

UNDERGRADUATE COUNCIL
Tuesday, September 25, 2018 at 2:30 p.m.
Gilmour Hall, Council Room (Room 111)

AGENDA

Page

- 1. BUSINESS ARISING**
- 2. CHAIR'S REMARKS**
- 3. ELECTION OF UNDERGRADUATE COUNCIL VICE CHAIR**
- 4. REPORT FROM THE AWARDS COMMITTEE**

Approval/Information

2 - 7

- a. [Awards Committee Report - September 25, 2018](#)

- 5. REPORT FROM THE CERTIFICATES AND DIPLOMAS COMMITTEE**

Approval/Information

8 - 29

- a. [Certificates & Diplomas Report - September 25, 2018](#)

- 6. CERTIFICATE OF COMPLETION - MCMASTER DISCOVERY PROGRAM**

Information

30 - 31

- a. [McMaster Discovery Program Memo - September 25, 2018](#)

- 7. OTHER BUSINESS**

**REPORT TO UNDERGRADUATE COUNCIL
FROM THE
UNDERGRADUATE COUNCIL AWARDS COMMITTEE**

Report from the Committee's electronic vote that closed on Tuesday, September 18, 2018

FOR APPROVAL

I Terms of Award

i. New Awards

The ArcelorMittal Dofasco FIRST Robotics Engineering Scholarship
The Dr. Voiko Loukanov Engineering Scholarship
The Brenda Symons-Moulton Academic Grant

ii. Changes to Terms of Award

The A. H. Atkinson Prize
The Federation of Chinese Canadian Professionals Education Foundation Scholarships
The Nina Louise Hooper Scholarship
The Jimmy Fong International Outreach Travel Award in Engineering
The Pollock Family Academic Grant
The Somerville Scholarships
The Graham Todd Memorial Entrance Scholarship
The University Achievement Awards
The Marguerite Z. Yates Scholarship

iii. New Bursaries

The Catherine Bentzen-Bilkvist Memorial Bursary
The Mary Lillian Chapman Memorial Fund
The Catherine Cooper Bursary
The Dr. Kenneth Hall Bursary
The Peter Maurer Northern Health Bursary
The Stobbe Global Health Bursary Fund

iv. Changes to Terms of Bursaries

The McMaster Saving & PACE Credit Union Limited Bursary
The Dr. Holland and Mrs. Elvira Peterson Bursary
The Graham Ronald Toop Bursary
The Tynowski Bursary
The Gladys A. Young Bursary

v. Removal of Awards from the Undergraduate Calendar

The Biology Academic Achievement Award
The Canadian Society for Mechanical Engineering Medal the CISC Ontario/Telco Steel Works Scholarship
The Iroquois Trophy
The Paul Lee-Chin Scholarship
The Allan Ludbrook Memorial Scholarship the Juanita Lebarre Symington Scholarship
The Ng Man-Chung Memorial Scholarships the Thomas H.B. Symons Bursary
The Janice Thompson Sobot Memorial Bursary
The Women's Art Association of Hamilton Scholarships

The Undergraduate Council Awards Committee now recommends,

that Undergraduate Council approve three new awards, changes to nine terms of award, six new bursaries, changes to five terms of bursary, and the removal of eleven awards from the *Undergraduate Calendar*, as set out in the attached.

FOR INFORMATION

II Award Value Changes

The Awards Committee also received, for information, seven award value changes.

**Undergraduate Council
September 25, 2018**

PROPOSED NEW AWARDS FOR APPROVAL

In-Course and Renewal Awards

The ArcelorMittal Dofasco FIRST Robotics Engineering Entrance Scholarship

Established in 2018 by ArcelorMittal Dofasco. To be awarded to students who permanently reside or attended high school in the Greater Toronto and Hamilton Area, City of Brantford or Region of Niagara, who enroll in a first year program in the Faculty of Engineering, achieve a minimum final admission average of 90% and demonstrate leadership experience and involvement in extracurricular activities through FIRST Robotics.

Value: \$15,000

The Dr. Voiko Loukanov Engineering Scholarship

Established in 2018 in memory of Dr. Voiko Loukanov, a trailblazer in automotive electronics testing equipment, an outstanding engineering leader, renowned and respected for his many innovations and expertise, with a deep commitment to student research and a passion for innovation. To be awarded to students enrolled in a Level II Engineering program with a high average and who, in the judgement of the Faculty of Engineering, demonstrate a commitment to automotive mechatronics and electronics testing technology. The scholarship is tenable for up to three years provided the student remains enrolled in 24 units or more and achieves a Fall-Winter Average of 9.5.

Value: \$15,000 (\$5,000/year)

In-Course and Renewal Academic Grants

The Brenda Symons-Moulton Academic Grant

Established in 2018 by family to honour Brenda Symons-Moulton B.A./B.S.W (Class of '76) for her dedication to the social work community in Hamilton. To be granted to a student enrolled in Level III or above of a Social Work program who attains a high average and demonstrates financial need.

Value: \$3,000

CHANGES TO AWARD TERMS FOR APPROVAL

The A. H. Atkinson Prize

Established in 1980 by Atkinson Engineering Consultants Limited. To be awarded to the student in a Civil Engineering program who achieves the highest average in CIV ENG-3G03-3G04 and 3J04, taken in one term.

The Federation of Chinese Canadian Professionals Education Foundation Scholarships

Established in 1988 by the Foundation.

Two scholarships to be awarded to students who attained high averages: (a) one to a student in a program in Arts and Science, and (b) one, on a rotating basis, to a student enrolled in a program in Chemistry, or Chemical Biology, Mechanical Engineering, and/or Physics.

The Nina Louise Hooper Scholarship

Established in 1959 by bequest of Bertram O. Hooper. To be awarded to students in any program.

The Jimmy Fong International Outreach Travel Award in Engineering

Established in 2006 by Jimmy Fong, B.Eng.Mgt. (Class of '82).

To be awarded to a student who, in the judgment of a selection committee, demonstrates high academic achievement, and is pursuing either an international relief and development project under the auspices of Engineers Without Borders

in an underdeveloped, disadvantaged area or a study, work or co-op placement outside of North America. Preference to be given to a students in the Faculty of Engineering and/or a project in China.

The Pollock Family Academic Grant

Established in 2006 by Dr. Ken Pollock, Dr. Gary Pollock, Dr. Mark Pollock and Dr. Ted Pollock. To be awarded to a students in the Faculty of Engineering who has have completed Level I, attained a high Fall-Winter Averages and demonstrates financial need.

The Somerville Scholarships

Established in 1966 by bequest of William L. Somerville, architect of the McMaster University buildings of 1930. To be awarded to students in any program. The recipient of this award is eligible to receive the corresponding donor bursary if financial need is demonstrated.

The Graham Todd Memorial Entrance Scholarship

Established in 2015 to honour the legacy of Professor Graham Todd of the School of the Arts. Two scholarships To be awarded to students entering Studio Art I who, in the judgement of the School of the Arts, have demonstrated artistic excellence and high academic achievement.

The University Achievement Awards

Established in 2006 by authorization of the Board of Governors of McMaster University. Each year, quotas are established in proportion to the number of part-time undergraduate students who obtain a Grade Point Average of 8.0 or greater and who are named to the Deans' Honour List. Not open to students in their graduating year. Awarded to undergraduate students who are enrolled part-time in any program and attain high averages.

The Marguerite Z. Yates Scholarship

Established in 1960 by bequest of Mrs. W.H. Yates of Hamilton. To be awarded to students in any program.

PROPOSED NEW BURSARIES FOR APPROVAL

Submitted by the Office of Student Financial Aid & Scholarships

The Catherine Bentzen-Bilkvist Memorial Bursary

Established in 2017 by family and friends of Catherine Bentzen-Bilkvist, B.A. (Class of '75), B.A. Hon. (Class of '81), M.A. (Class of '86), to honour her memory. To be granted to a student in a Bachelor of Commerce program who demonstrates financial need.

The Mary Lillian Chapman Memorial Fund

Established in 2018 by the estate of Nancy Mary Chapman. To be granted to students enrolled in the Michael G. DeGroote School of Medicine at McMaster University who demonstrate financial need.

The Catherine Cooper Bursary

Established in 2018 by her children Kimberly, James, Mat, David, and Nathan, in memory of their mother, Catherine Cooper, who encouraged her children to pursue their goals through lifelong learning. To be granted to students who demonstrate financial need.

The Dr. Kenneth Hall Bursary

Established in 2018 by family and friends in honour of the awarding of an honorary degree from McMaster University to Dr. Kenneth Hall. To be granted to students enrolled in Level II or above in a Geography or Environmental Sciences program

who demonstrate financial need.

Submitted by the Faculty of Health Sciences

The Peter Maurer Northern Health Bursary

Established in 1991 in memory of Peter Maurer, Administrative Officer for the Faculty of Health Sciences at McMaster and later, Administrator of the Lakehead/McMaster Link Project in Thunder Bay. To be granted to students enrolled in the Michael G. DeGroote School of Medicine who demonstrate financial need and are pursuing electives in northern Ontario via the Northern Ontario School of Medicine (NOSM).

The Stobbe Global Health Bursary Fund

Established in 2017 by faculty, students, staff and friends of Dr. Karl Stobbe, the inaugural Regional Assistant Dean of the Niagara Regional Campus (NRC) of the Michael G. DeGroote School of Medicine. To be granted to students enrolled at the NRC who demonstrate financial need and will be pursuing further education in the area of global health.

CHANGES TO BURSARY TERMS

Submitted by the Office of Student Financial Aid & Scholarships

The ~~McMaster Savings & PACE Credit Union Limited~~ Bursary

Established in 1997 by McMaster Savings and Credit Union Limited (presently known as PACE Credit Union) in support of its belief that all students should have the opportunity to pursue their educational goals. To be granted annually to McMaster students enrolled in any program who demonstrate financial need.

The Dr. Holland and Mrs. Elvira Peterson Bursary

Established in 1997 by Dr. Holland and Mrs. Elvira Peterson under the McMaster Student Opportunity Fund initiative. To be granted to a students who demonstrates demonstrating financial need and is who are enrolled in Level II or higher of a Hispanic Studies or German program in the Faculty of Humanities. Preference to those enrolled in a program in the Department of Linguistics and Languages.

The Graham Ronald Toop Bursary

Established in 1997 under the McMaster Student Opportunity Fund initiative. To be awarded to students in any program who demonstrate financial need. Preference will be given, to the recipient of The Graham Ronald Toop Scholarship.

The Tynowski Bursary

Established in 1997 under the McMaster Student Opportunity Fund initiative. To be awarded to students in any program who demonstrate financial need. Preference will be given, to the recipient of The Tynowski Scholarship.

The Gladys A. Young Bursary

Established in 1997 under the McMaster Student Opportunity Fund initiative. To be awarded to students in any program who demonstrate financial need. Preference will be given, to the recipient of The Gladys A. Young Scholarship.

In-Course Awards, Academic Grants and Bursaries Removed from the Undergraduate Calendar for Approval

The Biology Academic Achievement Award
The Canadian Society For Mechanical Engineering Medal
The CISC Ontario/Telco Steel Works Scholarship
The Iroquois Trophy
The Paul Lee-Chin Scholarship
The Allan Ludbrook Memorial Scholarship
The Juanita Lebarre Symington Scholarship
The Ng Man-Chung Memorial Scholarships
The Thomas H.B. Symons Bursary
The Janice Thompson Sobot Memorial Bursary
The Women's Art Association of Hamilton Scholarships

FOR INFORMATION

Award Value Changes

The Clara I. Elman Scholarships	Value: \$2,500 \$5,000
The Clara I. Elman Travel Scholarships	Value: \$2,000 \$1,000
The Henry and Frances Jekel Bursary	Value: \$2500 Variable
The Feliks Litkowski Memorial Prize in Political Science	Value: \$ 850 \$900
The Middleton/Walker Prize in Sedimentary Geology	Value: \$ 1,000 \$1,250
The Pioneer Energy LP Prize in Nursing	Value: \$ 250 \$450
The Graham Todd Memorial Entrance Scholarship	Value: \$1,200 \$1,000

Note:

We have adjusted existing award terms to reflect "full-time" to align with current University Aid and Award Policy and Undergraduate Calendar regulations where the donor gift agreement did not specify "actual units" (e.g. 24 units required).

**REPORT TO UNDERGRADUATE COUNCIL
FROM THE
UNDERGRADUATE COUNCIL
CERTIFICATES AND DIPLOMAS COMMITTEE**

Report from the Committee's meeting of September 11, 2018

FOR APPROVAL

1. Revisions to Certificate and Diploma Programs

a. Professional Addiction Studies Program

The Undergraduate Council Certificates and Diplomas Committee now recommends,
**that Undergraduate Council approve minor revisions to the course ADD212
Working with Compulsive Behaviours in the Professional Addiction Studies Program,
as recommended by the Centre for Continuing Education.**

b. Human Resources Management Program

The Undergraduate Council Certificates and Diplomas Committee now recommends,
**that Undergraduate Council approve revisions to the *Human Resource Management Program* to increase the course requirements to 9 courses (27 credits) and revise the
course HRM 897, as recommended by the Centre for Continuing Education.**

FOR INFORMATION

2. Establishment of New Certificates (Attendance/Completion)

- a. Introduction to Cybersecurity Certificate of Attendance
- b. The Science of Cannabis Certificate of Completion
- c. Certificate of Completion, Water Testing

**Undergraduate Council
September 25, 2018**

Undergraduate Certificate & Diploma Committee Course Submission

A. Department & Program Information (Complete all fields):	
Department:	Centre for Continuing Education
Program Name:	Professional Addiction Studies
Name of Representative:	Christie McGaghran
Nature of Submission:	Course revision
Effective Date:	Winter 2019
Submission Date:	August 17, 2018
B. Current Course Details (Complete all fields):	
Course Title:	Working with Compulsive Behaviours
<p>Course Description:</p> <p>This course provides an overview of various compulsive behaviours, including their development, treatment, impact on brain functioning, and distinct strategies for intervening with individuals and their support systems. Emerging issues and trends will be explored.</p>	
<p>Course Learning Objective(s):</p> <ul style="list-style-type: none"> identify distinct compulsive behaviours such as gambling, hypersexuality, internet/gaming compare and contrast addiction with compulsive behaviours in relation to brain function analyze compulsive behaviours through different professional lenses in order to appreciate its scope identify how compulsive behaviours develop and perpetuate in individuals apply models and strategies that assist those with compulsive behaviours in the areas of crisis intervention, assessment, treatment planning and relapse prevention evaluate the impact of compulsive behaviours on significant others and devise strategies to help them explore emerging issues related to compulsive behaviours 	
<p>Is this course currently offered? No</p> <p>Existing Course Code: ADD 212</p>	
Course Unit Value:	3 units

Undergraduate Certificate & Diploma Committee Course Submission

List Course Pre-requisites (if applicable): none

Cross listed courses (if applicable): none

C. Course Revision (Complete applicable fields):

Revised Course Title:

Working with Behavioural Addictions

Revised Course Description:

This course provides an overview of various behavioural addictions, including their development, treatment, impact on brain functioning, and distinct strategies for intervening with individuals and their support systems. Emerging issues and trends will be explored.

Revised Course Learning Objective(s):

- identify distinct behavioural problems or addictions such as gambling disorder, hypersexuality, and internet/gaming disorders
- compare and contrast the neurobiology of substance use disorder with behavioural addictions
- analyze behavioural addictions through different lenses in order to appreciate their scope
- identify how behavioural addictions develop and perpetuate in individuals
- apply models and strategies that assist those with behavioural addictions in the areas of crisis intervention, assessment, treatment planning and relapse prevention
- evaluate the impact of behavioural addictions on significant others and devise strategies to help them
- explore emerging issues related to behavioural addictions

Revised Course Content (major topics):

Course content will not change. Course will still focus on the same learning outcomes. The original term “compulsive behaviours” will simply be replaced with the correct and current term “behavioural addictions”. Please see rationale below.

Rationale for Revision:

The term ‘compulsive disorder’ is outdated and not applicable to the problems this course is meant to address. Though clients do experience a sense of compulsion when these behaviours are problematic, the term ‘compulsive’ has a particular psychiatric meaning, usually connected with illnesses such as Obsessive Compulsive Disorder. For example, the field, including the DSM 5, has moved away from the term ‘compulsive’ in favour of the term ‘gambling disorder’ (housed now with other addictive disorders). The World Health Organization uses the term ‘gaming disorder’. Issues with hypersexuality are also not called compulsive behaviours and, in fact, the DSM 5 did not endorse the term ‘hypersexual disorder’ for a variety of reasons. Until there is agreement about the nature of these issues (i.e., are they impulsive,

Undergraduate Certificate & Diploma Committee Course Submission

compulsive, addictions or otherwise?), the field generally uses the term 'behavioural addictions' as a descriptor. Consequently, in order to modernize the course description, the title and learning outcomes should be updated.

D. Statement from Faculty

I have reviewed the proposed changes to **ADD212 Working with Compulsive Behaviours** (*revised title: Working with Behavioural Addictions*), within the **Professional Addiction Studies** program presented by the Centre for Continuing Education. I have determined that it meets all the criteria set out by the Undergraduate Council in its guidelines for course changes within certificates and diplomas and we, therefore, endorse this submission with the support of the Faculty of Social Sciences.



August 31, 2018

Signature
Dr. Tracy Prowse, Associate Dean

Date

17 August 2018

Ms. Christie McGaghran
Program Manager, Professional Addiction Studies
McMaster University, Centre for Continuing Education

Dear Ms. McGaghran,

This letter is written in support of your application to change the name of ADD 212: Working with Compulsive Behaviours to ADD 212: Working with Behavioural Addictions.

I am a Certified Problem Gambling Counsellor and Registered Social Worker with 18 years of clinical experience. I am very familiar with the nomenclature trends in the field and I believe that this course name should be changed to reflect current terminology.

The original course description for ADD 212 is as follows:

Course Description: This course provides an overview of various compulsive behaviours, including their development, treatment, impact on brain functioning, and distinct strategies for intervening with individuals and their support systems. Emerging issues and trends will be explored.

The term 'compulsive disorder' is outdated and not applicable to the problems this course is meant to address. Though clients do experience a sense of compulsion when these behaviours are problematic, the term 'compulsive' has a particular psychiatric meaning, usually connected with illnesses such as Obsessive Compulsive Disorder. For example, the field, including the DSM 5, has moved away from the term 'compulsive' in favour of the term 'gambling disorder' (housed now with other addictive disorders). The World Health Organization uses the term 'gaming disorder'. Issues with hypersexuality are also not called compulsive behaviours and, in fact, the DSM 5 did not endorse the term 'hypersexual disorder' for a variety of reasons. Until there is agreement about the nature of these issues (i.e., are they impulsive, compulsive, addictions or otherwise?), the field generally uses the term 'behavioural addictions' as a descriptor. Consequently, in order to modernize the course description, the title and learning outcomes should be updated.

I would like to propose the following change, in order to use the most current terminology and keep to the spirit of what the course was intended to cover:

Course Description: This course provides an overview of various behavioural addictions, including their development, treatment, impact on brain functioning, and distinct strategies for intervening with individuals and their support systems. Emerging issues and trends will be explored.

Learning Outcomes

By the end of this course, students will be able to:

- identify distinct behavioural problems or addictions such as gambling disorder, hypersexuality, and internet/gaming disorders
- compare and contrast the neurobiology of substance use disorder with behavioural addictions

- analyze behavioural addictions through different lenses in order to appreciate their scope
- identify how behavioural addictions develop and perpetuate in individuals
- apply models and strategies that assist those with behavioural addictions in the areas of crisis intervention, assessment, treatment planning and relapse prevention
- evaluate the impact of behavioural addictions on significant others and devise strategies to help them
- explore emerging issues related to behavioural addictions

I hope that this change will be accepted. I would be happy to discuss any questions you have.

Yours sincerely,



Deirdre Querney, MSW, CPGC, CCAC

Resources:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3164585/>

<https://learn.problemgambling.ca/eip/problem-technology-use>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5328289/>

Undergraduate Certificate & Diploma Committee Program Submission

A. Department & Program Information (Complete all fields):	
Department:	Centre for Continuing Education
Program Name:	Human Resources Management Program
Name of Representative:	Nathalie Vallée, Program Manager
Nature of Submission:	Course revision
Effective Date:	As soon as approved
Submission Date:	August 14 th , 2018
B. First Program Revision – Change in Program Design	
<p>The Human Resources Management Diploma is revising the number of courses required to complete the HRM Diploma, increasing the requirements from 8 courses to a 9 course credential (27 credits):</p> <p>Rationale for Revision:</p> <p>The current HRM Diploma is 8 courses (24 credits). However, many CCE students are enrolled in this diploma with the intention of also attaining the Certified Human Resources Professional (CHRP) designation through the Human Resources Professionals Association (HRPA). HRPA requires 9 specific courses be successfully completed for students to attain this designation. Currently, CCE students received the HRM Diploma, but then have to return to CCE to take this one final requisite course. Aligning the HRM Diploma with the HRPA requirements, will create a clearer pathway to this professional designation. Most schools offering a Human Resources diploma in Ontario are aligned with the HRPA requirements of 9 courses.</p> <p>Core Courses (Complete all 5)</p> <p><u>HRM 821 Organizational Behaviour*</u> ^ (3 Units)</p> <p><u>HRM 897 Recruitment & Selection*</u> ^ (3 Units)</p> <p><u>HRM 898 Compensation*</u> (3 Units)</p> <p><u>HRM 899 Labour Relations*</u> (3 Units)</p> <p><u>HRM 901 Human Resources Management*</u> (3 Units)</p> <p>Elective Courses (Complete 4 from list)</p> <p><u>HRM 817 Business Finance & Accounting*</u> (3 Units)</p> <p><u>HRM 902 Training & Development*</u> ^ (3 Units)</p>	

Undergraduate Certificate & Diploma Committee Program Submission

[HRM 921 Occupational Health & Safety*](#) (3 Units)
[HRM 923 Human Resources Planning*](#) (3 Units)
[ACC 830 Basic Bookkeeping](#) (1.5 Unit)
[BUS 850 Business Communications](#) (3 Units)
[BUS 847 Principles & Practices of Supervision](#) (3 Units)
[HRM 941 Wellness in the Workplace](#) (3 Units)
[ACC 920 Effective Communication](#) (3 Units)

The 9 required HRP courses are denoted with an asterisk *

C. Second Course Revision: Change in course name

Old Course Title:	HRM 897: Recruitment and Selection
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New Course Title:	HRM 897: Talent Acquisition
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Is this course currently offered? Yes

Course Unit Value:	3 units
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Revised Course Description:	This course will introduce students to the world of talent acquisition, methodologies, and the importance of talent attraction to the strategic direction and success of any organization. The course will focus on, and define the major subject areas of attraction, selection, job analysis, competency modeling, screening, interviewing and decision making.
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Rationale for Revision:

Upon redevelopment of the course with the Subject Matter Expert, it became clear that the terminology in the field of recruitment and selection has changed. Current terminology refers to talent acquisition in the course content. To reflect this, the course title and description have been revised.



DATE: August 21, 2018

TO: Certificate and Diploma Committee, Undergraduate Council and Senate

FROM: Sue McCracken, Associate Dean, Academic, DeGroote School of Business

SUBJECT: Evaluation of Revisions Made to the Human Resources Management Program Proposal for the Centre for Continuing Education (CCE)

I have reviewed the proposal for the review of the Human Resources Management program to be offered through the Centre for Continuing Education (CCE). I have examined the proposed revisions for the diploma requirements, course name and the rationale for their changes. My examination of the revisions concurs that the proposed courses are still of the intellectual rigour comparable to that found in undergraduate degree courses and that aligning with industry trends and professional associations will be beneficial to the program and the students. Students taking the courses will continue to meet the minimum requirements set out in the Policy on Certificates and Diplomas for Undergraduate Council.

Since the courses and diploma meet all these criteria as set out in the Policy on Certificates and Diplomas for Undergraduate Council, I support the submission of these revisions to the Committees for approval.

Sincerely,

Sue McCracken
Associate Dean (Academic)
DeGroote School of Business
Tel: 905-525-9140 ext 23993
smccrac@mcmaster.ca

Centre for Continuing Education Certificate of Attendance

A. Department & Program Information (Complete all fields):	
Program Name:	Introduction to Cybersecurity
Name of Representative:	Anne Dwyer
Effective Date:	August 2, 2018
Date of Submission:	September 11, 2018
B. Faculty Statement (Required):	
n/a	
C. Academic Merit (Complete all fields; write "not applicable" as needed):	
i. Program Overview:	<p>Introduction to Cybersecurity is designed as a professional development course for cybersecurity professionals, including security analysts, intel analysts, policy analysts, security operations personnel, network administrators, system integrators, VARS, and security consultants</p> <p>In this course, you will discover the importance of cybersecurity in information technology. The objective is to understand cyber-attacks and the techniques used to take control of an unsecure system. This course also presents the defensive measures security teams can take to prevent attacks, and provides an overview of the malicious software types used in computer networks.</p>
ii. Learning Objectives:	<p>After completing this course, you will be able to:</p> <ul style="list-style-type: none"> • Understand what a cyber-attack is • Increase your awareness of the techniques used to take control of an unsecure system • Increase your awareness of security and measures to prevent attacks • Review networking as it applies to security controls • Explore malware threats and anti-malware solutions

iii. Meeting Learning Objectives:	Introduction to Cybersecurity uses a series of modules (topics) to achieve the stated program objectives. Individual module objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
iv. Program Admission Requirements:	n/a
v. Program Pre-requisites (if applicable):	Basic understanding of networking terminology and applications, intranet and internet services, protocols, ports, as well as networking and security devices Basic knowledge in installation of security software, such as antivirus or firewalls, and general understanding of operating systems functionalities (Windows and Linux)
vi. Program Completion Requirements:	Students must complete all 9 modules (topics) in order to qualify for the Certificate of Attendance.
viii. Program Delivery Format:	Working in collaboration with Global Knowledge, a worldwide leader in IT and business skills training, Introduction to Cybersecurity Certificate of Attendance will be available in both online and in-class formats. The online format will be completed directly through Global Knowledge and will use a combination of synchronous and asynchronous activities designed to present the fundamental concepts and theories in cybersecurity and promote the application to the workplace. Course activities may include instructor video lecture/presentations, discussion board topics, web-based learning activities, as well as, experiential learning activities (i.e. lab work, case studies, group discussions, projects). The In-class format will be offered at McMaster University's One James North Campus and will include a mixture of lecture and experiential learning activities, such as labs, individual and group work.
ix. Student Evaluations (Grading Process):	Introduction to Cybersecurity will include an evaluation component. The evaluation may consist of discussion, case scenarios and lab assignments.
x. Course Evaluation:	Students will complete an evaluation that explores content, delivery, materials, method of evaluation and instruction.
xi. Course Instruction:	Instructors for Introduction to Cybersecurity will be selected

	from a pool of qualified applicants. In compliance with McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas, selection will be based on academic background and/or experience within the field. Instructors will have the equivalency of a Master's Degree or significant professional and teaching experience within the field. Instructors will be required to hold a professional certification - Certified Information Systems Security Professional (CISSP) or equivalent industry certification.
xii. Credit Towards Degree Programme Studies:	n/a
xiii. Program Advanced Standing:	n/a
D. Statement of Financial Viability:	
<p>I have reviewed the business case and financial projections which includes enrolment projections and costs. Sources of revenue for this program include tuition. Expenses are typical that may include marketing costs (although bulk of marketing will be done by Global Knowledge), as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).</p> <p><i>Lorraine Carter, Director, Centre for Continuing Education, August 2, 2018</i></p>	
E. Statement of Administrative Responsibilities:	
<p>The human and systems infrastructure to support the following functions already exists within CCE and Global Knowledge. Costs will be fully covered by tuition.</p> <p>Responsibilities for the program are as follows:</p> <ul style="list-style-type: none"> • Budget development and monetary responsibilities • Program and Course Development • Course Registrations/Administration • Supervision of Instructors to ensure University policies and practices are adhered to; course are taught according to program requirements and standards • Marketing and Promotions 	
F. Listing of Courses (complete the chart to provide suggested course title, required/elective, number of academic units, proposed hours, and estimated term offering):	

<u>Course Name</u>	<u>Required/Elective</u>	<u>Academic Units/hours</u>	<u>Scheduled Term</u>
Introduction to Cybersecurity	Required	0.0 units/6 hours	Fall 2018

Course Descriptions (Provide a one-paragraph course description; indicate course pre-requisite (if applicable) and a bullet list of key topics to be covered in the course):

Introduction to Cybersecurity

(Prerequisite: Basic understanding of networking terminology and applications, intranet and internet services, protocols, ports, as well as networking and security devices;

Basic knowledge in installation of security software, such as antivirus or firewalls, and general understanding of operating systems functionalities (Windows and Linux)

Description

In this course, you will discover the importance of cybersecurity in information technology. The objective is to understand cyber-attacks and the techniques used to take control of an unsecure system. This course also presents the defensive measures security teams can take to prevent attacks, and provides an overview of the malicious software types used in computer networks.

Topics:

- 1. Network Components**
- 2. Resource Discovery and Tools**
- 3. Attack Vectors**
- 4. Port Scanning**
- 5. Vulnerabilities**
- 6. Ports and Vulnerability Scanners**
- 7. Privilege Escalation**
- 8. Malware Types**
- 9. Protection Mechanisms and Countermeasures**



**Centre for
Continuing Education**

Mailing Address:
OJN, 3rd Floor, Room 386
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Tel: 905.525.9140 Ext. 24321
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conted@mcmaster.ca
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To: Certificates and Diplomas Certificate

From: Lorraine Carter, Director, Centre for Continuing Education

Re: Certificate of Completion, Water Testing

Date: September 11, 2018

Over Summer 2018, the Centre for Continuing Education issued a Certificate of Completion to youth and young adults from the Lubicon Lake Cree Nation in northern Alberta who participated in a Water Testing program involving McMaster students, faculty, and researchers including Drs. Kahn, Chow-Fraser, and Martin-Hill.

The program met the criteria for a McMaster University Certificate of Completion while issuing of the Certificate of Completion for this particular learner group was supported by the Office of Provost including Drs. Susan Giroux and David Farrar. Dr. Martin-Hill and Josh Dockstator worked collaboratively with the Centre for Continuing Education to make sure that the program participants received a letter of acknowledgement on the final day of the program and their Certificates of Completion.

As evidence of the impact of this initiative, Dr. Martin-Hill remarked the following:

The feast and letters awarded were the highlight of our visit in the community. The youth along with their parents were acknowledged and to my surprise were incredibly excited to have your letters in hand.... Again, thank-you for helping make change in an impoverished community... Several older youths that had dropped out of high school told me they might go back to school so they can help monitor the water quality.

The Centre for Continuing Education is appreciative of the support of the Office of the Provost in enabling this recognition of Indigenous youth and young adults.

Lorraine Carter, PhD

Director, Centre for Continuing Education
McMaster University

cc. Dr. Susan Giroux



**Centre for
Continuing Education**

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July 11, 2018

Hello:

On behalf of McMaster University, it is my pleasure to congratulate you on your participation in the Indigenous Water Quality Tools project training in water testing, computer science, and Indigenous Knowledge with Dr. Kahn, Dr. Patricia Chow-Fraser, and Dr. Martin-Hill.

You are an inspiration to all of us at McMaster University. In particular, you represent a bright future not only for the communities of Lubicon Lake Cree Nation and Six Nations of the Grand Territory but also for the environment, especially water. We agree water is life, and we are grateful for your positive spirit and hard work to achieve safe water and healthy communities.

As a way of acknowledging and expressing the University's gratitude, McMaster University Centre for Continuing Education will be sending you a certificate. You may want to note this certificate on your resume for acceptance into college or university training, for employment purposes, or for your own record. Our hope is that, by earning your McMaster certificate, you will be motivated to continue your learning journey. Indeed, the world needs more people who are committed learners and caring stewards of the environment. Stated simply, the world needs more people like you.

Again, thank you for your contributions to the Indigenous Water Quality Tools project and to your communities. McMaster University is very proud of you.

Yours in learning,

Dr. Lorraine Carter
Director, Centre for Continuing Education
Cartel1@mcmaster.ca

cc. Dr. Susan Giroux
Vice-Provost, Faculty
Office of the Provost
McMaster University



Centre for Continuing Education Program Approval

A. Department & Program Information (Complete all fields):	
Academic Designation:	Certificate of Completion
Program Name:	The Science of Cannabis
Name of Representative:	Dr. Lorraine Carter
Proposed Date/Term of Program Start:	Winter 2019
Date of Submission:	September 11, 2018
B. Faculty Statement (Required):	
Refer to attached letter of support from Dr. Alan Neville, Vice Dean, Health Professionals Education, Faculty of Health Sciences	
C. Academic Merit (Complete all fields; write "not applicable" as needed):	
i. Program Overview:	<p>The Science of Cannabis Certificate of Completion is a collaborative program involving the Peter Boris Centre for Addictions Research, the Michael G. DeGroote Centre for Medicinal Cannabis Research, and the Centre for Continuing Education.</p> <p>The purpose of the program is to provide a substantive grounding in the scientific study of cannabis and the evidence base pertaining to its therapeutic applications and risks/harms. The program will not explore the cultivation/agricultural aspects of cannabis or the hemp industry. While there will be some reference to the commercialization of cannabis, cannabis as a business enterprise is not the focus of the program.</p> <p>Participants in the program will be required to successfully complete the three courses in the program in order to receive a Certificate of Completion. The courses will be offered in online format.</p> <p>Courses will use a combination of expert talks, experiential learning activities (i.e., case studies, facilitated group discussions, group</p>

	<p>work), and other methods that support the learning of professionals interested in learning about the science of cannabis. Emerging trends and research will be discussed to aid in the learning process and ensure that course content is current and relevant.</p> <p>The program will be an open enrolment program (see “Program Admission Requirements” and “Program Pre-requisites below).</p>
ii. Learning Objectives:	<p>The program is designed to prepare graduates to be critical thinkers about medical and non-medical cannabis use in healthcare settings and beyond.</p> <p>Specifically, graduates of the program will be able to do the following:</p> <ul style="list-style-type: none"> • Demonstrate an advanced understanding of the nature of the cannabis plants, the therapeutic applications of cannabis, and the risks associated with cannabis. • Identify the different plant species and diverse botanical constituents comprising the cannabis genus • Articulate the fundamentals of the endocannabinoid system and its relationship to other major neurotransmitter systems in the brain • Describe the historical evolution of cannabis use and the shifting regulatory frameworks • Explain psychiatric nosology, the nature of cannabis use disorder, and other psychiatric disorders that are associated with cannabis • Evaluate the links between cannabis use and accidental injury/death, lung disease, psychotic disorders, abnormal brain development, and diminished lifetime achievement • Describe the GRADE system for evaluating the evidence basis of medical interventions • Apply the GRADE system for evaluating the evidence basis for the use of cannabis for treating a medical condition • Identify the medical conditions for which cannabis may have a curative or palliative role

	<ul style="list-style-type: none"> • Critique the cost-benefit ratio for cannabis in the context of its therapeutic effects and adverse (side) effects
iii. Meeting Learning Objectives:	Students must complete a series of three academic courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning outcomes.
iv. Program Admission Requirements:	<p>The program will be an open enrolment program that serves the learning needs of professionals interested in the science of cannabis. Potential students will not be required to apply to the program for admission; however, students who wish to enter the program must</p> <ul style="list-style-type: none"> • Have an Ontario Secondary School Diploma, or equivalent • Be a mature student as defined in the Undergraduate Calendar of McMaster University <p>In order to ensure that students have the basic capabilities necessary to be successful in their online courses,, they are required to have the following pre-requisite knowledge and/or skills:</p> <ul style="list-style-type: none"> • Knowledge and skills with general computer applications, such as keyboarding, file management, video talks, and word processing; • Familiarity with internet browsers and web surfing • English Language Proficiency requirements: Completion of TOEFL exam with minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years.
v. Program Pre-requisites (if applicable):	NA
vi. Program Completion Requirements:	Students must complete all three courses in order to qualify for The Science of Cannabis Certificate of Completion.

viii. Program Delivery Format:	<p>Courses are in the program are delivered as online courses.</p> <p>The online delivery format of the courses will be a blend of asynchronous and synchronous activities designed to present the fundamental science of cannabis. Course activities may include expert video talks, discussion board contributions, readings, research-oriented tasks, and experiential learning activities including but not limited to case studies, group discussions, and projects.</p>
ix. Student Evaluations (Grading Process):	<p>Each course will include an evaluation component. Evaluation may be based on assignments, case studies, presentations, individual or group projects, participation, or a combination thereof. Evaluations will be structured to assess students' level of competency in achieving overall learning objectives.</p>
x. Course Evaluation:	<p>At the end of each course, students will complete a course evaluation that explores content, delivery, materials, method of evaluation, and instruction.</p>
xi. Course Instruction:	<p>Instructors for courses will be selected from a pool of qualified applicants. In compliance with McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas, selection will be based on academic background and/or experience in the field. Instructors will have the equivalency of a Master's degree or significant professional and teaching experience within the field.</p> <p>Instructors will be recommended by the Peter Boris Centre for Addictions Research and the Michael G. DeGroote Centre for Medicinal Cannabis Research.</p>
xii. Credit Towards Degree Programme Studies:	<p>The Faculty of Health Sciences recognizes the courses in this program as three-unit academic courses that may be used as elective courses in select programs in the Faculty of Health Sciences. See letter from Dr. Alan J. Neville, Vice Dean, Health Professionals Education, Faculty of Health Sciences.</p>
xiii. Program Advanced Standing:	NA
D. Statement of Financial Viability:	

I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition, as well as supplementary fees (MAPS) and other fees (transfer credit fees and deferred exam fees). Expenses are typical and include marketing costs, as well as typical ongoing delivery costs (such as instructor honoraria, materials, advertising and administration).

Lorraine Carter, Director, Centre for Continuing Education, Fall 2018

E. Statement of Administrative Responsibilities:

The human and systems infrastructure to support the following functions exist within CCE. Costs will be covered by tuition.

Responsibilities for the program are as follows:

- Budget development and monetary responsibilities
- Program and Course Development
- Course Registrations/Administration
- Supervision of Instructors to ensure University policies and practices are adhered to; courses are taught according to program requirements and standards
- Marketing and Promotions

The Faculty of Health Sciences including the Peter Boris Centre for Addictions Research and the Michael G. DeGroote Centre for Medicinal Cannabis Research will serve as the academic home for the program. The Faculty will be responsible for review and assessment of the curriculum at appropriate intervals.

F. Listing of Courses

Course Name	Required/Elective	Academic Units	Proposed Term for First Offering
Fundamentals of Cannabis in the Health Context	Required	3.0	Feb.-March 2019
Therapeutic Applications of Cannabis in the Health Context	Required	3.0	May 2019
The Risks of Cannabis in the Health Context	Required	3.0	Fall 2019

Required Course Descriptions:

Fundamentals of Cannabis Science (3 units)

This course will provide students with an essential grounding in the science of cannabis. The course will start with a historical context for the use (and misuse) of cannabis in Canada and around the world. The second focus will be on the nature of the genus *Cannabis*, its species,

and its numerous constituents. A particular emphasis will be placed on Δ^9 - tetrahydrocannabinol (THC) and cannabidiol (CBD), the two most commonly studied cannabinoids. As cannabis is a psychoactive drug, the third focus will be on its effects in the brain and

Therapeutic Applications of Cannabis (3 units)

Cannabis has been used for medicinal purposes for millennia, but the evidence supporting (and contradicting) its many applications has only emerged in the last few decades. Furthermore, medical use of cannabis in Canada came to exist from outside the typical protocols in medicine. Fundamentally, this course will provide a grounding in the principles of evidence-based medicine and apply those principles to medical cannabis. This will include an extended introduction into the GRADE (Grading of Recommendations, Assessment, Development, and Evaluations) approach. In addition, the course will systematically examine the evidence for using cannabis for treating pain, spasticity, nausea, sleep, and psychiatric disorders, such as autism, anxiety, addiction, post-traumatic stress disorder, and schizophrenia. Finally, the course will review promising future directions in medicinal cannabis, including both novel cannabinoid medicines and novel treatment applications.

Risks and Harms of Cannabis (3 units)

Cannabis is a psychoactive drug that is established to have a variety of risks and harms. This course will review the strength of evidence behind the different risks associated. Priority topics are impairment leading to accidents; cannabis misuse/cannabis use disorder; associations with anxiety, depression, and schizophrenia; effects of cannabis on cognition and brain development; and adverse consequences for lung health. Finally, the course will review guidelines for reducing risk when consuming cannabis and evidence-based practices in the treatment of cannabis use disorder.



To: Certificates and Diplomas Committee
From: Dr. Alan J. Neville, Vice Dean, Health Professional Education, Faculty of Health Sciences
Date: September 4th, 2018
RE: Proposal for Certificate of Completion Program, The Science of Cannabis

I have reviewed the Program submission for Certificate for Completion entitled The Science of Cannabis presented by the Peter Boris Centre for Additions Research, and the Centre for Continuing Education. I have determined that it meets the criteria set out by the Undergraduate Council and its guidelines in Certificates and Diplomas and therefore endorse this submission on behalf of the Faculty of Health Sciences.

While generally credit is not granted towards any degree program for a Certificate of Completion (3 courses) unless the courses comprising the certificate have been approved for credit as part of a degree, I was impressed by the potential value of these courses for credit electives for students in several FHS undergraduate programs. The coming legalization of cannabis in Canada makes the content of this certificate program a timely and worthy addition for educational programming in the Faculty of Health Sciences. I could imagine students in the Biochemistry and Biomedical Discovery Program as well as the Undergraduate Bachelor of Health Sciences Program having interest in the three courses that comprise this Certificate of Completion.

The Faculty of Health Sciences recognizes the importance of the partnership between the Peter Boris Centre for Additions Research and the Centre for Continuing Education. We are especially pleased to serve as the academic Faculty for this program providing both review of the initial submission and overview of ongoing curriculum issues.

Yours sincerely,

Dr. Alan J. Neville BMed Biol (Path),
MBChB, MEd FRCP (Lond), FRCPC
Professor, Department of Oncology
Vice Dean, Health Professional Education
Faculty of Health Sciences
McMaster University

AJN/jmd

c.c. Dr. James MacKillop, Director, Peter Boris Centre for Additions Research
Dr. Lorraine Carter, Director, Centre for Continuing Education



Arts & Science Program

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15 August 2018

TO: Members of Undergraduate Council

FROM: Dr. Jean Wilson, Director
Arts & Science Program

RE: **McMaster Discovery Program Certificates of Completion**

The McMaster Discovery Program (MDP), administered by the Arts & Science Program, annually offers a university-level, non-credit course to members of the greater Hamilton community. The aims of the MDP correspond to those of similar initiatives across Canada: to create the opportunity for local residents to take a course in the liberal arts tradition, to inspire a passion for lifelong learning, and to foster engagement and mutual learning between the university and the communities it aspires to serve.

Since its inception in 2011, over 150 students have completed the McMaster Discovery Program. These graduates have previously experienced financial, health, social, attitudinal, or other barriers to higher-learning opportunities; access to a university-level course and its completion are thus milestones that are both socially significant and personally meaningful to Discovery students and their families. We would like to acknowledge the hard work and dedication of MDP graduates by awarding them an official McMaster Certificate of Completion. After seven years of issuing informal certificates of achievement, the McMaster Discovery Program welcomes the move to have the noteworthy accomplishments of its graduates recognized by McMaster University under the new Certificate of Completion guidelines. As per these guidelines, the course includes a minimum of 30 contact hours and includes an evaluation of the student's learning. The student must demonstrate competency in the material as determined by evaluation methods such as an exam, paper, project, presentation, etc. The record of completion will be kept by the Arts & Science Program. The course description notes the non-credit status of the course, details of student assessment, and that a "Certificate of Completion" will be awarded for successful completion. There are no specific academic admission requirements and there is no credit granted towards degree program studies.

Respectfully submitted,

Dr. Jean Wilson, Director
Arts & Science Program



McMaster University

awards

Melissa Ricci

Certificate of Completion

McMaster Discovery Program

Dated December 8, 2018 at Hamilton, Ontario.

President and Vice-Chancellor

Course Professor