

UNDERGRADUATE COUNCIL
Tuesday, February 27, 2024 at 2:30 p.m.
Gilmour Hall, Council Room (Room 111)

AGENDA

Page

1. **Call to Order**
 2. **Minutes of the Previous Meeting - January 30, 2024**
Approval
4 - 9 [Minutes - Undergraduate Council - January 30, 2024](#)
 3. **Business Arising**
 4. **Chair's Remarks**
 5. **Presentation to Undergraduate Council**
"Aid & Awards: Past, Present and Future"
Liz Way, *Senior Associate Registrar, Aid & Awards*
 6. **Report from the Awards Committee**
C. Grisé
10 - 15 [Report from the Awards Committee](#)
1. **Terms of Award**
Approval
 - a. Proposed New Awards
 - b. Changes to Award Terms
 - c. Changes to Bursary Terms
 - d. Changes in Terms Due to Change in Department Name
 - e. Awards Removed from the Undergraduate Calendar
Information
 - f. Award Name Changes
 - g. Award Value Changes
[Office of the Registrar, Aid & Awards](#)
 2. [Revisions for the 2024/25 Undergraduate Calendar](#)
- 16 - 25
- 26 - 35

Approval

7. Report from the Joint Committee on Certificates, Diplomas and Microcredentials
A. Schat

36 - 38 [Report from the Joint Committee on Certificates, Diplomas and Microcredentials](#)

1. Revisions to Concurrent Certificate Programs

Approval

39 - 47

a. Faculty of Humanities

- i. Concurrent Certificate for Applied Ethics and Policy
- ii. Concurrent Certificate in Essential French
- iii. Concurrent Certificate in Leadership, Equity & Social Change
- iv. Concurrent Certificate in Professional French

[Revisions to Concurrent Certificates](#)

48 - 49

b. Faculty of Engineering

[i. Certificate in Sustainability](#)

2. New Non-Academic Microcredentials

50 - 57

a. Faculty of Health Sciences

Approval

[Engaging and Partnering for People-Centred Care](#)

58 - 59

b. McMaster Continuing Education and Department of Geography

Information

[Creating Caregiver-Friendly Workplaces Program](#)

60 - 64

3. Closure of Certificates of Professional Learning Programs and Course Deletion

Approval

a. Closure of the Intercultural Competency (ICL) Program

b. Closure of the Foundations in Workplace Intercultural Competency & Communication Program

c. Removal/deletion of ICL 101 - Business Administration Generalist Diploma

[Closure of two Certificate of Professional Learning Programs and Course Removal/Deletion](#)

- 65 **4. Revisions to Certificate of Completion Program**
Information
[a. Mindfulness in Modern Society, New Course Additions](#)
- 8. Report from the Curriculum & Admissions Committee**
 S. Corner
- 66 [Report from the Curriculum & Admissions Committee](#)
- 67 - 72 **1. Addenda to Curriculum Revisions for Inclusion in the 2024/2025 Undergraduate Calendar**
Approval
- [a. Faculty of Science](#)
 [b. Faculty of Engineering](#)
 [c. Faculty of Social Sciences](#)
- 9. Report from the Committee on Relief for Student Absences**
Information
- 73 [Report from the Ad Hoc Committee on Relief for Student Absences](#)
- 74 - 87 **1. [Memo](#)**
[McMaster Student Absence Form Policy \[MSAF Policy\]](#)
- 10. Other Business**
- 11. Adjournment**

REPORT TO UNDERGRADUATE COUNCIL
from the
AWARDS COMMITTEE

FOR APPROVAL

1. Terms of Award

At its meeting on February 6, 2024, the Awards Committee reviewed and approved the following for recommendation to Undergraduate Council. Further details of the proposed recommendations are contained within the circulated report.

a. Proposed New Awards

The McCreary Family Entrance Scholarship
The Johari Embry Purdy Legacy Materials Scholarship
The Lorneville EDI Scholarship
The Gerald Paolin Academic Grant
The LaVerne L Waldo Memorial Academic Grant in History

b. Changes to Award Terms

The Audrey Diemert Book Prize
The Merrill Francis Gage Scholarships
The Honours Health Sciences Program Scholarship
The Inter-Residence Council Scholarship
The Ernest Robert MacKenzie Kay Scholarships
The Catherine MacNeill Prize
The Donald G. McNabb Scholarship
The Audey Evelyn Mephram Award
The Class of 1966 Nursing Scholarship
The Stanley Robertson Scholarship
The Gerald and Verna Simpson Memorial Scholarship
The South Ontario Economic Development Council Scholarship
The Taylor's Education Group Entrance Scholarship
The Ralph Weekes Scholarship
The Thomas E. Willey Scholarship

c. Changes in Terms Due to Change in Department Name

Note: All changes relate to the change in name of the Department of Classics to the Department of Greek and Roman Studies.

The Brian Blakey Memorial Scholarship
The Josh and Jane Hunter Scholarship
The Alexander Gordon McKay Scholarship
The A.G. McKay Prize in Greek and Roman Studies
The E.T. Salmon Scholarship
The Varey Scholarship

d. Changes to Bursary Terms

The Gerald and Verna Simpson Bursary
The Clifford Johnston Webster Memorial Bursary

e. Awards Removed from the Undergraduate Calendar

The McMaster Amicus Academic Grant in Sociology (20001684)
The Paul Ray & Alexander Bishop Bursary (20007135)
The Cocco Family Scholarship (20005531)
The First-Generation Bursary (20006090)
The Collegiate Guardian Bursary (20007134)
The Havill Family Bursary (10773343)
The Emmanuel and Gertrude James Bursary (10773410)
The Art Jerome Academic Grant (20000182)
The Ledwith Family Bursary (20006788)
The Rehana & Khalid Masud Academic Grant (10773544)
The Parker Canada Division Engineering Excellence Award (20000072)
The Dr. Robert Scott Engineering Academic Grant (20018831)
The Peter and Judy Smith Academic Grant (20022508)
The Tax Executives Institute Scholarship (20006740)
The Frank and Carol Tristani Scholarship (10773750)
The Dr. John Warkentin Academic Grant (20003688)
The Wentworth Strategy Group Bursary (20013569)
The Marjorie & Briggs Williams Bursary (10773825)
This is Canada Fund (20009738)

f. Award Name Changes (*Information*)

The Honours Health Sciences Program Scholarship
The A.G. McKay Prize in Greek and Roman Studies
The Class of 1966 Dr. Margaret Storey Nursing Scholarship

g. Award Value Changes (*Information*)

The Accenture Inc. Scholarship
The Henrietta Alderson Scholarship
The Margaret E. Orr and Edward C. Allen Prize
The Ashbaugh Scholarships
The Charles Murray Ball Scholarships in Earth Sciences
The Rev. Allison M. Barrett Scholarship
The Marion Bates Book Prize
The Barbara and Ronald Bayne Award
The Charu Late Bhaduri Scholarship in Nursing
The Abe Black Memorial Prize
The Dr. Garth Boulter Memorial Award
The Joan Frances Bowling Entrance Scholarship
The CAE Scholarship in Computer and Software Engineering
The Class of '43 Golden Anniversary Scholarship
The Canadian Society for Chemical Engineering (CSCHE) Scholarship
The Donald Oscar Cannon Scholarship
The Nancy Car Memorial Scholarship in Kinesiology
The Caribbean Alumni Entrance Scholarship
The Casey Family Scholarships
The Chambers Academic Grant
The Chin-Chin Award in Electroacoustic Studies/Sound Art
The Class of 1952 Mel Hawkrigg Honour Awards
The Class of 1953 50th Anniversary Scholarships
The Coca-Cola Scholarship
The Alfred Harry Crowhurst Academic Grant
The Dawson Prize in Chemistry
The Devilliers-Mahaffy Merit Scholarships
The Dean's Medal for Excellence in the Humanities
The Deloitte Scholarships
The Denton Coates Memorial Scholarship
The Dubeck Biochemistry Award
The Dubeck Chemistry Award
The Dundas Scholarships
The Clara I. Elman Scholarship
The Clara I. Elman Travel Scholarship
The George and Nora Elwin Scholarships
The Reese Fallon Memorial Scholarship
The Eileen Gray Farley Entrance Scholarship
The Susan Farley and Beth Farley-Groves Scholarship
The Jimmy Fong International Outreach Travel Award in Engineering
The Fortino's Scholarships
The H.P. Frid Scholarships
The Frith Academic Grant for Nursing Excellence
The Merrill Francis Gage Scholarships
The Merrill Francis Gage Entrance Scholarship

The General Motors Entrance Scholarship
The James R (Jamie) Greulich Memorial Scholarship
The Alise Alexanian Hassel Memorial Scholarship
The Hatch Academic Grant in Engineering
The Rose Hill Scholarships
The Professor Terrence Hoffman Scholarship
The Nellie P. Hogg Scholarship
The Howe Family Academic Grant
The Jack Howett Academic Grant
The Art Jerome Academic Grant
The Lawrence and Kathleen Johnston Memorial Prize
The Cathryn E. Kaake Merit Award
The Ernest Robert MacKenzie Kay Scholarships
The Kudsia Academic Grant
The Raymond C. Labarge Merit Award
The Marion Laing-Knox Entrance Scholarship
The Gary Lautens Memorial Scholarship
The Thelma Lazarowich Academic Grant
The Legacy Language Scholarship
The Legacy Science Scholarship
The Taylor Leibow Academic Grant
The Linardic Family Academic Grant
The Feliks Litkowski Prize in Political Science
The Josephine Magee Scholarship
The John Mayberry Scholarship
The A.G. McKay Prize in Classical Studies
The William McKeon Memorial Academic Grant in Physics
The Walter Scott McLay Scholarship
The McMaster Chinese Alumni - Peter George Int'l Entrance Scholarship
The McMaster University Retirees Association Prize
The McMaster Brighter World Entrance Award
The John D. McNie Achievement Award of Excellence
The Ronald William Merkel Travel Scholarship in Engineering
The Doreen Morrison Academic Grant
The Moulton College Entrance Scholarship
The Richard C. Newman Academic Grant
The Alvin I. Ogilvie Scholarship
The Pioneer Energy LP Gerontology Prizes
The Political Science Prize
The Pollock Family Academic Grant
The Leslie A. Prince Merit Awards
The Provost International Entrance Scholarship
The PricewaterhouseCoopers Scholarships
The Rand Memorial Prize of Class '98
The Helen Ray Scholarship in Fine Arts

The Barrie Reid Academic Grant
The A.G. Reilly Scholarships
The Gladys Richards Scholarships
The Jack Richardson Memorial Scholarship
The Stanley Robertson Scholarship
The Rotary Club of Burlington Central - Burlington
The Larry Sefton Scholarships
The Grace Senra-Fontes Memorial Prize
The Albert Shalom Travel Scholarship
The Clifford and Aline Smith Academic Grant
The S. L. Squire Scholarships
The Mabel Stoakley Scholarship
The Mark John Stojcic Scholarship
The T.H.B. Symons Academic Grant in Canadian Politics
The Szlek Miller Academic Grant
The Patrick Tan Academic Grants
The Thompson Academic Grant
The Tinnerman Palnut Engineered Products Scholarship in Mech Eng
The Susan Vajoczki Legacy Travel Scholarship
The Valley City Manufacturing Co. Ltd Scholarships
The Varey Scholarship
The Walker / Middleton Fieldwork Scholarship
The Waller Family Music Scholarship
The Wallingford Hall Entrance Scholarship
The Melinda Wapshaw Achievement Award
The Dr. John Warkentin Academic Grant
The Viola E. Webster Foreign Study Award
The Thomas E. Willey Scholarship
The Victor Wilson Scholarship
The Lindy Wee Wong International Outreach Award
The Woo Family International Entrance Scholarship
The Science Alumni Scholarships

It is recommended,

that the Undergraduate Council approve five new awards, changes to fifteen award terms, changes to six award terms due to a department name change, changes to two bursary terms, and nineteen awards to be removed from the Undergraduate Calendar, as circulated.

2. Revisions to the 2024/2025 Undergraduate Calendar

At the same meeting, the Awards Committee reviewed and approved revisions to the Aid & Awards section of the 2024-2025 Undergraduate Calendar. Further details are contained within the circulated report.

It is recommended,

that the Undergraduate Council approve the revisions recommended by the Office of the Registrar, Aid & Awards for inclusion in the *2024-2025 Undergraduate Calendar*, as circulated.

**Undergraduate Council
FOR APPROVAL/INFORMATION
February 27, 2024**



PROPOSED NEW AWARDS FOR APPROVAL

Entrance Awards

The McCreary Family Entrance Scholarship

Established in 2023 by Rick McCreary.

Requirements: To be awarded to undergraduate students entering Level 1 in the DeGroote School of Business who attain high averages and demonstrate qualities of leadership, service and/or participation in athletics and/or music.

Typically available: 1 x \$10,000

Incourse Awards

The Johari Embry Purdy Legacy Materials Scholarship

Established in 2023 by Gyan Johari, a McMaster University professor of Materials Science and Engineering from 1984 to 2006, to support students studying thermodynamics, phase transition and structure of materials. To be awarded to undergraduate students enrolled in the Faculty of Engineering who attain the highest combined average in MATLS 3E04, 3T04 and 3C03.

Typically available: 1 x \$5,000

The Lorneville EDI Scholarship

Established in 2023 by Lorneville.

Requirements: To be awarded to undergraduate students enrolled in the Faculty of Engineering who self-identify as a member of an equity-deserving group and attain high averages.

Typically Available: 1 x \$2,000

In-course Academic Grants

The Gerald Paolin Academic Grant

Established in 2023 by Lenora Paolin, B.A. (Class of 1977) in memory of her brother Gerald Paolin (Class of 1967). **Requirements:** To be awarded to undergraduate students enrolled in an Economics program who attain high averages and demonstrate financial need.

Typically available: 1 x \$1,000

The LaVerne L Waldock Memorial Academic Grant in History

Established in 2023 in memory of Rev. LaVerne Waldock (nee Lofgren) (B.A., M.R.E.), honouring her legacy as a mother, educator, minister, and leader who used her many talents to empower individuals in Canada and worldwide, always doing so with courage, kindness, and humility.

Requirements: To be awarded to undergraduate students enrolled in a History program who self-identify as a member of an equity-deserving group, attain high averages and demonstrate financial need.

Typically available: 1 x \$1,000

CHANGES TO AWARD TERMS FOR APPROVAL

The Audrey Diemert Book Prize

Established in 1991 by family, friends, and colleagues in memory of Audrey Diemert.

Requirements: To be awarded to ~~part-time~~ undergraduate students in any program who attain a high averages in ENGLISH 2BL3 or ENGLISH 3CL3.

The Merrill Francis Gage Scholarships

Established in 1982 from the estate of Merrill Francis Gage of Hamilton.

Requirements: ~~Two scholarships to~~ To be awarded to a undergraduate students enrolled in Level 2 or above of an Honours program in Music and who, in the judgement of the School of the Arts, has demonstrated excellence in performance on a keyboard or orchestral instrument.

The ~~Bachelor of~~ Honours Health Sciences (Honours) Program Scholarship (see "For Information – Award Name Changes")

Established in 2004 by students, alumni, faculty, staff and friends of the ~~Bachelor of~~ Honours Health Sciences (Honours) Program in the Faculty of Health Sciences.

Requirements: To be awarded to undergraduate students in the ~~Bachelor of~~ Honours Health Sciences (Honours) program who, in the judgement of the program, demonstrate outstanding academic achievement. Preference will be given to students who attain high averages and have made volunteer contributions within either the Hamilton and/or McMaster University communities.

The Inter-Residence Council Scholarship

Established in 1995 by the McMaster Inter-Residence Council in recognition of the IRC's continued support of the University and its students.

Requirements: To be awarded to a ~~student~~ undergraduate students who has completed at least Level 1 are enrolled in Level 2 of any program who, in the judgement of an Awards Selection Committee of Undergraduate Council, has attain high averages and demonstrated notable academic achievement and has demonstrate(d) leadership and influence in residence life.

The Ernest Robert MacKenzie Kay Scholarships

Established in 1999 by Ernest Robert MacKenzie Kay.

Requirements: A variable number to To be awarded to undergraduate students in a program in Biology, Biochemistry, Chemical Biology or Chemistry who, in the judgement of the Faculty, show outstanding academic achievement. Preference will be given to students who attain high averages and plan to continue in the field of medical research.

The Catherine MacNeill Prize

Established in 1946 by bequest of Annie May MacNeill (Class of 1903).

Requirements: To be awarded to a ~~woman student in her~~ undergraduate students in their graduating year of any program who has attained notable standing in scholarship and has shows qualities of leadership. ~~attain high averages.~~

The Donald G. McNabb Scholarship

Established in 1989 in memory of Donald G. McNabb (Class of 1942) by friends, family and business associates.

Requirements: To be awarded to the student undergraduate students enrolled in Level 3 of an Honours program in Chemistry or Chemical Biology who, in the judgement of the Department of Chemistry and Chemical Biology, has achieved notable academic standing who attain high averages and Preference will be given to students who demonstrate leadership, self-motivation and practical aptitude appropriate for a future in the chemical industry.

The Audrey Evelyn Mephram Award

Established in 2001 by Gordon W. Mephram in loving memory of his wife Audrey Mephram.

Requirements: To be awarded to a student undergraduate students in their graduating year of graduating from an Honours program in the Department of Health, Aging and Society who, in the judgement of the Department of Health, Aging and Society has demonstrated notable academic achievement. Preference will be given to a student attain high averages and has have completed a thesis or course paper on the issues relating to Alzheimer's disease.

The Class of 1966 Nursing Scholarship (see name change below)

Established in 2012 by the School of Nursing, Class of 1966.

Requirements: One scholarship To be awarded to undergraduate students enrolled a full-time student in the School of Nursing who, in the judgment of the School of Nursing, has demonstrated outstanding academic achievement in any level. attain high averages.

The Stanley Robertson Scholarship

Established in 2006 by LaDema Dorrine Roberson Macnab in memory of her father, Charles Stanley Robertson, (Class of 1911), a scholar, an athlete and a volunteer.

Requirements: To be awarded to undergraduate students who have completed at least Level 1 in any program enrolled in Level 2 or above in the Faculty of Engineering who attain high averages, in the judgement of a selection committee, have achieved notable academic standing and demonstrate qualities of leadership, service and/or participation in athletics and/or music. Preference will be given to a student in the Faculty of Engineering.

The Gerald and Verna Simpson Memorial Scholarship

Established in 1957 by the children Paul R. Simpson, B.Sc. (Class of 1956) and James R. Simpson, B.A. (Class of 1954) in memory of their parents, Gerald & Verna Simpson.

Requirements: To be awarded to the student undergraduate students enrolled in Level 2 of an Honours Physics program with the highest Fall-Winter Average who attain high averages.

The South Ontario Economic Development Council Scholarship

Established in 1973 by the South Ontario (formerly Niagara Economic Development Council).

Requirements: ~~Two scholarship to~~ To be awarded to undergraduate students in an Honours Geography program the Honours Environment & Society program, who, in the judgement of the School of Geography and Earth Sciences, demonstrate interest and outstanding achievement in the areas of regional development and urban planning.

The Taylor's Education Group Entrance Scholarship

Established in 2010 by Dato' Loy Teik Ngan (Class of 1984).

Requirements: ~~To be awarded to a graduate or transfer student from Taylor's Education Group in Malaysia who has been accepted as a visa student to any undergraduate program of study on the recommendation of the College.~~ To be awarded to international undergraduate students from Malaysia entering Level 1 of any program. This award is tenable for up to 4 years provided the student maintains full-time enrollment.

The Ralph Weekes Scholarship

Established in 1994 by the Investors Group Financial Services to recognize the accomplishments of Ralph Weekes (Class of 1973).

Requirements: To be awarded to a undergraduate students enrolled in a program in Economics who, in the judgment of the Department of Economics, has attained notable standing. Preference to be given to a student pursuing studies on a part-time basis. attain high averages.

The Thomas E. Willey Scholarship

Established in memory of Dr. Thomas E. Willey in 1996 by his family, colleagues and friends.

Requirements: To be awarded to undergraduate students enrolled in Level 3 in the Faculty of Humanities in a History program who attain high averages. and who, in the judgment of the Faculty, have demonstrated excellence in History.

CHANGES IN TERMS DUE TO CHANGE IN DEPARMENT NAME

Department of Classics → Department of Greek and Roman Studies

The Brian Blakey Memorial Scholarship

Established in 1979 in memory of Dr. Brian Blakey, Professor of French, by his friends, colleagues and former students, on behalf of his wife, Dorothy.

Requirements: To be awarded to the student who attains the highest Fall-Winter Average in Level 3 of an Honours program in ~~Classics~~ The Department of Greek and Roman Studies, Theatre & Film Studies, English, French or Linguistics and Languages. Students must have achieved a B- in either LINGUIST 1A03 or LINGUIST 1AA3.

The Josh and Jane Hunter Scholarship

Established in 2015 by Josh Hunter, B.A.Hon. (Class of 1999), and Jane (Sterling) Hunter, B.Eng.Mgmt. (Class of 1999), MBA (Class of 2002), M.Sc. (Class of 2013), to recognize outstanding academic achievement.

Requirements: To be awarded to undergraduate students a student in a Classics Department of Greek and Roman Studies or English program with the highest GPA.

The Alexander Gordon McKay Scholarship

Established in 1990 by friends and colleagues of Professor A.G. McKay, first Dean of the Faculty of Humanities from 1968 to 1973, to mark his retirement after 33 years of service at McMaster University.

Requirements: To be awarded to undergraduate students a student from the Regional Municipality of Hamilton-Wentworth who are enrolled in Level 3 of an Honours Department of Greek and Roman Studies program and who, in the judgment of the Department of Classics, has attained high academic standing and attain high averages. Preference will be given to students from the Regional Municipality of Hamilton-Wentworth.

The A.G. McKay Prize in Classical Greek and Roman Studies

Established in 1990 by Professor Emeritus A.G. McKay.

Requirements: To be awarded to a graduating student graduating students from an Honours program in Classics-The Department of Greek and Roman Studies who, in the judgment of the Department of Classics, has have demonstrated outstanding academic achievement attained high averages and demonstrated leadership.

The E.T. Salmon Scholarship

Established in 1991 by Mrs. Edward Togo Salmon in memory of her husband, world-renowned Roman historian and member of the faculty for 43 years.

Requirements: To be awarded to the student undergraduate students enrolled in Level 3 of any Honours Classics-Department of Greek and Roman Studies or Honours History program, including at least 12 units of Ancient History and Archaeology, and who, in the judgment of the selection committee shows outstanding achievement and promise. The purpose of the scholarship is to enable the winner to travel and study abroad during the vacation before the final Fall/Winter term, and/or to fund the final year of study at McMaster; candidates should submit to the committee a statement of their aims and plans for study.

The Varey Scholarship

Established in 1978 by J.C. Varey, Dundas, in memory of Albert E. Varey.

Requirements: To be awarded to a student undergraduate students in an Honours Program in Classics the Department of Greek and Roman Studies who, in the judgment of the Department of Classics has achieved notable academic standing attain high averages.

CHANGES TO BURSARY TERMS FOR APPROVAL

The Gerald and Verna Simpson Bursary

Established in 1997 by Paul R. Simpson, B.Sc. (Class of 1956) and James R. Simpson, B.A (Class of 1954) in memory of their parents, Gerald & Verna Simpson, under the McMaster Student Opportunity Fund initiative.

Requirements: To be granted to undergraduate students enrolled in a Physics program who demonstrate financial need. Preference will be given, if financial need is demonstrated, to the recipient of The Gerald and Verna Simpson Scholarship.

The Clifford Johnston Webster Memorial Bursary

Established in 1993 by Viola Webster, B.A. Hon. (Class of 1943) in memory of her brother Clifford Johnston Webster (Class of 1941).

Requirements: To assist students who demonstrate financial need enrolled in the Honours English program who are Canadian citizens or permanent residents and who have graduated from a public secondary school in Ontario. Applicants should have a record of academic performance that has normally been at the upper second class level or higher. If sufficient applicants are not eligible in the Honours English program, the bursaries are available, under similar conditions, to students in the Honours French program.

Requirements: To be granted to undergraduate students enrolled in the Faculty of Humanities, who graduated from an Ontario public secondary school, attain high averages and demonstrate financial need. First preference will be given to students who are enrolled in Honours English, then Honours French.

Awards Removed from the Undergraduate Calendar for Approval

The McMaster Amicus Academic Grant in Sociology (20001684)
The Paul Ray & Alexander Bishop Bursary (20007135)
The Cocco Family Scholarship (20005531)
The First-Generation Bursary (20006090)
The Collegiate Guardian Bursary (20007134)
The Havill Family Bursary (10773343)
The Emmanuel and Gertrude James Bursary (10773410)
The Art Jerome Academic Grant (20000182)
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The Tax Executives Institute Scholarship (20006740)
The Frank and Carol Tristani Scholarship (10773750)



OFFICE OF THE REGISTRAR, AID & AWARDS
From: Undergraduate Council Awards Committee
To: Undergraduate Council
February 27, 2024

The Dr. John Warkentin Academic Grant (20003688)
The Wentworth Strategy Group Bursary (20013569)
The Marjorie & Briggs Williams Bursary (10773825)
This is Canada Fund (20009738)

FOR INFORMATION

AWARD NAME CHANGES

The Bachelor of Honours Health Sciences (~~Honours~~) Program Scholarship
The A.G. McKay Prize in Classical Greek and Roman Studies
The Class of 1966 Dr. Margaret Storey Nursing Scholarship

AWARD VALUE CHANGES

The Accenture Inc. Scholarship	\$850	\$1,000
The Henrietta Alderson Scholarship	\$3,950	\$4,200
The Margaret E. Orr and Edward C. Allen Prize	\$1,000	\$1,500
The Ashbaugh Scholarships	\$2,500	\$5,000
The Charles Murray Ball Scholarships in Earth Sciences	\$2,300	\$2,500
The Rev. Allison M. Barrett Scholarship	\$1,000	\$1,200
The Marion Bates Book Prize	\$85	\$100
The Barbara and Ronald Bayne Award	\$1,000	\$1,500
The Charu Late Bhaduri Scholarship in Nursing	\$800	\$1,000
The Abe Black Memorial Prize	\$475	\$435
The Dr. Garth Boulter Memorial Award	\$2,000	\$4,000
The Joan Frances Bowling Entrance Scholarship	\$1,800	\$2,000
The CAE Scholarship in Computer and Software Engineering	\$3,400	\$5,000
The Class of '43 Golden Anniversary Scholarship	\$1,000	\$1,350
The Canadian Society for Chemical Engineering (CSCHE) Scholarship	\$700	\$650
The Donald Oscar Cannon Scholarship	\$1,400	\$1,800
The Nancy Car Memorial Scholarship in Kinesiology	\$500	\$600
The Caribbean Alumni Entrance Scholarship	\$335	\$346
The Casey Family Scholarships	\$1,000	\$2,000
The Chambers Academic Grant	\$2,000	\$2,500
The Chin-Chin Award in Electroacoustic Studies/Sound Art	\$800	\$900
The Class of 1952 Mel Hawkrigg Honour Awards	\$4,500	\$5,000
The Class of 1953 50th Anniversary Scholarships	\$2,000	\$4,500
The Coca-Cola Scholarship	\$1,000	\$4,500
The Alfred Harry Crowhurst Academic Grant	\$1,500	\$2,000
The Dawson Prize in Chemistry	\$800	\$900



OFFICE OF THE REGISTRAR, AID & AWARDS
From: Undergraduate Council Awards Committee
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February 27, 2024

The Devilliers-Mahaffy Merit Scholarships	\$750	\$1,000
The Dean's Medal for Excellence in the Humanities	\$10,500	\$10,270
The Deloitte Scholarships	\$5,000	\$6,000
The Denton Coates Memorial Scholarship	\$750	\$900
The Dubeck Biochemistry Award	\$3,000	\$3,750
The Dubeck Chemistry Award	\$3,000	\$3,750
The Dundas Scholarships	\$2,500	\$5,000
The Clara I. Elman Scholarship	\$5,000	\$8,000
The Clara I. Elman Travel Scholarship	\$2,000	\$1,000
The George and Nora Elwin Scholarships	\$2,500	\$5,000
The Reese Fallon Memorial Scholarship	\$2,000	\$1,326
The Eileen Gray Farley Entrance Scholarship	\$3,000	\$4,000
The Susan Farley and Beth Farley-Groves Scholarship	\$1,000	\$500
The Jimmy Fong International Outreach Travel Award in Engineering	\$2,500	\$3,000
The Fortino's Scholarships	\$1,000	\$1,500
The H.P. Frid Scholarships	\$1,200	\$1,300
The Frith Academic Grant for Nursing Excellence	\$20,000	\$22,000
The Merrill Francis Gage Scholarships	\$500	\$550
The Merrill Francis Gage Entrance Scholarship	\$900	\$1,000
The General Motors Entrance Scholarship	\$8,500	\$9,000
The James R (Jamie) Greulich Memorial Scholarship	\$5,000	\$1,196
The Alise Alexanian Hassel Memorial Scholarship	\$800	\$1,000
The Hatch Academic Grant in Engineering	\$5,000	\$6,500
The Rose Hill Scholarships	\$1,200	\$1,400
The Professor Terrence Hoffman Scholarship	\$5,000	\$6,000
The Nellie P. Hogg Scholarship	\$2,500	\$8,000
The Howe Family Academic Grant	\$4,000	\$6,500
The Jack Howett Academic Grant	\$1,500	\$2,000
The Art Jerome Academic Grant	\$2,500	\$230
The Lawrence and Kathleen Johnston Memorial Prize	\$350	\$450
The Cathryn E. Kaake Merit Award	\$1,000	\$1,500
The Ernest Robert MacKenzie Kay Scholarships	\$3,000	\$5,000
The Kudsia Academic Grant	\$10,000	\$5,000
The Raymond C. Labarge Merit Award	\$1,000	\$3,500
The Marion Laing-Knox Entrance Scholarship	\$1,000	\$2,000
The Gary Lautens Memorial Scholarship	\$4,000	\$5,000
The Thelma Lazarowich Academic Grant	\$20,000	\$24,000
The Legacy Language Scholarship	\$750	\$1,400
The Legacy Science Scholarship	\$750	\$1,000
The Taylor Leibow Academic Grant	\$800	\$1,100



OFFICE OF THE REGISTRAR, AID & AWARDS
From: Undergraduate Council Awards Committee
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February 27, 2024

The Linardic Family Academic Grant	\$2,000	\$2,500
The Feliks Litkowski Prize in Political Science	\$900	\$950
The Josephine Magee Scholarship	\$2,400	\$2,600
The John Mayberry Scholarship	\$1,500	\$1,700
The A.G. McKay Prize in Classical Studies	\$200	\$250
The William McKeon Memorial Academic Grant in Physics	\$2,000	\$3,100
The Walter Scott McLay Scholarship	\$250	\$300
The McMaster Chinese Alumni - Peter George Int'l Entrance Scholarship	\$1,000	\$3,000
The McMaster University Retirees Association Prize	\$1,000	\$1,200
The McMaster Brighter World Entrance Award	\$2,500	\$5,000
The John D. McNie Achievement Award of Excellence	\$800	\$700
The Ronald William Merkel Travel Schship in Engineering	\$2,500	\$3,500
The Doreen Morrison Academic Grant	\$1,200	\$2,000
The Moulton College Entrance Scholarship	\$1,000	\$5,000
The Richard C. Newman Academic Grant	\$1,500	\$2,100
The Alvin I. Ogilvie Scholarship	\$1,000	\$1,500
The Pioneer Energy LP Gerontology Prizes	\$120	\$150
The Political Science Prize	\$200	\$100
The Pollock Family Academic Grant	\$2,500	\$3,000
The Leslie A. Prince Merit Awards	\$750	\$1,000
The Provost International Entrance Scholarship	\$5,000	\$7,500
The PricewaterhouseCoopers Scholarships	\$2,500	\$3,000
The Rand Memorial Prize of Class '98	\$250	\$350
The Helen Ray Scholarship in Fine Arts	\$2,000	\$2,500
The Barrie Reid Academic Grant	\$300	\$450
The A.G. Reilly Scholarships	\$2,500	\$5,000
The Gladys Richards Scholarships	\$2,000	\$2,500
The Jack Richardson Memorial Scholarship	\$400	\$675
The Stanley Robertson Scholarship	\$2,500	\$3,000
The Rotary Club of Burlington Central - Burlington	\$1,000	\$1,200
The Larry Sefton Scholarships	\$500	\$800
The Grace Senra-Fontes Memorial Prize	\$250	\$300
The Albert Shalom Travel Scholarship	\$725	\$800
The Clifford and Aline Smith Academic Grant	\$1,000	\$1,500
The S. L. Squire Scholarships	\$950	\$1,000
The Mabel Stoakley Scholarship	\$425	\$500
The Mark John Stojcic Scholarship	\$1,800	\$2,200
The T.H.B. Symons Academic Grant in Canadian Politics	\$2,000	\$1,200
The Szlek Miller Academic Grant	\$800	\$1,500
The Patrick Tan Academic Grants	\$2,000	\$3,900



OFFICE OF THE REGISTRAR, AID & AWARDS
From: Undergraduate Council Awards Committee
To: Undergraduate Council
February 27, 2024

The Thompson Academic Grant	\$800	\$1,000
The Tinnerman Palnut Engineered Products Scholarship in Mech Eng	\$3,000	\$3,500
The Susan Vajoczki Legacy Travel Scholarship	\$1,000	\$2,000
The Valley City Manufacturing Co. Ltd Scholarships	\$1,600	\$1,950
The Varey Scholarship	\$275	\$300
The Walker / Middleton Fieldwork Scholarship	\$500	\$1,000
The Waller Family Music Scholarship	\$2,000	\$3,500
The Wallingford Hall Entrance Scholarship	\$750	\$2,000
The Melinda Wapshaw Achievement Award	\$300	\$375
The Dr. John Warkentin Academic Grant	\$1,000	\$709
The Viola E. Webster Foreign Study Award	\$2,500	\$3,000
The Thomas E. Willey Scholarship	\$400	\$800
The Victor Wilson Scholarship	\$1,500	\$2,000
The Lindy Wee Wong International Outreach Award	\$1,000	\$1,250
The Woo Family International Entrance Scholarship	\$2,000	\$3,000
The Science Alumni Scholarships	\$1,000	\$3,000
122 changes		\$78,722

MEMORANDUM

To: Undergraduate Council

From: Liz Way
Senior Associate Registrar
Office of the Registrar, Aid & Awards

Date: January 9, 2024

Re: Revisions for 2024/25 Undergraduate Calendar

The Office of the Registrar, Aid & Awards submits the following revisions for the 2024/25 Undergraduate Calendar for your consideration and approval:

1. Updates to change language per suggestions from the Office of Equity and Inclusion:
 - a. Shift from Equity-Seeking to Equity-Deserving
 - b. Updating language on academic merit to academic standing

2. Regulation updates including:
 - Clearer language to indicate international specific awards are awarded to students paying international fees only. Eligibility is lost if fee payment status shifts to domestic.
 - Consistency of language for entrance bursary to in course bursary eligibility

The draft copies of the relevant 2024/25 Undergraduate Calendar sections included below for your review.

Changes to Entrance Bursary Regulations

1. Entrance Bursaries are non-repayable grants allocated on the basis of demonstrated financial need, which may also include a minimum expectation of academic ~~standing~~ ~~achievement~~ or ~~earned merit~~ ~~miscellaneous criteria~~.
2. Entrance Bursaries are available to students admitted on the basis of high school admission requirements.
3. Entrance Bursaries are available to full-time and part-time students entering Level 1 of their first baccalaureate degree program.

4. Entrance Bursaries requiring full-time status are available to students enrolled in a full-time OSAP eligible full-time course load or equivalent in both the fall and winter terms.
5. Students who have enrolled at any post-secondary institution after graduation from high school are not eligible for Entrance Bursaries, unless:
 - i. They are completing a certificate or diploma at McMaster University as a requirement of admission (e.g. the McMaster English Language Diploma), and/or
 - ii. They have withdrawn from post-secondary studies before attending or before the deadline to drop and add courses in their first term of study.
6. Entrance Bursaries are available to students who are Canadian Citizens, Permanent Residents, Convention Refugees, or Protected Persons of Canada regardless of where they completed their high school education.
7. Entrance Bursaries are allocated on the basis of financial need, as demonstrated through a completed full-time Canadian federal and/or provincial government student aid application (e.g. full-time OSAP) ~~OSAP application~~, for the academic year in which the student is entering Level 1 of their program.
8. Entrance Bursaries are allocated in adherence with the Ministry of Colleges and Universities (MCU) policies, procedures and guidelines in place for the given academic year. The MCU Student Access Guarantee (SAG) currently specifies bursary amounts and payment deadlines for students in high tuition programs (e.g. Engineering, Business).
9. Entrance Bursary funds are limited.
10. Students may receive more than one Entrance Bursary to fill their Student Access Guarantee obligation or to meet the total bursary amount for their level of financial need.
11. In some cases, students may receive more than one Entrance Bursary (e.g. where a student meets a particular donor fund requirement or applies via a separate earned merit application process). In these cases, the bursary is awarded to the eligible student who demonstrates the greatest financial need as determined by the Office of the Registrar, Aid & Awards.
12. Entrance Bursaries may specify a minimum admission average requirement and may consider one or more McMaster University calculated admission averages. An admission audition or portfolio score or equivalent may be included in the calculation of an average. Final grades for courses completed after June 30th in the year of admission application will not be considered in assessing eligibility for Entrance Bursaries.
13. Entrance Bursaries may also consider other forms of earned merit. To evaluate earned merit, students may need to complete one or more additional requirements including, but not limited to, submitting an application.
14. To be considered for an Entrance Bursary by application, students must submit a completed application by the specified deadline date.
15. Entrance Bursary applications which meet eligibility criteria are forwarded to a selection committee for review and ranking.
16. The greater calculated financial need is used to break any tie.

17. Students may receive a maximum of one Entrance Bursary by application.
18. Students must be enrolled in at least the full-time OSAP eligible course load used to determine their eligibility for the Entrance Bursary to have the Entrance Bursary payment processed.
19. All Entrance Bursary payments are disbursed through the McMaster Student Account and are applied to outstanding charges. A few exceptions to this regulation may be approved by the Office of the Registrar, Aid & Awards.
20. Entrance Bursaries are typically disbursed September through the end of December.
21. Registration in, or transfer to, another program of study and/or a change in course load may result in forfeiture or adjustment in the value of the Entrance Bursary. Students are advised to consult with the Office of the Registrar, Aid & Awards, prior to making any changes to their program of study or course load.
22. Students withdrawing from courses without failure by default in the Fall term may see an adjustment in the value of their Entrance Bursary or see the full amount returned to the University.
23. Any adjustment made to a student's account, in order to return all or a portion of an Entrance Bursary to the University, will consider the balance available at the time of the adjustment and may put a student's account into deficit.
24. Some Entrance Bursaries may be renewable (see In-Course and Renewal Bursary Regulations).
25. The University may choose not to grant an Entrance Bursary in the absence of a suitable candidate; may choose to limit the number of recipients selected where funding is limited; may choose to limit the number of recipients selected where too few suitable candidates exist; and/or may choose to generate applicant pools for bursaries by application, where complete applications have not been received.
26. The University may remove specific Entrance Bursaries from the University Calendar, may revise the terms and stated value and/or suspend the granting of Entrance Bursaries (e.g. donor funds).
27. Entrance Bursaries supported by donor funds may have additional eligibility requirements.

Changes to Entrance Awards Regulations

Entrance Awards are monetary awards allocated on the basis of academic **merit standing** and, in some cases, other forms of earned merit.

1. Entrance Awards are available to students admitted full-time on the basis of high school admission requirements.
2. Entrance Awards are available to students entering Level 1 of their first baccalaureate degree program.

3. Students who have enrolled at any post-secondary institution after graduation from high school are not eligible for Entrance Awards unless:
 - i. They are completing a certificate or diploma at McMaster University as a requirement of admission (e.g. the McMaster English Language Diploma), and/or
 - ii. They have withdrawn from post-secondary studies before attending or before the deadline to drop and add courses in their first term of study.
4. Entrance Awards are available to all domestic and international students.
5. Entrance Awards are available to students who pay fees to McMaster University.
6. Students may receive a maximum of one Entrance Award granted solely on the basis of academic merit standing (e.g. a McMaster University Award of Excellence or Achievement Award) and one Entrance Award granted on the basis of an application or other earned merit.
7. Entrance Awards first consider one or more McMaster University calculated admission and scholarship averages (e.g. final admission average).
8. Students must achieve a minimum 80% in the average(s) used to determine Entrance Award eligibility. An admission audition or portfolio score, or equivalent, may be included in the calculation of an average.
9. Averages for Entrance Awards are calculated using the course grades that form the basis for admission to the Level 1 program. Final grades for courses completed after June 30th in the year of admission application will not be considered in assessing eligibility for Entrance Awards.
10. Entrance Awards may also consider other forms of earned merit. To evaluate earned merit, students may need to complete one or more additional requirements, including, but not limited to, submitting an application, participating in an interview, performing an audition or developing a portfolio.
11. To be considered for an Entrance Award by application, students must submit a complete application by the specified deadline date.
12. Entrance Award applications which meet eligibility criteria are forwarded to a selection committee for review and ranking.
13. Students must enrol in the fall term to have an Entrance Award payment processed.
14. To be eligible for International Entrance awards, international students must be paying international tuition fees and enrolled in courses full-time during the fall and winter terms. If their tuition fees change to domestic status, they are no longer eligible for international student entrance awards.
15. All Entrance Award payments are disbursed through the McMaster Student Account and are applied to outstanding charges. A few exceptions to this regulation may be approved by the Office of the Registrar, Aid & Awards.
16. Entrance Awards are typically disbursed no later than the end of September.
17. Entrance Award recipients will have their awards noted on their University transcript.

18. Registration in, or transfer to, another program of study and/or a change in course load may result in forfeiture or adjustment in the value of the award. Students are advised to consult with the Office of the Registrar prior to making any changes to their program of study or course load.
19. Students withdrawing from courses on or before *the last day for withdrawing from courses without failure by default* in the Fall term will forfeit their Entrance Award.
20. Students who forfeit their Entrance Award will have their award cancelled and their transcript notation removed. Students must return the Entrance Award funding to their McMaster Student Account.
21. Some Entrance Awards are renewable (see In-Course Award and Renewals Regulations).
22. Students wishing to defer the benefits of an Entrance Award to the following academic year should apply to the Office of the Registrar, Admissions, for deferral of both admission and stated scholarship value. Approval of applications for deferral is not automatic, and deferrals are not normally granted for more than one academic year.
23. The University may choose not to grant an Entrance Award in the absence of a suitable candidate; may choose to limit the number of recipients selected where funding is limited; may choose to limit the number of recipients selected where too few suitable candidates exist; and/or may choose to generate applicant pools for awards by application, where complete applications have not been received.
24. Deferred award eligibility and value will be determined by the regulations from the academic year the award was originally offered.
25. The University may remove specific Entrance Awards from the University Calendar, may revise the terms and stated value, and/or suspend the granting of Entrance Awards (e.g. donor funds).
26. Entrance Awards supported by donor funds may have additional eligibility requirements.

Aid & Awards

OFFICE OF THE REGISTRAR, AID & AWARDS

Gilmour Hall, Room 120
McMaster University
Hamilton, Ontario, L8S 4L8
<https://registrar.mcmaster.ca/aid-awards/>

SENIOR ASSOCIATE REGISTRAR AID & AWARDS

Elizabeth Way/B.A., M.T.S.

ASSISTANT REGISTRAR GOVERNMENT AID PROGRAMS

Rita Mukherjee/B.Sc., M.B.A.

The Office of the Registrar, Aid & Awards delivers government and University aid and award programs that support access, financial wellness and excellence at the post-secondary level. Our academic grant, award, bursary and work programs encourage and support diversity and inclusivity in the recruitment, retention, and recognition of students, including those from equity-seeking-deserving groups. Aid & Awards administers government student aid, such as the Ontario Student Assistance Program (OSAP) and the US Direct Loans Program, on behalf of various federal and provincial governments. For more information about our programs and services, visit registrar.mcmaster.ca/aid-awards/.

Regulations for Aid and Awards

The University supports the financial wellbeing of students in the delivery of aid and award programs, ensuring equity, consistency and transparency in administration. The University operates within the Senate approved University Aid and Awards Policy. While all regulations for Aid and Awards are established within this approved policy, the University may choose to offer additional Aid and Award programs, establish regulations through which to administer these programs, and/or modify existing regulations with Senate approval after the Undergraduate Calendar has been published. It is important to note that Financial Awards are not covered by the University Aid and Awards Policy and are not administered through the Aid and Award regulations that follow. The University Aid and Awards Policy is publicly viewable through the University Secretariat website. Financial Awards support students in a manner consistent with the goals of the University, but do not necessarily meet all the policy regulations of established Aid and Award programs. Financial Awards may be administered centrally through the Office of the Registrar, Aid & Awards, through the School of Graduate Studies (SGS), or through designated representatives in University faculties and departments that have established processes to administer their own funds (e.g. Athletics and Recreation). Financial Awards are not Senate-approved awards and thus, are not recognized at convocation or included on University transcripts. Information about Financial Awards is made available through department websites.

The following regulations apply to all Undergraduate Aid and Award Programs (and excludes Financial Awards, as detailed above):

Application Requirements

Some Aid and Awards require students to submit an application:

1. Application records for Aid and Awards, supporting documentation (e.g. transcripts, letters of reference, income tax notices of assessment, student loan entitlements, etc.) and responses to applications shall be handled by the administering office in accordance with the *Freedom of Information and Protection of Privacy Act (FIPPA)*.
2. Requirements for Aid and Awards by application typically include:
 - An online application submitted electronically through AwardSpring with completed consents and declarations or a completed signed paper-based application form
 - A completed common application submitted through AwardSpring for awards requiring a nomination
 - A statement of eligibility
 - An opportunity for applicants, particularly from equity **seeking** **deserving** groups, to voluntarily offer a narrative about their lived experiences
 - A curriculum vitae/academic resume
 - A transcript (McMaster University transcripts may be unofficial)
 - In addition, for the types of awards noted below, at least one academic or personal (non-family member) letter of reference may be required:
 - i. University-wide Aid and Awards
 - ii. Aid and Awards with a value exceeding \$2000
 - iii. Renewable Aid and Awards
 - iv. Aid and Awards at the discretion of the Office of the Registrar, Aid & Awards
3. The University may choose to audit and verify any or all information provided to complete an Aid or Award Application.
4. Application records and supporting documentation are used by the Office of the Registrar, Aid & Awards, Award Chairs and Selection Committees for the sole purpose of administering Aid and Award programs, including, but not limited to, determining student eligibility.
5. All application records and supporting documentation will be retained for a minimum period of twelve months after last use.
6. All application records and supporting documentation remain the property of McMaster University.

Gender Criteria

For the purpose of Aid and Award criteria and eligibility, references to "Woman" or "Female" include all students who identify as Woman/Female and references to "Man" or "Male" include all students who identify as a Man or Male.

Equity-Seeking-Deserving Groups

Equity-seeking-deserving groups include Indigenous persons, members of racialized communities, women, and persons with disabilities. Indigenous, Black and Latinx students, students with disabilities and women in STEM fields are most underrepresented in universities as a consequence of individual bias and systemic barriers.

Maximums

To ensure a fair and wide allocation of Undergraduate Aid and Awards, the University restricts the number and value of aid and awards which students may receive for an academic year.

An eligible entering student may receive:

- a. One Entrance Award granted solely on academic merit standing (e.g. the McMaster Award of Excellence); and
- b. One Entrance Award, including those supporting Black, Racialized, Indigenous and International students, granted on the basis of academic standing and other forms of earned merit that requires an additional assessment process, including, but not limited to, application, interview and/or audition; and
- c. One Entrance Academic Grant or Indigenous Student Entrance Academic Grant; and
- d. One Entrance Bursary granted on the basis of earned merit that requires an additional assessment process, including, but not limited to, application, interview and/or audition, and additional bursary funding up to the amount eligible; and
- e. Fall/Winter and Summer Work Program funding; and
- f. Any number of Financial Awards

An eligible in-course or graduating student may receive:

- a. Awards granted solely on academic merit standing, limited to either one award greater than or equal to \$800 (considered a 'major' award) and one academic award less than \$800 (considered a 'minor' award), or two academic awards less than \$800; and

- b. Two awards granted on the basis of academic standing and other forms of earned merit that requires an additional assessment process, including, but not limited to, application, interview and/or audition; and
- c. Academic Awards continued from a previous year; and
- d. Any number of prizes, which include non-monetary awards such as books and medals, and awards of nominal monetary value (currently \$100 or less), whether based on academic merit or an additional assessment process; and
- e. One Travel or Exchange Award; and
- f. One Academic Grant (including any renewable Entrance, Indigenous Student Entrance, or In-Course Academic Grant continued from a previous year); and
- g. One Community Contribution Award; and
- h. One or more bursaries based on the student's financial situation up to the amount eligible; and
- i. Fall/Winter and Summer Work program funding; and
- j. Any number of Financial Awards

T4A tax slips are issued to students for all Aid and Award amounts received during the tax year.

It is important to note that Aid and Award income may affect federal and/or provincial government student aid (e.g. full-time OSAP) entitlements. Students are advised to review the status of their government student aid applications often and refer to the appropriate government website for further information.

Review of Aid and Award Decisions

1. Decisions made by Aid and Award selection committees are final. Students may not appeal these decisions.
2. Students who believe an error occurred at the University, that may have impacted an Aid and/or Award decision, are asked to write to the Senior Associate Registrar, Aid & Awards requesting a review of their file.
3. Students who have compelling personal circumstances that preclude them from receiving initial payment and/or renewal of Aid and/or Award funding may submit a petition for special consideration to request that an exception to the policy and/or regulations be made. Petitions should be submitted to the Senior Associate Registrar, Aid & Awards and should include a cover letter explaining the need for special consideration, as well as any relevant documentation. Petitions must be submitted in a

prompt and timely manner and will be accepted no later than one year after the decision being petitioned.

Privacy

1. When providing information to donors and others concerning award recipients (including publications such as convocation programs and award booklets), the release of such information shall comply with the *Freedom of Information and Protection of Privacy Act (FIPPA)* and the University's *Notice of Collection* statement. The University is permitted to publish an individual's name, Faculty, program, plan, level, and Award information. The University may publish the names of recipients of scholarships listed in the Undergraduate Calendar in the University's convocation program and other Award publications.
2. With permission, the University may also release an Aid recipient's first name, last name, Faculty, program, plan, level, Aid received and amount to the donor(s) of the Aid.
3. With permission, the University may also release an academic grant recipient's first name, last name, email id, faculty, program, plan, level, Academic Grant received and amount to the Faculty for the purpose of Faculty award ceremony invitations and Award booklets.
4. From time to time, the Office of the Registrar, Aid & Awards may reach out to Award recipients with requests for thank you letters, invitations to donor luncheons and events, invitations to discuss summer job opportunities or internships, interviews for McMaster University Advancement or Communications and Public Affairs, etc. Responses to these requests and/or attendance at these functions is entirely voluntary. While a response is appreciated, acceptance or rejection of these offers in no way impacts Aid and Award eligibility.
5. Mandatory annual reporting to Undergraduate Council Awards Committee, Undergraduate Council, and Senate include the release of an Award recipient's first name, last name, Faculty, program, plan, level, Award received and amount, submitted Travel Award reports, Aid and Award summary information and recognition of selection committee members.
6. Students with concerns regarding Aid and Award privacy, are asked to write to the Senior Associate Registrar, Aid & Awards.



UNIVERSITY
SECRETARIAT
• Board of Governors
• Senate

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REPORT TO THE UNDERGRADUATE COUNCIL
from the
JOINT COMMITTEE ON
CERTIFICATES, DIPLOMAS AND MICROCREDENTIALS

FOR APPROVAL

1. Revisions to Concurrent Certificate Programs

At its meeting on February 6, 2024, the Joint Committee on Certificates, Diplomas and Microcredentials reviewed and approved revisions to five concurrent certificate programs. Further details are contained within the circulated materials.

a. Faculty of Humanities

- i. Concurrent Certificate for Applied Ethics and Policy
- ii. Concurrent Certificate in Essential French
- iii. Concurrent Certificate in Leadership, Equity & Social Change
- iv. Concurrent Certificate in Professional French

b. Faculty of Engineering

- i. Concurrent Certificate in Sustainability

It is recommended,

that the Undergraduate Council approve revisions to the Concurrent Certificates in:

- **Applied Ethics and Policy,**
- **Essential French,**
- **Leadership, Equity & Social Change, and**
- **Professional French,**

as recommended by the Faculty of Humanities for inclusion in the 2024-2025 Undergraduate Calendar, and as circulated.

It is recommended,

that the Undergraduate Council approve revisions to the Concurrent Certificate in Sustainability, as recommended by the Faculty of Engineering for inclusion in the 2024-2025 Undergraduate Calendar, as circulated.

2. New Non-Academic Microcredential Programs

At the same meeting, the Joint Committee on Certificates, Diplomas and Microcredentials reviewed two new microcredentials programs. While normally non-academic micro credentials would be reported for information, the Faculty of Health Sciences will be making

a submission to the University Student Fees Committee for its Engaging and Partnering for People-Centered Care microcredential and as such, requires approval.

a. Faculty of Health Sciences

- i. Engaging and Partnering for People-Centered Care

b. McMaster Continuing Education (MCE)

- i. Creating Caregiver Friendly Workplaces

This item is for information only.

It is recommended,

that the Undergraduate Council approve, for recommendation to the University Planning Committee and the Senate, the establishment of the microcredential in *Engaging and Partnering for People-Centred Care*, as recommended by the Faculty of Health Sciences, and as circulated.

3. Closure of Certificate of Professional Learning Programs and Course Deletion

At the same meeting, the Joint Committee on Certificates, Diplomas and Microcredentials reviewed and approved the closures of two Certificate of Professional Learning Programs and the resulting course deletion from the Business Administration Generalist Diploma. Further details can be found within the circulated materials.

a. Closure of the Intercultural Competency (ICL) Program

b. Closure of the Foundations in Workplace Intercultural Competency & Communication Program

c. Removal/deletion of ICL 101 - Business Administration Generalist Diploma

It is recommended,

that the Undergraduate Council approve, for recommendation to the University Planning Committee and the Senate, the closure of the Certificate of Professional Learning Programs in Intercultural Competency (ICL) and Foundations in Workplace Intercultural Competency & Communication, as circulated.

It is recommended,

that the Undergraduate Council approve the revision to the Business Administration Generalist Diploma, as circulated.

4. Revisions to Certificate of Completion Program

At the same meeting, the Joint Committee on Certificates, Diplomas and Microcredentials received, for information, new course additions to the Mindfulness in Modern Society Certificate of Completion Program. Further details are contained in the circulated materials.

a. Mindfulness in Modern Society, New Course Additions

This item is for information only.

**Undergraduate Council
APPROVAL/INFORMATION
February 27, 2024**

REPORT TO UNDERGRADUATE COUNCIL

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

REVISION TO EXISTING PROGRAMS

- Concurrent Certificate for Applied Ethics and Policy
- Concurrent Certificate in Essential French
- Concurrent Certificate in Leadership, Equity & Social Change
- Concurrent Certificate in Professional French

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

REVISIONS TO EXISTING PROGRAMS:

Concurrent Certificate for Applied Ethics and Policy (CAEP)

Department of Philosophy
University Hall, Room 310, ext. 24275
<http://philos.humanities.mcmaster.ca/>

The Certificate for Applied Ethics and Policy (CAEP) is designed to prepare undergraduate students from Health Sciences, Engineering, Business, Humanities, Science, and Social Sciences to work together on teams to identify and resolve the ethical, institutional, and policy challenges posed by novel technologies that are highly promising but also potentially disruptive. The Certificate will recognize students for having gained skills in ethics and critical reasoning, the development of policy recommendations, working within multi-disciplinary teams, and engaging with relevant stakeholders.

Certificate Requirements

Any student in an undergraduate program at McMaster may declare the certificate at the time of graduation and upon satisfaction of each of the following requirements:

1. The student must be accepted by the Certificate for Applied Ethics and Policy Committee (the CAEP Selection Committee). The CAEP Selection Committee will consider supplemental applications soon after the end of Winter term of each academic year, but only from students who are enrolled in an undergraduate program at McMaster University and who have completed one of PHILOS 2D03 or 2Y3. The CAEP Selection Committee's selections will be made on the basis of the student's cumulative grades and answers to the supplemental application questions.
2. The student must complete 15 units in accordance with the following requirements.
3. Students who entered CAEP prior to Fall 2022 may continue to proceed with requirements as listed in the year of their entry into the certificate. Students are advised to consult the 2021-2022 Undergraduate Calendar for these earlier requirements.

Notes

- ~~1.~~ ~~Students accepted and enrolled in the Justice, Political Philosophy, and Law Honours BA Program are not eligible to apply for the Certificate.~~
- ~~2.~~ 1. Any student seeking enrollment in a Philosophy Honours BA or Justice, Political Philosophy, and Law Honours BA Program may satisfy no more than 2 courses (6 units) of the Program requirements with courses that the student has also designated as counting toward the satisfaction of the Certificate's requirements.
- ~~3.~~ 2. Students who declare the certificate are precluded from declaring a philosophy minor.
- ~~4.~~ 3. Transfer credits will not be accepted in lieu of PHILOS 4V03. Students accepted into the certificate program are free to request transfer credit in lieu of any other certificate course requirement. The student may submit such a request to the Selection Committee (via philadm@mcmaster.ca) at any time.
- ~~5.~~ 4. Note that selection by the selection committee is distinct from the successful declaration of the certificate, and a student's selection does not imply that the candidate has satisfied all certificate requirements. It is the student's responsibility to make sure that at the time of graduation, all requirements of the certificate as enumerated above have been fulfilled.
- ~~6.~~ 5. Integrated Business and Humanities students may substitute IBH 1BC3 for PHILOS 2Y3 and/or IBH 2BD3 for PHILOS 2N03.

- 7- 6. Students who had previously taken PHILOS 2S03 may substitute this course for one of: PHILOS 2D03 (if not previously completed), PHILOS 2G03, PHILOS 2N03, PHILOS 2TT3 or PHILOS 2YY3 (if not previously completed).

Requirements

15 units total

3 units

from

- PHILOS 2D03 - Bioethics
- PHILOS 2YY3 – Ethics

3 units

from

- PHILOS 2D03 - Bioethics (*if not previously completed*)
- PHILOS 2G03 - Social and Political Issues
- PHILOS 2N03 - Business Ethics
- PHILOS 2TT3 - Ethical Issues in Communication
- PHILOS 2YY3 – Ethics (*if not previously completed*)

36 units

from

- PHILOS 3C03 - Advanced Bioethics
- PHILOS 3CC3 - Advanced Ethics
- PHILOS 3GH3 - Global Health Ethics

3 units

from

- PHILOS 3I03 - Philosophy and Feminism
- PHILOS 3L03 - Environmental Philosophy
- PHILOS 3N03 - Political Philosophy
- PHILOS 3Q03 - Philosophy of Law
- PHILOS 3T03 - Philosophy and Race

3 units

- PHILOS 4V03 - Multidisciplinary Workshop in Applied Ethics and Policy

Rationale: The department is opening up the concurrent certificate to allow previously excluded Justice, Political Philosophy and Law (JPPL) students to complete the certificate.

Concurrent Certificate in Essential French

Department of French

Togo Salmon Hall, Room 532, ext. 24470

<http://french.humanities.mcmaster.ca/>

The Concurrent Certificate in Essential French is intended for those students seeking a solid foundation in essential French, including receptive linguistic skills in French (listening, reading, comprehension), and fundamental productive communication skills (speaking, writing). Students completing a degree program in French (Hons BA, BA, minor) are not eligible for the concurrent Certificate in Essential French.

Certificate Requirements

Any student in an undergraduate degree program at McMaster may declare the certificate, at the time of graduation, and upon completion of the following courses in French.

Requirements

18 units total

- FRENCH 1Z06 A/B - ~~Beginner's~~ Intensive French I: **Beginner**
- FRENCH 2Z06 A/B - ~~Beginner's~~ Intensive French II: **Elementary**
- FRENCH 2M06 A/B - Introduction to French Studies: ~~Advanced Level~~ **Intermediate***

Alternate Pathway to Certificate

Those students who begin their French Studies at McMaster with FRENCH 2Z06 A/B may still complete the concurrent Certificate in Essential French, through fulfilment of the following alternate pathway.

Requirements

15 units total

6 units

- FRENCH 2Z06 A/B - ~~Beginner's~~ Intensive French II: **Elementary**

6 units

- FRENCH 2M06 A/B - Introduction to French Studies: ~~Advanced Level~~ **Intermediate**

3 units

- Level II French, excluding:
- FRENCH 2M06 A/B - Introduction to French Studies: ~~Advanced Level~~ **Intermediate**
- FRENCH 2Z06 A/B - ~~Beginner's~~ Intensive French II: **Elementary**

Note:

*Students may replace FRENCH 2M06 A/B with equivalent language courses taken during the summer through the Explore program, or with other pre-approved exchange or study abroad courses. No more than 6 units of the Certificate, however, can come from non-McMaster courses.

The Department of French strongly recommends that an immersion experience be part of the work towards the certificate.

Rationale: *Course titles for core French courses are being changed to align with the CEFR (Common European Framework of Reference for Languages), which the Department of French has recently adopted.*

Concurrent Certificate in Leadership, Equity & Social Change

Faculty of Humanities

Chester New Hall, Room 107

<http://www.humanities.mcmaster.ca>

leader@mcmaster.ca

This Certificate provides students with interdisciplinary and experiential learning opportunities that enhance their leadership capabilities through foundational skills development, specialized training, and community service. This includes a rigorous academic framework that balances both theory and practice, and a curriculum that challenges students to think critically about their place in the world and how they can affect change around them. Students also develop professional skills that are highly desirable for the pursuit of graduate studies, professional programs, and gainful employment.

Certificate Requirements

Any student in an undergraduate degree program at McMaster may declare the certificate, at the time of graduation, and upon completion of the following courses.

Notes

1. Courses that are not listed below, such as relevant topics offered through INSPIRE, may be considered for eligibility toward the Concurrent Certificate in Leadership, Equity & Social Change. Students wishing to suggest an alternate course for use toward the 'Diversity, Equity and Social Change' course list requirement, or 'Leadership in Action' requirement, are invited to contact Dr. Alpha Abebe (abebea@mcmaster.ca).
2. Eligible Wilson Leadership Scholars may replace HUMAN 4LC3 - Major Leadership Project: Theory and Practice with HUMAN 4WL3 A/B - Wilson Leadership Scholar Capstone toward this certificate requirement.
3. Students must be aware that some courses in the Course List have their own disciplinary prerequisite, and it is the responsibility of students completing this certificate to meet other Faculties', departments' and programs' requirements. In addition, some courses in the Course List may be restricted to students from the associated program and may not be open to students from other programs; these courses will be listed as restricted.
4. Students who previously began studies under the **Concurrent Certificate in Leadership & Cross-Cultural Literacy** requirements may continue to complete under this certificate's requirements and should consult the 2020-2021 Undergraduate Calendar for certificate requirements.

Diversity, Equity and Social Change Course List

- ABLD 3BA3 - Topics in Black, African and African Diaspora Studies
- ABLD 3CD3 - Topics in the Black Caribbean and its Diasporas
- ANTHROP 1AB3 - Introduction to Anthropology: Race, Religion, and Social Justice
- ANTHROP 3HH3 - Globalization, Social Justice and Human Rights
- ART 3EA3 - Social Practice and Community-Engaged Art
- CMST 3DJ3 - Digital Justice
- CMST 3PM3 - Public Memory, Media, and African Diaspora Studies
- CMST 3RR3 - Race, Religion and Media
- ENGLISH 1CS3 - Studying Culture: A Critical Introduction
- ENGLISH 1H03 - Words in Place
- ENGLISH 3GG3 - Theories of Decolonization and Resistance
- ENVSOCTY 1HA3 - Society, Culture and Environment
- ENVSOCTY 2TS3 - Society and Space
- GENDRST 1A03 - Gender, Race, Culture, Power
- GENDRST 1AA3 - Gender, Feminism and Social Justice
- GENDRST 2AA3 - Feminist Thought
- HISTORY 1EE3 - The Historical Roots of Contemporary Issues
- HISTORY 3CG3 - Canadians in a Global Age, 1914 to the Present
- HISTORY 3N03 - Poverty, Privilege and Protest in Canadian History
- HISTORY 3WW3 - Women in Canada and the U.S. from 1920
- HISTORY 3XX3 - Human Rights in History

- HTHSCI 1RR3 - Introduction to the Social Determinants of Health
- HTHSCI 2T03 - Sex, Gender, & Health
- HTHSCI 3RH3 - Racism and Health
- HUMAN 3CL3 - Community Leadership at McMaster
- HUMAN 4CM3 - Cross-cultural Mentoring and Coaching Practicum
- IARTS 1PA3 - Perspectives A: Arts in Society: Social Constructions of Class, Race and Gender
- INDIGST 1A03 - Introduction to Indigenous Studies
- INDIGST 1AA3 - Introduction to Contemporary Indigenous Studies
- INDIGST 1B03 - Reconciling What? Indigenous Relations in Canada
- INDIGST 2G03 - Indigenous Perspectives on Peace and Conflict
- INDIGST 3K03 - Indigenous Human Rights
- INDIGST 3N03 - Indigenous Women: Land, Rights, and Politics
- INTENG 2A03 A/B S - International Engagement at Home
- LABRST 2G03
- LABRST 2J03
- LABRST 3E03
- LINGUIST 2S03 - Language and Society
- LINGUIST 3DS3 - ASL & Deaf Studies
- MUSIC 2A03 - Music of the World's Cultures
- MUSIC 2CU3 - Music and Culture
- PEACJUST 1A03 - Peace, Justice, Human Rights
- PEACJUST 1VM3 - ~~Voices at Mac: Understanding our World~~ Pass the Mic: Conversations on Justice
- PEACJUST 2A03 - Conflict Transformation: Theory and Practice
- PEACJUST 2B03 - ~~Human Rights and Social Justice~~
- PEACJUST 2C03 - Peace, Justice, and Popular Culture
- PEACJUST 2CS3 - Decolonization and Activism: Creating Social Change
- PEACJUST 2XX3 - Social & Structural Determinants of Health
- PEACJUST 3B03 - Peace-Building and Health Initiatives
- PEACJUST 3C03 - Researching Global Peace and Social Justice
- PEACJUST 3GG3 - Theories of Decolonization and Resistance
- PHILOS 2D03 - Bioethics
- PHILOS 2G03 - Social and Political Issues
- PHILOS 2N03 - Business Ethics
- PHILOS 2TT3 - Ethical Issues in Communication
- PHILOS 2YY3 - Ethics
- PHILOS 3CC3 - Advanced Ethics
- PHILOS 3GH3 - Global Health Ethics
- PHILOS 3I03 - Philosophy and Feminism
- PHILOS 3T03 - Philosophy and Race
- POLSCI 1AB3 - Politics and Power in a Globalizing World
- POLSCI 3G03 - Ethnicity and Multiculturalism: Theory and Practice
- POLSCI 3GC3 - Politics of a Dying Planet
- POLSCI 3K03 - Migration and Citizenship: Canadian, Comparative and Global Perspectives
- POLSCI 3KA3 - Indigenous Human Rights
- POLSCI 3RF3 - The Charter of Rights and Freedoms
- POLSCI 3V03 - Gender and Politics
- SCAR 2RD3 - Religion and Diversity
- SOCPSY 2E03 - Psychology of Intergroup Relations
- SOCPSY 3B03 - Understanding Lived Experiences

- SOCSCI 3EL3 - Leadership for Social Innovation
 - SOCWORK 3I03 - Social Work and Indigenous Peoples
 - SOCWORK 3O03 - Social Work and Sexualities
 - SOCWORK 3S03 - Social Work, Disability and Dis/Ableism
 - SOCWORK 3T03 - Poverty and Homelessness
 - SOCWORK 4C03 - Critical Perspectives on Race, Racialization, Racism and Colonialism in Canadian Society
 - SOCWORK 4J03 - Social Change: Social Movements and Advocacy
 - SOCWORK 4R03 - Feminist Approaches to Social Work and Social Justice
 - SOCWORK 4Y03 - Critical Issues in Mental Health & Addiction: Mad & Critical Disability Studies
- Perspectives for SW
- SOCIOL 2DD3 - Immigration and the Canadian Mosaic
 - SOCIOL 2EE3 - Introduction to Indigenous-Settler Relations in Canada
 - SOCIOL 2FF3 - The Sociology of 'Race' and Ethnicity
 - SOCIOL 2HH3 - Sociology of Gender
 - SOCIOL 2JJ3 - Race, Class, Gender, and Sexuality
 - SOCIOL 2R03 - Perspectives on Social Inequality
 - SOCIOL 2RR3 - Case Studies of Social Inequality
 - SOCIOL 3U03 - Sociology of Sexualities
 - SOCIOL 3RI3 - Racism and Racial Inequality
 - SOCIOL 3VV3 - The Indian Act: A Social Problem
 - SUSTAIN 2IS3 - Intersectionality and Sustainable Development
 - SUSTAIN 2S03 - Evaluating Problems & Sustainable Solutions
 - SUSTAIN 2SS3 - Advocating for Sustainability
 - SUSTAIN 3S03 - Implementing Sustainable Change
 - WORKLABR 2G03 - Labour and Globalization
 - WORKLABR 2J03 - Work and Racism
 - WORKLABR 3E03 - Gender, Sexuality and Work

Requirements
15 units total

3 units
from

Core Leadership Requirement

- HUMAN 3LM3 - Foundations of Ethical Leadership

6 units
from

Diversity, Equity & Social Change Requirement

- Diversity, Equity & Social Change course list (see *Notes 1* and *3*.)

6 units
from

Leadership and Action Requirement

- HUMAN 3CM3 - Leadership: Cross-Cultural Mentoring Lab
- HUMAN 4LC3 - Major Leadership Project: Theory and Practice
- HUMAN 4RM3 - Boundaries and Bridges: Relationship Skills for Effective Leaders

Rationale: Changes to reflect course deletions and title changes.

Concurrent Certificate in Professional French

Department of French

Togo Salmon Hall, Room 532, ext. 24470

<http://french.humanities.mcmaster.ca/>

The concurrent Certificate in Professional French provides students with substantial vocabulary from such fields as business, law, medicine, journalism and the hospitality industry. Through a focus on the study of sample cases, the certificate will help prepare students for possible real-life situations which they could encounter in their careers.

Notes

1. No more than 6 units of the Certificate may be completed using non-McMaster courses.
2. Students majoring in any French program who also wish to complete the certificate must take FRENCH 2103 and FRENCH 3113 as elective credit. These courses must then be taken in addition to the French (Honours B.A., Combined Honours B.A. or B.A.) degree requirements.
3. Students uncertain as to whether language course prerequisites best reflect their linguistic ability are encouraged to consult the French department for a placement test.
4. Students interested in further study may wish to review requirements for the Minor in French, however, should note that they would be unable to declare both the Concurrent Certificate in Professional French and the Minor in French.

Admission

Any student in an undergraduate degree program at McMaster may declare the certificate, at the time of graduation, and upon completion of the following courses in French.

Requirements

18 units

- FRENCH 1A06 A/B - Introduction to French Studies: ~~Advanced Level~~ Intermediate
or
- FRENCH 2M06 A/B - Introduction to French Studies: ~~Advanced Level~~ Intermediate
- FRENCH 2B03 - French Language Practice I: Upper Intermediate
- FRENCH 2BB3 - French Language Practice II: Upper Intermediate
- FRENCH 2103 - Professional French I
- FRENCH 3113 - Professional French II

Alternate Pathway to Certificate

Those students who begin their French Studies at McMaster with FRENCH 2B03 may still complete the concurrent Certificate in Professional French, through fulfilment of the following alternate pathway.

Requirements

15 units total

12 units

- FRENCH 2B03 - French Language Practice I: Upper Intermediate
- FRENCH 2BB3 - French Language Practice II: Upper Intermediate
- FRENCH 2I03 - Professional French I
- FRENCH 3I13 - Professional French II

3 units

- Level II or III French, excluding:
 - FRENCH 2M06 A/B - Introduction to French Studies: ~~Advanced Level~~ Intermediate
 - FRENCH 2Z06 A/B - ~~Beginner's~~ Intensive French II: Elementary

Rationale: Course titles for core French courses are being changed to align with the CEFR (Common European Framework of Reference for Languages), which the Department has recently adopted.

Report to Undergraduate Council

Faculty of Engineering

Summary of Curriculum Changes to the Concurrent Certificate in Sustainability

For the 2024-25 Calendar

Concurrent Certificate in Sustainability

The Faculty of Engineering and the Academic Sustainability Programs Office

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

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

Notes

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

Certificate Requirements

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

Requirements

15 units total

3-15 units

from

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

0-12 units

from

- SUSTAIN 1S03 – Introduction to Sustainability
- SUSTAIN/INSPIRE 2GS3 – Global Questions in Sustainability
- SUSTAIN 2IS3 – Intersectionality and Sustainable Development
- SUSTAIN 2S03 – Evaluating Problems & Sustainable Solutions
- SUSTAIN 2SD3 – Exploring the United Nations Sustainable Development Goals
- SUSTAIN 3HC3 – Sustainability and Healthcare

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

Rationale: The Academic Sustainability Programs Office has submitted a new course to the SUSTAIN suite of courses for the 2024-25 calendar, which was approved at the Engineering Curriculum review in Fall 2024 and will be reviewed at the Undergraduate Council on December 12, 2023. If appropriate at this time, including this new course as part of the Certificate will offer the most up-to-date SUSTAIN offerings and the widest selection of SUSTAIN courses for students wishing to pursue the Concurrent Certificate in Sustainability.

ENGAGING AND PARTNERING FOR PEOPLE-CENTRED CARE
Proposal for a Non-Academic Micro-Credential Offering

Developed by the Public and Patient Engagement Collaborative (PPEC), McMaster University

Julia Abelson, PhD
Professor, Department of Health Research Methods, Evidence & Impact (HEI)
Faculty of Health Sciences

This document outlines a proposal for a new non-academic micro-credential to be offered by the [Public and Patient Engagement Collaborative](#) at McMaster University.

BACKGROUND

The *Engaging and Partnering for People-Centred Care* micro-credential provides current and future employees working in the health and social care sector with the knowledge, skills and competencies required to support effective engagement and partnering with patients, clients, families, and caregivers. Many health organizations across Ontario, including the newly formed Ontario Health Teams (OHTs) and their affiliated hospital and community care agencies are prioritizing more collaborative relationships with patients, clients, families, and caregivers to achieve more people-centred health and social care systems. These priorities align with expectations outlined in provincial legislation for patient/client, family and caregiver engagement at the direct care, program design and governance level (Connecting Care Act, 2016; People’s Health Care Act, 2019). Despite the government’s commitment to patient/client, family and caregiver engagement, many current and prospective employees in the health and community care sector lack the specialized knowledge and skills needed to develop effective partnerships with their patients, clients, and family members (OHT Patient Family and Caregiver Engagement and Partnering Community of Practice survey, 2022).

The *Engaging and Partnering for People-Centred Care* micro-credential provides in demand training to individuals with a variety of backgrounds within the health and social care sector, meeting a need identified by the field.

Course Development

The Public and Patient Engagement Collaborative (PPEC) at McMaster University, led by Dr. Julia Abelson (Professor, HEI) has recognized expertise in the design, implementation and evaluation of public and patient engagement in health systems and policy. The micro-credential offering was developed by the PPEC in collaboration with two community partners – the Greater Hamilton Health Network (GHHN) and VON Canada – with funding awarded through McMaster’s successful application to the Government of Ontario’s Micro-credentials Challenge Fund in 2021 (Ministry of Colleges and Universities and Ministry of Labour, Training and Skills Development).

Our partner organizations, VON Canada and the GHHN, played an integral role in the development of the micro-credential. Each organization identified 1 – 2 staff members and 1 – 2 patient/client partners who joined an advisory group to oversee the development of the offering over a 6-month period. Discussions with our partners informed the format of the micro-credential, the content and structure of the modules, the resources to be included, and the approach to assessment. More in-depth interactions with patient advisors generated content for case studies embedded throughout the course. This partnership ensured that the micro-credential was developed to meet the specific needs of the target learners and the organizations hiring and retaining staff and patient/client and family caregiver advisors.

Pilot offering

The micro-credential is currently being offered on a pilot basis (no fees) to 23 staff and patient partners from our two partner organizations (approval obtained from the VP Teaching and Learning through the INSPIRE office in September

2023). Learners include employed staff working in various management, engagement support and front-line provider roles as well as patient/client advisors affiliated with the two partner organizations. As participants in the pilot, they have committed to completing course evaluation activities and participating in debriefing activities to help us improve the credential for future offerings.

COURSE OVERVIEW

Objectives

The objectives of the micro-credential are to:

- Build learners' understanding of the key conceptual underpinnings of patient, client, family and caregiver engagement and partnering and its relationship to people-centred care;
- Introduce learners to the history, key legislation and organizational policies for engagement and partnering for people-centred care;
- Train learners in the current methods and approaches for engaging patients, clients, families and caregivers in the personal care and health decisions, program and service design, and policy, strategy and governance, as outlined in Ontario's Patient Partnering Framework (Health Quality Ontario, 2017)

Learning Outcomes

By the end of this micro-credential, learners will be able to:

- Demonstrate understanding of key terms and concepts in the patient, client, family and caregiver engagement field;
- Demonstrate awareness of relevant policies, legislation, regulations, funding arrangements and key structures that guide and/or support the role of patient, client, family and caregiver partners in delivering patient-centered care;
- Articulate guiding principles for engaging and partnering with patients, clients, family and caregivers;
- Understand and apply current methods and approaches for engaging patients, clients, family and caregivers in personal care and health decisions, service design, and policy, strategy, and governance;
- Describe how to approach the provision of relevant supports and enablers to patient, client, family and caregiver partners in various roles within and across organizations (e.g., recruitment, onboarding and orientation, compensation);
- Demonstrate basic knowledge about approaches to evaluating the quality and impacts of patient, client, family and caregiver engagement and partnering; and,
- Articulate the benefits of engaging patient, client, family and caregiver partners within various levels of the health system.

Structure

The micro-credential will be offered asynchronously through Avenue to Learn to allow learners to progress through the material at their own pace and within their own schedule, given the demands of their work and the likelihood that many are working varied hours (e.g., shift work). Two opportunities for synchronous learning are currently planned – one as an introduction to the course shortly after launch and one towards the end of the course, when most learners have completed their tasks, to review and consolidate key material together. These synchronous sessions are optional, but highly recommended, and will be held via Zoom. Sessions are offered during the day and evening to improve accessibility and will be recorded for those who cannot attend.

Timing and course offerings

The micro-credential will be offered twice per year – in Fall and Spring. Learners will have up to 6 months to complete the micro-credential at their own pace. The number of learners per section is limited to a maximum of 30 to allow for quality interaction. Multiple sessions per offering could be added if demand required this, and there may be

opportunities for organizations or groups to request specific offerings for their teams (e.g., Ministry of Health, Ontario Health, health care delivery organizations).

Micro-credential content

The micro-credential consists of four modules (and various sub-modules), structured around a recognized framework (the Ontario Patient Engagement Framework):

- Pre-module: Introduction to engagement and partnering for people-centred care;
- Module 1: Introduction patient, client, family and caregiver engagement (includes 3 sub-modules)
- Module 2: Engagement in care (includes 3 sub-modules)
- Module 3: Engagement in program/service design, strategy and governance (includes 3 sub-modules)
- Module 4: Evaluating patient, client, family, caregiver engagement

A summary of the modules is included in Appendix A (detailed course content can be provided on request).

Learners are required to complete several types of assignments and assessments including discussion posts (6), case studies (3) and quizzes (3). Learners must receive a minimum of 70% on all quizzes and complete all discussions and case studies to pass the course. It is anticipated it will take learners up to 30 hours to complete the course.

PROPOSED BUDGET (for cost recovery)

A high-level budget for each course offering is included below.

Budget Item	Cost
PPEC Lead, HEI Faculty (J. Abelson) to support course development, promotion, instruction and learner support (approx. 25 hours)	\$3,000
PPEC Staff/Graduate Students to support course development, course promotion, administration, instruction and learner support (approx. 100 hours)	\$6,500
TOTAL per offering	\$9,500

Note: costing is based on 25-learner group cohorts

Fees

We are proposing charging a base rate of \$400 per learner to recover costs related to course development, administration, instruction and learner support. There are a wide range of fees currently in place for micro-credentials across campus. Similar micro-credentials through Continuing Education cost between \$0 (Caregiving essentials) and \$749 (Fundamentals of Health Research Methodology). Our proposed fee structure acknowledges the time and expertise that is required to run this micro-credential, while also considering that our target learners may be individuals who are unemployed or underemployed or individuals working within the caregiving sector, which are often lower paying fields and our desire to ensure accessibility of the course to a broad range of Learners.

Customization

Given the focus of this work, we anticipate there will be interest from organizations and government to offer the course on a wider basis to a number of their employees or stakeholders. Should an organization / group express interest in this, we will consider a single offering for the group that could be moderately tailored as needed for the context of the organization. The fee for this offering would be on a cohort basis and would be set at \$9,000 for a learner group of 25 people. If there’s more tailoring needed for the group, there might an additional cost for the course design work, negotiated individually with each organization.

APPENDIX A: High level overview of the offering

Module	Topics	Module Learning Outcomes	Evaluation
Pre-Module: Introduction to the Engaging and Partnering for People-Centred Care Micro-credential	<ul style="list-style-type: none"> Introduction to the micro-credential 	<ul style="list-style-type: none"> Understand the micro-credential's goals, objectives, structure and format 	<ul style="list-style-type: none"> Discussion post: Post a short introduction to the message board introducing yourself, your role in the health system and your experience with engagement
MODULE 1: Introduction to Patient, Client, Family and Caregiver Engagement & Partnering			
Module 1-1: Introducing Patient, Client, Family and Caregiver Engagement	<ul style="list-style-type: none"> What is patient/client, family and caregiver engagement? Brief history of engagement and partnering Key terms/concepts (including goals/rationales, supporting evidence) Domains of engagement Myths / Perceived barriers to engagement 	<ul style="list-style-type: none"> Describe what patient, client, family and caregiver engagement is Define key terms and concepts including why patient, client partners should be engaged in the health system Explain key events and stages in the history of engagement and partnering in Canada Identify the three main domains of patient, client, family and caregiver engagement as outlined in Ontario's patient engagement Framework 	<ul style="list-style-type: none"> Discussion post: How have you seen patient, client, family and caregiver engagement unfolding within your work or your personal experiences with the health system? Can you think of any examples of how you may have either engaged patients, clients, families and caregivers or been engaged yourself?
Module 1-2: Patient/Client engagement in the Ontario Health System	<ul style="list-style-type: none"> Overview of patient/client engagement in the Ontario Health System including key policies, legislation and other structures that support patient/client, family and caregiver engagement in Ontario 	<ul style="list-style-type: none"> Understand the basics of how patient, client, family and caregiver engagement is embedded in the Ontario Health System Identify the relevant legislation, regulations, funding arrangements and additional structures in place that support the role of patient, client, family and caregivers in delivering patient-centered care 	<ul style="list-style-type: none"> Discussion post: Find an example of a patient, family and caregiver declaration of values or a patient engagement strategy/policy from a healthcare organization in your region. Post the link to this on the discussion board along with your initial thoughts and reflections on how the strategy/policy/declaration might manifest in better people-centred care.

Module	Topics	Module Learning Outcomes	Evaluation
Module 1-3: Principles and core Skills/Competencies for High-Quality Engagement	<ul style="list-style-type: none"> Principles of high-quality engagement Theories of engagement Core competencies for engagement (that apply to all levels of engagement) Challenges of engagement (e.g., supports/capacity, power differentials, tokenism) 	<ul style="list-style-type: none"> Describe the principles of high-quality engagement (e.g., partnership, learning, empowerment, transparency, responsiveness, respect) Describe the key theories of engagement Demonstrate awareness of the core competencies for engagement (what are the skills needed to ensure that you are embedding the principles of high-quality engagement in your work regardless of the level at which you are working). Assess the challenges of engagement and the consequences of poor-quality engagement 	<ul style="list-style-type: none"> Quiz on Module 1 content
Module 2: Engagement in Care			
Module 2-1: Introduction to the principles of people-centred care	<ul style="list-style-type: none"> What is people-centred care? Principles of people-centred care Importance of engagement in personal care and health delivery (supporting evidence) Case example 	<ul style="list-style-type: none"> Define what people-centred care is and provide examples of what this would look like in practice Identify the key principles of people-centred care Understand and describe why it is important to engage patient, family and caregivers in care. 	<ul style="list-style-type: none"> Discussion post: Reflect on your experience with people-centred care in this discussion posting. Is this a new concept for you or something you're familiar with already?
Module 2-2: Engaging patient, client, family and caregiver partners in care	<ul style="list-style-type: none"> How do you engage patients/clients, families and caregivers in their own care/health decisions? Key competencies for patient-centred care 	<ul style="list-style-type: none"> Identify strategies for engaging patients/clients, families and caregivers in their own care Describe what shared decision-making is, and how to create an environment that supports this 	<ul style="list-style-type: none"> Case study: Review a case description of a patient in hospital preparing for discharge. How would you engage with this patient/client to make a shared decision about their care? What challenges / potential barriers do you foresee?

Module	Topics	Module Learning Outcomes	Evaluation
		<ul style="list-style-type: none"> Practice communicating with patients/clients, families and caregivers to allow for engagement and shared care 	
Module 2-3: Implementing people-centred care	<ul style="list-style-type: none"> How is patient/client-centred care implemented in practice (e.g., supervision, embedding in care) Patient/client-centred care in specific situations (e.g., discharge planning / warm transfer) Challenges implementing patient/client-centred care 	<ul style="list-style-type: none"> Implement people-centred care and describe the impacts this will have on those involved Identify some of the key challenges when implementing people-centred care and how to address them 	<ul style="list-style-type: none"> Discussion: Think of a situation that a patient/client may be in (please do not share any real examples or any identifying information). Write a short description of this client/patient and their situation. Now, consider how the client/patient could be engaged at each of the levels of the continuum of engagement (consultation, involvement, partnership). What challenges do you see in implementing this engagement? How could you support this patient/client? Quiz on Module 2
MODULE 3: Engagement in Program/Service Design, Strategy and Governance			
Module 3 – 1: Introduction to Engaging Patient, Client, Family and Caregiver Partners in Program/Service Design, Strategy and Governance	<ul style="list-style-type: none"> What does engaging patients/clients, family and caregiver partners in program/service design, strategy and governance look like? Principles of engagement in program/service design, strategy and governance Importance of engagement in program/service design, strategy and governance (supporting evidence) Case examples 	<ul style="list-style-type: none"> Understand how and why patient/client, family and caregiver partners should be engaged in program/service design, strategy and governance List the principles of engagement in program/service design, strategy and governance Describe the importance of engaging patient/client, family and partners in program/service design, strategy and governance 	<ul style="list-style-type: none"> Discussion: Reflect on patient/client engagement within service design/governance. Why should PFC partners be engaged in program/service design, strategy and governance? Have you seen this happen in practice?

Module	Topics	Module Learning Outcomes	Evaluation
Module 3-2: Methods for Engagement in Program/Service Design, Strategy and Governance	<ul style="list-style-type: none"> • How do you engage patients/clients, families and caregivers in program/service design, strategy and governance • Key competencies for engaging patients/clients, family and caregiver partners in program/service design, strategy and governance 	<ul style="list-style-type: none"> • Explain how you engage patients/clients, families and caregivers • Understand the levels of engagement • Demonstrate how to understand readiness for engagement • Apply the various methods that can be used to engage patient, client, family and caregiver partners • Identify how different methods might be used to achieve different goals for patient, client, family and caregiver engagement • Demonstrate how to select the most appropriate engagement method 	<ul style="list-style-type: none"> • Case study: Review a case study on the development of a new primary care online booking site. Consider how you'd engage individuals in this decision, including the goals and methods of the engagement and the challenges you foresee.
Module 3-3: Implementing Engagement in Program/Service Design, Strategy and Governance	<ul style="list-style-type: none"> • Methods for engaging patient/client, family and caregiver partners • Matching methods to purpose (planning engagement activities) • Case examples • Challenges implementing engagement (including challenges with organizational buy-in) 	<ul style="list-style-type: none"> • Engage and partner with individuals from different populations and communities • Evaluate a case study to determine who should be engaged and how to reach them • Identify and then mitigate the challenges to implementing engagement 	<ul style="list-style-type: none"> • Quiz on module 3
MODULE 4: Evaluating Patient, Client, Family and Caregiver Engagement			
Evaluating your Patient, Client, Family and Caregiver Engagement Activities	<ul style="list-style-type: none"> • Why evaluate? Importance of evaluation • Types of evaluation (process, impact) • Evaluation methods and tools 	<ul style="list-style-type: none"> • Understand the value and purpose of evaluating patient, client, family and caregiver engagement • Describe the different types of evaluation and when each are used • List the methods for evaluating patient, 	<ul style="list-style-type: none"> • Case study: Reflect on 2 case studies. Consider the engagement activities described in these case studies. Describe how each of the engagement activities should be evaluated.

Module	Topics	Module Learning Outcomes	Evaluation
		client, family and caregiver engagement and tools that can support this work	



CONTINUING
EDUCATION



To: Joint Committee on Certificates, Diplomas and Microcredentials

From: Dr. Lorraine Carter, Director, McMaster Continuing Education and Dr. Allison Williams, Department of Geography

Re: Information about Non-Academic Microcredential in Creating Caregiver-Friendly Workplaces

Date: February 6, 2024

Hello Committee Members,

McMaster Continuing Education is honoured to work collaboratively with Dr. Allison Williams, Professor of Geography and her team on the development and delivery of an open access, no cost online non-academic microcredential called Creating Caregiver-Friendly Workplaces. This program, approximately 10-12 hours depending on the learner, will enable those in human resources and other hiring positions to understand the key elements of the CSA B7010-17 Carer-inclusive and accommodating organizations Standard, its intentions, and approach. The Standard is the outcome of work completed by Dr. Williams and many colleagues as part of a recent CIHR/SSHRC grant.

The program offers practical strategies for implementation of the Standard and uses a dual lens, namely, that of the human resources community including small to medium to large organizations and that of the carer-employee. The program has been peer reviewed and piloted to ensure that it is appropriate from both a curricular and learning perspective.

The learning experience meets the requirements for a non-academic microcredential based on McMaster University's policy. It will be launched on National Caregiver Day on Tuesday, April 2, 2024.

The information that will appear on the microcredential (issued in digital format) for persons who take the program and complete all assessment activities to a pre-determined standard of 80% follows this letter. Examples of assessment strategies include retention activities found in four modules. Numerous non-graded reflection activities are also provided for personal reflection and application of the content.

For more information, please contact Lorraine Carter or Allison Williams as noted below.

Lorraine Carter
Cartel1@mcmaster.ca

Allison Williams
awill@mcmaster.ca

Information to Appear on Non-Academic Microcredential in Creating Caregiver-Friendly Workplaces

Title

Non-Academic Microcredential in Creating Caregiver-Friendly Workplaces

Brief program description

This program provides participants with support, guidance, and resources to create effective caregiver-friendly programs in their respective workplaces.

Upon completion of this program, participants are able to:

- Describe the key elements of the CSA B7010-17 Carer-inclusive and accommodating organizations Standard, its intentions and approach.
- Recognize and identify the realities and support needed by caregiver-employees in their workplace.
- Determine appropriate accommodations for caregiver-employees in their workplace.
- Identify steps to implement (or improve) caregiver-friendly programs and policies.
- Recommend measures to monitor the effectiveness of the program in their workplace.

Skills and competencies

- Advocacy
- Collaboration
- Effective verbal and written communication
- Application of legislation
- Privacy and confidentiality
- Ethical practices and professional standards

Assessment/evaluation methods

In order to qualify for the microcredential, participants must achieve 80% on designated activities found in four modules. Other non-graded activities are provided for reflection and consolidation purposes.

Co-branding to include

Caregiver Friendly Workplaces
Canadian Institute of Health Research
Social Sciences and Humanities Research Council of Canada



CONTINUING
EDUCATION

DATE: February 6, 2024
TO: Joint Certificates, Diplomas & Microcredentials Committee
FROM: Lorraine Carter, Director, McMaster Continuing Education
RE: Closure of Intercultural Competency (ICL) Certificate of Professional Learning Program

Effective December 31, 2024, McMaster Continuing Education (MCE) will close the Intercultural Competency (ICL) Certificate of Professional Learning program. The decision to close the program was based on a review conducted in Fall 2023.

The program review included stakeholder engagement with MCE instructors and McMaster University's Equity and Inclusion Office. Interviews were conducted with representatives from various sectors, including government, public safety, business, healthcare and not-for-profit. The conclusion of the review was that there was no clear consensus or direction regarding the type of intercultural and/or equity, diversity, and inclusion programming MCE should offer. Instead, MCE looks forward to evolving its relationship with the Equity and Inclusion Office and other partners on the campus to assist with learning and training requests they receive pertaining to intercultural values and practices.

Plans to Wind Down the Program

Every effort will be made to ensure that students currently enrolled in ICL courses will have time to take their courses and to earn their Certificate of Professional Learning before closure of the program. The following provides detail about the steps that will be used to communicate closure of the program and manage the wind-down phase:

- Instructors will be informed about the closure and the effect on their course load.
- An email has been prepared for all students enrolled in ICL courses since the program's launch.

- Those wishing to complete the program will be able to do so through a carefully constructed plan and schedule.
- Course scheduling information will be distributed to all students to enable their planning.

The specific courses that will be closed are as follows:

ICL 101, Foundations of Intercultural Competencies

ICL 102, Intercultural Communication

ICL 103, Intercultural Workplaces

The closure of the ICL program affects two other programs:

1. Foundations in Workplace Intercultural Competency and Communication (WICC)
Certificate of Professional Learning: This program is being closed since two of the three courses in the WICC program derive from the ICL program.
2. Business Admin Generalist Diploma: This program presently permits students to take ICL 101 as an elective course. This course will no longer be available after the ICL program closes.

Further information about how the above two programs are affected by the closure of the ICL program is found in the two documents that follow this letter. Finally, I have advised Dr. Sean Corner about the closure of the ICL program and appreciate his support in launching the program and at this time.

Sincerely,



Lorraine Carter
Director, Continuing Education



CONTINUING
EDUCATION

DATE: February 6, 2024
TO: Joint Certificates, Diplomas & Microcredentials Committee
FROM: Lorraine Carter, Director, Continuing Education
RE: Closure of Foundations in Workplace Intercultural Competency & Communication

Effective December 31, 2024, McMaster Continuing Education (MCE) will close the Certificate of Professional Learning program called Foundations in Workplace Intercultural Competency and Communication (WICC).

The program is being closed because of the closure of the Intercultural Competency (ICL) Certificate of Professional Learning program.

Consisting of three courses, the WICC program requires completion of two ICL courses. The third course in the program will continue to be offered as part of the Human Resources Management program.

Plans to Wind Down the Program

Every effort will be made to ensure that students currently enrolled in ICL courses will have time to take their courses and earn the WICC Certificate of Professional Learning before the closure of the program. The following provides details about the steps that will be used to communicate the closure of the program and manage the wind-down phase:

- Instructors will be informed about the closure and the effect on their course load.
- An email has been prepared for all students enrolled in ICL courses and in the WICC program.

- Those wishing to complete the WICC program will be able to do so through a carefully constructed plan and schedule.
- Course scheduling information will be distributed to all students to enable their planning.

Sincerely,

A handwritten signature in cursive script that reads "Lorraine Carter".

Lorraine Carter,
Director, Continuing Education

Department & Program Information (complete all fields):	
Department:	McMaster Continuing Education
Program Name:	Business Administration (BUS)
Name of Representative:	Katey Van Schyndel
Nature of Submission:	Course Cancellation/Removal
Effective Date:	24-Feb-14
Submission Date:	24-Feb-6
Course Details (complete all fields):	
Course Title & Unit Value: ICL 101 Foundations of Intercultural Competencies (3 units)	
Course Description: This course is designed to establish a foundation of how intercultural competency is defined, and its importance in the development of inclusive, creative, and effective organizations. By exploring informing concepts and terminology associated with culture, unconscious bias, and systemic barriers, you will discover how they impact and influence personal and professional communities. The course will enable you to develop your capacity for self-reflection through building awareness and understanding of your cultural norms and values and how these are reflected in your interactions with people within the workplace, organizations, and society in general.	
Rationale for Cancellation: This course is cancelled from the Business Admin (Generalist) diploma due to the cancellation of the Intercultural Competency Program (see program cancellation letter). Fall 2024 is the final term for completing the ICL program or for using ICL 101 as an elective for the Business Administration Diploma.	

DATE: February 6, 2024
TO: Chair, Joint Certificates, Diplomas, and Microcredentials Committee
FROM: Lorraine Carter
Director, Centre for Continuing Education
RE: Mindfulness in Modern Society, New Course Additions

This item is submitted for information purposes. McMaster Continuing Education is developing two new courses in the Mindfulness in Modern Society program. The courses in this program are non-credit and form part of our professional development programming. Currently, the Mindfulness in Modern Society program consists of five non-credit courses that can be taken to complete two Certificates of Completion:

Fundamentals of Mindfulness, Certificate of Completion

Successful completion of any three courses

Advanced Principles and Practice of Mindfulness, Certificate of Completion

Successful completion of all five courses

Current Course List

The Origins and Philosophies of Mindfulness
The Neuroscience and Science of Mindfulness
Mindfulness Based Interventions
Meditation
Living Mindfully

The goal of the program is to provide professionals with skills and knowledge that can be applied immediately to their personal and professional settings. To provide our students the optional opportunity to earn the external Meditation Teacher (MT) designation through the Canadian Yoga Alliance, the following two new courses are required in addition to the original five courses:

- Anatomy and Physiology: The Mindful Body
- Mindful Instruction: Ethical Business Practices and Psychological Safety

The above two new courses will be added to the course list for the existing Certificates of Completion. Students will now have a list of seven courses for selection.



REPORT TO UNDERGRADUATE COUNCIL
from the
CURRICULUM AND ADMISSIONS COMMITTEE

FOR APPROVAL

1. Addenda to Curriculum Revisions for Inclusion in the 2024-2025 Undergraduate Calendar

At the meeting held on February 6, 2024, the Curriculum and Admissions Committee approved the addenda to curriculum revisions for inclusion in the *2024-2025 Undergraduate Calendar* from the noted Faculties below. Further details can be found in the circulated materials.

- a. Faculty of Science**
- b. Faculty of Engineering**
- c. Faculty of Social Sciences**

It is now recommended,

that the Undergraduate Council approve the curriculum revisions recommended by the Faculties of Science and Engineering, as well as the department note recommended by the Faculty of Social Sciences for inclusion in the *2024-2025 Undergraduate Calendar*, as circulated.

Undergraduate Council
APPROVAL
February 27, 2024

FACULTY OF SCIENCE

**ADDENDUM TO THE UNDERGRADUATE CURRICULUM
REPORT TO UNDERGRADUATE COUNCIL FOR THE
2024-2025 UNDERGRADUATE CALENDAR**

January 2024

FACULTY OF SCIENCE REPORT TO UNDERGRADUATE COUNCIL

CURRICULUM REVISIONS FOR 2024-2025

ADDENDUM SUMMARY

This report highlights minor changes being proposed. For a complete review of all changes, please refer to the Faculty of Sciences Curriculum Report for changes to the 2024-2025 Undergraduate Calendar, found at: <https://macdrive.mcmaster.ca/f/091146ffa5ee4a5aa319/>

1. CHANGES TO EXISTING PROGRAMS

Honours Life Sciences.

Housekeeping - LIFESCI 3PP3 - Communicating Science for Professional Audiences was added to Course List A - Communication Skills, for Students Who Entered in September 2023 or Prior.

2. CHANGES TO EXISTING COURSES

- KINESIOL 2C03 - Neuromuscular Exercise Physiology – Housekeeping to grammar in prerequisites as recommended.
- Housekeeping. Removal of old prerequisite language for the following courses:
 - LIFESCI 3M03 - Cellular Dynamics in Health and Disease –
 - LIFESCI 3P03 - Communicating Science for Public Audiences -
 - LIFESCI 4V03 - Extracellular Vesicles in Health and Disease
 - PHYSICS 3ET3 A/B S - Physics Teaching Placement
 - PSYCH 3SP3 - The Science of Performance
 - SCICOMM 3P03 - Science Communication in Life Sciences
 - STATS 4G03* - Advanced Topics in Actuarial Science
- MATH 3Z03* - Inquiry: History of Mathematics – Housekeeping
- PHYSICS 2B03 - Electricity and Magnetism I – Housekeeping. Missed ARTSCI 1D06A/B addition to prerequisites.

FACULTY OF ENGINEERING

**UNDERGRADUATE CURRICULUM REPORT
TO UNDERGRADUATE COUNCIL**

FOR THE 2024 – 25 CALENDAR

Addendum

**FACULTY OF ENGINEERING
REPORT TO SENATE
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2024-25**

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Engineering Curriculum Report for changes to 2024-25 **Engineering Undergraduate Curriculum Report.docx** on MacDrive:

<https://macdrive.mcmaster.ca/d/3cd4ad284f574a09a011/>

NEW PROGRAMS

None

PROGRAM CLOSURES

None

MAJOR REVISIONS

None

**FACULTY OF ENGINEERING
REPORT TO UNDERGRADUATE COUNCIL
SUMMARY OF CURRICULUM CHANGES FOR 2024-25**

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Engineering Curriculum Report for changes to the 2024-25 Undergraduate Calendar, found at:

<https://macdrive.mcmaster.ca/d/3cd4ad284f574a09a011/>

FACULTY OF ENGINEERING (General)

Engineering

- One course description change

COMPUTING AND SOFTWARE

- Computer Science
 - One course description change
- Software Engineering
 - Three course description changes

ENGINEERING AND MANAGEMENT

Minor in Innovation

- One course description change

ENGINEERING AND SOCIETY

Sustainability

- One course description change

MECHANICAL ENGINEERING

- Twenty-two course description revisions

W. BOOTH SCHOOL OF ENGINEERING PRACTICE AND TECHNOLOGY

- 4 – year programs
 - Minor revision of program requirements

INTEGRATED BIOMEDICAL ENGINEERING HEALTH SCIENCES

- One course description change

Faculty of Social Sciences
REPORT TO UNDERGRADUATE COUNCIL
SUMMARY OF CURRICULUM CHANGES FOR 2024-25
ADDENDUM
January 29, 2024

Community Engagement

The following wording has been requested to be added as a department note to precede the course listings:

Community Engagement

Courses in Community Engagement are administered by the Faculty of Social Sciences.
Kenneth Taylor Hall, Room 129, ext. 23772

Department Note:

Students enrolled in CMTYENGA 2MC3, 2MD3 and 4MM3 may be required to secure a Criminal Record and Judicial Matters police check before working with children in classrooms.

REPORT TO UNDERGRADUATE COUNCIL
from the
AD HOC COMMITTEE ON RELIEF FOR STUDENT ABSENCES

FOR INFORMATION

1. Revisions to the Policy on Requests for Relief for Missed Academic Term Work

At its meeting on February 6, 2024, the Ad Hoc Committee on Relief for Student Absences reviewed a recent set of revisions to the Policy on Requests for Relief for Missed Academic Term Work. It is now sending the latest version of the policy to the Undergraduate Council for information.

Undergraduate Council
INFORMATION
February 27, 2024

February 20, 2024

TO: Undergraduate Council

FROM: Kim Dej
Vice Provost, Teaching & Learning

PREPARED BY: Kelly Snow
Assistant University Secretary

SUBJECT: McMaster Student Absence Form Policy [MSAF Policy]

Dear Members of Undergraduate Council,

As many of you are aware, last year the Undergraduate Council facilitated a number of revisions to the Policy on Requests for Relief for Missed Academic Term Work, which is the policy governing accommodation requests for student absences. The policy is complex and requires simplification. The exercise of developing and approving several urgent revisions was challenging last year, at both the Undergraduate Council and at the Senate, which highlighted the need to examine this policy more thoroughly.

As such, an ad hoc committee, governed by a majority of members from McMaster's Undergraduate Council and supported by the University Secretariat, was tasked with continuing the review of the policy. After extensive deliberation, the Ad Hoc Committee on Relief for Student Absences is presenting a revised version of the policy, *for information only*, at this time. The version of the policy currently used by the University may be found [here](#), and the revised version is the next item in your agenda package. Please review the proposed new policy thoroughly and bring forth any questions, suggestions, or feedback to the Undergraduate Council meeting on February 27th, 2024.

Best,
Kim

McMaster
University  Policies, Procedures and Guidelines

Complete Policy Title:

**McMaster Student Absence Form Policy
[MSAF Policy]**

Policy Number (if applicable):

Draft 09

Approved by:

Senate

Date of Most Recent Approval:

TBD

Supersedes/Amends Policy dated:

Requests for Relief for Missed Academic Term
Work, effective September 1, 2023

Policy on Requests for Relief for Missed Academic
Term Work, effective May 1, 2021

Date of Original Approval(s):

March 10, 2021, effective May 1, 2021

Responsible Executive:

Vice-Provost (Teaching and Learning),

Policy Specific Enquiries:

Vice-Provost (Teaching and Learning),

Student enquiries should be directed to
their respective **Faculty/Program Office**
(see [Appendix A](#))

Disclaimer: If there is a discrepancy between this electronic policy and the approved copy held by the University Secretariat, the approved copy prevails.

Accessible Format Requests: policy@mcmaster.ca

TABLE OF CONTENTS

TABLE OF CONTENTS..... 1

SECTION I: INTRODUCTION..... 1

 PREAMBLE AND SCOPE 1

 Definitions 1

 Types of Absences Referred to Other Policies..... 1

 Absences for Other Known Obligations..... 2

 Exclusions 2

 ACADEMIC INTEGRITY 2

 PRIVACY 3

 APPEALS 3

SECTION II: MSAF (SELF-REPORT)..... 4

 REQUIREMENTS 4

 REGULATIONS 4

 PROCEDURES 4

 Students Required to Follow Up with Instructor..... 5

 Absences Longer Than 3 Calendar Days..... 5

SECTION III: MSAF (ADMINISTRATIVE REPORT)..... 6

 REQUIREMENTS 6

 REGULATIONS 6

 Documentation 6

 Restrictions..... 7

 PROCEDURES 7

 Meeting with an Academic Advisor..... 7

 If the Request is Granted 8

 Students Required to Follow Up with Instructor..... 8

APPENDIX A: FACULTY / PROGRAM CONTACT INFORMATION 9

APPENDIX B: RELATED POLICIES..... 11

SECTION I: INTRODUCTION

PREAMBLE AND SCOPE

1. McMaster University recognizes that undergraduate students periodically require relief for missed academic work due to extenuating circumstances. This Policy will support the management of these requests by considering the needs and obligations of undergraduate students, instructors, and administrators.

Definitions

2. For the purpose of interpreting this Policy:
 - a) **Student** means an undergraduate student;
 - b) **extenuating circumstances** are when a student is unable to meet their academic obligations due to a situation that is outside of their control, such as an illness, medical event, or other situation;
 - c) **MSAF (Self-Report)** means the McMaster Student Absence Form (Self-Report), where students can self-report absences that result in missed academic work;
 - d) **MSAF (Administrative Report)** means the McMaster Student Absence Form (Administrative Report), where Faculty/Program Office staff may record approved longer-term absences for students that result in missed academic work;

Types of Absences Referred to Other Policies

3. Accommodations to meet religious, Indigenous or Spiritual Observances may not be processed under this Policy, students are directed to use the [Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances](#) for these requests.
4. Students seeking accommodations related to a disability or a retroactive accommodation are directed to use the [Academic Accommodation of Students with Disabilities](#) policy.

Absences for Other Known Obligations

5. Students are directed to contact their Faculty/Program Office to seek guidance on absences for obligations that are known about in advance (“**known obligations**”).
6. Known obligations may include the following: mandatory legal obligations (e.g. jury duty, court dates); planned surgeries; and mandatory military obligations.
7. The granting of relief for known obligations is at the discretion of the Faculty/Program Office and are not appealable. These offices will use the MSAF tool for communications.

Exclusions

8. This Policy can **NOT** be used:
 - a) for the purpose of time-management;
 - b) for academic work such as online assessments e.g. quizzes, tests, etc., where the student has already completed the work, or has attempted to complete the work. This includes the viewing and/or partial completion of online assessments e.g. quizzes, tests, etc.;
 - c) to apply for relief for any final examination or its equivalent (see Petitions for Special Consideration: Request for Deferred Examination, in the *Undergraduate Calendar*);
 - d) for absences in a student's clinical placement, co-op placement, or internship; and
 - e) for McMaster Continuing Education (MCE) programs and courses. MCE students are directed to contact their course instructor.

ACADEMIC INTEGRITY

9. Requests for relief should be made with a commitment to academic integrity in mind. Requests that deviate from this commitment will be handled under the [Academic Integrity Policy](#) and/or [Code of Student Rights and Responsibilities](#), where appropriate.

10. Requests for relief must be accurate in terms of dates and value of the piece of work, as described in the course outline. For example representing a piece of work as being worth twenty-four percent (24%) when it is actually worth thirty percent (30%) is a violation of the [Academic Integrity Policy](#).

PRIVACY

11. The University, and its employees and agents, will protect personal information and handle records in accordance with the *Freedom of Information and Protection of Privacy Act (FIPPA)* and the *Personal Health Information Protection Act (PHIPA)*.

APPEALS

12. Decisions made under this Policy are final and are not appealable.

SECTION II: MSAF (SELF-REPORT)

13. Students are directed to read [Section I](#) for information on the types of absences that do **NOT** qualify for an MSAF (Self-Report).

REQUIREMENTS

14. The MSAF (Self-Report) is a **single request** which covers all of the student's courses and applies only to the work due within the time period of the request.
15. MSAF (Self-Report) requests for relief shall meet all three of the requirements below:
 - a) the piece of work is worth **less than** twenty-five percent (25%) of the final grade;
 - b) is resulting from extenuating circumstances (see definitions in Section I); and
 - c) the absence (time period covered by the request) lasts **up to three (3) calendar days**.

REGULATIONS

16. The MSAF (Self-Report) should be submitted when the student is ready and able to return to their academic studies/duties.
17. Students must submit their MSAF (Self-Report) within twenty-four (24) hours of the end of the three (3) calendar day period, and failure to do so may negate the opportunity for relief.
18. Students may only apply the MSAF Policy once to a single piece of work. A second MSAF submission for the same piece of work is not permitted.
19. The MSAF (Self-Report) may only be submitted once per Term, not per course.

PROCEDURES

20. Students shall use MOSAIC to make an MSAF (Self-Report) request, in compliance with the regulations listed above.
21. Students are **NOT** to submit documentation with the MSAF (Self-Report) request.

22. The MSAF (Self-Report) is available in the [MOSAIC](#) Student Center (in the drop-down menu under *Other Academic*.)
23. Once submitted, if the request meets the criteria of this Policy, students should consider their request to be approved.
24. An automated email will be sent to the course instructor(s) to inform them of the request.
25. The instructor(s) will determine the reasonable relief for the request, in accordance with this Policy.

Students Required to Contact Instructor

26. Students must contact their instructor(s) no later than twenty-four (24) hours after submitting the request. Failure to do so may negate the opportunity for relief.

Absences Longer Than 3 Calendar Days

27. For absences that exceed three (3) calendar days, students are directed to the MSAF (Administrative Report), as described in the next section.

SECTION III: MSAF (ADMINISTRATIVE REPORT)

28. Students are directed to read [Section I](#) for information on the types of absences that do not qualify for an MSAF (Self-Report).

REQUIREMENTS

29. The MSAF (Administrative Report) is a **single request** which covers all of the student's courses and applies only to the work due within the time period of the request.
30. MSAF (Administrative Report) requests for relief are for any of the three reasons listed below:
- extenuating circumstances (see definitions in Section I) lasting **more than three (3) calendar days**; and/or
 - missed academic work worth **twenty-five percent (25%) or more** of the final grade; and/or
 - any request for relief in a term where the MSAF (Self-Report) has already been used once.

REGULATIONS

31. Students may only apply the MSAF Policy once to a single piece of work. A second MSAF submission for the same piece of work is not permitted.

Documentation

32. Students should **NOT** send documentation unless it has been requested by the Faculty/Program Office.
33. Supporting documentation may be required for an MSAF (Administrative Report). When requested by the Faculty/Program Office, students shall submit the **McMaster University Student Health Certificate** (completed by the licensed/registered health practitioner).
34. Requests for information and/or supporting documentation will, where possible, be limited to the nature of the limitation or restriction, in order to assess needs and

determine whether the request for relief is granted, or if the request should be referred for processing under another policy or procedure.

35. Supporting documentation does not require the disclosure of a medical diagnosis but must be sufficient to allow the University to determine reasonable relief and/or explore reasonable alternatives.

Restrictions

36. Normally, relief for missed work will not be provided:
- a) where the cumulative value of missed work within a course is greater than thirty-five percent (35%) (prior to the exam period); or
 - b) for more than two (2) MSAF (Administrative Report) requests within a single term.

PROCEDURES

37. Students must contact their [Faculty/Program Office \(see Appendix A\)](#) to report their absence **within** twenty-four (24) hours after returning to their academic activities. Failure to contact and report an absence promptly will negate the opportunity for relief.
38. Students may or may not require an appointment to process the request and will be contacted by the Faculty/Program Office within normal business hours.
39. In some circumstances, students may be advised to submit a *Petition for Special Consideration*.

Meeting with an Academic Advisor

40. Students must arrange a meeting with an academic advisor for absences that last more than two weeks or relief may not be provided.
41. Students must meet with an advisor to discuss their options when:
- a) the cumulative value of missed work within a course is greater than thirty-five percent (35%); and/or

- b) they have exhausted their one MSAF (Self Report) and two MSAF (Administrative Reports), and further work is missed.

If the Request is Granted

- 42. If the request is granted, the Faculty/Program Office will process the relief request and notify the instructor(s) and the student.
- 43. The instructor(s) will determine the reasonable relief for the request, in accordance with this Policy.

Students Required to Contact Instructor

- 44. Students must contact their instructor(s) no later than 24 hours after being notified that their request has been processed. Failure to do so may negate the opportunity for relief.

APPENDIX A: FACULTY / PROGRAM CONTACT INFORMATION

Student enquiries should be directed to their respective Faculty/Program Office

Arts & Science Program

artsci.mcmaster.ca/contact-us/

Faculty of Humanities

humanities@mcmaster.ca

humadvising.humanities.mcmaster.ca/

DeGroot School of Business

buscom@mcmaster.ca

ug.degroot.mcmaster.ca/contact/

Faculty of Science

science@mcmaster.ca

science.mcmaster.ca/associatedean/contact-us.html

Faculty of Engineering

eng.mcmaster.ca/programs/academic-advising

Faculty of Social Sciences

socscfac@mcmaster.ca

socialsciences.mcmaster.ca/current-students/academic-advising/

Faculty of Health Sciences

Bachelor of Health Sciences (Honours)

bhsc.mcmaster.ca/contact/

bhsc@mcmaster.ca

Honours Biology & Pharmacology Co-op Program

biopharm.healthsci.mcmaster.ca

biophrm@mcmaster.ca

Honours Biochemistry B.H.Sc. (Honours)

healthsci.mcmaster.ca/biochem

bbsug@mcmaster.ca

Integrated Biomedical Engineering and Health Sciences Program (IBEHS)

ibiomed.mcmaster.ca

ibiomed@mcmaster.ca

Biomedical Discovery and Commercialization Program

bdcprogram.mcmaster.ca/contact/

bdcprogram@mcmaster.ca

Midwifery Education Program

midwifery.mcmaster.ca/

midwifery@mcmaster.ca

Bachelor of Science Nursing Program

- McMaster University Site
- Mohawk College Site
- Conestoga College Sites

bscnadvising@mcmaster.ca

Physician Assistant Education Program

fhs.mcmaster.ca/physicianassistant/

paprogram@mcmaster.ca

APPENDIX B: RELATED POLICIES

This Policy is to be read in conjunction with the following policies, procedures, and guidelines. Any question of the application of this Policy or related policies shall be determined by the Vice-Provost (Teaching and Learning), and in conjunction with the administrator of the other policy or policies. The University reserves the right to amend or add to the University's policies and statements from time to time (this is not a comprehensive list):

- [Academic Accommodation for Religious, Indigenous and Spiritual Observances, Policy on](#)
- [Academic Accommodation of Students with Disabilities](#)
- [Academic Integrity Policy](#)
- [Code of Student Rights & Responsibilities](#)
- [Professional Behaviour Code of Conduct for Undergraduate Learners – Faculty of Health Sciences](#)
- [Storm Emergency Policy](#)
- [Undergraduate Course Management Policy](#)
- [Undergraduate Examinations Policy](#)
- [Undergraduate Calendar](#)
 - General Academic Regulations
 - Petition for Special Consideration: Request for Deferred Examination (Form B):