done and what might be expected.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Gitlin et al (2013): Chapter 6</li> <li>• Online readings available on A2L in the “Content” area</li> </ul>
5	February 3-9	<p style="text-align: center;"><b>Needs and Research Questions</b></p> <ul style="list-style-type: none"> <li>• How to convert information from a literature review into a focused question.</li> <li>• How to use the question as the basis for locating research evidence.</li> <li>• How to condense the literature into abstract form.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Miner, J. T., &amp; Miner, L. E. (2013). <i>Proposal planning &amp; writing</i>. ABC-CLIO. Chapter 7, 8</li> <li>• Gitlin et al (2013) Chapter 9</li> <li>• Online readings available on A2L “Content” area</li> </ul>

6	February 10-16	<p style="text-align: center;"><b>Methods and Objectives</b></p> <ul style="list-style-type: none"> <li>• Selecting an appropriate methodology in order to answer your research question/s.</li> <li>• Review basic qualitative/quantitative/mixed methods.</li> <li>• Review strengths and weaknesses of each approach.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Miner, J. T., &amp; Miner, L. E. (2013). <i>Proposal planning &amp; writing</i>. ABC-CLIO. Chapter 9</li> <li>• Online readings available on A2L “Content” area</li> </ul> <p><b>Assignment #1: Proposal Draft (Feb 14<sup>th</sup>)</b></p>
N/A	February 17-23	<b>Reading Week – No online discussion</b>
7	February 24- March 2	<p style="text-align: center;"><b>Implementation and Budgets</b></p> <ul style="list-style-type: none"> <li>• Budgets.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Gitlin et al (2013): Chapter 10-12</li> <li>• Online readings available on A2L in the “Content” area</li> </ul>
8	March 3-9	<p style="text-align: center;"><b>Evaluating Your Idea</b></p> <ul style="list-style-type: none"> <li>• Designing a method of primary data collection based on research questions/proposal needs</li> </ul>
9	March 10-16	<p style="text-align: center;"><b>Learning from Others: Peer Review</b></p> <ul style="list-style-type: none"> <li>• Highlighting key strengths and shortcomings of the proposal.</li> <li>• Recommendations to increase strength, feasibility or rigour of the proposed study.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Gitlin et al (2013) Chapter 18</li> </ul>

		<ul style="list-style-type: none"> <li>• Online readings available on A2L in the “Content” area</li> </ul>
10	March 17-23	<p style="text-align: center;"><b>Ethics of Proposals</b></p> <ul style="list-style-type: none"> <li>• Reviewing what makes research involving humans ethical and unethical.</li> <li>• Gain an understanding of the role of research ethics boards and process for application.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Online readings available on A2L in the “Content” area</li> </ul> <p><i>Assignment #2: Peer Review (due March 14).</i></p>
11	March 24-30	<p style="text-align: center;"><b>Responding to Feedback/Criticism</b></p> <ul style="list-style-type: none"> <li>• How to address criticisms of the proposal in a constructive manner.</li> <li>• How to work the revisions into the proposal.</li> </ul> <p>Gitlin et al (2013): Chapter 19</p>
12	March 31-April 6	<p>Work on proposals – <b>No online discussion</b></p>
13	April 7-13	<p style="text-align: center;"><b>“Selling” Your Proposal</b></p> <p><i>Assignment #3: Final Proposal Brief (due April 13).</i></p> <ul style="list-style-type: none"> <li>• Translating key components of the proposal into a deliverable for decision makers/ funders.</li> <li>• Learn how to write succinctly and address key messages clearly.</li> <li>• Remember to submit you 3 best discussion posts for the term</li> </ul>

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## COMMUNICATION AND FEEDBACK

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Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://mbastudent.degrootemcmaster.ca/contact-anonymous/>

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

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## ACADEMIC INTEGRITY

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You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

[www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:

- following the expectations articulated by instructors for referencing sources of information and for group work;
- asking for clarification of expectations as necessary;
- identifying testing situations that may allow copying;
- preventing their work from being used by others (e.g., protecting access to computer files); and

- adhering to the principles of academic integrity when conducting and reporting research.

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### ***COURSES WITH AN ONLINE ELEMENT***

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**All courses** use some online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

Students may be required to use the Respondus LockDown Browser and Respondus Monitor. The Respondus LockDown Browser is a downloadable program that allows a student to take an Avenue to Learn quiz in a secure environment.

For more details about McMaster's use of Respondus Lockdown Browser please go to <https://avenuehelp.mcmaster.ca/exec/respondus-lockdown-browser-and-respondus-monitor/>

The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

#### ***Conduct Expectations***

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx, Teams, or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

#### ***Attendance***

Arriving late or missing class disrupts the learning experience for both you and your peers. Punctuality and attendance are crucial to maintaining a respectful, professional, and productive environment for everyone, including our faculty.

### ***Missed Academic Work***

#### ***Missed Mid-Term Examinations / Tests / Class Participation***

Please do not use the online [McMaster Student Absence Form \(MSAF\)](#) as this is for Undergraduate students only. The MBA program will not accept an MSAF.

When students miss regularly scheduled term work which contributes 10% or more to the final grade, for legitimate reasons as determined by the Student Experience – Academic Office (SEAO (Student Experience Academic Office)), the activity necessary to compensate for the missed work will be determined by the course instructor. The compensatory activities assigned will vary with the nature of the course and the missed requirement. They include, but are not restricted to, an alternative assignment, a rescheduled midterm exam, or re-weighting the marks for the missed component to other mark components. Documentation explaining such missed work must be provided to the SEAO (Student Experience Academic Office) within five (5) working days of the scheduled date for completion of the work.

Acceptable reasons for missed work, along with the [Petition for Missed Term Work](#) and the [MBA Student McMaster University Student Health Certificate](#), can be found on the DeGroote MBA Student website ([mbastudent.degroote.mcmaster.ca](http://mbastudent.degroote.mcmaster.ca)). Please direct any questions about acceptable documentation to the MBA Academic Advisors ([askmba@mcmaster.ca](mailto:askmba@mcmaster.ca)).

University policy states that a student may submit a maximum of three (3) [Petition for Missed Term Work](#) per academic year, after which the student must meet with the Director of the program.

If term work is missed without an approved reason, students will receive a grade of zero (0) for that component.

#### **Missed Final Examinations**

Students must be available for the duration of the posted exam period regardless of their personal exam schedule. This is to ensure student availability throughout the entire exam period in the event that an exam must be rescheduled due to unforeseen circumstances (university closure, power outage, storm policy, etc.). A student who misses a final examination without valid reason will receive a mark of 0 on the examination.

Students who have missed a final exam for a valid reason can apply to the SEAO (Student Experience Academic Office) to write a deferred examination by submitting an [Application for Deferring a Final Exam](#) with supporting documentation. The application must be made within five days of the scheduled exam.

The [Application for Deferring a Final Exam](#) and the [MBA Student McMaster University Student Health Certificate](#) can be found on the DeGroote MBA Current Student website ([mbastudent.degroote.mcmaster.ca](http://mbastudent.degroote.mcmaster.ca))

Deferred examination privileges, if granted, are normally satisfied during the examination period at the end of the following semester. In select cases, the deferred examination may be written at a time facilitated by the SEAO (Student Experience Academic Office) (Student Experience Academic Office) and agreed to by the course instructor.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.



### *Academic Accommodation for students with disabilities*

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

### *Use of Test Accommodations at McMaster University Burlington Campus Ron Joyce Centre*

Whereas Student Accessibility Services (SAS), on Main Campus, determines all MBA student accommodations, the MBA Faculty Office manages the coordination of accommodations for tests, midterms, and exams at the Ron Joyce Centre in Burlington.

#### **Process for Students**

- Students must activate their accommodation(s) (e.g., extra-time, memory aid, etc.) for each upcoming test, midterm, or exam, at least two weeks in advance. Students can do this by emailing their Instructor and the DeGroote MBA SAS scheduling office at DSBSAS@mcmaster.ca. If a student cannot meet this deadline, they should contact DSBSAS@mcmaster.ca to discuss alternative arrangements. The program is committed to exploring flexibility where possible to support students.
- All tests, midterms, and exams are booked synchronously with the class's start time. Any deviations from the start time (e.g. start earlier than the class to enable completion at the same end time) requires a discussion with their instructor on protocol at the time of accommodation activation.
- Students will leverage the accommodation (e.g., extra-time, memory aid, etc.), in a designated testing room. Rooms will be booked according to the student's SAS accommodation. Unless the accommodation states otherwise, students should expect that they will be writing in a room with other students. One or more invigilators will always be in the room.
- Following the request to activate the accommodation(s), dsbsas@mcmaster.ca will reach out to the student with their test, midterm, or exam details, including the date, time, and room number. As there may be other students writing tests in the room, we ask that students enter the room quietly and leave all personal items at the front of the room.

All policies and procedures, including restroom access, how extra-time is allocated for assessments under Universal Design, and the submission of memory aids in advance, are consistent with those of SAS on Main Campus. The only variance in procedure is

communication around, and physical location of, assessment. There is not a dedicated testing space at RJC. Existing classrooms and lecture halls will be used for most testing. All SAS-approved accommodations will be honoured by our staff; however, core testing elements are not eliminated in alternative testing formats. Students should expect and plan for invigilation, incidental noise, and other potential distractions.

### ***Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)***

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to the SEAO (Student Experience Academic Office) **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### ***Copyright and Recording***

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

### ***Potential Modification to the Course***

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

### ***Acknowledgement of Course Policies***

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA XXXX will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

*Artificial intelligence*

Refer to this page for additional information and guidelines: [Generative Artificial Intelligence - Academic Excellence - Office of the Provost \(mcmaster.ca\)](#)