



Senate
Wednesday, October 14, 2020 at 3:30 PM
Zoom

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.

Page

A. OPEN SESSION

OPENING REMARKS

1. APPROVAL OF AGENDA – OPEN SESSION

CONSENT

2. MINUTES OF PREVIOUS MEETING – SEPTEMBER 9, 2020 (OPEN SESSION)

REGULAR

3. BUSINESS ARISING

4. ENQUIRIES

5. COMMUNICATIONS

3 - 14

Dr. M. MacDonald

[a. COU Update \(INFORMATION\)](#)

[COU Overview \(INFORMATION\)](#)

15 - 17

Dr. S. Tighe

[b. Virtual Task Force \(INFORMATION\)](#)

18 - 30

Dr. S. Tighe

[c. Enrollment Planning \(INFORMATION\)](#)

6. REPORT FROM GRADUATE COUNCIL

31 - 58

[Graduate Council Report \(INFORMATION\)](#)

7. REPORT FROM UNDERGRADUATE COUNCIL

59

[Undergraduate Council Report \(INFORMATION\)](#)

8. REPORT FROM THE COMMITTEE ON APPOINTMENTS

60 - 75

[Committee on Appointments Report \(APPROVAL\)](#)

9. REPORT FROM THE PROVOST

76 - 77

[Report from the Provost \(APPROVAL\)](#)

10. OTHER BUSINESS

Academic Colleagues meeting notes

August 18 & 19, 2020

Evening meeting, August 18, 2020

Conversation with Carl James, Professor (Faculty of Education) and Affirmative Action, Equity and Inclusivity Officer, York University, on the topic of anti-Black racism.

Dr. James joined the colleagues for a conversation on anti-Black racism. He emphasized that Anti-Black racism is systemic and the result of colonialism. The only way to move forward is to become conscious of the political, economic and social conditions that have led to our current situation and noted that this would be an uncomfortable process so we need to be comfortable with being uncomfortable.

Anti-Black racism forces us to consider race, the Black experience, this experience as different, and to name the issue by using the words: Anti-Black racism. He explained that racialized people are constantly trying to negotiate with an environment that does not acknowledge them. He encouraged Colleagues to pay attention to the race of their students and to include their experience in the curriculum and in the course materials.

A Colleague shared that the widespread protests that followed the death of George Floyd have empowered racialized individuals to speak more freely about racism.

Dr. James framed discrimination as a process by which individuals determine who should be part of their in-group in the context of too many stimuli to make an informed decision. Individuals then take shortcuts that rely on biases to determine who will be part of the in-group. This process leads, for example, to research teams composed solely of people who have similar life experiences.

Colleagues discussed the use of the words “fit” and “excellence” in the context of the hiring process. One university mentioned that their institution banned these words because they were historically loaded with bias.

Throughout the conversation, Dr. James posed a number of questions to Colleagues: (1) How does one diversify faculty or any group for that matter? (2) How can universities set an example for society? and (3) What work needs to be done to change the system?

Morning meeting, August 19, 2020

1. COU Overview

Cecilia Brain provided an overview of COU, including its purpose and structure, as well as the Terms of Reference for Academic Colleagues. See the attached COU Overview slides.

2. Dinner de-brief

Colleagues discussed the lack of diversity within their ranks. They encouraged each other to increase diversity through the nominations processes at their universities.

Colleagues acknowledged that faculties at universities are not diverse and not representative of the student body. They shared initiatives at their institutions to hire indigenous professors. Some are starting to consider targeting hiring for other underrepresented groups and at least one university has announced the targeted hiring of Black professors.

There was an acknowledgement that current financial circumstances made it difficult to hire new faculty but also that regardless of this constraint, universities must make an effort to diversify their faculty.

They noted that this is not just about hiring more diverse faculty. It is also about supporting PhD students through mentorship, and new faculty through the various stages of promotion.

There was also a discussion on how universities can set an example and support changes towards diversity in society. One idea was to provide guidance and support to organizations that host student placements and to prepare students who are going to these placements to make changes from within those organizations.

3. Information Sharing

Many universities are asking faculty and staff to continue working from home through the fall semester. Some of these universities are only allowing access to campus buildings under very tight restrictions. A few universities are planning to provide face-to-face instruction in select programs in the fall.

Some international students are having problems accessing course materials and/or technology due to state censorship of the internet in their home countries. There are concerns that these students might be putting themselves at risk legally or politically in the case that some course content violates local laws.

Ensuring academic integrity in proctored exams continues to be a challenge. To be effective, Respondus needs particularly strict and intrusive surveillance mechanisms.

4. COU update

SMA3

The ministry made a decision in March to pause the signing of SMA3s due to the pandemic but has since resumed the process and set an end of August deadline.

Universities raised concerns about how the pandemic could affect enrolment and performance metrics and how this could affect their financial sustainability.

In response, the ministry has now confirmed that it will “decouple” funding from the metrics for the first 2 years of SMA3 (2020-21 and 2021-22). During this period, universities will continue to collect and report on metrics to support public transparency and to track the effects of the pandemic.

5. MCU Consultations

Since late June, the sector has had numerous weekly consultations on a wide range of issues, including financial sustainability, digital learning, micro-credentials, international students, and research and innovation.

Financial Sustainability

Domestic tuition fees and government grants, which are currently frozen, account for two-thirds of operating grants. The pandemic could lead to large revenues losses from domestic and international enrolment. Universities have already spent \$50M in costs related to the pandemic and anticipate \$125M in new costs this year for campus preparation and moving courses online. COU is advocating for funding to offset these additional costs, tuition increases, and enrolment corridor protections.

Digital Learning

The Minister has an interest in online learning. He sees it as way to find efficiencies and export the province’s PSE, increasing revenues in the sector.

He has also expressed interest in using a common online platform for course delivery and on having one online course for all universities (for example, introductory calculus). He believes this could reduce costs across the sector.

Universities expressed concerns about this approach noting that it would not reduce costs; it would disrupt the university business model; and raised issues about faculty Intellectual Property of curriculum. Instead, the sector has encouraged government to support: student access through IT infrastructure; research into best practices for digital learning; and access to professional development, training and support for faculty.

Micro-credentials

Micro-credentials are a priority for the Minister because of the potential to support retraining and upskilling for unemployed or furloughed workers. The sector has highlighted its Continuing Education programs, micro-courses, innovative program designs, and pilot work on micro-certification. They have also shared a number of challenges with the Ministry, including that: these credentials are not included in the Ontario Qualifications Framework (OQF); that there is limited employer recognition of micro-credentials; and that OSAP does not provide support for programs that are less than 12 weeks. The sector has asked the Ministry to take time to explore these challenges and find solutions.

International

The Ministry understands the importance of international students to universities and the social fabric and economy of the province. The pandemic has created uncertainty about international student enrolments, the ability of students to enter Canada, and the costs to quarantine newly arrived students. There are concerns about the financial impacts to universities from lower international student enrolments, and to local communities whose economies benefit from the presence of international students.

The sector is asking the province to work with the federal government to find a way for international students to come to Ontario in a way that protects public health.

Research & Innovation

The Minister is interested in innovations and Intellectual Property (IP) developed at Ontario's PSE institutions staying in the province and benefiting Ontarians. He is concerned that Ontario may not have capacity to commercialize IP and, as a result, it is sold to international companies.

A new MCU-led Strategic Council on IP will work to implement many of the recommendations of the [Expert Panel on Intellectual Property](#). These include free online resources for IP developers/researchers and a common online curriculum for any individual or entity who receives public funds in support of entrepreneurial activity.

6. COU Internal Updates

Starting in 2020-21, Mohammed Lachemi (Ryerson) is the new Chair of COU. Rhonda Lenton (York) is the Vice-Chair.

David Lindsay is not continuing as President of COU. A search for his replacement is underway and very close to finishing. It is hoped that a new President will be announced shortly and begin her/his term in the Fall.

**COU has since announced that starting on September 14, [Steve Orsini](#) would assume the role of President and CEO.*

7. Planning for Council Meeting

Colleagues agreed to recommend that the topic for the October 16th Council Meeting be racism on campuses.

Attachments:

- COU Overview slides



COU overview

Academic Colleagues Meeting

August 18, 2020





Purpose and Structure of COU

- a membership organization

From the COU Constitution:

- “to promote cooperation among the provincially assisted universities of Ontario, and between them and the Government of the Province, and, generally, to work for the improvement of higher education for the people of Ontario.”

See: <https://cou.ca/about/policies-constitution/>

Membership:

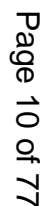
- The Executive Head (President or Principal) of each member institution
- One faculty colleague from each member



Academic Colleagues

Terms of Reference (developed in 2002):

- As members of the Academic Colleagues' group and COU committees, Colleagues seek to stimulate thoughtful and insightful discussion and action within Council and the wider university community.
- To serve as members of COU standing committees, task forces and working groups.
- To provide regular updates and reports on the activities of Council to their respective academic Senates or equivalent senior academic bodies as determined by their institutions.
- To anticipate, examine and analyze significant issues with a view toward specific contributions to Council objectives.





What is a COU affiliate?

- Individuals at each COU member institution who are united by common interests and responsibilities, who work on behalf of Ontario universities. Much of COU's ongoing work is done through the affiliates.
- Some lead initiatives on behalf of the sector – VPs Academic (OCAV), VPs Research (OCUR), VPs Finance and Admin (CSAO), CUPA (institutional planners) – at the direction of Executive Heads.
- Some have operational responsibility within COU on behalf of member institutions, e.g., the Council of Finance Officers produces the annual financial reports in comparable form for each institution – “COFO reports”.



COU Affiliates

The following affiliates are supported by the COU Secretariat:

- Ontario Council of Academic Vice-Presidents (OCAV) *
- Council of Senior Administrative Officers (CSAO) – VPs Finance/Admin *
- Ontario Council on University Research (OCUR) – VPs Research
- Council on University Planning and Analysis (CUPA)
- Council of Chairs of Ontario Universities (CCOU)
- Council of Ontario University Secretaries (COUS)
- Council of Ontario Faculties of Medicine (COFM)
- Ontario Universities' Public Affairs Council (OUPAC)

* OCAV and CSAO also have affiliates that report through them.



Taskforces, working groups, reference groups, etc.

Taskforces, working groups, reference groups, etc., are formed for a specific period to undertake a specific task. They usually are staffed with Council members and senior university staff who are subject matter experts, with the COU Secretariat providing policy, research and administrative support. Some examples:

- CSAO-OAPPA Task Force on Facilities Condition Assessment
- OCAV-CSAO Reference Group on Accessibility
- FIPPA Coordinators
- Intellectual Property Working Group
- Reference Group on Aboriginal Education
- COVID: Alternative Delivery Working Group
- COVID: Stabilization and Financial Sustainability Working Group
- COVID: Student Supports Working Group



Discussion



Taskforce on the Fall 2020 Virtual Learning Experience - Terms of Reference

1. Mandate

The mandate of the Virtual Learning Taskforce is to identify a coherent process for collecting feedback on the remote student experience in academic activities during the Fall 2020 term. The Taskforce is also tasked with collecting feedback from instructors on the remote teaching experience. The taskforce will focus on undergraduate programs across all Faculties as well as course-based and professional graduate programs with course-based content. The Taskforce will provide a summary report of their findings that will be provided to the Provost and VP (Academic) and to the acting Vice Provost (Faculty) in order to inform remote teaching and learning best practices for Winter 2021 term.

2. Membership

The Virtual Learning Taskforce will be co-chaired by the Deans of Engineering and Social Sciences. The Taskforce is composed of representatives from the University representing a balance of expertise including, but not limited to:

- **Faculties (6-12 representatives)**
 - Degroote School of Business – Aadil Merali Juma and IT representative (TBD)
 - Engineering – Carlos Filipe and Michael Curwin
 - Health Sciences – Stacey Ritz and Sarah Wojkowski
 - Humanities – Catherine Grisé and John Bell
 - Science – Krista Madsen and Greg Atkinson
 - Social Sciences – Jennie Vengris and Nick Marquis
- **University Technology Services (1-4 representatives)** - Gayleen Gray and Paula Brown-Hackett
- **MacPherson Institute (2 representatives)** - Lori Goff and Joanne Kehoe
- **Human Resources (1 representative)** - Wanda McKenna or delegate
- **Student Affairs (1-2 representatives)** - Sean van Koughnett and Melissa Pool
- **Research (1 representative)** - Juliet Daniel
- **Graduate Studies (1 representative)** - Doug Welch
- **Acting Vice Provost (Faculty)** - Kim Dej
- **Equity and Inclusion Office (1 representative)** - Arig al Shaibah
- **Library (1 representative)** – Vivian Lewis
- **Experiential and Community Engaged Learning (2 representatives)** – Mandeep Malik and Sheila Sammon or delegate
- **McMaster Students Union (1-2 representatives)** – Giancarlo Da Re and Ryan Tse
- **McMaster Graduate Students Association (1 representative)** – Sydney Valentino, VP External
- **Communications** – Monique Beech

Last Updated: October 6, 2020 sb

Additional representatives from other areas of the University may be asked to join meetings as a resource to the group.

3. Roles and Responsibilities

The committee is tasked with:

- Determining a system for soliciting feedback from undergraduate and graduate students on their remote learning experiences.
- Collecting and summarizing data from feedback.
Preparing a report to be submitted to the Provost and VP (Academic) and to the acting Vice Provost (Faculty) by December 1, 2020 so that this can be used to inform best practices for the Winter term.

The following are the roles and responsibilities for the Virtual Learning Taskforce:

Virtual Learning Taskforce members will:

- Taskforce members operate effectively by offering suggestions and alternatives to address issues, concerns and problems
- Attempt to anticipate potential problems and offer options for resolving them
- Communicate Taskforce discussions back to members' units
- Review all relevant documents shared and provide feedback, advice and perspectives in a timely manner
- Attend the Taskforce meetings whenever possible and try to send an alternate representative in their place if they are unable to attend
- Review the results of Taskforce discussions to ensure the meetings are accurately recorded in the meeting records

Co-Chairs will:

- Coordinate and facilitate Taskforce meetings
- Assist in the resolution of issues, as required
- Listen carefully to the advice and perspectives of members and where feasible, incorporate advice into the project
- Develop meeting agendas in consultation with the Project Manager
- Keep a record of Taskforce discussions and prepare a summary report for each meeting
- Provide materials for review in advance of Taskforce meetings

Project Manager will:

- Provide information to Taskforce members, such that they can contribute informed advice and recommendations
- Ensure that appropriate representatives (or other resource people) are present at discussions on specific issues or components of the project

Last Updated: October 6, 2020 sb

4. Meetings and Logistics

Meetings will occur bi-weekly (approximately 90-minute meetings). The meeting schedule is as follows:

- Wednesday October 7, 2020 – 1:00pm – 2:30pm
- Thursday, October 22, 2020 – 3:00pm – 4:30pm
- Tuesday, November 3, 2020 – 3:00pm – 4:30pm
- Thursday, November 19, 2020 – 3:00pm – 4:30pm

The following procedures will be used in convening meetings of the Taskforce:

- The Co-Chairs will develop the Taskforce agendas – in consultation with the Taskforce – and coordinate accompanying materials. The agenda will be distributed to Taskforce members at least 3 days in advance of each meeting.
- Taskforce members will be consulted on agenda items for future meetings at the conclusion of each Taskforce meeting.
- The Project Manager will prepare high-level summaries from Taskforce meetings. Summaries will be prepared within 5 business days of each meeting.

The points of contact for all Virtual Learning Taskforce correspondence will be the Co-Chairs:

Ishwar Puri
Dean of Engineering
deaneng@mcmaster.ca

Jeremiah Hurley
Dean of Social Sciences
deansoc@mcmaster.ca

Last Updated: October 6, 2020 sb

Enrollment Planning

*Senate
October 2020*



**Susan Tighe
Linda Coslovi
Sean Van Koughnett**

BRIGHTER WORLD | mcmaster.ca



Enrollment Planning

- Enrollment/budget process for following academic year begins in Fall.
- Enrollment projections basis for budget framework.
- Iterative process, commences Provost Office:
 - ❖ Involves consultation, modelling and negotiations with several areas and individuals.



- ❖ Projections assessed 5 to 10-year horizon to understand University-wide program, capacity and budget implications.



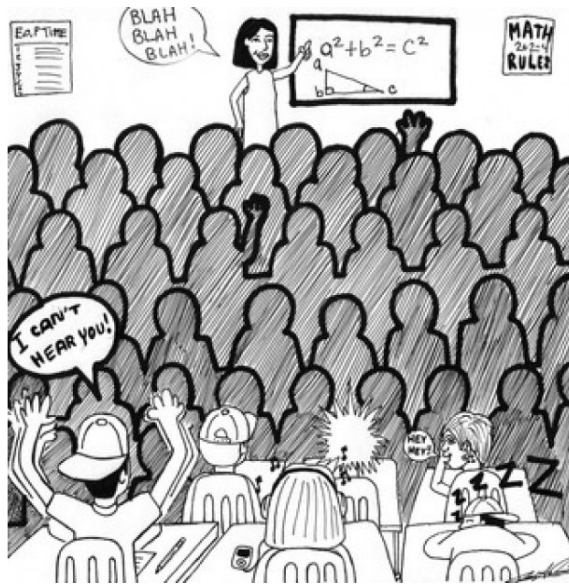
Enrollment Planning - Ministry Influence

- **Domestic** enrollment: governed by Strategic Mandate Agreement (SMA)
- Only grant funded student numbers from 2016/17 academic year.
- Additional enrollment increases beyond levels do not receive funding.
- SMA requires student numbers to keep the same pot of funding.
- McMaster grows international cohort of undergraduate (UG) students
- Goal increase international enrollment from 10% to up to 25% international (UG) student mix (similar to other U6: provides for a more enriching student environment).

Enrollment Planning - Program Mix Factors

- SMA3 requires that we keep or improve our enrollment ratios in the defined areas of strength.
- Some Programs attract more international students.
- Each program has different complexities related to delivering academic program and capacity constraints.
- Demand for certain programs changes over time
- Shift to new programs requires a shift in resources consideration. (short-term vs long-term, fixed vs variable)
- **High Quality Education, Student Experience and Research**

Enrollment Planning – Other Considerations



- Classroom, lab and testing space capacity constraints
- Strategic plans, capacity of academic units.
- Recruitment and international mobility limitations
- Residence availability
- Marketing, Rankings, Student Preferences

- Once analysis completed, final recommendation on intake targets complete: brought to Provost for approval
- Once approved, stewardship of targets handed off to Recruiting and Admissions office and Enrollment Management Team (EMT)

Enrollment Management Team (EMT)

Responsibilities:

- ✓ Assess and aid in developing strategies employed in recruiting domestic and international students.
 - ✓ Flag and respond to factors impacting recruitment and admissions in order to achieve targets.
-
- ❖ **EMT includes Associate and Assistant Deans, Program Managers, IRA staff, Registrar's Office, Residence Admissions, International Affairs, and AVP's involved in enrollment management.**

Admissions – Context 2020

Most offers are made:

- 1) March after first semester grades
- 2) May after second semester interim grades

Offers/Acceptances:

- 58,252 applications to Level 1UG
- 31,696 offers
- 7,307 acceptances

What happens when there is no precedent for the situation we were in?

- ☐ Applicant survey data of intent to accept was fluid
- ☐ Best guess and send out last set of offers in early May



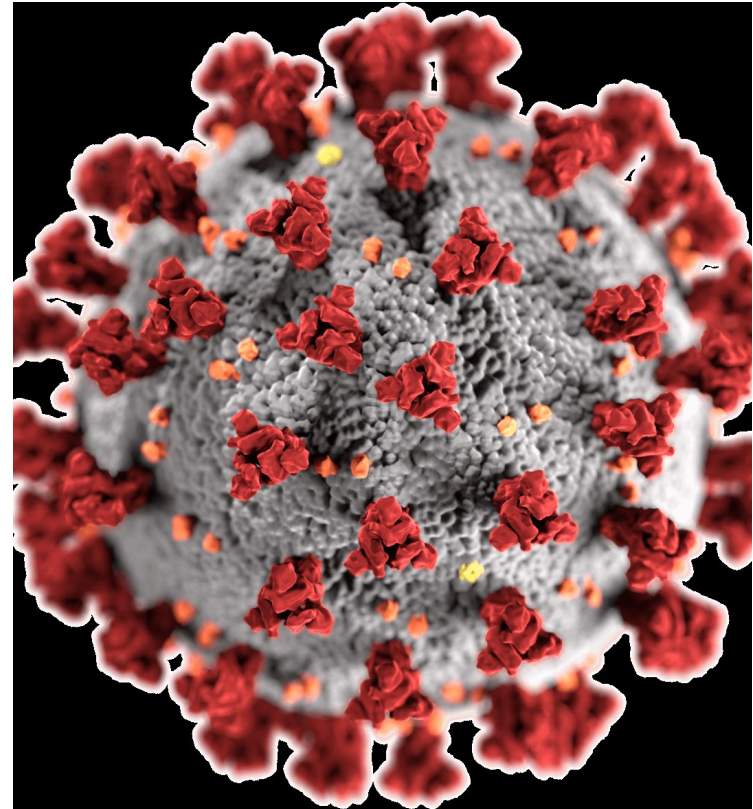
Admissions – Yield Estimations

Historical yield rates used to predict how many students will accept offers of admission: determines number of offers extended.

- Yield rates: determined by academic program based on applicants' admissions averages and choice (applicants more likely to accept an offer from first-choice university than from those they rank lower)
- IRA Prediction tools and variables: consistently assessed and enhanced, as more programs build in supplementary applications, yield rate predictability could increase.

Admissions in response to Covid-19

- Would potential decisions to move online affect acceptances?
- Would more students defer until 2021?
- Would international travel restrictions continue into Fall?
- Would economic circumstances affect families' ability to pay for education?
- Would the government bolster financial aid to help?



Admissions in response to Covid-19

- Sector thought there would be a 10-20% drop in acceptances. Universities, in May made more offers to reach target.
- Some universities experienced drops in acceptances, McMaster did not. Students accepted at a relatively normal rate, with more able to meet or sustain requirements (some grade inflation).
- Four Ontario schools over enroll by 10%+ over last year (McMaster, Waterloo, Queen's and Western).
- Many Ontario schools experienced drops.

Moving Forward

- Upcoming Academic Year (21/22) likely not like the current year, nor will it look like prior years
- Expecting challenges in assessing enrollment projections (among several other things).
- Ramifications of current year enrollments, along with ongoing societal and financial disruptions need to be monitored
- Proactive programing and enrollment strategies needed



Further Questions?



Susan Tighe, Provost and VP Academic, provost@mcmaster.ca

Linda Coslovi, AVP Finance and Planning, Academic coslovi@mcmaster.ca

Sean Van Koughnett, AVP and Dean of Students avpstud@mcmaster.ca



School of Graduate Studies

**REPORT TO SENATE
from
GRADUATE COUNCIL**

FOR INFORMATION

I. Terms of Award

Graduate Council approved name changes to awards and changes to the terms of existing awards.

Name Changes

Raynsford-Eatock Grad Travel Bursary in Greek Studies
The Walter Gibbins Memorial Travel Bursary

Changes to Award Terms

The Barkley's of Avonmore Scholarship
The Rose C. Mosgrove Scholarship
The David L. Sackett Scholarship
James Robertson Carruthers Scholarship

II. Curriculum Updates

Graduate Council also received, for information, updates from the Faculties of Business and Health Sciences on the temporary curriculum changes made in 2020 as a result of Covid-19. (Attachment)



School of Graduate Studies

1280 Main Street West
Hamilton, Ontario, Canada
L8S 4L8

Phone 905.525.9140
Ext. 23679
<http://graduate.mcmaster.ca>

To: Graduate Council

Re: Covid-19 related changes in the Faculty of Health Sciences

Several changes to course evaluation adjustments were approved due to the impact of Covid-19. A summary is below and attached are the related curriculum documents.

I. Nursing

- Replaced clinical placement with virtual experience.

II. Occupational Therapy

- Evaluation component changed to allow students to review video recording of sample therapeutic group.

III. Physiotherapy

- Changes to evaluation measures related to associated curriculum delivery changes.
- Changes to course offering timing, accommodating later placements and completion, with an extension into the fall term without incurring additional tuition.

IV. Speech Language and Pathology

- Consolidated some evaluation measures and revisions to presentation of course material.

**SCHOOL OF GRADUATE STUDIES****☒ RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR
CHANGE(S) INVOLVING COURSES & MILESTONES****IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

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

DEPARTMENT		Graduate Nursing Program		
COURSE TITLE		Advanced Practicum		
COURSE NUMBER	NUR 711	COURSE CREDIT		
		6 Unit Course ()	3 Unit Course (x)	1.5 Unit Course ()
INSTRUCTOR(S)		Nancy Carter		
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)		NUR 701 and enrollment in Masters Science (Nursing)		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
NEW COURSE	DATE TO BE OFFERED (FOR NEW COURSES ONLY):	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?		
WILL THE COURSE BE <u>CROSS-LISTED (COMBINED SECTIONS)</u> WITH ANOTHER DEPARTMENT? IF YES, PLEASE NOTE WHICH DEPARTMENT:				
ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.				
*FOR ALL NEW CROSS-LISTINGS PLEASE NOTE WHICH DEPARTMENT OWNS THE COURSE:				
CHANGE IN COURSE TITLE		PROVIDE THE <u>NEW</u> COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		

COURSE CANCELLATION	PROVIDE THE REASON FOR COURSE CANCELLATION:
	PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.
OTHER CHANGES	EXPLAIN: TEMPORARY CHANGES TO COURSE FORMAT AND EVALUATION MEASURES DUE TO COVID CRISIS
BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (<i>maximum 6 lines</i>) to be included in the Graduate Calendar. This is temporary for the spring 2020 – not relevant for course calendar change	
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used. Due to the COVID crisis, clinical placements are no longer available to students. The students will now have virtual learning experiences with nurses or faculty with graduate preparation. The course content has been moved online and online modules have been created. As well, discussion forums have been created. The evaluation measure have changed. The Role Analysis paper is no longer relevant because students do not have placement with a nurse in a clinical role. Evaluation related to participation in Discussion Forum and presentation of an online seminar have been added.	

1. STATEMENT OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)
2. EXPECTED ENROLMENT: 12
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars): Virtual learning experience with preceptor, online modules, discussion forum
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (<u>percentage breakdown, if possible</u>): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc. Please also note if a lab or tutorial will be included.)

Evaluation Measures include 1) Participation in online discussion forum (20%), 2) Online Seminar 30%, 3) Conceptual Analysis paper 50% (see details in document)

**5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT?
IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).**

no

**6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE
SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?**

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Nancy Carter

Email: carternm Extension:

Date submitted: May 4, 2020

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies,
cbryce@mcmaster.ca.

SGS /2015



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: espiritu@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.

DEPARTMENT/PROGRAM		School of Rehabilitation Science: Occupational Therapy Program		
COURSE TITLE		Disability Development & Occupation: Professional Reasoning and Skills		
COURSE NUMBER	783	COURSE CREDIT		
		FULL COURSE (X)	HALF COURSE ()	QUARTER (MODULE) ()
INSTRUCTOR(S)		Jocelyn Harris		
PREREQUISITE(S)				
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
NEW COURSE		DATE TO BE OFFERED:	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? If Yes, Provide the Date:	
WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.				
CHANGE IN COURSE TITLE		PROVIDE THE NEW COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		
CHANGE TO FULL COURSE		CHANGE TO HALF COURSE		CHANGE TO QUARTER COURSE
COURSE CANCELLATION		PROVIDE THE REASON FOR COURSE CANCELLATION:		
OTHER CHANGES	X	EXPLAIN: Modification to one course evaluation to reflect changes needed to address on-line platform delivery resulting from COVID 19.		
BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar. This Term 3 course builds on applying the occupational performance process model in a number of clinical scenarios. Course content will move into consideration and understanding of multi-system problems, and clinical problems which illustrate complexity and chronicity. Students will be expected to apply principles of evidence-based practice, critical thinking and clinical reasoning. Areas of focus include: working with children through play and in school settings, home and community practice, group interventions, psychosocial interventions, neurology, and using technology.				
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used. This course is designed to look at assessment and intervention beyond the broad categories: activities of daily living (ADL), productivity and leisure that were covered in Term 2 and start to focus on occupational therapy in specific environments, with specific populations and various diagnostic groups. The focus is on enabling occupational performance across all stages of development and with many types of disabilities encountered in occupational therapy practice.				

1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)

This is a required course for all students in the MSc(OT) program.

2. EXPECTED ENROLMENT:

60-65

3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):

There are nine weeks of classes; usually two classes per week. Clinical reasoning across all stages of the occupational performance process model is emphasized. Critical analysis of assessment and intervention will be integrated into the course. Regular classroom sessions will provide information about the skills required to use different assessments and interventions in practice. Students will work through an occupational therapy process from referral to discharge with clinical scenarios, incorporating reasoning and the application of evidence.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

Evidence Based Appraisal - 35%

Planning and Running Group - 25%

Modified Essay Question Examination - 40%

Professional Competency Check-in - Pass/Fail (a pass is required to pass the course)

The Evidence-Based appraisal and examination are unchanged as a result of COVID. The exam has been administered through Avenue 2 Learn for the past 2 years with success, and will be adapted for remote administration.

The Planning and Running Groups assignment has had to be modified. Previously students were required to develop (in pairs) a protocol to lead a therapeutic group; this component will be maintained. Typically, the second part of the assignment is for the students to lead a group, in person, with student occupational therapists. Since in person groups are not possible with physical distancing restrictions, students will instead be required to observe and analyze a video recording of a sample therapeutic group. Learning objectives are unchanged.

5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).

No - this course is intended exclusively for students in the MSc(OT) program.

6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?

N/A

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Lori Letts Email: lletts@mcmaster.ca

Extension: 27816

Date: April 9, 2020

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2011

**SCHOOL OF GRADUATE STUDIES****☒ RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR
CHANGE(S) INVOLVING COURSES & MILESTONES****IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

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

DEPARTMENT		School of Rehabilitation Science (Physiotherapy Program)		
COURSE TITLE		ADVANCED ORTHOPEDIC ASSESSMENT AND TREATMENT		
COURSE NUMBER	PHYSIOTH 702	COURSE CREDIT		
		6 Unit Course ()	3 Unit Course (X)	1.5 Unit Course ()
INSTRUCTOR(S)		Jasdeep Dhir and Kristin Long		
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)		COURSE IS ONLY OPEN TO MSC(PT) PROGRAM STUDENTS. STUDENTS MUST HAVE SUCCESSFULLY COMPLETED PHYSIOTH 754		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
NEW COURSE	DATE TO BE OFFERED (FOR NEW COURSES ONLY):	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?		
WILL THE COURSE BE <u>CROSS-LISTED (COMBINED SECTIONS)</u> WITH ANOTHER DEPARTMENT? IF YES, PLEASE NOTE WHICH DEPARTMENT: ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.				
CHANGE IN COURSE TITLE		PROVIDE THE <u>NEW</u> COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		

COURSE CANCELLATION	PROVIDE THE REASON FOR COURSE CANCELLATION: PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.
OTHER CHANGES	<div style="display: flex; align-items: center;"> <div style="width: 30px; text-align: center; border-right: 1px solid black; margin-right: 10px;">X</div> <div> <p>EXPLAIN:</p> <p>THE FOLLOWING CHANGES WILL BE MADE TO THE EVALUATION STRUCTURE OF THE COURSE DUE TO THE ASSOCIATED CURRICULUM DELIVERY CHANGES WITH COVID-19 FOR THE SUMMER 2020 TERM ONLY:</p> <p>EXISTING EVALUATION PLAN:</p> <p>WRITTEN MID TERM EXAM – 30%</p> <p>WRITTEN CASE ASSIGNMENT – 15%</p> <p>IN CLASS SKILLS EXAM – 25%</p> <p>WRITTEN FINAL EXAM – 30%</p> <p>UPDATED EVALUATION PLAN:</p> <p>WRITTEN CASE ASSIGNMENT (DONE IN GROUPS OF 3-4 STUDENTS) - 30%</p> <p>PRACTICAL SKILLS EXAM – 40%</p> <p>WRITTEN EXAM – 30%</p> <p>*NOTE: THE CONTENT OF THIS COURSE IS NOT CONDUCTIVE TO ONLINE DELIVERY ONLY; IF STUDENTS / FACULTY ARE NOT PERMITTED BACK ONSITE TO THE UNIVERSITY IN THE SUMMER 2020 TERM THE TIMING OF THIS COURSE WILL HAVE TO BE DELAYED UNTIL FALL 2020 OR LATER DEPENDING ON UNIVERSITY DIRECTION RELATED TO ONSITE LEARNING. THE PROPOSED CHANGES TO THE EVALUATION PLAN WOULD REMAIN FOR THE TIME WHEN THE COURSE IS OFFERED.</p> </div> </div>
BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (<i>maximum 6 lines</i>) to be included in the Graduate Calendar.	
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.	

1. **STATEMENT OF PURPOSE** (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)

2. **EXPECTED ENROLMENT:**

3. **DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL** (i.e., lectures, seminars):

4. **DESCRIBE IN DETAIL THE METHOD OF EVALUATION** (percentage breakdown, if possible): (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc. Please also note if a lab or tutorial will be included.)

5. **TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT?**
IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).

6. **IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?**

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Sarah Wojkowski Email: wojkows@mcmaster.ca Extension: 72814 [Cell: 2897751512] Date submitted: April 13, 2020

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies,
cbryce@mcmaster.ca.

SGS /2015

**SCHOOL OF GRADUATE STUDIES****☒ RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR
CHANGE(S) INVOLVING COURSES & MILESTONES****IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

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

DEPARTMENT		School of Rehabilitation Science (Physiotherapy Program)		
COURSE TITLE		CLINICAL REASONING IN PRACTICE: CLINICAL LABORATORY (CL) II		
COURSE NUMBER	PHYSIOTH 752	COURSE CREDIT		
		6 Unit Course ()	3 Unit Course (X)	1.5 Unit Course ()
INSTRUCTOR(S)		Greg Spadoni and Jasdeep Dhir		
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)		COURSE IS ONLY OPEN TO MSC(PT) STUDENTS. STUDENTS MUST HAVE COMPLETED PHYSIOTH 751		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
NEW COURSE	DATE TO BE OFFERED (FOR NEW COURSES ONLY):	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?		
WILL THE COURSE BE <u>CROSS-LISTED (COMBINED SECTIONS)</u> WITH ANOTHER DEPARTMENT? IF YES, PLEASE NOTE WHICH DEPARTMENT: ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.				
CHANGE IN COURSE TITLE		PROVIDE THE <u>NEW</u> COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		

COURSE CANCELLATION	PROVIDE THE REASON FOR COURSE CANCELLATION: PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.	
OTHER CHANGES	X	<p>EXPLAIN:</p> <p>THE FOLLOWING CHANGES WILL BE MADE TO THE COURSE DUE TO THE ASSOCIATED CURRICULUM DELIVERY CHANGES WITH COVID-19 FOR THE SUMMER 2020 TERM ONLY:</p> <ol style="list-style-type: none"> 1) THE TIMING OF THE COURSE HAS BEEN ADJUSTED SUCH THAT IT WILL NOT RUN BETWEEN FEB - MAY BUT INSTEAD WILL RUN BETWEEN FEB – AUG (EXTENDED). 2) THE FOLLOWING CHANGES WILL BE MADE TO THE EVALUATION STRUCTURE OF THE COURSE DUE TO THE ASSOCIATED CURRICULUM DELIVERY CHANGES WITH COVID-19: <p>EXISTING EVALUATION PLAN:</p> <p>WRITTEN MID TERM EXAM – 20%</p> <p>MID TERM CLINICAL SKILLS PRACTICAL EVALUATION – 20%</p> <p>FINAL OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE) (WRITTEN AND PRACTICAL STATIONS) - 60%</p> <p>UPDATED EVALUATION PLAN(S) (NOTE THAT THESE ARE PRESENTED AS EITHER / OR DEPENDING ON THE ABILITY TO RETURN TO IN PERSON CLASSES IN JULY 2020):</p> <p>PLAN A (RETURN TO FACE TO FACE STARTING JULY 2020)</p> <p>MID TERM EXAM (MCQ) – 40%</p> <p>FINAL EXAM (MCQ) – 20%</p> <p>FINAL OSCE – 40%</p> <p>PLAN B (ALL VIRTUAL DELIVERY OF THIS COURSE – NO IN PERSON RETURN DURING SUMMER 2020)</p> <p>MID TERM EXAM (MCQ) – 40%</p> <p>FINAL EXAM (MCQ) – 30%</p> <p>FINAL EXAM (CASE HISTORY) – 30%</p>

BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (*maximum 6 lines*) to be included in the Graduate Calendar.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

1. STATEMENT OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)

2. EXPECTED ENROLMENT:

3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc. Please also note if a lab or tutorial will be included.)

5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT?
IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).

6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Sarah Wojkowski Email: wojkows@mcmaster.ca Extension: 72814 [Cell: 2897751512] Date submitted: April 13, 2020

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies,
cbryce@mcmaster.ca.

SGS /2015



SCHOOL OF GRADUATE STUDIES

☒ RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES & MILESTONES

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

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

DEPARTMENT		School of Rehabilitation Science (Physiotherapy Program)		
COURSE TITLE		CLINICAL REASONING IN PRACTICE: CLINICAL LABORATORY (CL) V		
COURSE NUMBER	PHYSIOTH 755	COURSE CREDIT		
		6 Unit Course ()	3 Unit Course (X)	1.5 Unit Course ()
INSTRUCTOR(S)		Liliana Coman and Julie Reid		
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)		COURSE IS ONLY OPEN TO MSC(PT) STUDENTS. STUDENTS MUST HAVE COMPLETED PHYSIOTH 754		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
NEW COURSE	DATE TO BE OFFERED (FOR NEW COURSES ONLY):	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?		
WILL THE COURSE BE <u>CROSS-LISTED (COMBINED SECTIONS)</u> WITH ANOTHER DEPARTMENT? IF YES, PLEASE NOTE WHICH DEPARTMENT: ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.				
CHANGE IN COURSE TITLE		PROVIDE THE <u>NEW</u> COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		

COURSE CANCELLATION	PROVIDE THE REASON FOR COURSE CANCELLATION: PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.
OTHER CHANGES	<p>EXPLAIN:</p> <p>THE FOLLOWING CHANGES WILL BE MADE TO THE COURSE DUE TO THE ASSOCIATED CURRICULUM DELIVERY CHANGES WITH COVID-19 FOR THE SUMMER 2020 TERM ONLY:</p> <ol style="list-style-type: none"> 1) THE TIMING OF THE COURSE HAS BEEN ADJUSTED SUCH THAT IT WILL NOT RUN BETWEEN MAY – JULY BUT INSTEAD WILL RUN BETWEEN APRIL – AUGUST. 2) THE FOLLOWING CHANGES WILL BE MADE TO THE EVALUATION STRUCTURE OF THE COURSE DUE TO THE ASSOCIATED CURRICULUM DELIVERY CHANGES WITH COVID-19: <p>EXISTING EVALUATION PLAN:</p> <p>WRITTEN MID TERM EXAM – 20%</p> <p>PRACTICAL MID TERM EXAM – 20%</p> <p>x OBJECTIVE STRUCTURED CLINICAL EXAMINATION – 60%</p> <p>UPDATED EVALUATION PLAN:</p> <p>MID-TERM WRITTEN EXAMINATION - 20%</p> <p>FINAL WRITTEN EXAMINATION MCQ– 20%</p> <p>FINAL EXAMINATION – CASE STUDIES – 20%</p> <p>OBJECTIVE STRUCTURED CLINICAL EXAMINATION* – 40%</p> <p>*NOTE THAT IN THE EVENT THAT STUDENTS ARE UNABLE TO RETURN TO ONSITE IN JULY 2020, THE COURSE WILL BE PUT ON PAUSE UNTIL SUCH TIME THAT THE STUDENTS CAN RESUME IN PERSON LEARNING AND THE OSCE IS ABLE TO PROCEED – AS SOME LEARNING AND FINAL EXAMINATION IS NOT CONDUCTIVE TO ONLINE INSTRUCTION; IN THE EVENT THAT THE STUDENTS ARE UNABLE TO FINISH THE COURSE BEFORE THE END OF THE TERM, THE STUDENT WILL BE ASSIGNED AN INC. GRADE UNTIL SUCH TIME THAT THE COURSE COMPONENTS CAN BE COMPLETED.</p>
BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (<i>maximum 6 lines</i>) to be included in the Graduate Calendar.	
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.	

--

1. **STATEMENT OF PURPOSE** (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)

2. **EXPECTED ENROLMENT:**

3. **DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL** (i.e., lectures, seminars):

4. **DESCRIBE IN DETAIL THE METHOD OF EVALUATION** (percentage breakdown, if possible): (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc. Please also note if a lab or tutorial will be included.)

5. **TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT?**
IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).

6. **IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?**

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Sarah Wojkowski Email: wojkows@mcmaster.ca Extension: 72814 [Cell: 2897751512] Date submitted: April 17, 2020

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca.

SGS /2015

**SCHOOL OF GRADUATE STUDIES****☒ RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR
CHANGE(S) INVOLVING COURSES & MILESTONES****IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

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

DEPARTMENT		School of Rehabilitation Science (Physiotherapy Program)		
COURSE TITLE		RESEARCH AND EVIDENCE BASED PRACTICE (REBP) - III		
COURSE NUMBER	PHYSIOTH 773	COURSE CREDIT		
		6 Unit Course ()	3 Unit Course ()	1.5 Unit Course (x)
INSTRUCTOR(S)		Marla Beauchamp		
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)		COURSE IS ONLY OPEN TO MSC(PT) STUDENTS. STUDENTS MUST HAVE COMPLETED PHYSIOTH 772		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
NEW COURSE	DATE TO BE OFFERED (FOR NEW COURSES ONLY):	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?		
WILL THE COURSE BE <u>CROSS-LISTED (COMBINED SECTIONS)</u> WITH ANOTHER DEPARTMENT? IF YES, PLEASE NOTE WHICH DEPARTMENT: ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.				
CHANGE IN COURSE TITLE		PROVIDE THE <u>NEW</u> COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		

COURSE CANCELLATION	PROVIDE THE REASON FOR COURSE CANCELLATION: PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.
OTHER CHANGES	<div style="display: flex; align-items: center;"> <div style="width: 30px; text-align: center; border-right: 1px solid black; margin-right: 10px;">X</div> <div> <p>EXPLAIN:</p> <p>THE FOLLOWING CHANGES WILL BE MADE TO THE COURSE DUE TO THE ASSOCIATED CURRICULUM DELIVERY CHANGES WITH COVID-19 FOR THE SUMMER 2020 TERM ONLY:</p> <ol style="list-style-type: none"> 1) THE TIMING OF THE COURSE HAS BEEN ADJUSTED SUCH THAT IT WILL NOT RUN BETWEEN SEPTEMBER - NOV BUT INSTEAD WILL RUN BETWEEN JUNE – JULY 2020. 2) THE FOLLOWING CHANGES WILL BE MADE TO THE EVALUATION STRUCTURE OF THE COURSE DUE TO THE ASSOCIATED CURRICULUM DELIVERY CHANGES WITH COVID-19: <p>EXISTING EVALUATION PLAN:</p> <p>WRITTEN MID TERM EXAM – 50%</p> <p>WRITTEN FINAL EXAM – 50%</p> <p>UPDATED EVALUATION PLAN:</p> <p>QUIZ 1 - 25%</p> <p>QUIZ 2 – 25%</p> <p>WRITTEN FINAL EXAMINATION – 50%</p> </div> </div>
BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (<i>maximum 6 lines</i>) to be included in the Graduate Calendar.	
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.	

1. STATEMENT OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)

2. EXPECTED ENROLMENT:

3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc. Please also note if a lab or tutorial will be included.)

5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT?
IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).

6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE
SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Sarah Wojkowski Email: wojkows@mcmaster.ca Extension: 72814 [Cell: 2897751512] Date submitted: April 13, 2020

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies,
cbryce@mcmaster.ca.

SGS /2015

**SCHOOL OF GRADUATE STUDIES****☒ RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR
CHANGE(S) INVOLVING COURSES & MILESTONES****IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

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

DEPARTMENT		School of Rehabilitation Science - Speech-Language Pathology		
COURSE TITLE		Inquiry Seminar III		
COURSE NUMBER	734	COURSE CREDIT		
		6 Unit Course ()	3 Unit Course (x)	1.5 Unit Course ()
INSTRUCTOR(S)		Aileen Costigan		
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)		Enrolment in Master of Science in Speech-Language Pathology Program		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
NEW COURSE	DATE TO BE OFFERED (FOR NEW COURSES ONLY):	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? YES		
WILL THE COURSE BE <u>CROSS-LISTED (COMBINED SECTIONS)</u> WITH ANOTHER DEPARTMENT? NO IF YES, PLEASE NOTE WHICH DEPARTMENT: ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.				
CHANGE IN COURSE TITLE		PROVIDE THE <u>NEW</u> COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		

COURSE CANCELLATION		PROVIDE THE REASON FOR COURSE CANCELLATION: PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.
OTHER CHANGES	X	EXPLAIN: CHANGES TO THE EXPECTED ENROLMENT, METHOD OF PRESENTATION OF COURSE MATERIAL, AND METHOD OF EVALUATION
BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (<i>maximum 6 lines</i>) to be included in the Graduate Calendar. NO CHANGES: This course will provide a forum for considering topics related to the clinical practice with children, including family-centered service, service delivery models, and transition to adulthood.		
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used. NO CHANGES: Topics to addressed include: <ul style="list-style-type: none"> • Early intervention models • Working with culturally and linguistically diverse populations • Models and frameworks for collaborative practice and early intervention • Principles of client- and family-centred care • Evidence for different intervention approaches • Nature and theories of reading and writing intervention • Ethical issues in pediatric and adolescent practice • Profiles and practice considerations for special populations There are no specific texts associated with the course. In place of texts, students may be provided with and/or may access readings and multi-media materials from a variety of sources.		

1. STATEMENT OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)

NO CHANGES:

This course will provide students with the theoretical and conceptual knowledge they need for application in all other speech-language pathology courses, including Problem based Tutorials, Clinical Skills Labs, and Practica. This is a required course for all students in the MSc (SLP) program.

2. EXPECTED ENROLMENT:

UPDATED: 33

3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):

UPDATED:

Course material will be delivered in the form of live and pre-recorded instructor-led seminars as well as asynchronous student-led discussions on Avenue to Learn; opportunities will be provided for in-depth exploration of topics by students. Depending on the topic, guest instructors with particular expertise may be invited to lead the seminars and/or discussion with students. Seminars may include multi-media presentations and may be supplemented with information presented via readings, videos, webcasts, or podcasts.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc. Please also note if a lab or tutorial will be included.)

UPDATED:

Student evaluation in this course will comprise the following:

Locating and critiquing source material for scholarly paper using structured Literature Review Charts (group assignment): 30% - Graded

Scholarly paper outline (group assignment): 5% - Pass/Fail

Scholarly paper final product – Critically Appraised Topic Paper in Pediatric SLP Practice (individual): 40% - Graded

Resources for Advocacy in Pediatric SLP Practice (group assignment): 10% - Pass/Fail

Participation in 3 asynchronous discussions on Avenue to Learn (individual): 15% (5% per discussion) – Pass/Fail

5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).

No – this course is intended exclusively for students in the MSc (SLP) Program.

6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?

N/A

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dr. Lyn Turkstra Email: turkstrl@mcmaster.ca Extension: 28648 Date submitted: April 8, 2020

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca.

SGS /2015



SCHOOL OF GRADUATE STUDIES

☒ RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES & MILESTONES

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

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

DEPARTMENT		School of Rehabilitation Science – Speech-Language Pathology		
COURSE TITLE		Clinical Skills Lab III		
COURSE NUMBER	SLP732	COURSE CREDIT		
		6 Unit Course (X)	3 Unit Course ()	1.5 Unit Course ()
INSTRUCTOR(S)		Corina Murphy		
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)		Enrolment in the Master of Science in Speech-Language Pathology Program		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
NEW COURSE	DATE TO BE OFFERED (FOR NEW COURSES ONLY):	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?		
WILL THE COURSE BE <u>CROSS-LISTED (COMBINED SECTIONS)</u> WITH ANOTHER DEPARTMENT? IF YES, PLEASE NOTE WHICH DEPARTMENT:				
ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.				
CHANGE IN COURSE TITLE		PROVIDE THE <u>NEW</u> COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		

COURSE CANCELLATION		PROVIDE THE REASON FOR COURSE CANCELLATION: PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.
	X	EXPLAIN: CHANGE IN EVALUATION/ASSIGNMENT MIX - SEE #4 BELOW (INSTRUCTOR DETERMINED THAT THERE HAVE BEEN TOO MANY ASSIGNMENTS AND LEARNING CONSOLIDATION WOULD BE BETTER ATTAINED WITH A SMALLER NUMBER)
BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (<i>maximum 6 lines</i>) to be included in the Graduate Calendar.		
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.		

1. **STATEMENT OF PURPOSE** (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)

2. **EXPECTED ENROLMENT:**

3. **DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL** (i.e., lectures, seminars):

4. **DESCRIBE IN DETAIL THE METHOD OF EVALUATION** (percentage breakdown, if possible): (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc. Please also note if a lab or tutorial will be included.)

IPE Reflection Paper - 5%

Video Analysis and Home Program for Parents of Child at Pre-linguistic Stage - 25%

Data Tracking and SOAP Note for Child with Speech Sound Disorder - 25%

Development of a Therapy Activity for Specific Oral Language or Pre-literacy Target (Use RTSS) - 25%

Demonstration of a Fluency Shaping Technique - 20%

**5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT?
IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).**

**6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE
SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?**

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Lyn Turkstra Email: turkstrl@mcmaster.ca Extension: 28648 Date submitted: April 13'20

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies,
cbryce@mcmaster.ca.

SGS /2015

August 24, 2020

To: Doug Welch, Vice Provost and Dean of Graduate Students

From: Khaled Hassanein, Associate Dean, Graduate Studies & Research, DeGroote School of Business

RE: Covid-19 related changes to DSB graduate admissions and programs

Below please find a summary of temporary changes that were made to DeGroote's suite of graduate programs, due to the impacts of Covid-19.

MBA and MBA with Coop

Admissions:

- Students with a GPA of 10 or above were offered a GMAT waiver, as testing centres were closed and the online GMAT testing portal was unstable (issues with whiteboard functionality and proctoring). This aligns with permanent changes made to the admission criteria, effective September 2020.
- Students with a GPA below 10 have been given the opportunity to complete the test on or before December 31, 2020 (extension to normal condition clearing)
- The MBA Program accepted official emailed transcripts if on the list approved by SGS
- Students unable to have official transcripts sent to McMaster due to global university closures have been allowed to use unofficial transcripts for the purposes of admissions.
- Students unable to have official transcripts / proof of graduation sent to McMaster before September 1st have been given until December 31, 2020 (extension to normal condition clearing)
- Applications deadline for domestic students extended until July 1, 2020
- Deferrals were offered for early admits to September 2021

Changes to Coop Work Term Sequencing (In-course students):

- Students unable to secure a work term for summer 2020 were given the option of returning to the classroom for summer term, and re-sequencing their remaining work terms.
- Students unable to secure a work term for fall 2020 were given the option of returning to the classroom for the fall term, and re-sequencing their remaining work terms
- Students in either scenario above, were invited to take a leave of absence or transfer to the MBA (non-coop) Program
- Students who completed 2/3 work terms were offered the option to graduate with Coop in fall 2020.

MBA Accelerated

- Students with a GPA of 8 or above were offered a GMAT waiver, as testing centres were closed and the online GMAT testing portal was unstable (issues with whiteboard functionality

and proctoring). This aligns with permanent changes made to the admission criteria, effective September 2020.

- Deferrals were offered to January 2021 or September 2021

BLPT

- Application deadline was extended (Round 3 added)
- Incoming students starting the BLPT MBA Program were offered an extension to clear any outstanding conditions (mostly receipt of official transcripts) until December 31, 2020
- The BLPT Program accepted official emailed transcripts if on the list approved by SGS
- Deferrals were offered to September 2021

EMBA

- Students were given the option to virtually attend the mandatory in-person residencies for fall 2020.

Master of Finance

- The MFin program opted to split the cohort into 2 start dates – September 2020 and January 2021
- Students were also offered the option of deferring their admission to September 2021
- The program conditionally accepted students who were missing test scores and/or references due to the COVID closure. All outstanding documentation must be provided in order to fulfil their conditions.
- The MFIN Program will re-open admissions for January 2021 this fall.

E-Health

No program modifications implemented

PhD

No program modifications implemented

cc. Stephanie Baschiera, School of Graduate Students
Lisa Barty, MBA
Dave Mammoliti, E-MBA
Jennifer Dunk, BLPT
Greg Rombough, Specialized Graduate Programs, DSB

REPORT TO SENATE
from the
UNDERGRADUATE COUNCIL

FOR INFORMATION

I Undergraduate Council Committee Assignments

At its September 29, 2020 meeting, the Undergraduate Council ratified the Undergraduate Council Committee Assignments for the 2020-2021 academic year.

II Terms of Award

At the same meeting, the Undergraduate Council approved: a) three new awards b) changes to two awards, c) two new bursaries, and d) the removal of three awards from the *Undergraduate Calendar*.

a) New Awards

The Eric Seidlitz Award
The Stephen Imbert and Norma Kerr-Imbert Academic Grant
The Tanner Kolody Memorial Scholarship

b) Changes to Award Terms

The D.E. Graham Memorial Scholarship in English
The D.E. Graham Memorial Scholarship in History

c) New Bursaries

The Marlie Morrison & Paul Connelly Bursary
The Lillian Welsh Bursary

d) Awards Removed from the Undergraduate Council

The Canadian Society-Civil Engineering Hamilton Section Prize
The Society of Chemical Industry Merit Award
The University Prizes for Special Achievement

III Revisions to Certificate of Completion Programs

At the same meeting, the Undergraduate Council received, for information, revisions to one Certificate of Completion program.

a) Essentials Program

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

Senate: October 14, 2020

REPORT TO THE SENATE
FROM THE
COMMITTEE ON APPOINTMENTS
Open Session (Regular)

On September 14, 2020, the Senate Committee on Appointments approved the following recommendations and now recommends them to Senate for approval:

1. SPS B7 – Policy for Referees – Tenure-Stream Faculty & SPS B11 – Curriculum Vitae Requirements Revisions

It is now recommended,

that Senate approve the revisions to SPS – B7 Policy for Referees – Tenure-Stream Faculty and SPS B11 – Curriculum Vitae Requirements, as circulated.

2. Procedure for Making Acting Academic Administrative Appointments Revisions

It is now recommended,

that Senate approve the revised Procedure for Making Acting Academic Administrative Appointments, as circulated.

SENATE: FOR APPROVAL
October 14, 2020

TO: Senate Committee of Appointments

FROM: Andrea Thyret-Kidd

RE: Community Engaged Research

In November 2017, the Community Engaged Research Tenure and Promotion Working Group was struck to investigate ways to recognize and support community-engaged researchers within McMaster's tenure and promotion processes. The Group's work culminated in a report, which was submitted to the Dean of Social Sciences, and makes a number of recommendations related to the University's Supplementary Policy Statements B7 - *Policy for Referees – Tenure-Stream Faculty* and B11 - *Curriculum Vitae Requirements*. The recommendations were discussed at the Faculty's Chairs and Directors meeting where it was agreed that the report should be provided to the Provost's Office for further consideration and governance.

Dr. Susan Searls-Giroux, Acting Provost and Vice-President (Academic) reviewed the report and recommended revisions to SPS B7 and B11 and expressed support for the proposal. This positive sentiment was shared by Dr. Allison Sills and the McMaster University Faculty Association (MUFA) Executive. Dr. Sills indicated that the MUFA Executive supported the revisions as circulated. The materials are now presented to the Senate Committee on Appointments for review and approval. If approved, it will be provided to the Senate and Board of Governors for final approval.

The full report of the Working Group, including membership, is contained as Attachment I. Tracked versions of SPS B7 and B11 are provided as Attachment II and III.

Community Engaged Research Tenure and Promotion Supplementary Policy Change Proposals

Executive Summary (Draft)

Introduction

The McMaster Community Engaged Research Tenure and Promotion working group was formed in November 2017 in order to further T&P evaluation practices and process to better recognize Community Engaged Research (CER). In pursuit of that goal this document builds on the working group's efforts by outlining some context and summarizing proposed changes to two Supplementary Policy Statements: SPS B7, and B11.

The working group is comprised of:

Chelsea Gabel, Health, Aging and Society
Saara Greene, Social Work
Tina Moffat, Anthropology
Sheila Sammon, Office of Community Engagement
Chris Sinding, Social Work; Health, Aging and Society
Vanessa Watts, Sociology, Indigenous Studies Program
Staff support: C.A. Klassen, Office of Community Engagement

Context

The value McMaster University assigns to community engagement is evident in key institutional documents. Among the University's Strategic Goals is "enhancing the connections between McMaster and the communities we serve, locally, provincially, nationally and around the globe."¹ A significant number of faculty members are skilled at and committed to CER, and community-engaged research, knowledge exchange and mobilization are increasingly valued by Tri-Council funders. Yet the requirements and goals of CER are in some tension with existing processes of assessing faculty members' performance.

After reviewing existing policies and developing strategies for how to practically recognize CER, the working group proposes the following changes and additions to Supplementary Policy Statements:

1. [SPS B7: Policy for Referees – Tenure-Stream Faculty](#)

¹ https://financial-affairs.mcmaster.ca/app/uploads/2018/07/2018-19_budget_REVISED.pdf

In this policy we propose the following minor additions (in red text) to the questions that external referees are asked to address a) through e), beginning at the bottom of page 2 in the policy:

- a. Were you aware of the candidate's ~~publications~~ *research* before now? Had you read any of ~~them~~ *the candidate's publications or other scholarly outputs*?
- b. What would you say is the general quality of the candidate's work?
- c. To what degree is the candidate's work original and creative? How significant is it as a scholarly contribution in his or her special area and in the subject more generally?
- d. ~~Apart from scholarly work, d~~ *Do you know of any contribution the candidate made to the development of his or her subject in Canada or elsewhere, e.g., through activities in learned societies, organizing conferences, governmental commissions and so forth? In your opinion how significant have these activities been?*
- e. Is the candidate's scholarship of a sufficient quality to be acceptable for tenure or promotion based on the criteria detailed above? Please explain the basis of your assessment of his or her scholarship. We recognize that scholarship/research is not the only criterion for tenure and/or promotion, but expect that it is the only one about which you have information.

2. [SPS B11: Curriculum Vitae Requirements](#)

We propose adding the heading "Community engagement and knowledge exchange" to the CV policy under Lifetime Publications. In the context of CER highly recognized kinds of research outputs that are expected of community engaged researchers would be included here, such as community reports, policy briefs, and white papers. Thus, the additional sections would be listed as:

14 a) Peer Reviewed

v) community engagement and knowledge exchange

14 b) Not Peer Reviewed

v) community engagement and knowledge exchange

Policies, Procedures and Guidelines

Complete Policy Title:
**Policy for Referees – Tenure-Stream
Faculty**

Policy Number (if applicable):
SPS B7

Approved by:
**Senate
Board of Governors**

Date of Most Recent Approval:
**December 14, 2011
December 15, 2011**

Date of Original Approval(s):
April 25, 1995

Supersedes/Amends Policy dated:
April 22, 2002 (SPS 13)

Responsible Executive:
Provost and Vice-President (Academic)

Enquiries:
[University Secretariat Policy \(University Secretariat\)](#)

DISCLAIMER: *If there is a Discrepancy between this electronic policy and the written copy held by the policy owner, the written copy prevails*

McMaster University's *Policy and Regulations with respect to Academic Appointment, Tenure and Promotion* (Tenure and Promotion Policy)¹ states, "In all cases where it sends forward a recommendation relating to tenure and/or promotion the department shall have obtained written judgments on the quality of the candidate's scholarly work from at least three referees outside of the University. Care shall be taken to ensure that the referees are at 'arm's length' from the candidate" [III.13]. **If you have any connection with the candidate, please indicate the nature of the connection.**

The Tenure and Promotion Policy also contains the following comments about a candidate's scholarly work.

The search for new knowledge, whether it be in the form of new understandings of the natural world or new interpretations of the human one, is an essential part of the role of the modern university. Hence, it is expected that all faculty members will be engaged in some form of scholarly activity and the assessment of the quality of this work will be a key factor in the consideration of each faculty member's case for re-appointment, tenure and/or promotion [III.11].

It is generally accepted within the university community that an assessment by other scholars working in the same field, or closely related fields, is the best way of determining the quality of scholarly work. This assessment finds expression in

¹ All Section and clause references [-] are to the Tenure and Promotion Policy

the acceptance of papers and manuscripts for peer-reviewed publication, in academic awards and the approval of research grants, in invitations to present conference papers and university seminars, in critical reviews of published works, in exhibitions or performances, and in confidential letters of reference [III.12].

A candidate for tenure and promotion to Associate Professor shall have established a promising program of scholarly work at McMaster University and be making the results of this work available for peer review in the public domain. In the majority of disciplines this will mean that there should be evidence of successful peer-reviewed publication and strong promise of more to come [III.20].

The timing of consideration for tenure and/or promotion at McMaster depends, to some extent, on the calibre of the candidate. In normal circumstances, for a person initially appointed to this University as a full-time Assistant Professor, consideration for tenure and promotion shall take place in the fifth year of the tenure-track appointment. [III 28a.i] Outstanding candidates may be considered for tenure and promotion to Associate Professor in their fourth year. [28d.i] Similarly, candidates who have had relevant experience at another university or institution may be considered before the fifth year, but not before the second year at McMaster. [28.d.ii]

For promotion to the rank of Professor a tenured faculty member shall have achieved a high degree of intellectual maturity. He or she shall have a good record as a teacher and shall be known widely on the basis of high-quality scholarship which has been evaluated by established scholars in the appropriate fields and has been published. The high-quality teaching and scholarship must both have been sustained over a period of years [III.23]. Except in exceptional circumstances, for promotion to the rank of Professor, a tenure-stream faculty member normally shall have spent at least six years in the Associate Professor rank. [III 33, 34]

While you are asked to include in your report brief answers to each of the questions listed below, please feel free to make any other comments which you believe may assist the University in arriving at a decision.

- a. Were you aware of the candidate's [research publications](#) before now? Had you read any of [the candidate's publications or other scholarly outputs](#) ~~them~~?
- b. What would you say is the general quality of the candidate's work?
- c. To what degree is the candidate's work original and creative? How significant is it as a scholarly contribution in his or her special area

and in the subject more generally?

- d. ~~Apart from scholarly work,~~ e Do you know of any contribution the candidate made to the development of his or her subject in Canada or elsewhere, e.g., through activities in learned societies, organizing conferences, governmental commissions and so forth? In your opinion how significant have these activities been?
- e. Is the candidate's scholarship of a sufficient quality to be acceptable for tenure or promotion based on the criteria detailed above? Please explain the basis of your assessment of his or her scholarship. We recognize that scholarship/research is not the only criterion for tenure and/or promotion, but expect that it is the only one about which you have information.

Your letter will be regarded as confidential and will be made available only to the Department and Faculty Committees on Tenure and Promotion and to the Senate Committee on Appointments. However, a faculty member who is unsuccessful in this process will be provided with unattributed copies of the originals of any external letters of reference either by the Department Chair or the Chair of the Senate Committee on Appointments. Preparing an "unattributed copy" means removing the letterhead and the author's name; it also entails an obligation, on the part of the appropriate Chair, to go through the text and remove references which would directly or indirectly reveal the name of the writer.



Policies, Procedures and Guidelines

Complete Policy Title:
Curriculum Vitae Requirements

Policy Number (if applicable):
SPS B11

Approved by:
Senate
Board of Governors

Date of Most Recent Approval:
April 12, 2017
April 20, 2017

Date of Original Approval(s):
December 14, 2011

Supersedes/Amends Policy dated:
December 14, 2011
December 15, 2011

Responsible Executive:
Provost and Vice-President (Academic)

Enquiries:
[University Secretariat Policy \(University Secretariat\)](#)

Field Code Changed

DISCLAIMER: *If there is a Discrepancy between this electronic policy and the written copy held by the policy owner, the written copy prevails*

Faculty members being considered for re-appointment, tenure, permanence, promotion or as a candidate for an academic or administrative office at McMaster University should have an up-to-date curriculum vitae prepared for consideration. It is the faculty member's own responsibility to prepare and keep the curriculum vitae up-to-date and it is the responsibility of the Department Chair to ensure that it is accurate for cases of re-appointment, tenure, permanence, and promotion.

Curricula vitae must follow the exact format, in the sequence presented, including the sequence within every category. Any category that is not applicable should be identified as such.

1. Name in full, with common designate underlined
2. Business address (including postcode) and telephone number(s) (including area code)
3. Educational Background (since high school)
 - o degrees, fellowships, diplomas, certificates including designation (BSc, PhD, FRCP(C), etc.); institution, department and location, year received
4. Current Status at McMaster
 - o rank and title, joint appointments, associate memberships

- status (tenured, continuing appointment without annual review, permanent, contract etc.)
- all dates that apply, e.g., first appointment at McMaster, date tenure or permanence was conferred; etc.) to be listed
- 5. Professional Organizations
 - name (note those that are elected)
- 6. Employment History (include starting and ending [if appropriate] dates, ranks, departments, institutions, locations)
 - a. academic b. consultations c. other
- 7. Scholarly and Professional Activities (include starting and ending [if appropriate] dates, and number of reviews, if appropriate)
 - a. editorial boards c. executive positions
 - b. grant & personnel committees d. journal referee
 - e. external grant reviews
- 8. Areas of Interest (research, teaching, consulting)
- 9. Honours
 - FRSC, Governor General's Award, Honorary Degrees
 - fellowships, scholarships, scientific awards (including title, agency, as well as starting and ending [if appropriate] dates)
- 10. Courses Taught¹ (last five years) (include department [program] number, title, dates taught).
 - a. undergraduate c. postgraduate (medical)
 - b. graduate d. other

¹ In the Faculty of Health Sciences, this includes program components without course designations i.e. tutorials, large group sessions non-clinical electives, etc.

11. Contributions to Teaching Practice

- | | |
|--|---|
| a. pedagogic innovation and/or development of technology-enhanced learning | d. development/evaluation of educational materials and programs |
| b. leadership in delivery of educational programs | e. other |
| c. course/curriculum development | |

12. Supervisorships (include department [program] numbers completed, in progress, inactive and dates)

- | | |
|-----------------------------|---------------------------|
| a. master | d. clinical/professional |
| b. doctoral | e. supervisory committees |
| c. post-doctoral/fellowship | f. other |

13. Lifetime Research Funding

The names of all the individual(s) to whom the grant is awarded should be listed and the principal investigator's name must be underlined.

- o include type, source agency, amount, purpose, title

14. Lifetime Publications

The sequence of authors must be the exact replica of the sequence in which the work was published.

a. *Peer Reviewed*

- i) books
- ii) contributions to books
- iii) journal articles

- iv) research creation and artistic contributions (e.g. exhibitions, performances, recordings, screenings)

- v) [community engagement and knowledge exchange](#)

- vi) journal abstracts

- vii) other, including Proceedings of Meetings

b. *Not Peer Reviewed*

- i) books
- ii) contributions to books
- iii) journal articles

- iv) research creation and artistic contributions (e.g. exhibitions, performances, recordings, screenings)

- v) [community engagement and knowledge exchange](#)

Formatted Table

- vi) journal abstracts
- vii) other, including Proceedings of Meetings

- c. *Accepted for Publication* (in final form)
- d. *Submitted for Publication*
- e. *Unpublished Documents*

- i) technical report series ii) other

15. Presentations at Meetings

For presentations attributable to multiple authors, the sequence of authors must replicate that in which the abstract was accepted, with the name(s) of the presenter(s) underlined.

- a. *Invited*
- b. *Contributed*
 - i) peer reviewed ii) not peer reviewed

16. Patents, Inventions and Copyrights

17. Administrative Responsibilities (include name, role: member or chair, starting and [if appropriate] ending date)

18. Other Responsibilities

Complete Policy Title

Procedure for Making Acting Academic
Administrative Appointments

Policy Number (if applicable):

Approved by

Senate /
Board of Governors

Date of Most Recent Approval

Date 2020/
Date 2020

Date of Original Approval(s)

June 15, 2006

Supersedes/Amends Policy dated

June 15, 2006

April 17, 2014

Responsible Executive

Provost and Vice-President (Academic)

Policy Specific Enquiries

[Provost and Vice-President \(Academic\)](#)

General Policy Enquiries

[Policy \(University Secretariat\)](#)

DISCLAIMER:

*If there is a Discrepancy between this electronic policy and the written copy held
by the policy owner, the written copy prevails.*

PURPOSE

1. This Policy provides guidance in those circumstances when it is necessary for an administrative position to be filled by someone in an acting role for a period of time.
2. Administrative appointments covered by this procedure include Department Chairs and Directors of Schools and those positions listed in Senate By-laws for which *ad hoc* selection committees must be established by Senate. Because the University Act makes specific provision for the appointment of an Acting President, this policy does not apply to the position of University President.
3. For the purpose of interpreting this document “**Acting Appointment**” means an Acting Academic Administrative Appointment.

ACTING ACADEMIC ADMINISTRATIVE APPOINTMENTS

For up to twelve (12) weeks in duration

4. Acting Appointments of up to twelve (12) weeks in duration, may be made directly by the administrator who will be absent.
5. Notification of the appointment must be sent to:
 - a) that administrator's supervisor;
 - b) to those who report to that administrator;
 - c) the appropriate administrative unit; and
 - d) the University Secretary.
6. Any subsequent renewal(s) shall be reported to the Senate Committee on Appointments for information.

For up to seven (7) months in duration

7. Acting Appointments of more than 12 weeks and up to seven (7) months in duration may be made by the academic administrator to whom the position reports.
8. Such appointments are to be reported, for information, to the:
 - a) appropriate administrative unit;
 - b) Senate Committee on Appointments; and
 - c) University Secretary.

For up to one (1) year in duration

9. It is expected that appropriate consultation, relevant to the particular circumstances, will be done before ~~and~~ Acting Appointments of more than 7 months and up to one (1) year in duration are ~~is~~ recommended.
10. Such appointments shall be recommended to Senate, through the Senate Committee on Appointments, by the person to whom the position would normally report.
11. The communication to the Senate Committee on Appointments and Senate shall describe the consultation that led to the acting appointment recommendation.
12. After receiving Senate approval, the Acting Appointment recommendation shall be forwarded to the Board of Governors for approval ~~ratification~~.
13. Other than in exceptional circumstances, the renewal of an Acting Appointment made under this section of the Policy can only be recommended by a duly-appointed selection committee struck for the purpose of selecting a regular appointee to the position. The recommendation of the selection committee will be sent to the Senate Committee on Appointments, Senate, and Board of Governors for approval.

Complete Policy Title:
**Procedure for Making Acting Academic
Administrative Appointments**

Policy Number (if applicable):

Approved by:
**Senate
Board of Governors**

Date of Most Recent Approval:
**April 9, 2014
April 17, 2014**

Date of Original Approval(s):
**May 15, 2006
June 15, 2006**

Supersedes/Amends Policy dated:
**May 15, 2006
June 15, 2006**

Responsible Executive :
University Secretary

Enquiries:
[University Secretariat](#)

DISCLAIMER: *If there is a Discrepancy between this electronic policy and the written copy held by the policy owner, the written copy prevails.*

From time to time circumstances arise in which it is necessary for an administrative position to be filled by someone in an acting role for a period of time. The procedures outlined below for making such appointments are designed to cover all eventualities*.

Acting Academic Administrative Appointments of up to four weeks in duration:

Acting academic administrative appointments, of up to four weeks in duration, may be made directly by the administrator who will be absent. Notification of the appointment must be sent to that administrator's supervisor, to those who report to that officer and to the University Secretary.

Acting Academic Administrative Appointments of up to four months in duration:

An acting appointment of up to four months in duration may be made by the academic administrator to whom the position reports. Such appointments are to be reported, for information, to the unit being administered, to the Senate Committee on Appointments and to the University Secretary.

Acting Administrative Appointments of up to one year in duration:

Acting administrative appointments may be made, for up to one year in duration. (Administrative appointments covered by this procedure include Department Chairs and Directors of Schools and those positions listed in Senate By-law 118(b) for which *ad hoc* selection committees must be established by Senate). The acting appointment shall be recommended to Senate, through the Senate Committee on Appointments, by the person to whom the position would normally report. Appropriate consultation, relevant to the particular circumstances, is expected before such an acting appointment is recommended. The

*Because the University Act makes specific provision for the appointment of an Acting President, this policy does not apply to the position of University President.

communication to the Senate Committee on Appointments and Senate shall describe the consultation that led to the acting appointment recommendation. After receiving Senate approval, the acting appointment recommendation shall be forwarded to the Board of Governors for ratification. Other than in exceptional circumstances, the renewal of an acting appointment made under this procedure can only be recommended by a duly-appointed selection committee struck for the purpose of selecting a regular appointee to the position.




Office of the Provost
and Vice-President
(Academic)

1280 Main Street West
Hamilton, Ontario, Canada
L8S 4K1

Phone 905.525.9140
Ext. 24301
Fax 905.546.5213
Email provost@mcmaster.ca

DATE: October 6, 2020

TO: McMaster University Senate

FROM: Susan Tighe 
Provost and Vice President (Academic)

RE: Proposal to Amend Senate Observers - Associate Vice President, Finance
and Planning (Academic)

The position of Associate Vice President, Institutional Research and Analysis no longer exists. It is proposed that the Associate Vice President, Finance and Planning (Academic) replace the Associate Vice President, Institutional Research and Analysis as an ex-officio Senate observer.

Accordingly, changes are proposed to the *By-Laws of the Senate of McMaster University* as described below.

For context, Article I, section 2, subsection (i) of the *By-Laws of the Senate of McMaster University* defines Observers as "...any person to whom the Senate has granted the right to attend all meetings of the Senate, including Closed Session, and to receive the minutes thereof, with all appendices." Schedule A of the *By-Laws* currently establishes the list of observers as follows:

- Executive Vice-Dean and Associate Vice-President (Academic), Faculty of Health Sciences
- Vice-Provost (International Affairs)
- Associate Vice-President (Equity and Inclusion)
- Associate Vice-President (Students and Learning) and Dean of Students
- Associate Vice-President (Research)
- Associate Vice-President (Institutional Research and Analysis)
- Associate Dean of Business (Academic)
- Associate Dean of Engineering (Academic)
- Associate Dean of Humanities (Academic)
- Vice-Dean, Undergraduate Education, Faculty of Health Sciences
- Vice-Dean, Faculty of Health Sciences, Executive Director, School of Nursing
- Vice-Dean, Faculty of Health Sciences, Executive Director, School of Rehabilitation Science
- Associate Dean of Science (Academic)

Associate Dean of Social Sciences (Academic)
Ombudsperson
University Registrar
University Librarian
Director of the Arts and Science Program
Assistant Vice-President, Communications & Public Affairs
Senior Advisor to the President
Manager of Faculty Appointments and Records, Provost Office
Academic Co-Chair, Indigenous Education Council
One student registered in the Arts and Science Program President or Designate, McMaster
University Faculty Association
President or Designate, McMaster Students Union
President or Designate, Graduate Students Association
President or Designate, McMaster Association of Part-Time Students

Senate is asked to approve the following motion:

that the Senate approve in principle the proposed amendment to Schedule A of the By-Laws of the Senate of McMaster University to have the Associate Vice President, Finance and Planning (Academic) replace the Associate Vice President, Institutional Research and Analysis as an Observer of the Senate, and refer the amendment to the By-Laws Committee for review.