

**SENATE**  
**Wednesday, February 14, 2024 at 3:30 PM**  
**Gilmour Hall, Council Room (Room 111)**

**AGENDA**

*NOTE: Members who wish to have items moved from the Consent to the Regular Agenda should contact the University Secretariat before the Senate meeting. Members may also request to have items moved when the Agenda is presented for approval.*

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**OPEN SESSION**

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**CONSENT**

**2. Minutes of the Previous Meeting – January 17, 2024 (Open Session)**

**3. Report from the Senate Executive Committee**

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**1. Actions Taken on Behalf of Senate: Terms of Reference**

[a. Establishment of the Joseph & Amy Ip Chair in Bio-Innovation](#)

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**4. Business Arising**

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**7. Report from Graduate Council**

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**REPORT TO THE SENATE  
FROM THE  
EXECUTIVE COMMITTEE**

**Open Session (Consent)**

On January 31, 2024, the Senate Executive Committee approved the following recommendation on behalf of Senate. The item is being reported to Senate for information.

**1. Actions Taken on Behalf of Senate: Terms of Reference**

**a. Establishment of the Joseph & Amy Ip Chair in Bio-Innovation**

Due to timing, this item was sent to the Executive Committee for approval on behalf of Senate.

**SENATE: FOR INFORMATION  
February 14, 2024**

**REPORT TO THE SENATE EXECUTIVE COMMITTEE  
FROM THE  
COMMITTEE ON APPOINTMENTS**

**Open Session (Regular)**

At its meeting on January 22, 2024, the Committee on Appointments approved the following recommendation and now recommends it to the Senate Executive Committee for approval on behalf of Senate:

**1. Terms of Reference**

- a. Establishment of the Joseph & Amy Ip Chair in Bio-innovation

It is now recommended,

**that the Senate Executive Committee approve, on behalf of Senate, for recommendation to the Board of Governors, the establishment of the Joseph & Amy Ip Chair in Bio-Innovation, as circulated.**

**SENATE EXECUTIVE COMMITTEE: FOR APPROVAL  
January 31, 2024**




## MEMORANDUM

**Date:** December 14, 2023

**To:** Senate Committee on Appointments

**Cc:** Susan Tighe, Provost & Vice-President, Academic  
Steve Hranilovic, Vice-Provost & Dean of Graduate Studies

**From:** Heather Sheardown, Dean and Professor 

**SUBJECT:** **New Terms of Reference – The Joseph & Amy Ip Chair in Bio-innovation**

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Following receipt of a generous gift of \$1,000,000 to establish The Joseph & Amy Ip Chair in Bio-innovation as per the attached gift agreement, and in preparation for a search to select a Chair for a five-year term, I wish to recommend the attached terms of reference for approval by the Senate Committee on Appointments at their upcoming meeting on December 11<sup>th</sup>.

A copy of the terms of reference is attached and has been revised to remove wording related to the Donor's participation in the selection process. The Donor will not be involved in that process as per the standard process. The term 'institute' has been used to maintain consistency in the wording.

To confirm, every donor-funded chairholder in the Faculty of Engineering prepares an annual stewardship report for the information of the donor.

Thank you.

**TERMS OF REFERENCE**  
**THE JOSEPH & AMY IP CHAIR IN BIO-INNOVATION**

**FUNCTIONS:**

The **Joseph & Amy Ip Chair in Bio-innovation** is a research leadership position to oversee a joint engineering and health sciences institute. The primary objective of this role is to create and share biomedical engineering-focused knowledge and work using an interdisciplinary approach in the area of bio-innovation.

**ACCOUNTABILITIES:**

The holder of the Chair will provide an annual report of their teaching and research activities to the Dean of the Faculty of Engineering, who will provide a copy to the Donor.

The incumbent will acknowledge that they hold **The Joseph & Amy Ip Chair in Bio-innovation** at McMaster University in all publications, lectures, and any other activities supported through the Fund.

This Chair will be a highly accomplished researcher and visionary leader who, over a five-year term, will spearhead the continued collaboration between the Faculty of Engineering and the Faculty of Health Sciences, develop a sustainable plan for the launch of a proposed bio-innovation institute, and build a strong team of scientists, professors, students, research coordinators and assistants who will be critical to the growth of artificial intelligence in healthcare and bioengineering in Canada and internationally.

**TIMELINES:**

August: Annual Chair Report will be available for the Dean to present to the Donor

**QUALIFICATIONS/ATTRIBUTES OF A SUCCESSFUL CANDIDATE:**

The ideal candidate for this position will be an accomplished researcher, excellent undergraduate mentor, and full-time continuing faculty member within the Faculty of Engineering. The incumbent should have extensive experience in graduate and undergraduate education; a strong understanding of and commitment to experiential education in engineering; experience working with diverse communities and furthering equity and inclusion goals in higher education; demonstrated success in networking, collaboration and securing research funding from a variety of sources; and excellent interpersonal and communication skills.

**DURATION OF APPOINTMENT**

5-year term, renewable

**SELECTION PROCESS**

An ad hoc Selection Committee, constituted and chaired by the Associate Dean, Research, Innovation & Partnerships, will seek nominations and complete a selection process every five years or if/when the chair becomes vacant.

Drafted: November 1, 2023  
Revised: December 14, 2023

**REPORT TO SENATE  
from the  
GRADUATE COUNCIL**

**For Approval (attachments)**

**I. Curriculum Revisions**

At its meeting on November 14<sup>th</sup> Graduate Council approved the following changes

- For the M.Sc. in eHealth a change to program requirements to remove the scholarly paper option and replace it with a capstone course;\*
- The cancellation of the Digital Reality Stream in the Master of Engineering Design.

It is now recommended,

**that the Senate approve the curriculum revisions, for inclusion in the 2024-2025 Graduate Calendar, as circulated.**

**For Information**

**II. Faculty of Engineering**

At the same meeting Graduate Council approved the following changes:

- The removal of a required zero-unit course, an update to the language for the recommended technical electives and the addition of two new cross-disciplinary electives for the Master of Engineering Design program;
- The removal of a required zero-unit course and the addition of two new cross-disciplinary electives for the Master of Engineering and Public Policy Program;
- The removal of a required zero-unit course, the addition of a new 'other core course' option for the Biomanufacturing stream, the addition of new recommended electives in the Discrete Manufacturing stream and the combination of professional development and cross-disciplinary requirement lists, along with two new courses added to this combined list for the Master of Engineering in Manufacturing Engineering program;
- The removal of a required zero-unit course, the addition of a core course for the Digital Manufacturing Stream and Automation & Smart Systems, the replacement of four 1.5-unit courses with two 3-unit courses and the combination of professional development and cross-disciplinary requirement lists, along with two new courses added to this combined list for the Master of Engineering Systems and Technology.

**III. New Awards**

**Name of Fund:** The Thomas and Lianne Dean MBA Bursary

**Terms of Reference for Fund:**

*Established in 2023 by Thomas (MBA '92) and Lianne Dean. To be awarded by the School of Graduate Studies, to a student in the MBA program who demonstrates financial need.*

**Name of Fund:** The Alan Hitchen Memorial Chemistry Graduate Scholarship

**Terms of Reference for Fund:**

*Established in 2023 in memory of Alan Hitchen, B.Sc. Hons. (Class of '51). To be awarded by the School of Graduate Studies, on the recommendation of the Faculty of Science, to graduate students enrolled in the Faculty of Science who demonstrate academic and research excellence in chemistry and/or chemical biology.*

**Name of Fund:** The Don Morrison Scholarship

*Established in 2022 by Heather Sheardown, B. Eng. (Class of '89) in memory of her father, Don Morrison, a man who valued both work and recreation, connected through his music, and loved deeply. To be awarded by the School of Graduate Studies on the recommendation of the Faculty of Engineering, to graduate student who self-identifies as female, in an Engineering program who demonstrates academic and research excellence.*

\*Also approved by the Faculty of Business and Health Sciences

[Note: A complete file for the information items listed above is available in the Graduate Council office, [cbryce@mcmaster.ca](mailto:cbryce@mcmaster.ca).]



**Recommendation for Change in Graduate Curriculum – For Change(s) Involving Degree Program Requirements / Procedures / Milestones**

**Please read the following notes before completing this form:**

1. This form must be completed for all changes involving degree program requirements/procedures. All sections of this form must be completed.
2. An electronic version of this form (must be in MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).
3. A representative from the department is **required to attend** the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT</b>	DeGroote School of Business		
<b>NAME OF PROGRAM and PLAN</b>	eHealth		
<b>DEGREE</b>	MSc eHealth		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>			
Is this change a result of an IQAP review? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Creation of a New Milestone <input type="checkbox"/>			
<b>Change in Admission Requirements</b>	<input type="checkbox"/>	<b>Change in Comprehensive Examination Procedure</b>	<input type="checkbox"/>
<b>Change in the Description of a section of the Graduate Calendar</b>	<input checked="" type="checkbox"/>	<b>Change in Course/Program Requirements</b>	<input checked="" type="checkbox"/>
<b>Other Changes:</b>	<input checked="" type="checkbox"/>	<b>EXPLAIN:</b> additional course requirement, removal of the scholarly paper (tracked as a milestone), and changes to grad calendar and the program website	

**Describe the existing requirement/procedure:**

Currently course-based students (full and part-time) complete a scholarly paper as a *milestone* near the end of their program. This is done independently and offers students an opportunity to explore a topic of interest in more depth under the supervision of first and second readers (at least one McMaster faculty member).

Full-time students are required to take 4 core courses, 4 electives, and complete an 8-month internship, and the scholarly paper. They progress through the program with 8 months of course work (fall/winter; 4 core and 2 electives), the 8-month internship (summer/fall), and then complete final 2 electives and their scholarly paper in their second winter term (20-month program). They are guided through optional scholarly paper preparation steps during the internship phase by the 3 faculty co-leads. Students frequently complete their scholarly paper into the spring semester.

Part-time students work in the field of eHealth/digital health and complete 4 core and 4 elective courses and a scholarly paper over 9 terms. They do not complete an internship.

**Provide a detailed description of the Recommended Change (*Attach additional pages if space is not sufficient.*)**

**Recommended change:** Replace the scholarly paper milestone with a capstone course designed around projects with a problem statement—identified by students or industry partners. Students would conduct background research, analysis, consider/potentially prototype solutions, and present their findings. The capstone course would be mostly virtual to facilitate the participation of part-time students, course consultants and partners. *The course would include individual preparation work in the fall (during internship for full-time students) and the majority of the work in the winter (course syllabus provided).*

- Fall: Asynchronous modules on foundational topics (e.g., project management, communication). Identify groups and prepare problem statements.
- Winter: Conduct research on the problem, consider options and solutions, develop report and present to partners/instructors.

**Rationale for the Recommended Change (How does the requirement fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review?):**

The 2020 IQAP review of the MSc eHealth program at McMaster recommended considering a design-focused capstone project as an alternative, complement, or replacement for the scholarly paper as a culminating milestone. Associate Deans from the 3 faculties have also expressed the need for a course that integrates the 3 disciplines. A capstone course allows students to integrate the knowledge gained across the core courses, their electives, and internship/work experience and apply that knowledge to a real-world project outside the traditional classroom environment. In doing so, this course supports an experiential learning process and enforces program learning objectives:

1. Students will have foundational knowledge in the eHealth disciplines of business, health sciences, and engineering.
2. Students will integrate knowledge across the eHealth disciplines of business, health sciences, and engineering.
3. Students will be critical thinkers.
4. Students will have professional skills.
5. Students will work collaboratively in interdisciplinary teams.
6. Students will have research expertise.

With funding from the MacPherson Institute Garden Grant program, we assessed the desirability, feasibility, and potential sustainability of an interdisciplinary capstone project course for course-based students (thesis students would be unaffected). The project steering committee led by Cynthia Lokker included: eHealth Director (Wagner-DSB), 3 Faculty coordinators (Maccio-Engineering; Barr-DSB; Lokker-FHS), the eHealth employer relations manager (Leyland), and 3 eHealth students (part- and full-time; current and alumni). Two current eHealth students and an instructional designer (also an alumni) were hired to support the work.

Methods: We conducted 1) a student survey (n=86 students), 2) three focus groups (n=17 students), 3) an environmental scan of capstone courses, and 4) key informant interviews with capstone course instructors. We informally shared the findings with our department leadership to identify any concerns across the faculties and have considered these in our proposal. Key concerns were resourcing and impact on eHealth faculty workloads. With an instructional designer, we developed a capstone course as an alternative to the scholarly paper (syllabus provided).

**What we learned:**

- 45 (52%) survey respondents indicated a preference for a capstone project and its associated benefits.
- Students also appreciate the independent research of a scholarly paper, though they want more structure to the process.
- Capstone courses range in duration ( $\geq 1$  semester), number of projects (grand challenge vs many challenges), and source (student-identified, industry-sourced). They can be resource intensive. *Students would like to have choice to work on a project alone or in groups, on self-identified or industry-sources challenges.*

**Provide implementation date: (*Implementation date should be at the beginning of the academic year*)**

Change to grad calendar for 2024; course will be offered fall 2025

**Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:**

Key considerations:

- Faculty coordinator time commitment: Currently the coordinators are academic advisors for 1/3 of the students each. This includes **undocumented** student support commitments as students develop their scholarly paper proposals (normally during internship), and often acting as first or second reader of the paper. In the proposed capstone course, the 3 faculty coordinators will act as consultants during the winter terms with a reduction in their undocumented time commitment.
- On-time completion of the program: Having a required capstone course within semester structures will increase on-time completion since students sometimes stumble with the self-directed nature of the scholarly paper and therefore graduate late.
- Resourcing: The program would pay for a sessional instructor to manage the course and industry sourced projects/relationships (one sessional across two terms, half per term). The eHealth program budget is healthy and can absorb this cost.
- Curriculum change: The program would be adding a required course and removing a milestone.
- Two-semester 3-credit course: There are examples of 700-level courses similar to our proposal that are group project-based with non-traditional timing (i.e., work is done across semesters).
- Impact on student progression through the program: The flow of part- and full-time students through the program (Current State vs. Future State) is shown below. The greatest impact is on part-time students adding capstone prep in fall term 7 (*though part-time enrollment has been dropping due to the in-person nature of the program and new online options at other institutions*). Students currently do scholarly paper preparations while on internship.
- There is 1 part time student who will complete their paper after all other concurrent students are required to take the capstone course. The student and their advisor will continue to support the scholarly paper process. Once that student has completed the scholarly paper, we will remove the milestone.

**Provide a description of the recommended change to be included in the calendar (please include a tracked changes version of the calendar section affected if applicable):**

Disciplines

The eHealth program is offered in collaboration of the Faculties of Health Sciences, Engineering, and Business. All eHealth students are required to complete four core courses across the disciplines. A variety of elective courses in each discipline are available to cater to individual interests. Students are assigned an academic advisor upon entry to the program to assist them with course selection and navigation through the program. All students must participate in and contribute to a weekly seminar series during their on-campus semesters. These seminars are designed to acquaint students with recent advances in the eHealth field, build skills sets, supplement course content, and to introduce them to experts in industry, government and research.

Admission

Students entering the eHealth program may be admitted from a variety of suitable undergraduate degrees. They will belong to a community with a variety of backgrounds in related fields, with common interests in information technology to support health services delivery and research. The main requirements are a passion for the study of eHealth, a background in computing and a strong interest in the use of computing support in health care applications. Students must present evidence that they have taken a minimum of two computer science-related courses at the undergraduate or community college level. One of these courses must be in any programming language. The second course must be in either data base design or data structures and algorithms. A background in health sciences, life sciences, business, or computer science is an asset, but not a requirement. The Admissions Committee will judge each candidate's suitability for the program. A minimum B+ average in the final year of a four-year undergraduate degree program is required for admission. Applicants for the full-time options must also attend a face-to-face interview that evaluates their suitability for an eight-month internship, a required component of the program. English language competency testing is also required for those without post-secondary study conducted in English.

#### [Degree Options and Internship](#)

A candidate for the M.Sc. eHealth degree may choose to take the program either full-time or part-time. The full-time program has two options: thesis or course-based. In the thesis option, students must complete the required courses plus one elective course (a total of five courses). In addition, students must complete and defend a thesis successfully. The thesis option is not open to part-time students. Completion of the M.Sc. thesis option is the preferred route to a Ph.D. program in a similar field (e.g., Health Research Methodology, Computer Science, Business). In the course-based option (which may be taken full or part-time), students take the five required courses and four electives selected (for a total of nine courses). All courses must be completed with at least a B- standing.

Students taking the thesis option are expected to complete their programs and submit their theses within 24 months of registration. Full-time students taking the course-based option are expected to complete their programs within 20 months, including a culminating capstone project course integrating knowledge gained during the eHealth program core courses and applying that knowledge to a real-world project outside the traditional classroom environment.. Full time students are limited to a maximum of three years from initial registration. Part-time students are expected to complete their programs within four years of registration, and are limited to a maximum of five years. Part-time students are also required to complete a scholarly paper relevant to eHealth.

In addition to coursework, all full-time students must satisfactorily complete an eight-month internship with a company, healthcare institution, or government agency. In most, but not all cases, the internship will be a paid position.

**eHealth Courses**

All required and elective courses are half courses. Required courses must be taken in the first and second semester of study by full-time students, and early in the program for part-time students.

Required Courses for all students:

EHEALTH 705 / Statistics for eHealth

EHEALTH 724 / Fundamentals of eHealth and the Canadian Health Care System

EHEALTH 736 / Management Issues in eHealth

EHEALTH 757 / Modern Software Technology for eHealth

Course-based students:

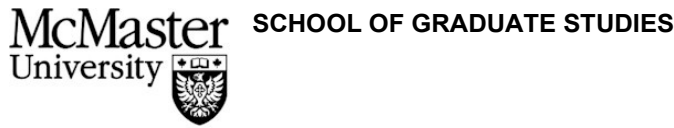
EHEALTH 706 / eHEALTH CAPSTONE

**Contact information for the recommended change:**

Name: Cynthia Lokker Email: [lokkerc@mcmaster.ca](mailto:lokkerc@mcmaster.ca) Date submitted: Nov 1, 2023

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, [cbryce@mcmaster.ca](mailto:cbryce@mcmaster.ca)

Approval Items highlighted in gray



**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S)  
INVOLVING DEGREE PROGRAM REQUIREMENTS / PROCEDURES / MILESTONES**

**IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for **ALL** changes involving degree program requirements/procedures. **All** sections of this form **must** be completed.
2. An electronic version of this form (must be in MS WORD **not** PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).
3. A representative from the department is **required to attend** the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<b>DEPARTMENT</b>		W Booth SEPT	
<b>NAME OF PROGRAM and PLAN</b>		Engineering Design	
<b>DEGREE</b>	M.Eng.		
<b>NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)</b>			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
<b>CHANGE IN ADMISSION REQUIREMENTS</b>		<b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b>	<b>CHANGE IN COURSE REQUIREMENTS</b> X
<b>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</b>		<b>EXPLAIN:</b>	
<b>OTHER CHANGES</b>	<b>EXPLAIN:</b>		

Approval Items highlighted in gray

**DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:**

1. SEP 771 is a 0-unit seminar series that is required for all full-time students in all W Booth Grad programs.
2. Strongly recommended technical electives include SEP 757 OR SEP 758
3. Currently there are 7 cross-disciplinary elective options
4. Currently there are two streams in MED – Product Design and Digital Reality

**PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (*Attach additional pages if space is not sufficient.*)**

1. Removal of SEP 771 as a requirement from MED program
2. Remove the "OR" from the strongly recommended electives. Both SEP 757 and SEP 758 can be taken as electives.
3. Add two cross-disciplinary electives – SEP 6xx3 Entrepreneurial Thinking & Innovation & SEP 6xx3 Fundamentals of Marketing (courses approved in October 2023 GCPC Meeting)
4. Removal of Digital Reality Stream

**RATIONALE FOR THE RECOMMENDED CHANGE (How does the requirement fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review?):**

1. Removal of SEP 771:  
The Practitioner's Forum is a zero-unit mandatory course, and it comes with a set of unique challenges. The initial challenge arises from the fact that students pay no tuition for this course due to the newly adopted credit-based tuition system. The second challenge revolves around the instructor's compensation, as they cannot receive regular payment based on teaching load or overload, primarily because this course carries no credit units. The third one lies in the course's Pass and Fail grading mechanism, which can be challenging to assess comprehensively. Thus, we suggest to remove this requirement.
2. SEP 757 AND SEP 758 as recommended electives:  
Both of these courses are now recommended as some projects involve both hardware and software and the breadth of skills provided by the two courses helps students explore a wider range of solutions for project clients.
3. Adding two new Cross-disciplinary courses:  
The two new entrepreneurial and marketing courses, "SEP 6xx3 Entrepreneurial Thinking & Innovation" and "SEP 6xx3 Fundamentals of Marketing," offer students an excellent opportunity to delve into the mindsets of entrepreneurial thinking and market analysis. These aspects are currently missing from our cross-disciplinary courses.
4. Removal of Digital Reality Stream:  
The Digital Reality stream has never been officially offered to applicants. Unfortunately, the MED program was unable to implement this stream and there is no intention to offer it in the future.

**PROVIDE IMPLEMENTATION DATE: (*Implementation date should be at the beginning of the academic year*)**



Approval Items highlighted in gray

Fall 2024
<b>ARE THERE ANY OTHER DETAILS OF THE RECOMMENDED CHANGE THAT THE CURRICULUM AND POLICY COMMITTEE SHOULD BE AWARE OF? IF YES, EXPLAIN.</b>
<b>PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR (please include a tracked changes version of the calendar section affected if applicable):</b>
<h1>Engineering Design, M. Eng</h1> <hr/> <p>Innovative new designs and the ability to improve performance of existing systems have become a basis for a competitive advantage in the marketplace. Innovativeness, performance, environmental sustainability, safety, usability, desirability, viability and efficiency are integral parts of the requirements in the design of industrial products, healthcare products, large-scale systems, or software solutions. Within this complex set of constraints, successful engineers and engineering managers must be able to lead transformation of an idea to a complete design by working in interdisciplinary teams and with stakeholders. The Master of Engineering Design program provides its participants with technical expertise and leadership capabilities required to innovate and to lead technically-oriented organizations. The M.Eng. Design program emphasizes development of competencies in Design Thinking and innovations methodologies, as well as leadership, collaboration, and management skills to lead diverse teams. These competencies are combined with advanced technologies to enable design and implementation of solutions which integrate digital reality with the physical world to deliver solutions for daily living or for complex IT or industrial systems.</p> <p>The following streams are currently offered in the Program:</p> <p>Product Design: Design Thinking approach to development of products and services. Digital Reality: Design of augmented-, virtual-, and mixed-reality immersive experiences.</p> <h2>Admission</h2> <hr/> <p>In addition to the general requirements for entry into a graduate program in Engineering, students must hold a four-year engineering undergraduate degree or</p>

Approval Items highlighted in gray

equivalent, with at least a B- average (equivalent to a McMaster 7.0 GPA out of 12) in the final year in all courses in the discipline, or relating to the discipline, in which the applicant proposes to do graduate work. Students with a degree in Science, Technology or Mathematics will also be considered.

Strong letters of recommendation are also required. Applicants will be required to complete an online interview.

Professional work experience will be desirable, but not essential.

Candidates may be enrolled on a full- or part-time basis. Full-time students will complete the degree in 24 months with an accelerated path to complete in twelve consecutive months. Students are admitted for September. Part-time students will normally be expected to complete the program in three years and one term (40 months).

Prospective applicants who did not attain the required standing in their undergraduate degree, but who have at least four (4) years of relevant work experience, should discuss their situation with the Program Lead. If the experience is deemed sufficient, the Program Lead may then recommend a live interview. Evidence of ability to do graduate work will still be required. (See Sections [2.1.1 Admission Requirements for Master's Degree](#) and [2.1.5 Admission of Students with Related Work Experience or Course Work beyond the Bachelor's Degree](#) in the Graduate Calendar.)

McMaster Students may receive advanced standing for up to two courses (note that a maximum of two 600-level courses can count towards a SEPT graduate program) with the approval of the Associate Dean of Graduate Studies.

## Curriculum

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The curriculum has three main components:

- 1. Professional Development** courses that will enable M.Eng. Design graduates to deal with complex situations in the work environment, to lead teams, and to manage projects.
- 2. Courses Relevant to the selected stream:** some courses are mandatory for a given stream while others are elective.
- 3. An M.Eng. project** that requires synthesis of knowledge from various disciplines.

## Product Design Stream

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Innovative and creative systems, solutions, and product designs are emphasized through design in a collaborative design studio environment. The interdisciplinary nature of the

#### Approval Items highlighted in gray

program enables its participants to work on a variety of design work, such as industrial machinery, consumer products, automotive, etc.

The following course requirements need to be fulfilled by the candidates:

- 10 courses (30 units)
- 5 mandatory courses
- 4 technical elective courses
- 1 cross-disciplinary elective course

## Mandatory Courses

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Candidates are required to take the following five half courses (15 units):

- [SEP 700 / M.Eng. Project in Engineering Design Part I](#)
- [SEP 700 / M.Eng. Project in Engineering Design Part II](#)
- [SEP 760 / Design Thinking](#)
- [SEP 761 / Design Thinking II](#)
- [SEP 773 / Leadership for Innovation](#)

OR

- [SEP 6EL3 / Leading Innovation](#)

## Technical Electives

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Candidates are required to take four half courses (12 units) which should be selected from graduate courses offered by departments within the Faculty of Engineering. Candidates are required to have their elective course selection approved by the Associate Director of Graduate Studies in SEPT.

Strongly recommended:

- [SEP 757 / Rapid Prototyping](#)
- [SEP 758 / Software Design Tools and Methods](#)

Other recommended electives include:

- [SEP 6CG3 / Fundamentals of computer graphics and animation development](#)
- [SEP 6VE3 / Visual effects and animation production technology](#)
- [SEP 714 / Workflow Management for Animated Prototypes](#)

Approval Items highlighted in gray

- [SEP 715 / Rendering techniques](#)
- [SEP 791 / Augmented Reality, Virtual Reality and Mixed Reality](#)
- [SEP 792 / GPU Intensive applications for real-time projects](#)

## Cross-Disciplinary Electives

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Candidates are required to take one half course (3 units) which should be selected from the following approved cross-disciplinary elective list.

- [SEP 6xx3 / Entrepreneurial Thinking & Innovation](#)
- [SEP 6xx3 / Fundamentals of Marketing](#)
- [SEP 6X03 / LIVABLE CITIES, THE BUILT AND NATURAL ENVIRONMENT](#)
- [SEP 709 / Emerging Issues, Technology and Public Policy](#)
- [SEP 710 / International Governance and Environmental Sustainability](#)
- [SEP 729 / Manufacturing Systems](#)
- [SEP 731 / Lean Six Sigma for Engineering](#)
- [SEP 770 / Total Sustainability Management](#)
- [SEP 777 / Cyber-Physical Systems and Industry 4.0](#)
- [SEP 790 / Emerging Technologies for Engineering Enterprise Innovation](#)
- [SEP 793 / Entrepreneurial Opportunity Identification](#)
  
- 

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### CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Zhen Gao

Email: [gaozhen@mcmaster.ca](mailto:gaozhen@mcmaster.ca)

Extension:

Date submitted: Nov 23

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, [cbryce@mcmaster.ca](mailto:cbryce@mcmaster.ca)

SGS/2013

Approval Items highlighted in gray

**REPORT TO THE SENATE**  
from the  
**UNDERGRADUATE COUNCIL**

**FOR APPROVAL**

**1. New Concurrent Certificate Programs**

At its meeting on January 30, 2024, the Undergraduate Council reviewed and approved four new Concurrent Certificate Programs. Further details can be found in the circulated materials.

- a. **Concurrent Certificate in Sustainability**
- b. **Concurrent Certificate in Environmental Sustainability**
- c. **Concurrent Certificate in Kinesiology**
- d. **Skills for Life Concurrent Certificate**

It is recommended,

**that the Senate approve the *Concurrent Certificate Programs in Sustainability, Environmental Sustainability, Kinesiology*, as well as the *Skills for Life Concurrent Certificate* for inclusion in the *2024-2025 Undergraduate Calendar*, as circulated.**

**2. Program Name Change**

At the same meeting, the Undergraduate Council reviewed and approved the change in name of the Bachelor of Health Sciences (Honours) Program to the Honours Health Sciences program, including the Level II Transfer Program and the Child Health Specialization. Further details can be found in the circulated materials.

It is recommended,

**that the Senate approve the change in name of the *Bachelor of Health Sciences (Honours) Program* to the *Honours Health Sciences Program*, including the *Level 2 Transfer Program* and the *Child Health Specialization Program* for inclusion in the *2024-2025 Undergraduate Calendar*, as circulated.**

## FOR INFORMATION

### 3. Closure of the Honours Life Sciences – Sensory Motor Systems Specialization (B.Sc)

At its December 12, 2023 meeting, the Undergraduate Council reviewed and approved the Closure of the Honours Life Sciences – Sensory Motor Systems Specialization (B.Sc) and recommended it to the University Planning Committee for approval. Further details surrounding the Senate’s approval of the closure can be found in the Report from the University Planning Committee.

### 4. Minor Curriculum Revisions and Calendar Submissions for Inclusion in the 2024-2025 Undergraduate Calendar

At its January 30, 2024 meeting, the Undergraduate Council reviewed and approved minor curriculum revisions as proposed by the Faculties of Health Sciences, Humanities, as well as from the Arts & Science Program and the Office of the Registrar.

Documents detailing items for information are available for review on the [Secretariat’s website](#).

**Senate: FOR APPROVAL/INFORMATION**  
**February 14, 2024**

## Concurrent Certificate in Sustainability

### The Faculty of Engineering and the Academic Sustainability Programs Office

The Concurrent Certificate in Sustainability is administered by the Faculty of Engineering and overseen by the [Academic Sustainability Programs Office](#). Questions can be directed to [asp@mcmaster.ca](mailto:asp@mcmaster.ca).

With a focus on interdisciplinary, community-based, and experiential learning, this certificate helps prepare students to address complex issues of sustainability. This certificate recognizes students for having gained skills in critical thinking, interdisciplinary teamwork, community-engagement, and practical application.

### Notes

1. Please see the [Course Listings](#) section in the Undergraduate Calendar for a detailed description of the below courses.
2. Students should note that not all courses listed are available each year. As well, it is the student's responsibility to check carefully for prerequisites, co-requisites and enrolment restrictions.
3. All courses have enrolment capacities, and enrolment in courses cannot be guaranteed for certificates, even when prerequisites have been met.

### Certificate Requirements

Any student in an undergraduate program at McMaster may declare the Concurrent Certificate in Sustainability at the time of graduation providing they satisfy the following requirements.

### Requirements

*15 units total*

#### 3-15 units

from

- SUSTAIN 2SS3 – Advocating for Sustainability
- SUSTAIN 3SS3 – Community Engagement and Prototyping for Sustainability
- SUSTAIN 3S03 – Implementing Sustainable Change
- SUSTAIN 4S06 A/B – Leadership in Sustainability

#### 0-12 units

from

- SUSTAIN 1S03 – Introduction to Sustainability
- SUSTAIN/INSPIRE 2GS3 – Global Questions in Sustainability
- SUSTAIN 2IS3 – Intersectionality and Sustainable Development
- SUSTAIN 2S03 – Evaluating Problems & Sustainable Solutions
- SUSTAIN 2SD3 – Exploring the United Nations Sustainable Development Goals

**Note:** Students might also consider the Concurrent Certificate in Environmental Sustainability.



## Concurrent Certificate in Environmental Sustainability (ES)

### 1. Certificate Overview

The Concurrent Certificate in Environmental Sustainability (ES) will provide students with an opportunity to develop expertise in the related fields of environmental studies, environmental science, and sustainability. Students might also consider the *Concurrent Certificate in Sustainability*.

### 2. Academic Merit

#### Learning Outcomes:

By completing the courses required for the Concurrent Certificate in Environmental Sustainability, all students will:

- Understand fundamental environmental processes
- Understand the impacts of human activity on the environment
- Understand the complexities of notions of environmental sustainability
- Learn about the tools and techniques environmental and social scientists use to approach sustainability challenges
- Develop problem-solving and critical thinking skills; have the opportunity to develop hands-on expertise in fieldwork and research

#### Certificate Requirements:

Any student in an undergraduate program at McMaster may enroll in the Concurrent Certificate in Environmental Sustainability provided that they satisfy the following requirements:

Completion of 18 units as follows:

- **3 units**
  - ENVSOCY 2EI3 – Environment & Society: Challenges and Solutions
- **9 units from**
  - EARTHSC 2GG3 – Natural Disasters
  - EARTHSC 3CC3 – Earth's Changing Climate
  - ENVIRSC 2WW3 – Water and the Environment
  - ENVIRSC 3B03 – Ecosystems and Global Change
  - ENVIRSC 3IN3 – Internship in Earth and Environmental Sciences\*
  - ENVSOCY 2EK3 – Traditional Indigenous Ecological Knowledge
  - ENVSOCY 2TF3 – Food, Power, and Place
  - ENVSOCY 3EC3 – Environmental Catastrophes
  - ENVSOCY 3EE3 – Energy and Society
  - ENVSOCY 3EG3 – Politics of a Dying Planet
  - ENVSOCY 3EN3 – Northern Environments and Societies
  - ENVSOCY 3ER3 – Sustainability and the Economy
  - ENVSOCY 3LT3 – Transport Geography and Planning
  - ENVSOCY 3MI3 – Internship in Environment & Society\*

- ENVSOCY 3UP3 – Urban Planning  
\* Note – if internship placement is related to environmental sustainability

- **6 units from**

- ENVIRSC 4EA3 / ENVSOCY 4EA3 – Environmental Assessment
- ENVIRSC 4MI3 – Independent Study in Earth and Environmental Sciences\*
- ENVSOCY 4ET3 – Environmental Ethics and Policy
- ENVSOCY 4HH3 – Environment and Health
- ENVSOCY 4MS3 – Independent Study\*
- ENVSOCY 4US3 – Sustainable Cities

\* Note – if on an environmental sustainability topic

Justification: The School of Earth, Environment & Society (SEES), is the primary home of teaching and research on the environment. Additionally, SEES is an interdisciplinary school which has significant expertise, and a strong tradition, of teaching about environmental sustainability. Of fundamental interest in SEES are the human impacts on, and interactions with, the natural environment, and as such, through our undergraduate programs many of our courses focus on the issue of environmental sustainability. Environmental sustainability is one of the most pressing contemporary (and future) issues facing our world today and is of considerable interest to students at McMaster.

The environment can be taken to mean either the natural (physical) environment and/or the built (human) environment. SEES undergraduate courses and programs study the complex relationships between people and their environments, including ways that the natural and built environments are transformed through human activity, and vice versa.

Sustainability refers to those practices that support ecological and human health and vitality. The notion of sustainability presumes that resources are finite, and should be used conservatively, and wisely, with a view to long-term priorities and the consideration of the consequences of the ways in which resources are used. The United Nations' Sustainable Development Goals link human actions that meet the needs of the present without compromising the ability of future generations to meet their own needs. It is in this context that students in the School of Earth, Environment & Society, and those students pursuing this Concurrent Certificate will be challenged to consider environmental sustainability. In SEES we offer courses from Levels I through Level IV that cover introductory, intermediate, and advanced topics ranging from fundamental environmental processes to complex issues such as climate change and adaptation, water and food security, the biodiversity crisis, sustainable resource use, environmental equity and justice, and building sustainable cities and transit infrastructure. These courses appeal to our own program students, across our diverse undergraduate program offerings in Earth Science, Environmental Science, and our Bachelor of Arts programs in Environment and Society. These courses also appeal to students beyond our programs as they recognize the enormity of the environmental challenges facing our world today.

The Concurrent Certificate in Environmental Sustainability will allow both SEES program students, and those from any other program on campus, the opportunity to earn an additional academic credential that signals an in-depth knowledge of environmental sustainability, enhancing their opportunities for graduate studies and careers in growing employment fields such as sustainability managers, environmental, transportation or urban planners, and environmental impact assessment in either the not-for-profit sector, the private sector (i.e., consulting), and/or government.

Structure: The Concurrent Certificate in Environmental Sustainability will require students to complete a total of 18 units of course work, the majority of which would be delivered by the School of Earth, Environment & Society (SEES).

Resources: All of the courses offered as part of the Concurrent Certificate in Environmental Sustainability are already being offered in the School of Earth, Environment & Society; no new courses or teaching resources are required

## Concurrent Certificate in Kinesiology

Department of Kinesiology

The Concurrent Certificate in Kinesiology is administered by the Department of Kinesiology.

Ivor Wynne Centre, Room 219C, ext. 24462

kinug@mcmaster.ca

The Concurrent Certificate in Kinesiology provides non-kinesiology undergraduate students with an opportunity to develop and demonstrate knowledge and skills relevant to the field of kinesiology. The certificate recognizes students who have developed selected competencies in the interdisciplinary study of human movement and the impact of physical activity on health and disease.

### Certificate Requirements

Any student in a non-Kinesiology undergraduate program at McMaster may declare the Concurrent Certificate in Kinesiology at the time of graduation provided they satisfy the following requirements.

### Requirements

*KINESIOL 2Y03 and 2YY3 (or KINESIOL 1Y03 and 1YY3); or BIOLOGY 2A03 and registration in an Honours Biology - Physiology program is required in order to complete this concurrent certificate.*

*18 units total*

18 units  
from

- KINESIOL 2C03 - Neuromuscular Exercise Physiology
- KINESIOL 2CC3 - Cardiorespiratory and Metabolic Exercise Physiology
- KINESIOL 2Y03 - Human Anatomy and Physiology I
- KINESIOL 2YY3 - Human Anatomy and Physiology II
- KINESIOL 3B03 - Adapted Physical Activity
- KINESIOL 3HN3 - Human Neurophysiology
- KINESIOL 3V03 - Sport Psychology
- KINESIOL 4A03 - Advanced Biomechanics
- KINESIOL 4C03 - Integrative Exercise Physiology
- KINESIOL 4S03 - Exercise as Medicine
- KINESIOL 4SS3 - Human Aging: Biological and Lifestyle Influences
- KINESIOL 4TT3 - Neurorehabilitation and Robotics
- LIFESCI 2N03 - Human Nutrition for Life Science
- LIFESCI 3J03 - Human Biomechanics
- LIFESCI 3K03 - Neural Control of Human Movement
- LIFESCI 4Y03 - Applied Biomechanics

*Justification: Many non-kinesiology students regularly take our kinesiology courses and we would like to provide these students with the option to work towards a certification as a way to recognize and celebrate the knowledge and skills they have gained in kinesiology related to human movement and its impact on health and disease. Expertise in kinesiology is becoming increasingly important for careers in healthcare and industry.*

**REPORT TO UNDERGRADUATE COUNCIL**

**FACULTY OF HUMANITIES  
SUMMARY OF CURRICULUM CHANGES TO CERTIFICATE AND DIPLOMA PROGRAMS  
FOR THE 2024-25 CALENDAR**

**NEW PROGRAMS**

- The Humanities Concurrent Certificate: Skills for Life

\*\*\*\*\*

For a complete review of all changes, please refer to the November 2023 Faculty of Humanities Report to Undergraduate Council for changes to the 2024-2025 Undergraduate Calendar, found at <https://www.humanities.mcmaster.ca/about-the-faculty-of-humanities/faculty-meetings/>

## **NEW PROGRAMS:**

### **The Humanities Concurrent Certificate: Skills for Life**

The Faculty of Humanities cares deeply about the academic and post-academic success of its students. The courses are designed to provide a foundation for students to develop important academic and career-relevant skills such as oral and written communication, critical thinking, and digital literacy. The Humanities Skills certificate is designed to complement a student's disciplinary degree.

#### **Certificate Requirements**

##### **Notes**

1. All BA, Honours BA, and combined Honours BA students in the Faculty of Humanities who enter Humanities I in September 2024 will be required to complete the mandatory concurrent skills certificate
2. The following students will be exempt from completing the skills certificate:
  - a. Students who enter Music I or Integrated Arts I
  - b. Students who transfer into the Faculty of Humanities after Level I
  - c. Single Honours BA students in the Faculty of Humanities who complete a Specialized Minor in Commerce
3. Students who are exempt from the requirement to complete this skills certificate may nevertheless elect to do so by completing the above-mentioned courses. This concurrent skills certificate will be entered in the student's academic transcript upon graduation.

#### **Requirements**

##### **18 units total**

##### **9 units**

- HUMAN 1DL3 - Digital Literacy for the Humanities
- HUMAN 1HL3 - Humanities for Life: The Value of a Humanities Degree
- HUMAN 1VV3 - Voice and Vision: Words to Change the World

##### **3 units**

- HUMAN 2CP3 - Humanities Career Planning and Development

##### **3 units from**

- HUMAN 2AR1 - Adaptability and Resiliency
- HUMAN 2DU1 - Diversity and Intercultural Understanding
- HUMAN 2IC1 - Social Innovation and Social Change
- HUMAN 2PS1 - Problem Solving
- HUMAN 2TC1 - Teamwork and Collaboration
- HUMAN 3IF1 - Full-time internship\*
- HUMAN 3IP1 - Part time internship\*

\*HUMAN 3IF1 and HUMAN 3IP1 can only be taken once for credit as part of this unit requirement

##### **3 units from**

- HUMAN 2AR1 - Adaptability and Resiliency (if not previously taken)
- HUMAN 2DU1 - Diversity and Intercultural Understanding (if not previously taken)
- HUMAN 2IC1 - Social Innovation and Social Change (if not previously taken)
- HUMAN 2PS1 - Problem Solving (if not previously taken)
- HUMAN 2TC1 - Teamwork and Collaboration (if not previously taken)
- HUMAN 3IF1 - Full-time internship\* (if not previously taken)\*
- HUMAN 3IP1 - Part time internship\* (if not previously taken)\*

- HUMAN 3CL3 - Community Leadership at McMaster
- HUMAN 3CM3 - Leadership: Cross-Cultural Mentoring Lab
- HUMAN 3LM3 - Foundations of Ethical Leadership
- HUMAN 3W03 A/B/S - Applied Humanities 1
- HUMAN 4CM3 - Cross-cultural Mentoring and Coaching Practicum
- HUMAN 4LC3 - Boundaries and Bridges: Relationship Skills for Effective Leaders
- HUMAN 4RM3 - Boundaries and Bridges: Relationship Skills for Effective Leaders
- HUMAN 4SI3 - Innovation for Social Impact
- HUMAN 4W03 A/B/S - Applied Humanities 2

\*HUMAN 3IF1 and HUMAN 3IP1 can only be taken once for credit as part of this unit requirement

**Rationale:** *The Faculty of Humanities cares deeply about the academic and post-academic success of its students. To that end, we are proposing a mandatory Humanities Skills Certificate for students to develop foundational academic and career-relevant skills such as oral and written communication, critical thinking, digital literacy, collaboration and teamwork, and problem solving. These skills are regularly listed among the most desirable skills for employees, and by embedding this skills certificate into a students' disciplinary degree, we are upholding the fundamental values of a liberal arts education, whilst simultaneously meeting the external demands of community organizations and employers. Completing this skills certificate will allow our students to demonstrate to employers that they have developed important career-relevant skills during their undergraduate studies. As a required certificate for all Humanities students, it will constitute a visible, distinctive feature of a Humanities degree at McMaster. This certificate is not open to students outside the Faculty of Humanities.*

**FACULTY OF HEALTH SCIENCES**

**UNDERGRADUATE CURRICULUM REPORT TO  
UNDERGRADUATE COUNCIL**

**FOR THE 2024-2025 UNDERGRADUATE CALENDAR**

**November 28, 2023**

**APPROVED BY THE HEALTH SCIENCES EDUCATION  
COUNCIL NOVEMBER 8, 2023**

**APPROVED BY THE FACULTY OF HEALTH SCIENCES  
EXECUTIVE COUNCIL NOVEMBER 22, 2023**

**FACULTY OF HEALTH SCIENCES****REPORT TO SENATE****SUMMARY OF CURRICULUM CHANGES FOR 2024-2025**

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Health Sciences Curriculum Report for changes to the 2024-2025 Undergraduate Calendar, found at: [FHS Academic Calendar 2024-2025 - Final Draft 112223.pdf](#)

**NEW PROGRAMS:**

None

**PROGRAM CLOSURES:**

None

**MAJOR CHANGES:**

1. The B.H.Sc. (Honours) Program is proposing that it be renamed to the Honours Health Sciences Program. The proposal for renaming is attached.



## Proposal for Renaming the Bachelor of Health Sciences (Honours) Program

### Rationale

When the BHSc (Hons) Program began in 2000, BHSc and Midwifery were the only programs at McMaster granting the BHSc degree, followed by the Physician Assistant (PA) Program starting in 2008. Midwifery and PA are dominantly known by their professional designation rather than the degree name, and there is little or no overlap between the courses taken among the programs, so there was no confusion. However, in more recent years, the FHS has become home to several other undergraduate programs that grant the BHSc and BHSc (Hons) degrees: the Biomedical Discovery & Commercialization (BDC), Honours Biology & Pharmacology (BioPharm), Health Engineering, Science, & Entrepreneurship stream of the Integrated Biomedical Engineering & Health Sciences (HESE), and Honours Biochemistry (Biochem), with the new Integrated Rehabilitation & Humanities (iRH) Program set to take in its first cohort in Fall 2024.

Because the BHSc (Hons) Program uses the name of the degree itself as the Program name, the expansion of programs granting the BHSc degree has created an increasing degree of confusion about the distinction between the programs, not only among students themselves, but also in the broader university and beyond, the most significant of which are:

- Confusion about eligibility for prerequisites, scholarships, and awards: Language like “Prerequisite: Registration in Level 2 or above of the BHSc (Hons) Program”, or scholarships and awards named “BHSc (Hons) Program Travel Bursary” generates confusion about eligibility for students and faculty supervisors. Students in other FHS-BHSc programs often see this language and think *I am getting a BHSc (Hons) degree, so this includes me.*
- Incorrect referrals: It has become a regular occurrence to have to redirect phone calls or visitors who have been incorrectly sent to the BHSc (Hons) Program Office. It is also a somewhat regular occurrence for communications from the Academic Integrity Office, Student Accessibility Services, the Sexual Violence Prevention & Response Office, and other university officials to be misdirected to the Assistant Dean of the BHSc (Hons) Program instead of the students’ home program.
- Recruitment and applications: Recruitment activities for FHS undergraduate programs are complicated by confusion about the name of the BHSc Program. It is challenging to explain to applicants (and parents) that we have many programs that grant the BHSc (Hons) degree in addition to the BHSc (Hons) Program, and that the BHSc (Hons) Program is not the gateway to the other programs.

### Process and Consultations

This problem was first formally noted in the Assistant Dean’s renewal report in 2020, and we began to seriously investigate the possibility of a name change in summer 2022 after initial consultation with the

Dean, Executive Vice Dean, and Vice Dean – Education. Staff on the FHS Marketing Team incorporated some program identity-related questions as part of a website user survey and also solicited input from alumni in Fall 2022. The Assistant Dean has also engaged in consultations

with BHSc staff, faculty, instructors, and alumni over the past year to gauge reactions to the possibility of a name change and solicit ideas.

These discussions resulted in us narrowing in on 3 main options:

- (1) make no change, and develop strategies to minimize confusion for the different audiences;
- (2) make a minor change to the Program name (*Honours Health Sciences Program*) to enhance clarity, along with an internal communication strategy to explain the change within the university itself;
- (3) make a major change to the Program name (*Interdisciplinary Health Sciences Program*), along with an internal communication strategy to explain the name change, and an external marketing strategy to aim to minimize external confusion and retain our cachet in the Canadian post- secondary landscape.

On considering the relative merits and drawbacks of these 3 possibilities, we are recommending Option 2, as it will help to redress the internal confusion, bring more consistency to naming of programs in the FHS, retain the reputational position of the Program in recruitment and marketing, and will enhance recruitment and marketing for other FHS undergraduate programs by reducing confusion about the relationships among the various BHSc degree-granting programs.

#### **Recommendation**

We propose to initiate a process of changing the name of the *Bachelor of Health Sciences (Honours) Program* to the ***Honours Health Sciences Program (HHSP)***.

The new name would be incorporated into the official academic calendar in the upcoming cycle of curriculum revisions for approval by UGC and Senate, and we would begin its official implementation immediately following Senate approval (early 2024).



HEALTH SCIENCES

To: The Undergraduate Council

From: Rob Whyte, Vice Dean, Education, Faculty of Health Sciences

Date: January 30, 2024

Re: Proposed Name Change for the Bachelor of Health Sciences (Honours) Program

At the November 2023 meeting of the Undergraduate Council's Curriculum and Admissions Committee, the Faculty of Health Sciences put forward the attached proposal to rename the Bachelor of Health Sciences (Honours) Program. The proposed name change was accepted, subject to more details regarding the implementation timeline of the name change.

In January 2024, a team from the Registrar's Office met with the Assistant Dean and Program Manager of the Bachelor of Health Sciences (Honours) Program, for discussions. It was decided that the name change would be effective September 2024. Learners who enrolled September 2023 or prior would be given the option to choose the name of their degree, upon successful completion, since at the time of applying and enrolling, the program was named Bachelor of Health Sciences (Honours). All students enrolled fall 2024 or later, upon successful completion of the program, would receive the degree titled Honours Health Sciences.

**REPORT TO THE SENATE**  
from the  
**UNIVERSITY PLANNING COMMITTEE**

**FOR APPROVAL**

**1. Closure of the Honours Life Sciences – Sensory Motor Systems Specialization (B.Sc.)**

At its meeting on January 17, 2024 the University Planning Committee approved the closure of the Honours Life Sciences – Sensory Motor Systems Specialization (B.Sc.). Further details are contained within the circulated materials.

It is now recommended,

**that the Senate approve the closure of the closure of the Honours Life Sciences - Sensory Motor Systems Specialization (B.Sc.), as circulated.**

**Senate: FOR APPROVAL**  
**February 14, 2024**

December 5, 2023

To: Kim Dej, Vice-Provost Teaching and Learning

Re: *Honours Life Sciences - Sensory Motor Systems Specialization (B.Sc.), Undergraduate Program Closure*

Dear Kim,

Following consultation with the School of Interdisciplinary Science (SIS), the Faculty of Science is recommending that the Honours Life Sciences- Sensory Motor Systems Specialization (B.Sc.) be closed.

In 2017, bringing together School strengths in the area of neuroscience, biophysics and physiology, this limited enrolment program (capacity of 30 students) level 2 entry program was established as a means of providing Life Sciences students with the ability to focus more on sensory motor processes in humans. Since that time, there has been some faculty turnover, namely the departure of 2 key faculty members who taught in this program. Since then, SIS has lacked the faculty and subject matter expertise to be able to continue with the delivery of the Sensory Motor Systems Specialization curriculum.

Currently, SIS relies on sessional instructors or faculty from other units to deliver five of the Life Sciences courses in the SMS curriculum. With this reliance on, and turnover in sessional instruction, the School has seen a decreased consistency in course offerings and overall student experience in this program.

With approval, our plan is to phase out the Honours Life Sciences - Sensory Motor Systems Specialization (B.Sc.), with last entry into the program being September 2024. We will make a calendar note that students who had intended to register for this program should "contact an Academic Advisor in the Office of the Associate Dean, Undergraduate Studies to discuss other options". Moving forward, SIS will also begin discussions on possible new specializations that will cater to current student interests, while aligning with subject matter expertise of their current faculty complement.

Sincerely,



Rosa da Silva  
Associate Dean Undergraduate Studies, Faculty of Science

cc: Dr. Ana Campos, Director- School of Interdisciplinary Science  
Dr. Maureen MacDonald, Dean - Faculty of Sciences  
Ben O'Connor, Acting Assistant Dean Undergraduate Studies

**REPORT TO THE SENATE  
FROM THE  
COMMITTEE ON APPOINTMENTS**

**Open Session (Regular)**

At its meeting on January 22, 2024, the Committee on Appointments approved the following recommendations and now recommends them to Senate for approval:

**1. Terms of Reference**

- a. Establishment of the Dr. David Weaver Distinguished Engineering Professor and the Dr. Simon Haykin Distinguished Engineering Professor

It is now recommended,

**that the Senate approve the establishment of the Dr. David Weaver Distinguished Engineering Professor and the Dr. Simon Haykin Distinguished Engineering Professor, as circulated.**

- b. Revised Terms of Reference - Director, Minor in Innovation

It is now recommended,

**that the Senate approve the revised terms of reference for the Director, Minor in Innovation, as circulated.**

**SENATE: FOR APPROVAL  
February 14, 2024**




## MEMORANDUM

**Date:** January 5, 2024

**To:** Senate Committee on Appointments

**Cc:** Susan Tighe, Provost & Vice-President, Academic  
Steve Hranilovic, Vice-Provost & Dean of Graduate Studies

**From:** Heather Sheardown, Dean and Professor 

**SUBJECT:** **New Terms of Reference: Dr. David Weaver Distinguished Engineering Professor  
Dr. Simon Haykin Distinguished Engineering Professor**

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On behalf of the Faculty of Engineering, in preparation for the search and selection of distinguished honorifics in the Faculty of Engineering, I would like to recommend to the Senate Committee on Appointments the establishment of the Dr. David Weaver Distinguished Engineering Professor and Dr. Simon Haykin Distinguished Engineering Professor honorifics.

A copy of both terms of reference are attached.

Thank you.

## TERMS OF REFERENCE

### DR. DAVID WEAVER DISTINGUISHED ENGINEERING PROFESSOR

#### GENERAL

The Faculty of Engineering honours internationally recognized scholars who are research focused and student centred. The honorific of *Dr. David Weaver Distinguished Engineering Professor* is used to both recruit and retain such scholars.

#### RESPONSIBILITIES OF THE PROFESSORSHIP

Holders of the professorship will hold a full-time faculty appointment in the Faculty of Engineering. They will possess an outstanding record of transformative scholarship that is research focused and student centred. They will reinforce and extend the disciplines pursued by the Faculty of Engineering at McMaster by advancing the frontiers of knowledge in these areas. Incumbents will continue to provide evidence of innovations in discovery and show leadership in learning and engagement. They will be excellent citizens of the Faculty, participate fully in implementing its vision, and mentor new scholars, particularly by inspiring them to achieve further insight and innovations, and professional success.

The professorship will:

- Be an integral part of McMaster's vision of establishing a centre of excellence of international calibre in engineering innovations.
- Through creative and innovative teaching, research, and engagement, contribute at an international level to the body of engineering knowledge.
- Be, or, if newly recruited, have a demonstrated potential to be, excellent citizens of the Faculty of Engineering.

#### SELECTION PROCESS FOR THE PROFESSORSHIP

The Dean of the Faculty of Engineering will appoint a selection committee. This committee will recommend an appointment for approval by the Dean. Thereafter, the Dean of Engineering will report the appointment to the Senate Committee on Appointments for information.

#### TERM

The appointment to the professorship will be for an initial five-year period, with the understanding that renewal for an additional term is possible following a favourable review. The incumbent will acknowledge being the holder of the honorific, *Dr. David Weaver Distinguished Engineering Professor*, in all professional communications within and external to the university.



## TERMS OF REFERENCE

### DR. SIMON HAYKIN DISTINGUISHED ENGINEERING PROFESSOR

#### GENERAL

The Faculty of Engineering honours internationally recognized scholars who are research focused and student centred. The honorific of *Dr. Simon Haykin Distinguished Engineering Professor* is used to both recruit and retain such scholars.

#### RESPONSIBILITIES OF THE PROFESSORSHIP

Holders of the professorship will hold a full-time faculty appointment in the Faculty of Engineering. They will possess an outstanding record of transformative scholarship that is research focused and student centred. They will reinforce and extend the disciplines pursued by the Faculty of Engineering at McMaster by advancing the frontiers of knowledge in these areas. Incumbents will continue to provide evidence of innovations in discovery and show leadership in learning and engagement. They will be excellent citizens of the Faculty, participate fully in implementing its vision, and mentor new scholars, particularly by inspiring them to achieve further insight and innovations, and professional success.

The professorship will:

- Be an integral part of McMaster's vision of establishing a centre of excellence of international calibre in engineering innovations.
- Through creative and innovative teaching, research, and engagement, contribute at an international level to the body of engineering knowledge.
- Be, or, if newly recruited, have a demonstrated potential to be, excellent citizens of the Faculty of Engineering.

#### SELECTION PROCESS FOR THE PROFESSORSHIP

The Dean of the Faculty of Engineering will appoint a selection committee. This committee will recommend an appointment for approval by the Dean. Thereafter, the Dean of Engineering will report the appointment to the Senate Committee on Appointments for information.

#### TERM

The appointment to the professorship will be for an initial five-year period, with the understanding that renewal for an additional term is possible following a favourable review. The incumbent will acknowledge being the holder of the honorific, *Dr. Simon Haykin Distinguished Engineering Professor*, in all professional communications within and external to the university.



## MEMORANDUM

**Date:** January 18, 2024

**To:** Senate Committee on Appointments

**Cc:** Susan Tighe, Provost & Vice-President, Academic  
Steve Hranilovic, Vice-Provost & Dean of Graduate Studies

**From:** Heather Sheardown, Dean and Professor

**SUBJECT:** **Revised Terms of Reference – Director, Minor in Innovation**

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A change has been made to the recently approved terms of reference for the Director, Minor in Innovation to the first two sentences to better reflect the arrangements between the Faculty of Engineering and the DeGroot School of Business and the line at the bottom, "Reports to the Co-Directors of the Engineering & Management Program" has been removed from the Organizational Structure section.

A copy of the revised terms of reference is attached.

Thank you.

## **Terms of Reference**

### **Director, Minor in Innovation, Faculty of Engineering**

#### **Functions:**

The *Director, Minor in Innovation* is a leadership role responsible for the strategic development, implementation, and oversight of the Minor in Innovation, offered in collaboration by the Faculty of Engineering and the DeGroote School of Business. This position involves overseeing a team of staff and sessional faculty members and works closely with various stakeholders to promote innovation and entrepreneurship at McMaster University. The appointment is for a five-year term.

#### **Key Responsibilities:**

##### **1. Leadership and Strategy**

- Develop and implement a strategic vision for Minor in Innovation within the Faculty of Engineering and DeGroote School of Business, aligning it with the overall goals and missions of the Faculty and School.
- Provide leadership and guidance to staff and sessional faculty members involved in entrepreneurship and innovation activities.
- Collaborate with the Deans and Associate Deans (Faculty of Engineering, DeGroote School of Business), and the University at large (including the Associate Vice-President, Commercialization & Entrepreneurship) to identify opportunities for enhancing entrepreneurship and innovation learning opportunities.
- Ensure that all University and Faculty policies are followed.
- Co-ordinate ongoing publicity for the Minor in Innovation.
- Address student inquiries, concerns, and issues.

##### **2. Minor in Innovation Program Oversight**

- Take a lead role in the Innovation Minor, ensuring its alignment with the Faculty's and School's goals and objectives.
- Oversee the planning, development, and continuous improvement of the Minor's curriculum.
- Monitor student progress and assess the effectiveness of the Minor, making necessary adjustments to enhance the learning experience.

##### **3. Teaching**

- Assign teaching resources to the INNOVATE courses in the Minor.
- Lead curriculum planning and development.
- Ensure that administrative matters in connection with the Minor in Innovation are carried out, in particular that Faculty and University deadlines for the submission of examination copy, curricular revisions, student evaluations, final grades etc., are met.

##### **4. Budget Oversight**

- Manage the operating budget, ensuring efficient and responsible use of resources including events, recruitment, etc.
- Responsible for the TA allocation and the associated hiring processes.

#### **Organizational structure:**

Sits on the Innovation Minor Development Steering Committee

## The University Library

### Report to Senate, 2024

Submitted by: **Vivian Lewis (University Librarian)**  
February 6, 2024

**The University Library (UL)** is comprised of four physical locations: Mills Memorial Library (Humanities and Social Sciences), Innis Library (Business), the H.G. Thode Library of Science & Engineering and the Bertrand Russell Archives (Forsyth Avenue).<sup>1</sup>

In addition to its library and archives operations, the University Library oversees the technology in all 140 Registrar-controlled classrooms through its Campus Classroom Technology unit and co-leads the Lewis & Ruth Sherman Centre for Digital Scholarship in partnership with the Faculty of Humanities.

The University Library is led by the University Librarian (Vivian Lewis), who reports to the Provost and Vice-President, Academic (Dr. Susan Tighe).

**Workforce:** The University Library employs approximately 100 talented individuals. This number includes 29 librarians, 4 senior academic librarians, 9 professional managers, and 60 UNIFOR staff.

**Vision:** The University Library aspires to be a “catalyst of intellectual activity for the University and its community.”



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<sup>1</sup> The Health Sciences Library (HSL) is administratively separate from the University Library. The Director of the Health Sciences Library reports to the Vice-Dean, Faculty of Health Sciences.

## **Key Activities (2022/23 and 2023/24)**

### **Inclusive Excellence**

- Expanded the primary source content relating to Africa, Caribbean and Latin America.
- Opened the expanded Campus Accessible Technology Space (CATS Lab) to improve technology access and support for students with disabilities.
- Hired a new Diversity, Equity, Inclusion and Accessibility Strategist in partnership with HSL (funded through the Provost's STEER/R program).
- Hosted a series of events promoting collections, archival material and activities under the theme "Transformative Stories: Gender and Justice" with numerous campus and external partners (the Gender and Social Justice Department, Faculty of Humanities, Health Sciences Library, Indigenous Studies, Hamilton Public Library).



### **Teaching and Learning**

- Opened the new Virtual Reality space in the Lyons New Media Centre.
- Launched the expanded Open Educational Resources grant with MacPherson and the McMaster Students Union.
- Welcomed the Student Success Centre's Writing and Academic Skills team into Mills Library.
- Dramatically expanded use of Echo360 for lecture capture (23,200 users viewed 1.8M videos in 2022/23).

(Virtual Reality Lab, Lyons New Media Centre)



## Research and Scholarship

- Led the crafting of the campus Institutional Strategy for Research Data Management (RDM) mandated by the Tri-Agency.
- Established the SAF-funded Digital Research Commons Pilot in partnership with the CTO and the OVPR to build a more connected, research-centric approach to digital research support.



- Embarked on the “Hidden Collections” project to catalogue thousands of rare and unique printed materials held in Research Collections.
- Signed two new publishing agreements (Wiley and PLOS) that support the elimination of article publishing charges for McMaster authors in these journals. Special thanks to Health Sciences Library for developing the evaluation framework.

## Engaging Local, National, Indigenous and Global Communities

- Submitted a successful application to UNESCO to have the archives of First Nations author Basil Johnson added to the Canada Memory of the World Register. Worked with an Indigenous student to build an online exhibit through the Indigeners Program.
- Drafted a MOU with the Aanischaakamikw Cree Cultural Institute to ensure culturally-and community-appropriate access to the Harvey Feit collection.
- Hosted Canada’s cultural celebration of Jamaica’s 60<sup>th</sup> anniversary of independence.



## Operational Excellence

- Participating in the Budget Committee’s review of the University Library and Health Sciences Library budgets. Includes discussions of harmonizing some functions to reduce costs and improve service quality. Consolidated public computing.
- With the University Secretariat and the HSL Archivist, prepared a successful business case for a University Archive (to house the portion of McMaster’s corporate records with enduring historical value).

## **Strategic Initiatives for the Next Three Years**

### **Inclusive Excellence**

- Put our hiring practices under the microscope and make changes where they are needed. Accelerate the recruitment and retention of individuals from Equity-Deserving Groups.
- Conduct EDI collections analysis to ensure that the books, journals, maps and archival materials reflect diverse voices (works by and about Equity-Deserving Groups).
- Audit our physical spaces and signage to create more welcoming environments for members of Equity Deserving Groups.
- Engage in national and provincial efforts to remove offensive language from catalogues and finding aids.

### **Teaching and Learning**

- Assume a lead role on campus in developing student-facing resources re Generative AI.
- Expand the creation and use of Open Educational Resources at McMaster through the OER grant.
- Expand support for student engagement in Virtual Reality / Augmented Reality through Lyons New Media Centre. Increase equipment and expertise as demand requires.
- Increase capacity to support online learning (tutorials, guides, videos) in alignment with the Digital Learning Strategic Framework.
- Complete the technology upgrade in Registrar-controlled classrooms from analog to digital.

### **Research and Scholarship**

- Support the 5-year review of the Sherman Centre for Digital Scholarship.
- Support the SAF-funded Digital Research Commons Pilot (with the OVPR and CTO).
- Deepen our bench strength in support for Open Scholarship (MacSphere, Digital Archive, McMaster Journals, etc.)
- Complete the implementation plan for the campus Research Data Management (RDM) Institutional Strategy – as mandated by the Tri-Agency.
- Design, deliver, assess, and refine a bibliometrics service provisioned jointly by the University Library and Health Sciences Library.
- Upgrade the discovery platform for our internationally renowned Bertrand Russell correspondence. Seek out grant funding as required.

### **Engaging Local, National, Indigenous and Global Communities**

- Establish McMaster as the provincial hub for the National Community Scholars Program in partnership with Simon Fraser University.
- Expand our collections of print and digital materials by and about indigenous people.
- Expand our archival collections in Indigenous languages (primarily Anishinaabemowin and Haudenosaunee).
- Leverage our Caribbean collections to support the African & African Diaspora Studies program AND the University's new role as host of the Canada-Caribbean Institute.

## **Deep Dive #1: Reimagining Mills Library and the McMaster Museum of Art as “The Cultural Nexus” of Campus**

In late 2021, Carol Podedworny (Director of the McMaster Museum of Art) and Vivian Lewis (University Librarian) proposed the idea of conducting a feasibility study for a possible renovation of Mills Library and the McMaster Museum of Art to the Provost and the AVP Facilities. We framed the proposal as a “bold new vision for re-imagining the main library and the Museum as a “cultural nexus” for campus.

- To become a true catalyst for intellectual engagement, discovery and creativity on McMaster’s campus
- To reflect McMaster’s unique convergence of libraries, archives, and museum spaces in the life of scholars and students
- To foster collaboration across the two units and collections to support research, teaching, and public programming
- To signify McMaster’s commitment to its world-class cultural heritage with facilities that reflect their stature, including a shared preservation lab to provide ongoing care
- To create extraordinary, purpose-built learning environments for McMaster’s students and scholars to engage directly with these rare and unique materials
- To offer innovative, alternative object-based learning at the post-secondary level
- To create welcoming, barrier-free, and mental-health positive spaces for diverse communities
- To create world-class exhibit and public programming spaces that attract and inspire visitors from McMaster, the Hamilton community, and around the globe.

The proposal was framed around the extraordinary prominence of the cultural collections held by the two organizations:

- **The McMaster Museum of Art** is one of the top 3 (of 48) university-affiliated museums in Canada in terms of collection and attendance. The MMA has one of the best collections in the university-affiliated sector with approximately 7,000 objects of European, Indigenous and Inuit art works valued conservatively at over \$110M. The collections are regularly loaned to sister cultural institutions (NGC, AGO, WAG, AGH and around the globe (Tate Modern, Tate Britain, Brooklyn Museum).
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- **The William Ready Division of Archives and Research Collections** is one of Canada’s preeminent special collections units, holding over 4.5 linear kilometers of archival material and some 100,000 books dating from the twelfth century to the present day. The collection is conservatively valued at nearly \$115M for insurance purposes. The Division is perhaps most well known for being the home of the Bertrand Russell Archives. It is also the home of numerous Canadian literary papers (Margaret Laurence, Austin Clarke), British Authors (Samuel Beckett, Anthony Burgess), Peace and Social Activists (Vera Brittain).



## The Current Reality

### **McMaster Museum of Art:**

- 4 out of 5 collection storage units are under grade and the vaults are at capacity.
- Fire system is water sprinklers, in vaults and galleries.
- No public facing elevator in a four-story public space.
- Shared loading dock is a compromised security consideration.
- Insufficient exhibition, education and meeting space.
- Need more storage, exhibition, event, and programming space to support the current collection, presentation, education/event programs of the institution.

### **Mills Library:**

- Inadequate study environments (crowded, noisy and uninspiring).
- Building does not meet code requirements or contemporary expectations for accessibility.
- Insufficient power and data supply.
- Complex and confusing navigation



- Poor teaching and public meeting spaces.
- **The William Ready Division of Archives & Research Collections:** An extraordinary collection hidden in the basement with aging and unreliable security, inadequate collection, teaching, public programming and reading areas.
- **The University Archives:** Inadequate space to support the collection of University material deemed to be perpetual historic value.

### **Current Status:**

- An RFP was issued by Facilities in December 2023 to seek a firm qualified to carry out the feasibility study. Campus Facilities is very close to announcing the successful firm.
- Once awarded, the feasibility study will take approximately six months and will involve considerable opportunities for campus consultation.
- Carol and I hope that the study will be considered as part of the University's Capital Building Process.

## **Deep Dive #2: Establishing a University Archive**

### **What is a University Archive?**

- A program to collect, organize, preserve, and make accessible an identified range of records that document an institution's origins and development and the activities and achievements of its officers, faculty, students, alumni and benefactors.



### **Objectives**

- Support the University Secretariat's role in ensuring FIPPA compliance to provide access to university information through an open and transparent archives management program.
- Partner with the records management function in the appraisal and retention of records deemed historical and/or significant as part of records disposition.
- Safeguard institutional memory and demonstrate that McMaster's history matters.
- Enables the University to better tell its story through research, public programming, outreach and events.
- Support the Communications, Marketing and Public Affairs office and related activities in departments and faculties by collecting and preserving materials such as photographs, maps, university publications, and other materials.
- Support University Advancement in building relationships with current and prospective donors and maintaining connections with McMaster graduates and their families.

### **Doesn't McMaster Have a University Archive Already?**

No, McMaster is the only member of the U15 that has not established a university archives program for the preservation and management of its permanent institutional records.

- The University Library's William Ready Division of Archives and Research Collections, while renowned for its holdings, is truly a special collections unit, focused on rare books and personal archives that advance the University's teaching and research mission. The Ready Division holds a modest volume of materials relating to the University's history, but University records lie outside the Division's current collecting mandate.
- A portion of the University's records from the time of its establishment through 1957 are held by the Canadian Baptist Archives and as such are currently outside the University's management.
- The establishment of a university archives has been discussed on several occasions, including an extensive study led by consultants Saunders, Richan and Associates in 2000. Until recently, we didn't have the right people and commitments in place to proceed. (The University Secretariat

has hired a Privacy and Records Management Specialist who is extending and enhancing the University's records management program. The University Library has reshaped an Associate University Librarian position to put a singular focus on archives and other rare and unique materials. The Health Sciences Library has hired a professional archivist.)

## **The Project**

The University Library, in collaboration with the University Secretariat and the Health Sciences Library, has secured funding from the Provost's Strategic Alignment Fund to hire a University Archivist on a two year contract. That individual will be mandated to lay the groundwork for the establishment of a formal university archives program. During the first year, the University Archivist will:

- Complete background research and visits to other university archives to identify best practices.
- Work with the Privacy and Records Management Specialist to integrate university archives with records management processes, particularly long-term retention and disposition. The archivist will participate in records management pilot projects and implementation conducted by the University Secretariat with university offices and departments.
- Draft an initial collection development policy for university archives outlining the anticipated scope of the collection.
- Collaborate with the FHS Archivist and Privacy and Records Management Specialist to develop disposition planning for archival records in the McMaster Records Retention Schedule (MRRS).
- Develop appraisal guidelines, accessioning procedures, and guidelines for access to university records based on best practices for university archives.
- Develop necessary forms and guidelines for departments/donors on how to prepare their records for transfer.
- Develop relationships with campus partners (e.g., Privacy and Records Management Specialist, Health Sciences Archives, Canadian Baptist Archives, and others).
- Plan and initiate a project to identify university records that currently exist on campus and where located, highlighting at-risk items and other high-priority records to transfer.

## **Status:**

We hope to have the University Archivist in place by spring 2024.