



School of

PHYSICAL & OCCUPATIONAL
Therapy



McGill School of Physical and Occupational Therapy

B.SC. (REHABILITATION SCIENCE); MAJOR IN OCCUPATIONAL THERAPY:

RULES AND REGULATIONS 2024-2025

EXCELLENCE THROUGH GROWTH



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INTRODUCTION

The goal of the [undergraduate program](#) in the School of Physical and Occupational Therapy is to provide students with the opportunities and resources to develop and demonstrate the skills, knowledge, attitudes and behaviours required to progress to the entry level [Professional Master's Program in Occupational Therapy](#).

Information outlined in this section supplements the McGill University [Health Sciences Calendar](#), Section 7.4 Student Evaluation and Promotion.

STUDENT CONDUCT

CODE OF STUDENT CONDUCT

The [Code of Student Conduct and Disciplinary Procedures](#), as outlined in the virtual [University Policies and Regulations](#), is considered the basic university requirements and applies to all students registered on a part-time or full-time basis.

“The integrity of university academic life and of the degrees the University confers is dependent upon the honesty, integrity, and soundness of the teacher-student learning relationship and, as well, that of the assessment process. Conduct by any member of the university community that adversely affects this relationship or this process must, therefore, be considered a serious offence.” (Academic Offences, para. 1)

Each student is advised to be familiar with the contents of the [University Policies and Regulations](#), including the disciplinary procedures that will be taken as academic offences.

The Occupational and Physical Therapy programs have rigorous ethical and professional standards of conduct. Professional behaviour is expected of students throughout their education, whether in a class or clinical setting, OT and PT students therefore must comply with the [Code of Conduct \(Faculty of Medicine and Health Sciences\)](#). Students are expected to read and sign the [Code of Conduct form](#) during the orientation for U1, U2 and U3 students.

ACADEMIC INTEGRITY

INTEGRITY AND HONEST WORK

“McGill places a great deal of importance on [honest work](#), the art of scholarship, and the fair treatment of all members of the university community and demands a rigid insistence on giving credit where credit is due. Offences such as [cheating](#) and breaches of [research ethics](#) undermine not only the value of our collective work, but also the academic integrity of the University and the value of a McGill degree.” ([McGill | Student Rights and Responsibilities](#)).

PLAGIARISM

[Plagiarism](#) is considered an academic offence in the [Code of Student Conduct and Disciplinary Procedures](#) which states (see article 16):

“Plagiarism” means the representation of another’s work, as one’s own or assisting another in representing another’s work, published or unpublished, as their own.

- a) No student shall represent another person’s work, published or unpublished, as their own in any writing, such as an essay, thesis, research report, project or assignment submitted in a course or a program of study, or represent as their own the work of another, whether the material so represented constitutes a part or the entirety of the work submitted.
- b) No student shall contribute any work to another student with the knowledge that the latter may submit the work in part or whole as their own. Receipt of payment or other forms of compensation for work contributed shall be cause for presumption that the student had such knowledge.

Plagiarism includes careless or sloppy work, errors resulting from inexperience, intentional academic deceit, or the submission of one’s own work a second time.

Examples of plagiarism are work that is:

- purchased from an organization;
- extensively copied from other sources;
- has been removed from another person’s file, computer or office;
- written by another individual.

Plagiarism is regarded as an [academic offence](#) resulting in severe penalties such as a grade of F (0) for the plagiarized work and/or a failure in the course.

If a student has any doubt as to what might be considered plagiarism in preparing an essay or term paper, he/she should consult the course instructor to obtain appropriate guidelines and refer to the Office of the Dean of Students’ [Academic integrity tutorial](#). A McGill student guide to avoid plagiarism is also found online: [Keeping it Honest](#)

ACADEMIC OFFENCE

For information on what constitutes an academic and non-academic offence, students should refer to the [Code of Student Conduct and Disciplinary Procedures](#) as outlined in the [University Policies and Regulations](#). Academic or non-academic offences are also considered unprofessional behaviour.

In the event of an allegation of a violation of the Code of Student Conduct and Disciplinary Procedures (e.g. suspected breach of academic integrity in a student’s work), the [Disciplinary process](#) outlined by the University will be followed.

MISCONDUCT

Misconduct includes unethical or unprofessional behaviour, dishonesty, drug or substance abuse, criminal conviction, and academic offences, such as plagiarism or cheating. Lack of professional behaviour will result in the student being placed on probationary standing and could result in the student being withdrawn from the Program.

PROFESSIONAL BEHAVIOUR

RESPECT AND COURTESY

Collaborative learning is highly valued and advocated at the School. The level of respect amongst students is expected to be of the highest standard. This explicitly includes respect and collaboration across differences and diversities in gender identities, abilities and strengths, sexual orientation(s), racialization, native languages and ethnicities, and financial situations. All peers should be addressed with their identified pronouns and names, and with due flexibility around values, abilities, constraints and/or expectations around working together. All faculty members, administrative staff, clinical instructors and clients should be treated with due respect and courtesy, and addressed by their professional title and surname, unless otherwise invited.

IN-CLASS BEHAVIOUR

Students are required to actively participate in class and not to engage in non-class related activities.

Questions should be directed to the course instructor and/or speaker, except during small group discussions. Talking or excessive movement when a faculty member, guest lecturer or fellow student is speaking is unacceptable. If such behaviour interferes with others' learning, the disruptive student will be asked to leave.

The use of communication and recording devices is not allowed without the express permission of the course instructor and/or speaker.

PROFESSIONAL ATTIRE

Professional attire is encouraged during all learning activities but is required when clients are present for a learning activity, when giving a class presentation, during clinical courses, and during sessions held at external sites and at the Steinberg Center for Simulation and Interactive Learning. If dressed unprofessionally during any of the learning activities listed above, the student will be asked to leave and may only return when dressed appropriately. During clinical courses, clinical educators will consider inappropriate dress as unprofessional student behaviour. Further information on professional attire will be made available to you in OCC1 545.

During certain laboratory activities, professional attire may not be possible as students may be required to expose areas of their body when acting as simulated patients (draping techniques will be taught and religious, medical, and other essential requirements will be respected). Outside of the laboratory rooms, however, students must be fully dressed.

CONFIDENTIALITY

During clinical courses and in class, students must respect the confidential nature of clinical material (patient records, case discussions, etc.). During class, any private information shared by a fellow student, client, or professor shall remain confidential. Any confidential material should only be discussed within a professional context and never in a public place.

All student information, including student records, intra-university communications (e.g., with the Office for Students with Disabilities) and all other student service details are kept confidential and on secured McGill servers. McGill's privacy regulations prohibit the School from releasing academic or other student-related information without students' explicit written and signed consent.

ATTENDANCE

Students are encouraged to attend all teaching activities described in the course outline. Attendance is required at all laboratory and small group sessions, workshops, seminars, site visits and professional activities.

Students are expected to arrive on time for all learning activities, to not interrupt a class in progress. If the student cannot make it on time, they are expected to create the least disruption to class when arriving.

Students who miss more than 15% of laboratory or small group sessions, or who miss any required professional workshop or seminar will receive 0/10 for participation in the course, except in a situation where they have obtained prior approval or in the case of emergency. If a course does not have a participation grade and more than 15% of required sessions are missed, then the final course grade will be reduced by 10%.

A short absence (3 days or less) does not require documentation or approval but will be counted towards the 15% excused absences. An absence of **more than 3 days** (for example, compassionate or medical reasons) must be supported by written documentation, such as a medical certificate (in the case of a medical reason) and submitted to the Program Director or delegate. The Program Director or delegate, at his or her discretion, may request additional information before approving the absence.

ATTENDANCE AND PARTICIPATION IN THE MCGILL OT MENTORING PROGRAM

The McGill OT mentoring program is designed to facilitate the students' connection to the profession. The objectives of this program are to contribute to developing: 1) the students' professional identity; 2) their skills for reflection; and 3) their sense of OT practice through clinical examples or lived experiences. Students are partnered with OT mentors, whereby each OT Mentor meets with their student groups for

two, 3-hour sessions in an academic year. Various topics will be used as a platform for discussion and reflection such as, skills and attributes needed for practice, transition from student to student therapist and preparedness for the workforce. Each student group will be followed by their OT Mentor for the entirety of their program.

Students are required to participate in all mentoring sessions. If a student cannot attend a mentoring session (due to illness or extenuating personal circumstances), he/she should contact the OT Mentor or the faculty member in charge of the mentoring program. Should the student miss two sessions without contacting the OT Mentor prior to the mentoring session(s) or does not provide acceptable reasons for their absences, formal documentation of their absences will be sent to the OT Promotions and Review Committee.

ASSESSMENT AND PROMOTION

Students progress through the program by successful completion of consecutive promotion periods. Students are required to complete the program on a full-time basis except when they have been provided with written permission from the Occupational Therapy Promotion and Review Committee (OTPRC) to register part-time. Students will not be permitted to proceed to the next promotion period unless they have met all criteria of the current promotion period.

Students with incomplete coursework (like failed or deferred courses) may not commence the professional courses (designated OCC1, POTH) in the subsequent promotion periods until the incomplete courses have been successfully completed. This means that the courses must be passed. If students chose to voluntarily withdraw from the program, they will not be permitted to remain registered in professional courses (OCC1 or POTH).

PROMOTION AND REVIEW COMMITTEE

Within the Bachelor of Science (Rehabilitation Science) in Occupational Therapy program, student assessment, promotion, and determination of suitability for the practice of the profession is within the jurisdiction of the Occupational Therapy Promotion and Review Committee (OTPRC).

The OTPRC is composed of 4-6 faculty members of the OT Program and the Program Director or delegate (committee Chair). All faculty members are voting members, with the exception of the Program Director or delegate who only votes in the case of a tie.

The OTPRC exercises final authority to determine a student's competence and suitability for continuation in the program. It will consider all aspects of student progress, including academic performance and professional conduct, and make final decisions on all matters relating to promotion and graduation. The OTPRC will track the records of any student in academic difficulty or with a documented incident of misconduct.

Guidelines for Assessment and Promotion are under constant review by SPOT. Changes may be made to the policies and regulations at any time. In general, such changes will not come into effect during an

academic year or promotion period; however, all changes and their effective dates will be communicated to the students of the program with a reasonable amount of prior notice.

PROMOTION PERIODS – DATES AND CONDITIONS

Promotion periods are used to track student progress. Due to the sequential nature of the curriculum, students will not be permitted to advance to subsequent promotion periods until all criteria of the previous promotion period are met. These include successful completion all program (OCC1 and POTH) courses in the promotion period as well as all requirements for inter-professional education (IPEA) courses.

Students are required to complete all required core courses in the promotion periods following the timeline provided below (full-time study) unless otherwise permitted by the OTPRC due to exceptional extenuating circumstances (e.g., newly diagnosed medical condition).

In order to be permitted to take a supplemental examination in any program course, a student must have a cGPA of at least 2.3 in that promotion period. Students may not be permitted to take supplemental or remedial exams if they have failed more than eight (8) credits in an academic year.

Failure in any remedial work or supplemental examination will require the student to repeat the course, if allowed by the OTPRC. Students who are repeating a course, or have a deferred or incomplete course, will be required to repeat the promotion period, if allowed by the OTPRC. A student may not repeat more than one promotion period during the program.

During a repeated promotion period, students are permitted to take optional or complementary courses; however, other courses within the program may only be taken with the permission of the OTPRC. Failure in any course during a repeat promotion period will require the student to withdraw from the program.

The Bachelor of Science (Rehabilitation Science) in Occupational Therapy program promotion periods and program courses are as follows:

PROMOTION PERIOD 1 - U1 FALL/WINTER (SEPTEMBER – AUGUST)

OCC1 245	Introduction to Professional Practice 1
POTH 250	Introduction to Professional Practice 2
POTH 225	Introduction to Biomechanics in Rehabilitation Science
POTH 204	Introduction to Statistics for OT/PT
ANAT 315	The Human Musculoskeletal System
PHGY 209	Mammalian Physiology
POTH 305	Statistics for Experimental Design OT/PT
ANAT 316	Clinical Human Visceral Anatomy
PHGY 210	Mammalian Physiology 2

A student must successfully complete all core program courses in Promotion Period 1 in order to be promoted to Promotion Period 2.

PROMOTION PERIOD 2 - U2 FALL/WINTER (SEPTEMBER – AUGUST)

POTH 455	Neurophysiology
POTH 434	Musculoskeletal Biomechanics
POTH 401	Research Methods
OCC1 450	Enabling Leisure Occupations
OCC1 443	Constructing Mental Health
ANAT 323	Clinical Neuroanatomy

A student must successfully complete all courses including complementary courses/electives in Promotion Period 1 and Promotion Period 2 in order to be promoted to Promotion Period 3.

PROMOTION PERIOD 3 - U3 FALL/WINTER (SEPTEMBER – APRIL)

OCC1 545	Therapeutic Strategies in Occupational Therapy 1
OCC1 550	Enabling Human Occupation
OCC1 551	Psychosocial Practice in Occupational Therapy
OCC1 547	Occupational Solutions I
OCC1 548	Holistic Approaches in Occupational Therapy
OCC1 549	Therapeutic Strategies in Occupational Therapy 2
POTH 563	Foundations of Professional Practice
IPEA 500	Roles in Interprofessional Teams
IPEA 501	Communication in Interprofessional Teams

A student must successfully complete all courses in Promotion Period 3 in order to graduate from the Bachelor of Science (Rehabilitation Science) in Occupational Therapy program.

The OTPRC may allow a student to repeat a promotion period due to a deferred, incomplete, or failed course. A student may not repeat more than one promotion period during the program.

ADMISSION TO MASTER'S APPLIED IN OCCUPATIONAL THERAPY

Admission to the Master of Science (Applied) in Occupational Therapy, following completion of the Bachelor of Science (Rehabilitation Science) in Occupational Therapy program is based on the student's cumulative grade point average (cGPA), academic integrity and professional behaviour.

A cGPA of 3.0 or greater is required to be admitted to the Master's Applied in Occupational Therapy program. In determining eligibility for the Master's program, the School may calculate the cGPA based only on program credits required for BSc completion if a student has taken extra credits. Even when the cGPA requirement is attained, the OTPRC may recommend that a student not be admitted to the Master's program if, during the Bachelor's program, (i) he/she has had 3 or more documented performance deficiencies (flags), with or without probationary status; or (ii) the student has not progressed sufficiently towards achievement of the required skills and attributes for entry to practice (see [Essential Skills and Attributes](#)).

Note that the M.Sc.A (OT) degree is required for licensure as an Occupational Therapist and entry to practice in Canada.

GRADES AND ASSESSMENT

An overall final grade of C+ (60%) is required to pass the courses with a designation of OCC1 or POTH. Similarly, the passing grade on any supplemental assessment or examination is C+ (60%) for these courses. The passing grade for other courses is C (55%).

Equivalent elective/complementary courses or anatomy and physiology equivalent courses taken at other educational institutions (such as TELUQ courses) must be passed with a letter grade of C (55%) or better according to the credit system of the host university. The letter grades take precedence over numerical grades.

A grade is not final until it has been reviewed by the OTPRC and is recorded on the student's official transcript.

Students should be aware that there are specific criteria for promotion for courses with theoretical and practical components or individual and group work.

THEORETICAL AND PRACTICAL ASSESSMENT

In any course that includes both theoretical and practical assessment components, students must achieve a passing grade of C+ (60%) in each component, as well as in the overall course, in order to receive a passing grade for the course. If the overall course grade is a failure, the student may be permitted to write a supplemental exam in this course or re-take the course.

If the overall course grade is a pass, but one component is a failure, the course grade is withheld from the record. *A placeholder grade of "K" (incomplete) will added to the student record for the course, and has no impact on the tGPA or cGPA.* The student must undertake remedial work in that failed component and successfully pass the assessment of that additional work. If the additional work is successfully passed, the original final course grade is then recorded.

In the case of a failure in a deferred exam or assessment, remedial work will not be permitted, and the student will receive a final grade of D.

Students who repeat a course and fail this course will not be allowed the option of remedial work and therefore will receive a final grade of D.

Students will have only one opportunity to attain a passing grade through remedial work. Failure in remedial work will result in a final grade of D (failure) for the whole course. Failure to complete remedial work will also result in a final grade of D (failure) for the whole course. No further supplemental exams will be permitted.

Students who fail a component in more than one professional course (POTH, OCC1) may not be allowed to carry out remedial work or a supplemental examination, and if warranted, may be asked to withdraw from the program.

INDIVIDUAL AND GROUP ASSESSMENT

In any course which comprises both individual and group assessment components, each student must achieve a passing grade of C+ (60%) in each component, as well as in the overall course, in order to receive a passing grade for the course. If the overall course grade is a failure, the student may be permitted to write a supplemental exam in this course or retake the course.

If the overall course grade is a pass but one component is a failure, the course grade is withheld from the record. The student must undertake remedial work in that failed component and successfully pass an assessment of that additional work. If the additional work is successfully passed, the original final course grade is then recorded.

In the case of a failure in a deferred exam or assessment, remedial work will not be permitted, and the student will receive a final grade of D.

Students who repeat a course and fail this course will not be allowed the option of remedial work and therefore will receive a final grade of D.

Students will have only one opportunity to attain a passing grade through remedial work. Failure in remedial work will result in a final grade of D (failure) for the whole course. Failure to complete remedial work will also result in a final grade of D (failure) for the whole course. No further supplemental exams will be permitted.

Students who fail a component in more than one professional course (POTH, OCC1) may not be allowed to carry out remedial work or a supplemental exam, and if warranted, may be asked to withdraw from the program.

CONTESTATION OF COURSE GRADES

For **undergraduate year** courses within the School of Physical and Occupational Therapy (SPOT):

Step 1: For academic courses, Occupational Therapy students who are dissatisfied with a grade must contact the course instructor in writing, to first discuss grade. This request must be carried out **within one calendar week of being informed of the grade**. Following discussion of the student's concerns, the decision to modify a grade is at the discretion of the instructor.

Step 2: Students who remain dissatisfied after speaking with the instructor may request a review of the grade by the OTPRC. **The student's request must be made in writing to the Chair of OTPRC and must be received within 14 calendar days of notification of a grade.**

- Both the student and the instructor have the right to state her or his case to the OTPRC in person and/or in writing. The proceedings will be conducted in an orderly and respectful manner.

- Following the review of the written or oral information presented, the OTPRC will determine the fairness and veracity of a student's grade.
 - If it is deemed to have been a reasonable and fair assessment of the student's performance, the grade will remain unchanged.
 - If the assessment of the student's performance is deemed not reasonable nor fair, the OTPRC will appoint another evaluator to re-read the assignment or examination. The evaluator then provides OTPRC with their conclusion within 20 working days. As a result of the re-read, the grade may remain unchanged, be upgraded or downgraded.

For undergraduate courses outside of SPOT:

The student may request a re-read of written assessments according to the [Undergraduate Studies Reread Policy Undergraduate Studies Guidelines and Policies | Programs, Courses and University Regulations - McGill University](#).

STUDENT STANDING

All students' overall standing in the Occupational Therapy Program will be reviewed and classified as satisfactory, probationary or unsatisfactory.

SATISFACTORY STANDING

- McGill cumulative grade point average (cGPA) of 3.0 or greater.
- Term GPA (tGPA) of 2.5 or greater.
- Failure and/or incomplete in ≤ 1 course in an academic year, followed by successful completion.
- Remedial work and/or a supplemental examination in one (1) course in an academic year.
- Professional behaviour that meets program standards.

PROBATIONARY STANDING

- Failure and/or incomplete in two (2) or more courses in an academic year, followed by successful completion.
- cGPA between 2.3 and 3.0.
- tGPA ≤ 2.49.
- Failure in a course followed by failure of the supplemental examination.
- Supplemental examination not taken.
- Failure in a deferred examination.
- Remedial work and/or a supplemental examination in two or more courses in an academic year.
- Unprofessional behaviour as described in the Student Conduct section above.

A student who is placed on [probationary standing](#) is automatically monitored by the OTPRC committee, and may be required:

- To pursue specific remedial activity to address areas of weakness;
- To meet specific performance criteria for subsequent promotion periods;
- To meet on a regular basis with the Program Director and/or delegate;
- To take a maximum of 12 credits per term;
- To repeat a [promotion period](#) or courses within that period.

UNSATISFACTORY STANDING

- cGPA < 2.3.
- Failure of more than eight (8) credits of course work in an academic year.
- Failure of a repeated professional course or required science course.
- Repeated unprofessional behaviour.
- If a student has two or more failures (consisting of course and/or component failures), the student can be considered as having Unsatisfactory Standing, requiring withdrawal from the program.

The OTPRC will require a student, who is considered unsuitable for the practice of Occupational Therapy due to poor academic standing or misconduct, to withdraw from the program. The Program Director or delegate, acting on behalf of the OTPRC, can withdraw a student from the Program or from a specific course, if the student fails to withdraw voluntarily within one week of a written request.

APPEAL OF DECISIONS MADE BY THE OTPRC

Students can appeal decisions of the OTPRC only in the following situations: (i) the decision requires the student to repeat a promotion period; or (ii) the decision requires the student to withdraw from the Program.

When a student decides to initiate an appeal, the following procedures must be followed:

1. Within 14 working days from notification of the decision of the OTPRC, the student must submit a detailed written request for appeal to the Program Director or delegate.
2. The Program Director or delegate will immediately forward the request to the Director of the School of Physical and Occupational Therapy. The Director of the School will determine if one of the following circumstances are present: (i) there is new evidence relevant to the OTPRC decision, which was not available at the earlier consideration; and/or (ii) there has been a breach of natural justice. The Director of the School will proceed with the appeal if at least one of these circumstances is present. Please refer to [Dispute Resolution –Student Grievances, Appeals and Disciplinary Appeals](#).
3. If the appeal proceeds, the Director of the School of Physical and Occupational Therapy will convene an Ad Hoc Promotions Appeal Committee.

- The Ad Hoc Promotions Appeal Committee is comprised of four (4) members of the Faculty (School of Physical and Occupational Therapy) and one (1) student from a different academic unit, who have had no previous knowledge of the case under review. Those selected will have appropriate background and knowledge to bring to the Committee. One member will be designated as Chair.
 - One representative from the OEQ, Faculty of Medicine and Health Sciences, or Dean of Students Office may be substituted for a Faculty member.
4. The Director of the School of Physical and Occupational Therapy will communicate to each party the names of the members of the Ad Hoc Promotions Appeal Committee, and the time and place of the review with a minimum 10 working days' notice.
 5. The Director of the School of Physical and Occupational Therapy will call for a detailed dossier from each party which will be circulated to the committee and the parties prior to the meeting. The dossiers should be made available to the committee at least two (2) working days prior to the meeting so they have time to review the materials. The Program Director or delegate must be informed of the names of witnesses and advisers at least two (2) working days prior to the hearing.
 6. The Program Director, or delegate, will present the OTPRC's evidence which may include a summary of the student's performance and an explanation for the assessment and decision. This information can be presented to the Committee in written form and/or verbally. Following the Program Directors' summary, the student will be invited to present their case. The Chair and other committee members may ask questions to the parties.
 7. Both parties (the student and the Program Director or delegate) may be accompanied by an adviser if they so wish. Witnesses may be called if needed. As defined by the [Charter of Students' Rights](#), the advisor must be a member of the McGill community (such as a fellow student, a faculty member, or a student from the Student Advocacy Program of the Legal Information Clinic) and not be paid for these services.

The role of the adviser is to advise and help the parties present their case. It is important for the Committee to hear directly from the student and Program Directors. The adviser(s) may speak only at the invitation of the committee Chair.

8. The meeting is conducted in a respectful and non-confrontational manner. No observers are permitted at the proceedings.
9. The Committee will consider all relevant and valid evidence submitted in writing or orally by the parties and their witnesses. The Committee may ask questions of the student, the Program Director or the witnesses. The parties may also question each other in order to clarify points.
10. Notes taken during the meeting are for the use of the Committee members in arriving at their decision and are destroyed after they have completed their deliberations.

11. When the parties have completed their presentations and the Chair and the Committee members have no further questions, the meeting will be adjourned. The Committee will continue to deliberate in private.
12. All members of the Committee, including the Chair, vote. A simple majority is required for a decision.
13. The parties shall be informed verbally by the Chair as soon as the decision has been made. The decision will be confirmed in writing with sufficient detail no later than 10 working days following the meeting. No further appeal is permitted.

EXAMINATIONS

Information outlined in this section supplements the 2024-2025 McGill University [Health Sciences Calendar](#), Section 1.6, and the Policy on Assessment of Student Learning. For more information, please refer to:

https://www.mcgill.ca/secretariat/files/secretariat/policy_on_assessment_of_student_learning.pdf

All examinations are governed by university regulations (please refer to [Home Page | Exams - McGill University](#)) and by specific Faculty of Medicine and Health Sciences regulations outlined below.

Note Exams in the Faculty of Medicine and Health Sciences can be scheduled outside of the standard university dates. The 'University Regulations concerning Final Exams' state that:

The principles enunciated in these regulations shall be applied, appropriately modified, to courses given during the summer, to other courses of less than 13 weeks duration, and to courses in the Faculties of Law, Medicine, Dentistry, and Education that do not follow the normal University Timetable. For more information please refer to [Final Examinations | Programs, Courses and University Regulations - McGill University](#).

Students are expected to behave in a professional manner at all examinations, including laboratory practical examinations and examinations administered in clinical settings. The regulations outlined below permit the Faculty to ensure that all examinations are administered in an organized, fair and standardized manner for all students.

EXAMINATION REGULATIONS & PROCEDURES

REGULATIONS

1. All examination information is confidential. Any transmission of examination information, either in writing or verbally, is expressly prohibited. No one is permitted to make written notes or to record, in any way, the contents of an examination. This includes the transmission of core materials (such as, names of patients) used in oral exams or Objective-Structured Clinical Examinations (OSCE).
2. Candidates must not procure, use, or attempt to use or distribute any improper or unauthorized materials.
3. No candidate for examination may bring into the examination room any books, notes, electronic communication devices with memory capability; like mobile phones, smart phones, smart watches,

and web-accessible electronic devices or other material containing information pertaining to the examination, unless the examiner has given permission. All mobile phones, smart phones, smart watches, and web-accessible electronic devices must be turned off and must not be in the student's possession during the exam. Unauthorized items found on the person or desk will be confiscated by an invigilator and returned to the student at the end of the examination or the following working day. These incidents will be reported to the Disciplinary Officer for the School. See procedures in [Code of Student Conduct and Disciplinary Procedures](#). For more information, please refer to: [Exams regulations](#)

4. Talk or any other form of communication between candidates is forbidden. This includes the use of all types of electronic equipment not specifically requested for the examination, including mobile phones, smart phones, smart watches, and web-accessible electronic devices. All communication devices must be deposited with the invigilators prior to the start of the examination.
5. Please note that many multiple-choice examinations administered at McGill University are monitored by an examination-security program (Harpp-Hogan). This program is based on documented seating plan in the examinations. The data generated by the program can be used as admissible evidence, either to initiate or corroborate an investigation of cheating under [Section I \(17\)](#) of the Code of Student Conduct and Disciplinary Procedures.
6. Candidates are not permitted to leave the examination room until one hour after the start of the examination and in no case before the attendance has been taken. A candidate who leaves before the end of the examination must hand in all completed and attempted work.
7. Every student has the right to submit in English or in French written work that is to be graded. Personal dictionaries are not permitted. However, a French-English dictionary will be available upon request.
8. A student may not miss an examination without justifiable reason. When a student misses an examination, she/he must:
 - a. Notify the Program Director or delegate prior to the exam (circumstances permitting), indicating the reason for absence.
 - b. Provide appropriate written documentation to justify absence.
9. Students are not to be penalized if they cannot write examinations or be otherwise evaluated on their religious holy days where such activities conflict with their religious observances. However, students should refer to this policy ([Policy on holy days](#)) or the [Policy On Religious Accommodations](#) below as to how to proceed when a conflict is present.

EXAMINATION REGULATIONS – CHEATING. (HONOUR CODE)

Cheating is an academic offence in the [Code of Student Conduct and Disciplinary Procedures](#), which states:

- Article 17(a): “No student shall, in the context of an Assessment, obtain or attempt to obtain information from another student or an unauthorized material including from an electronic device or give or attempt to give information to another student or possess, use or attempt to use from any unauthorized material including an electronic device;” (Section I Rules of Conduct Cheating, para. 1)

- Article 21(d): “The chief or senior invigilator at an examination shall have like powers of exclusion over any student undergoing the examination when the chief or senior invigilator has reasonable grounds to believe that the student is breaking, has broken, or is attempting to break a University or Faculty examination regulation. Such exclusion from the place of examination and its vicinity shall not exceed the remainder of the examination.” (Section II: Administration of Discipline, Disciplinary Officers, para. 5)

Before the commencement of any mid-term or final examination, the above quotations will be read out loud.

PROCEDURES

1. If books, notes, etc., cannot be left outside the examination room, they must be put in a place designated by the invigilator before the candidate takes a seat.
2. Students writing examinations are responsible for arriving at the right time and place and must have with them their McGill student identification cards. Forgetfulness or inadvertently arriving at the wrong time or place, are not acceptable excuses.
3. The doors of the examination room will normally be opened at least five minutes before the starting hour. Candidates will be permitted to enter the examination room up to one hour after the scheduled start of the exam. These students should be aware that a portion of time could be lost while the examination is assigned, and instructions are being given by an invigilator. They must enter the room quietly, and time will not be extended for the examination.
4. Candidates are not permitted to leave the examination room until one hour after the start of the examination, and in no case before the attendance has been taken. A candidate who leaves before the end of the examination must hand in all completed and attempted work.
5. Candidates must remain seated. A candidate needing to speak to the invigilator (for instance to ask for additional supplies) should raise his or her hand.
6. Questions concerning possible errors, ambiguities, or omissions in the examination paper must be directed to the invigilator, who will investigate them through the proper channels. The invigilator is not permitted to answer questions other than those concerning the paper.
7. All work must be done in accordance with the examination instructions and must be handed in to the invigilator.
8. At the close of the examination, candidates must stop writing and submit their work at once.
9. Food or beverage is permitted at the discretion of the Chief Invigilator. Food should be brought in prior to the exam. Students will not be permitted to go to vending machines/cafeteria during an examination.
10. Bathroom privileges: only one student at a time will be allowed to go to the bathroom, and the student may be escorted there and back by an invigilator (at the invigilator's discretion).
11. No student will be permitted to leave during the final 15 minutes of the examination.

DEFERRED FINAL EXAMINATIONS

Deferred final examinations are examinations rescheduled because the original examination was missed for valid reasons. Deferring an exam is an exceptional measure and is meant to help students who are severely ill or dealing with unforeseeable, significant extenuating circumstances.

Deferring an exam merely pushes it to the future—to a time when you may have a full course load of other exams to prepare for. You are strongly advised not to defer more than two exams in an exam period, as this could make for an unmanageable deferred exam period and workload for the following semester.

Do not use exam deferral requests to manage your exam schedule or to reduce your exam load. If you request to defer one exam due to illness, then write another exam the same day or the next, your request may be refused. It is your responsibility to plan how you will meet the academic requirements of your program. Deferred exam requests may not be approved if you attend your exam and partway through decide that you were not well enough to perform at full capacity.

PROCEDURES

Permission for a deferred final examination will be granted by the Program Director or delegate for the following reasons: valid health reason, family or personal crises. Note that participation in elite athletic event is not a reason for deferral of a final exam (see [Policy On Students Participating In Athletics](#) in this document).

Except for cases of emergency on the day of the exams, students must make their request for a deferred exam **PRIOR TO** the scheduled exam. The request must be accompanied by supporting documents (such as a physician's medical certificate). The Program Director or delegate reserves the right to verify all documentation.

In the case of an emergency on the day of the exam, supporting documents must be presented to the Program Director or delegate as soon as possible, and no later than 1 week after the missed examination. These documents must indicate that the student was unable to write the examination for an approved reason on the specific date of the examination. The Program Director or delegate may request further corroborative documentation.

In cases of incidental illness (e.g., a cold, cramps, nausea, etc.) that affected your study time leading up to the exam, but where you recovered on the day of your exam, you are expected to write your exam, and a deferral may not be granted.

If you have made requests due to disability or chronic illness in the past, it is your responsibility to take measures to manage your condition and your course schedule to avoid relying on deferred exams in subsequent exam periods. Please refer to resources available (listed below) and consult with your academic advisor to assist you in this process.

For incidental illness or flare-ups of chronic medical issues, you must submit supporting medical documentation from your health practitioner indicating that you were seen on or close to the original exam date and why you were unable to write the exam on the original date. In the case of a flare-up of a chronic condition, the note

from your health practitioner will need to specify that they observed the flare-up the day of your missed exam, and that you are continuing to be treated and/or followed for your diagnosed condition.

Note: A diagnosed anxiety disorder is a chronic issue. However, if your note simply states anxiety, this is considered to be an incidental illness.

It is assumed that upon entering the exam room or accessing your online exam, it is your intent to complete the exam. It is your personal responsibility to judge your own state of health before entering the exam room or accessing your online exam to assess whether you are able to write the exam. If you attend your exam or access your online exam, you are no longer eligible to defer it, except under some exceptional cases of unforeseeable medical emergencies. In most cases, once you have started a final exam, no accommodations for an alternate exam will be provided. Note that requests based on minor illnesses (e.g. nausea, headache, dizziness, etc.) will not be approved.

In general, an approved deferred examination will be written in the deferred/ supplemental exam period or at the earliest feasible time. Deferred examinations will generally be in the same format as the missed examination. It is your responsibility to be in the contact with course instructor to determine the format and material on the exam, as well as the date and time of the exam.

Supplemental examinations or remedial work for the entire course, or the individual and group or practical and theoretical components of a course are not permitted for students who defer an examination.

The course with a deferred final exam will show a grade of "L" on your transcript until the deferred exam is written and graded. Both the grade of "L" and your final grade will display on your advising/unofficial transcript.

[Steps to take to request Deferred Exams:](#)

Step 1: Understand your options and the consequences

Step 2: Find out if you are eligible for a deferred exam (contact the student affairs coordinator)

Step 3: Submit your request

Step 4: Understanding your decision (approved or refused)

RESOURCES

McGill offers **many resources** to help you avoid having to defer, including McGill [Tutoring Services](#), the [Student Wellness Hub](#), McGill [Counselling Workshops](#), and other [academic resources](#). If you have a disability or a chronic illness, register with the [Student Accessibility and Achievement](#) (SAA) to help you manage your accommodation needs.

REMEDIAL EXAMINATIONS

A remedial examination is required by the OTPRC as a consequence of a failure or unsatisfactory assessment in a component of a course. A course component refers to theoretical, practical, and individual or group assessments (see Sections [THEORETICAL AND PRACTICAL ASSESSMENT](#) and [INDIVIDUAL AND GROUP ASSESSMENT](#)). In addition to the remedial examination, a student may be required to carry out additional learning activities or assignments. Remedial examinations and other requirements will be decided upon by the instructor and confirmed by the OTPRC. The timing of remedial examinations and requirements will be determined by the instructor. In the situation of a deferred final assessment or exam, where the outcome is a failure, a remedial examination will not be allowed.

SUPPLEMENTAL EXAMINATIONS

Supplemental examinations may be permitted by the OTPRC, and are examinations taken as a consequence of a failure or unsatisfactory outcome in a course.

Students who do not receive a passing grade as specified in [GRADES AND ASSESSMENT](#), will receive the failing grade obtained in the supplemental exam. This will be considered a failed course and will need to be repeated, if allowed by the OTPRC. If a supplemental exam is permitted, the student has the option not to take the supplemental exam but to re-take the course and the original failing grade will be recorded. Students will not be permitted a supplemental exam during the repeat course.

As stipulated in section 1.6.3.4 of the McGill University [Health Sciences Calendar](#), “The supplemental grade will not replace the grade originally obtained, which is used in calculating the GPA; both the original grade and the supplemental result will be calculated in the CGPA;”.

Note that you must apply to complete a supplemental examination on Minerva, and a supplemental examination fee will apply. More information can be found [here](#).

In terms of timing, supplemental examinations in outside departments will follow university schedules. For supplemental assessments or examinations administered within the OT Program, the timing will be determined by the instructor. Supplemental examinations will cover material from the entire course or section of a course. The format of the supplemental examination may differ from the original examination. It is your responsibility to be in contact with the course instructor to determine the format, and the date and time of the supplemental exam.

CONSEQUENCES OF FAILED REMEDIAL OR SUPPLEMENTAL EXAMINATIONS

Failure in any remedial or supplemental examination will require the student to repeat the course, if allowed by the OTPRC. Students who are repeating a course or have a deferred or incomplete course will be required to repeat the promotion period, if allowed by the OTPRC. A student may not repeat more than one promotion period during the program. During a repeated promotion period, students are permitted to take optional or complementary courses; however, other courses within the program may only be taken with the permission of the OTPRC. Failure in any course during a repeat promotion period will require the student to withdraw from the program.

MIDTERM EXAMS

A copy of a valid medical note or appropriate documentation must be provided to the course instructor and the original document to the Program Director or delegate for all missed midterm exams. If approved, the instructor may choose one of the following three options:

- Preparing an alternative assessment for that particular student.
- Shifting the weight normally assigned to the assessment to the weight assigned to the remaining assessment.
- Deferring the assessment or examination to another time.

ASSIGNMENTS

PLAGIARISM

See Academic Integrity above.

GUIDELINES FOR ACADEMIC WRITING

No paper will be accepted late without the approval of the instructor **PRIOR TO** the original due date. A new deadline may then be arranged between the instructor and student if the request is valid. Failure to conform to this procedure may mean that the student will automatically receive a grade of 0 for the paper.

Note: The referencing system for the BSc. Rehabilitation Science (Occupational Therapy) program is the American Psychological Association (APA) for term papers.

- Please refer to the Purdue OWL guides available online:
<http://owl.english.purdue.edu/owl/resource/560/1/>

For the MSc. A (Occupational Therapy) program, the referencing system may be other than APA, but will be described in the individual course outlines. Students will be provided with an Endnote workshop in the Premasters Winter term.

Further writing resources can be found at the [McGill Writing Centre](#).

ACCOMMODATIONS

STUDENT ACCESSIBILITY AND ACHIEVEMENT

Students must register with the SAA ([Student Accessibility and Achievement](#)) at the beginning of the term if they expect to receive accommodation. Please refer to the [Student Accessibility and Achievement process and flowchart for students](#) for further details.

MEDICAL NOTES

If an illness or mental health condition is preventing you from completing an assignment, exam or class on time, you may be able to receive a medical note from a clinician.

Medical Notes obtained from McGill Wellness Hub adhere to the following guidelines:

You can receive a medical note by coming to the Wellness Hub in person for an appointment with a medical professional.

McGill's policy on medical notes is as follows:

- Medical notes will only be issued **on the day** of the missed exam, assignment, project, class or conference. Absolutely no medical notes will be written for past illness (i.e. on a weekend, the day before, etc.).
- Medical professionals **do not have the authority to exempt** students from exams, presentations, etc. The final decision will be taken by your professor, faculty and/or department.
- No medical notes or confirmations that you presented yourself at the Hub will be issued once the Hub reaches capacity for the day. Because of the high volume of drop-in patients, please **arrive as early as possible** to ensure you'll be seen on the day of your exam/class/etc. For more information please refer to: [Student Health Service - McGill University](#).

If drop-ins have reached capacity, please consult [Santé Montréal](#) for a list of off-campus clinics. Please note you may **be charged for this service**.

For medical notes from outside of McGill:

- The note must be written, signed and dated by the health professional, with the professional's name and phone number clearly printed.
- The note must include the date(s) of the student absence and the date on which the student was seen.
- It must cite the dates of the absence and expected date of return to studies.

POLICY ON RELIGIOUS ACCOMMODATIONS (INCLUDING HOLY DAYS)

Students are expected and required to communicate a conflict between an academic obligation including course activities, assessments and exams (including and OSCE's) and a holy day to the course instructor and/or student affairs coordinator within the first two weeks of the course. Please refer to the following documents for further guidance: McGill's [Important Dates for Students](#) and [McGill's policy on exams](#).

LEAVES OF ABSENCE

PROCEDURES

Leaves of absence will be granted only for specific reasons, please see links below for the Undergraduate and Graduate Leave of Absence policies.

A leave may be granted for a period of up to 52 weeks. Requests for leaves must be approved by the Program Director or delegate. A request must be accompanied by supporting documentation (such as a letter from the student's physician/counsellor). The program reserves the right to impose a limitation on the number as well as the total duration of leaves.

A student returning from a medical leave must provide supporting documentation from the treating physician/counsellor. These documents must state that the student is capable of resuming his/her studies.

For details on the policy for undergraduate students, refer to [Undergraduate Leave of Absence Policy](#). After an authorized leave of absence, if the student has not returned to the University, the student will be withdrawn from the program.

POLICY ON STUDENTS PARTICIPATING IN ATHLETICS

While the School encourages athletic participation and excellence, the student's academic program takes priority when conflicts occur between athletic team commitments (e.g. practices, games) and academic requirements (e.g. classes, exams). A student is considered to be a **student athlete** if he/she is a team member competing in an organized and recognized athletic event at the interuniversity level or higher.

Students may not miss classes due to practices. For McGill teams, competitions are not arranged during official McGill University exam periods.

At the beginning of the school year, **student athletes** must:

- a. Identify themselves as a student athlete to the Program Director or delegate.
- b. Provide a schedule of athletic competitions to the Student Affairs coordinator **no later than two weeks** from the start of classes.

The following guidelines apply to student athletes and students working with athletic teams as part of the Sports Medicine Practicum courses (PHTH 303 or PHTH 301D1/D2). If a situation arises in which a competition occurs during a scheduled course, program, activity, or assessment, the participating student must:

- a. Identify the conflict to the Program Director or delegate no later than two weeks prior to the event by providing the following documents.
 - A letter from the student requesting permission to be absent from classes for the proposed dates.
 - A signed form from the coach confirming when and where the competition will be held, and that the student is participating in the event. Please refer to the form found online: <https://mcgillathletics.ca/documents/2012/12/4/IntercollegiateAccommodation.pdf>
 - A copy of travel plans if appropriate.
- b. Obtain permission from the Program Director or delegate to participate in the event.

Students are required to follow the same procedures and timelines even if the date of the competition is unknown but is potentially in conflict with an assessment. **Late submissions will not be considered.**

The assessment or academic activity takes precedence over the athletic event. Possible solutions to the conflict include:

- preparing an alternative assessment for the student;
- shifting the weight normally assigned to the missed assessment to the weight assigned to the remaining assessment(s);
- deferring the assessment to another time.

The final examination cannot be deferred. Students are not permitted to write exams outside of McGill University, as this situation may compromise the student and/or the exam. The procedures for conducting a deferred exam are the same as those listed in The School of Physical and Occupational Therapy Rules and Regulations, and other McGill documents.

Students will not be released from final exams during the exam period, or from summative midterms. Students may not request absences from clinical courses.

INTRA FACULTY TRANSFERS

Intra faculty transfers (between Occupational Therapy and Physical Therapy) are not available to students in the undergraduate program. Students who wish to change programs can apply to the Qualifying Year of their desired program of study, during their final year of undergraduate studies.

EXCHANGES

Students may present a request to the OTPRC for an exchange or term of study at another university. A request for an exchange or term of study at another university will only be considered for the winter term of the second year (U2) of undergraduate studies. A written request must be made to the OTPRC by April 1st of U1. Only students with very strong academic standing, and no course or component failure will be considered for an exchange. The request must contain the following:

- An introduction and statement of intent.
- Clearly identify and outline the courses that will be taken at the host university, in order to fulfill degree and program requirements.
 - Compulsory occupational therapy courses: the student is expected to research the courses offered at the host university and obtain relevant documents (e.g. course description and schedule). The student must then contact the professor teaching the corresponding McGill course, in order to ensure that the host university course can be considered equivalent to the McGill course.
 - Complementary courses: students are expected to use the [Course Equivalency System](#). All courses taken abroad must be approved using the Course Equivalency System.

- Search the course equivalency database to determine if the course you want to take has already been approved. You may want to use the “External” course number and then “Country” or “Institution” to determine if the course has already been approved. Make sure you also tick off “Include Expired Decisions”. The course may have already been approved, but might be expired, which means you will have to request a “Reassessment”.
- If the course is not on the course database, then you must login (using your McGill email address and password) and “Submit a Request”. For further information on using the system, please go to [Frequently asked questions](#).
- Make sure that the course syllabus has the name of the University, and the year/term that the course syllabus was written.
- For both compulsory and complementary courses: once you have made an exchange application, you will then have access to the required “Minerva Transfer Credit Assessment Form”. Only courses that appear on the Course Equivalency System can be added to the Transfer Credit Assessment Form. For further information, please refer to the Help Field on Minerva.

As per McGill’s Transfer Credit Policy: Transfer credits are earned if the grade earned in the host university course(s) is equal to or higher than the grade / cGPA required to graduate from the host university.

You are expected to comply with all McGill Exchange Regulations and Conditions of Participation. The highlights of the application steps have been summarized below. However, you are expected to refer to their website for specific details <https://www.mcgill.ca/mcgillabroad/go-abroad/steps/apply>

- Select up to 4 of the universities found through the [“Where Can I Go on Exchange?” tool](#), and rank them in order of preference. There is no guarantee that you will be nominated for your first choice.
- Identify 8 courses at each host university that fit within your degree program. Note that online courses are not permitted. While on exchange, you are expected to take the equivalent of 15 McGill credits per term at the host university.
- Write a short statement of purpose for each host university describing why you have selected the university. More details on the contents of the statement of purpose are provided on the McGill Abroad website.

CREDIT TRANSFERS

[Transfer credit](#) is credit toward your McGill program granted for courses taken at another institution. Transfer credit can be granted for a specific McGill course (if the coursework is deemed to be equivalent). For courses taken outside of McGill first consult the [Course Equivalency System and Database](#).

- Search the course equivalency database to determine if the course has already been approved. You may want to use the “External” course number and then “Institution” to determine if the course has already been approved. Make sure you also tick off “Include Expired Decisions”. The course may have already been approved, but might be expired, which means you will have to request a “Reassessment”.
- If the course is not on the course database, then you must login (using your McGill email address and password) and “Submit a Request”. For further information on using the system, please go to [Frequently asked questions](#).
- Make sure that the course syllabus has: the name of the University, and the year/term that the course syllabus was written.

Note that the following text refers to courses completed at McGill. If you would like to transfer credit from a course outside of McGill, you will first need to consult the Course Equivalency System and Database before completing these steps.

- Transfer credits will be reviewed post admissions, and students are required to submit the [Transfer Credits Form](#) to undergrad.spot@mcgill.ca by the course drop deadline.
- If it is a program course that you would like dropped, please complete, and sign a Minerva course drop form by the appropriate deadline.
- The Program Director or delegate will make the final decision on the approval of the transfer credits.

A maximum of 30 transfer credits are permitted. Since the curriculum is sequential, the order of the courses is set and only offered in that year of the program (i.e. you must complete all courses in U1 to proceed to U2, etc.). Students are not permitted to mix courses from different years within the same year. The time required to complete the BSc (Rehabilitation Science) degree is 3 years for all students.

For further information and to see if you qualify for transfer credit, please refer to: [Transfer Credit & Advanced Standing](#).

Please refer to the [IPEA Transfer policy](#) for further details regarding the IPEA courses.