

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

**AGENDA**

Page

1. **Call to Order**
2. **Minutes of the Previous Meeting - December 12, 2023**  
*Approval*  
3 - 7 [Minutes - Undergraduate Council - 12 December 2023](#)
3. **Business Arising**
4. **Chair's Remarks**
5. **Presentation to Undergraduate Council**  
**An Overview of McMaster Continuing Education (MCE), 2024**  
Lorraine Carter, *Director*  
Dan Piedra, Assistant Director, *Programming and Online Education*  
Jon Jones, Assistant Director, *Finance and Business Operations*  
Karen Hamilton, *Assistant Director, Marketing and Enrolment*
6. **Re-election of Undergraduate Council Vice-Chair**  
K. Dej
7. **Report from the Joint Committee on Certificates, Diplomas and Microcredentials Committee**  
A. Schat  
8 - 9 [Report from the Joint Committee on Certificates, Diplomas and Microcredentials](#)
- 10 - 16
  1. **New Concurrent Certificate Programs**  
*Approval*  
[a. Concurrent Certificate in Sustainability](#)  
[b. Concurrent Certificate in Environmental Sustainability](#)  
[c. Concurrent Certificate in Kinesiology](#)  
[d. Skills for Life Concurrent Certificate](#)
- 17 - 24
  2. **Revision to Existing Certificate of Professional Learning**

- Approval*  
[a. Nursing Concepts in Continence Care](#)
- 25 - 29      **3. Essentials - Professional Development Programming Information**
- Title Revisions*  
[a. ESS-899: Navigating Workplace Conflict: Building Stronger Teams through Resolution](#)  
[b. ESS-804: Future-Focused: Navigating Complexity with Strategic Planning](#)  
[c. ESS-807: Cultivate Belonging with Personality Dimensions](#)  
[d. ESS-817: Strengthening Communications through Storytelling](#)  
[e. ESS-836: Snapshot to Project Management](#)
- 30      *New Course*  
[f. ESS-916: Time Maximization: Unleashing Peak Productivity and Professional Efficiency through Effective Time Management](#)
- 31 - 35      **4. McMaster Continuing Education - New and Existing Microcredentials Information**  
[a. New Microcredentials based on New Policy](#)  
[b. Letter of Information: Existing Microcredentials](#)
- 8. Report from the Curriculum & Admissions Committee**  
 S. Corner
- 36 - 37      [Report from the Curriculum & Admissions Committee](#)
- 38 - 42      **1. Program Name Change**  
*Approval*  
[a. Faculty of Health Sciences](#)
- 43 - 53      **2. Curriculum Revisions and Calendar Submissions for Inclusion in the 2024-2025 Undergraduate Calendar**  
*Approval*  
[a. Arts and Science Program](#)  
[b. Faculty of Humanities](#)  
[c. Faculty of Health Sciences](#)  
[d. Office of the Registrar](#)
- 9. Other Business**
- 10. Adjournment**  
**Next Meeting: February 27, 2024 at 2:30 PM in Council Chambers**



UNIVERSITY  
SECRETARIAT  
• Board of Governors  
• Senate

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**REPORT TO THE UNDERGRADUATE COUNCIL  
from the  
CERTIFICATES AND DIPLOMAS COMMITTEE**

**FOR APPROVAL**

**1. New Concurrent Certificate Programs**

At its meeting on January 16, 2024, the Joint Committee on Certificates, Diplomas and Microcredentials approved, for recommendation to Undergraduate Council, four new concurrent certificate programs. Further details are contained within the circulated materials.

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

It is now recommended,

**that the Undergraduate Council approve, for recommendation to the Senate, the Concurrent Certificate in Sustainability, for inclusion in the 2024-2025 Undergraduate Calendar, as circulated.**

It is now recommended,

**that the Undergraduate Council approve, for recommendation to the Senate, the Concurrent Certificate in Environmental Sustainability, for inclusion in the 2024-2025 Undergraduate Calendar, as circulated.**

It is now recommended,

**that the Undergraduate Council approve, for recommendation to the Senate, the Concurrent Certificate in Kinesiology, for inclusion in the 2024-2025 Undergraduate Calendar, as circulated.**

It is now recommended,

**that the Undergraduate Council approve, for recommendation to the Senate, the Skills for Life Concurrent Certificate for inclusion in the 2024-2025 Undergraduate Calendar, as circulated.**

**2. Revision to Existing Certificate of Professional Learning**

At the same meeting, the Joint Committee on Certificates, Diplomas and Microcredentials approved, for recommendation to Undergraduate Council, revisions to the Certificate of

Professional Learning in Nursing Concepts in Continence Care. Further details can be found within the circulated materials.

It is now recommended,

**that the Undergraduate Council approve the revisions to the Certificate of Professional Learning in Nursing Concepts in Continence Care, as circulated.**

### **FOR INFORMATION**

#### **3. Essentials – Professional Development Programming**

At its October 31, 2023 meeting, the Joint Committee on Certificates, Diplomas and Microcredentials received for information, changes to the Essentials Professional Development Programming, which include five title revisions and one new course. Further details can be found within the circulated materials.

##### *Title Revisions*

- a. ESS-899: Navigating Workplace Conflict: Building Stronger Teams through Resolution**
- b. ESS-804: Future-Focused: Navigating Complexity with Strategic Planning**
- c. ESS-807: Cultivate Belonging with Personality Dimensions**
- d. ESS-817: Strengthening Communications through Storytelling**
- e. ESS-836: Snapshot to Project Management**

##### *New Course*

- f. ESS-916: Time Maximization: Unleashing Peak Productivity and Professional Efficiency through Effective Time Management**

#### **4. McMaster Continuing Education - New and Existing Microcredentials**

At the same meeting, the Joint Committee on Certificates, Diplomas and Microcredentials received, for information, the two memos from McMaster Continuing Education (MCE) related to new and existing non-academic microcredentials. Further details can be found within the circulated materials.

- a. New Microcredentials based on New Policy**
- b. Letter of Information: Existing Microcredentials**

**Undergraduate Council  
January 30, 2024**

## Concurrent Certificate in Sustainability

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

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

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

### Notes

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

### Certificate Requirements

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

### Requirements

*15 units total*

#### 3-15 units

from

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

#### 0-12 units

from

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

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

## Concurrent Certificate in Environmental Sustainability (ES)

### 1. Certificate Overview

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

### 2. Academic Merit

#### Learning Outcomes:

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

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

#### Certificate Requirements:

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

Completion of 18 units as follows:

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

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

- **6 units from**

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

\* Note – if on an environmental sustainability topic

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

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

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

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

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

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

## Concurrent Certificate in Kinesiology

Department of Kinesiology

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

Ivor Wynne Centre, Room 219C, ext. 24462

kinug@mcmaster.ca

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

### Certificate Requirements

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

### Requirements

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

*18 units total*

18 units  
from

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

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



**REPORT TO UNDERGRADUATE COUNCIL**

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

**NEW PROGRAMS**

- The Humanities Concurrent Certificate: Skills for Life

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

## **NEW PROGRAMS:**

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

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

#### **Certificate Requirements**

##### **Notes**

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

#### **Requirements**

**18 units total**

##### **9 units**

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

##### **3 units**

- HUMAN 2CP3 - Humanities Career Planning and Development

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

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

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

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

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

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

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

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

**Continuing Education Academic Program Submission – For Approval**

<b>Department &amp; Program Information (complete all fields):</b>	
Program Name:	Nursing Concepts in Continence Care
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Dr. Lorraine Carter, Dr. Joanna Pierazzo
Effective Date:	2021-05-01
Date of Submission: <i>Note, this is a resubmission of the original document as BScN may have been missed in the discussion/review. This revised document is submitted to the Certificates, Diplomas, and Microcredentials Committee on 2024-01-16.</i>  Thank you, Joanna Pierazzo	2020-12-16
<b>Academic Merit (complete all fields; write “not applicable” as needed):</b>	
Program Overview:	<p>The Nursing Concepts in <u>Continence Care</u> Certificate of Professional Learning is a collaborative program involving the Faculty of Health Sciences (School of Nursing) and McMaster Continuing Education.</p> <p>The purpose of the program is to provide specialized education for professional healthcare providers interested in better understanding and addressing issues related to continence care in their professional settings. <i>The program has received approval for learners studying through McMaster Continuing Education. However, the BScN program also has health</i></p>

	<p>professional students who are already practicing. These learners, specifically RPN-BScN learners, would benefit from this certificate of professional learning program. Having knowledge of continence care management would positively impact their care of patients while they are taking professional practice courses or practicing.</p> <p>Participants in the program will be required to successfully complete the three courses in the program in order to receive a Certificate of Professional Learning. The courses will be offered in online format. The three courses in the Certificate of Professional Learning program were developed by the BScN program and are already offered as undergraduate electives. Offering the three courses as a Certificate of Professional Learning, similar to how the courses are offered through Continuing Education would be valuable.</p> <p>Courses will use a combination of experiential learning activities (i.e., case studies, facilitated group discussions, synchronous sessions, group work) and other methods that support the learning of professionals interested in learning about continence care.</p> <p>Emerging trends and research will be discussed to aid in the learning process and ensure that course content is current and relevant.</p> <p>The program will be an application-based program (see “Program Admission Requirements” and “Program Pre-requisites below”).</p>
<p>Learning Objectives:</p>	<p>Incontinence is a growing healthcare concern affecting the lives of millions of people worldwide. It carries an enormous stigma and is one of the most neglected areas in healthcare. Urinary and fecal incontinence are both manageable and often treatable. Frontline care providers in all care settings (community, acute, rehabilitation, geriatrics and long-term care) have an important role to play in the promotion of continence and prevention of incontinence. Understanding the contributing factors and how to eliminate or manage them to help enhance the quality of life for patients with fecal or urinary incontinence is a key focus of this program.</p> <p>Specifically, graduates of the program will be able to do the</p>

	<p>following:</p> <ul style="list-style-type: none"> <li>• Integrate knowledge of bladder and bowel function into clinical reasoning and nursing judgments that inform and guide a holistic approach to the assessment and management of bladder and bowel continence care.</li> <li>• Identify contributing factors and underlying medical conditions to incontinence and apply appropriate nursing interventions.</li> <li>• Demonstrate in-depth knowledge of behavioural and educational interventions used in the management of incontinence.</li> <li>• Integrate nursing research (evidence-informed decision making) as the basis of practice where applicable.</li> <li>• Provide rationale for nursing-specific interventions using scientific knowledge.</li> <li>• Understand the impact of incontinence on the client's well-being and quality of life.</li> <li>• Apply the assessment and management of bladder and bowel continence care in a professional clinical setting.</li> </ul>
<p>Meeting Learning Objectives:</p>	<p>Students must complete a series of three academic courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning outcomes.</p>
<p>Program Admission Requirements:</p>	<p>This program is designed for licensed healthcare providers (e.g. RPN, LPN, RN, NP, Physio, OT, SW) interested in learning best practices in continence care.</p> <p>BScN learners who have been taking these three courses since their development have been RPN-BScN learners. As specified above, RPNs are licensed professionals.</p> <p>In addition to licensed professionals such as RPNs, learners in levels 3 and 4 of BScN would also be most suitable for these courses. They are taking complex clinical care courses and already managing bowel and bladder care. The courses can be taken as electives and offer greater specialization and opportunity to advance knowledge. Note, the final practice course in this certificate (for both Continuing Education and BScN learners) is supervised by a registered health care practitioner.</p>

	<p>As Curriculum Chair for BScN, my role supported the development of these three courses and subsequent approval through BScN and FHS committees. (Joanna Pierazzo)</p> <p>In addition, all registrants must meet the basic requirements below:</p> <ul style="list-style-type: none"> <li>• Have an Ontario Secondary School Diploma or equivalent.</li> <li>• Be a mature student as defined in the Undergraduate Calendar of McMaster University or be deemed an exceptional case.</li> <li>• A background in health or related fields.</li> </ul> <p>There are no advance requirements to take these three courses in BScN. These courses may be taken any BScN learner to achieve elective units. All learners would be concurrently taking professional practice or working directly in practice settings.</p> <p>In order to ensure that students have the basic capabilities necessary to be successful in their online courses, they are required to have the following pre-requisite knowledge and/or skills:</p> <ul style="list-style-type: none"> <li>• Knowledge and skills with general computer applications, such as keyboarding, file management, video talks, and word processing</li> <li>• Familiarity with internet browsers and web surfing</li> <li>• English Language Proficiency requirements: Completion of TOEFL exam with minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years.</li> </ul> <p>All BScN learners can take these courses as electives during the years they are taking professional practice.</p>
<p>Program Pre-requisites (if applicable):</p>	<p>Proof of registration with a professional licensing healthcare body (e.g. RPN, LPN, RN, NP, Physio, OT, SW).</p> <p>RPNs are admitted to our BScN program. As well, the three courses were developed for all undergraduate nursing learners.</p>

Program Completion Requirements:	Participants in the program will be required to successfully complete the three courses in the program in order to receive a Certificate of Professional Learning.
Program Delivery Format:	The online delivery format of the courses will be a blend of asynchronous and synchronous activities designed to support the development of knowledge and skills in continence care. Course activities may include synchronous sessions, discussion board contributions, readings, research-oriented tasks, and experiential learning activities including but not limited to case studies, group discussions, and projects.
Student Evaluations (Grading Process):	Each course will include an evaluation component. Evaluation may be based on assignments, case studies, presentations, individual or group projects, participation, or a combination thereof. Evaluations will be structured to assess students' level of competency in achieving overall learning objectives.
Course Evaluation:	<p>At the end of each course, students will complete a course evaluation that explores content, delivery, materials, method of evaluation, and instruction.</p> <p>The BScN program has a formal course and teacher evaluation process as a component of the program processes and accreditation.</p> <p>As well, the three courses developed by BScN have already been approved through all channels of curriculum governance in BScN (CIEC, UNEC, HSEC – *see below) a few years ago. They have been in the university calendar in the BScN section since approval.</p> <p>The formal request to bundle the three courses as a Certificate of Professional Learning for nurse learners studying in the School of Nursing was inadvertently missed in the original submission made in 2020-23-16..</p> <p>*Committees involved with the review of the courses in include:  CIEC – Curriculum Innovation and Evaluation Committee  UNEC – Undergraduate Nursing Education Committee  HSEC – Health Science Education Committee</p>
Course Instruction:	Instructors for courses will be selected from a pool of qualified



	<p>applicants. In compliance with McMaster’s Senate and Undergraduate Council Guidelines for Certificates and Diplomas, selection will be based on academic background and/or experience in the field. Instructors will have the equivalency of a Master’s degree or significant professional and teaching experience within the field.</p> <p>Instructors will be recommended by the Faculty of Health Sciences, School of Nursing.</p>
Credit Towards Degree Programme Studies:	10 units
Program Advanced Standing:	n/a
<b>Statement of Financial Viability:</b>	
<p>I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).</p> <p><i>Lorraine Carter, Director, Centre for Continuing Education</i></p> <p><i>Each term, I review these courses for elective option in BScN. We have an infrastructure to support teaching and curriculum development/review.</i></p> <p><i>Joanna Pierazzo, RN, PhD, AD, Undergraduate Nursing Programs</i></p>	
<b>Statement of Administrative Responsibilities:</b>	
<p>Statement of Faculty Alignment:</p> <p>The staffing and systems infrastructure to support the following functions already exists within Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by Continuing Education.</p> <p>Continuing Education program responsibilities:</p> <ul style="list-style-type: none"> <li>• budget development and monetary responsibilities</li> <li>• program and course development</li> <li>• course registrations/administration</li> <li>• supervision of instructors to ensure all required policies and practices are adhered to and course are taught according to program requirements and standards</li> <li>• Marketing and Promotions</li> </ul>	

The Faculty of Health Sciences ([BScN - CIEC](#), [UNEC](#) and [FHS – HSEC](#)) will act as the academic liaison and is charged with the responsibility of on-going academic review and assessment of the curriculum. The Faculty’s letter of support is included at the end of this document.

**Listing of Courses** (complete the chart to provide suggested course title, indicate required or elective course, number of academic units, proposed hours, and estimated term offering):

<b>Course Name</b>	<b>Required/Elective</b>	<b>Unit Value</b>	<b>Term</b>
<b>Nursing Concepts in Continence Care</b>	Required	4 units	Spring 2021 <a href="#">Fall term</a>

Course Description:  
Nursing Concepts in Continence Care is an online course which integrates asynchronous learning modules and discussion boards as well as synchronous online tutorials to develop students’ awareness and understanding about bladder and bowel incontinence including assessment and conservative management strategies. Selected problem based clinical cases will be explored through online, interactive, multimedia learning modules. Online tutorial sessions will provide students with opportunities to discuss their assessments, identify contributing factors and consider treatment recommendations. Discussion Boards will also be utilized to provide students with the opportunity to interact with each other and the tutor.

Course Ends-In-View:  
This course provides students with the opportunity to understand normal bladder and bowel function to develop an understanding of the factors that contribute to bladder and bowel incontinence and effective conservative management strategies.

<b>Advanced Concepts in Contince Care</b>	Required	3 units	Spring 2021 <a href="#">Winter &amp; Sp/Su</a>
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Course Description:  
Advanced Concepts in Continence Care is an online course which builds on the introductory course Nursing Concepts in Continence Care. It integrates asynchronous learning modules and discussion boards as well as synchronous online tutorials which will focus on specific bladder and bowel incontinence issues that require specialized knowledge and management strategies. This will further expand students’ understanding about the role that nursing can play in assessment, management as well as patient and staff education. Selected problem based clinical cases will be explored through online, interactive, multimedia learning modules. Online tutorial sessions will provide students with opportunities to discuss their assessments, identify contributing factors and consider treatment recommendations. Discussion Boards will also be utilized to provide students with the opportunity to interact with each other and the tutor.

**Course Ends-In-View:**

This course provides students with the opportunity to understand specific bladder and bowel issues that can arise related to underlying medical issues such as spinal cord injury, acquired brain injury, and multiple sclerosis. Understanding the factors that can contribute to complex bladder and bowel incontinence is essential in developing effective management strategies. This knowledge is essential when developing patient and staff educational materials.

<b>Concepts in Continence Care Clinical Placement</b>	Required	3 units	Spring 2021 Sp/Su term
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**Course Description:**

Concepts in Continence Care Clinical Placement is an applied professional practice course that focuses on the assessment and management of urinary and fecal incontinence, including the introduction to the educator role in staff and patient care related to incontinence. Students will be individually placed in a variety of health-care settings based in their area of interest including but not limited to urology, urogynecology, acute care, rehabilitation, primary care, community, and long-term care.

**Course Ends-In-View:**

The students taking this course will focus on understanding the impact of incontinence on patients and care providers: developing assessment skills; identifying factors contributing to incontinence; and utilizing this information to develop management plans to effectively manage incontinence. Elements of health promotion including patient teaching and staff education will be addressed.

Students will be assisted in their explorations of transition and integration through the support and deliberate guidance of the professional practice tutor and preceptor(s), with a focus on the following domains of professional practice: connecting care experiences to academic learning; seeing connections and translating these to action across contexts, disciplines, perspectives; engaging in intra- and inter-professional communication, self-assessment, reflective practice, and critical inquiry

<b>Department &amp; Program Information (complete all fields):</b>	
Department:	Continuing Education
Program Name:	Essentials (Professional Development Program)
Name of Representative:	Dr. Lorraine Carter
Nature of Submission:	For Information: Course Title Revision
Effective Date:	July 21, 2023
Submission Date:	September 12, 2023
<b>Current Course Details (complete all fields):</b>	
Course Title: ESS-899 Conflict Resolution	
Is this course currently offered? <b>Yes</b>	
Existing Course Code: ESS-899 Conflict Resolution	
<b>Course Revision (complete applicable fields):</b>	
Revised Course Title: ESS-899 Navigating Workplace Conflict: Building Stronger Teams through Resolution	
<p>Rationale for Revision:</p> <p>For the enhancement of participant interest and enrolments, Continuing Education recommends changing the existing course title to "Navigating Workplace Conflict: Building Stronger Teams through Resolution."</p> <p>We are interested in expanding our registration pool so believe that revising the course title may assist with creating further interest.</p>	

<b>Department &amp; Program Information (complete all fields):</b>	
Department:	Continuing Education
Program Name:	Essentials (Professional Development Program)
Name of Representative:	Dr. Lorraine Carter
Nature of Submission:	For Information: Course Title Revision
Effective Date:	July 21, 2023
Submission Date:	September 12, 2023
<b>Current Course Details (complete all fields):</b>	
Course Title: ESS-804 Strategic Planning Fundamentals	
Is this course currently offered? <b>Yes</b>	
Existing Course Code: ESS-804 Strategic Planning Fundamentals	
<b>Course Revision (complete applicable fields):</b>	
Revised Course Title: ESS-804 Future-Focused: Navigating Complexity with Strategic Planning	
<p>Rationale for Revision:</p> <p>For the enhancement of participant interest and enrolments, Continuing Education recommends changing the existing course title to “Future-Focused: Navigating Complexity with Strategic Planning.”</p> <p>We are interested in expanding our registration pool so believe that revising the course title may assist with creating further interest.</p>	

<b>Department &amp; Program Information (complete all fields):</b>	
Department:	Continuing Education
Program Name:	Essentials (Professional Development Program)
Name of Representative:	Dr. Lorraine Carter
Nature of Submission:	For Information: Course Title Revision
Effective Date:	July 21, 2023
Submission Date:	September 12, 2023
<b>Current Course Details (complete all fields):</b>	
Course Title: ESS-807 Strengthening Communication with True Colours	
Is this course currently offered? <b>Yes</b>	
Existing Course Code: ESS-807	
<b>Course Revision (complete applicable fields):</b>	
Revised Course Title: ESS-807 Cultivate Belonging with Personality Dimensions	
<p><b>Rationale for Revision:</b></p> <p>For the enhancement of participant interest and enrolments, Continuing Education recommends changing the existing course title to “Cultivate Belonging with Personality Dimensions.”</p> <p>We are interested in expanding our registration pool so believe that revising the course title may assist with creating further interest.</p>	

<b>Department &amp; Program Information (complete all fields):</b>	
Department:	Continuing Education
Program Name:	Essentials (Professional Development Program)
Name of Representative:	Dr. Lorraine Carter
Nature of Submission:	For Information: Course Title Revision
Effective Date:	July 21, 2023
Submission Date:	September 12, 2023
<b>Current Course Details (complete all fields):</b>	
Course Title: ESS-817 Business Storytelling	
Is this course currently offered? <b>Yes</b>	
Existing Course Code: ESS-817	
<b>Course Revision (complete applicable fields):</b>	
Revised Course Title: ESS-817 Strengthening Communications through Storytelling	
<p><b>Rationale for Revision:</b></p> <p>For the enhancement of participant interest and enrolments, Continuing Education recommends changing the existing course title to “ESS-817 Strengthening Communications through Storytelling.”</p> <p>We are interested in expanding our registration pool so believe that revising the course title may assist with creating further interest.</p>	

<b>Department &amp; Program Information (complete all fields):</b>	
Department:	Continuing Education
Program Name:	Essentials (Professional Development Program)
Name of Representative:	Dr. Lorraine Carter
Nature of Submission:	For Information: Course Title Revision
Effective Date:	June 15, 2023
Submission Date:	September 12, 2023
<b>Current Course Details (complete all fields):</b>	
Course Title: ESS-836 Project Management	
Is this course currently offered? <b>Yes</b>	
Existing Course Code: ESS-836	
<b>Course Revision (complete applicable fields):</b>	
Revised Course Title: ESS-836 Snapshot to Project Management	
<p><b>Rationale for Revision:</b></p> <p>For the enhancement of participant interest and enrolments, Continuing Education recommends changing the existing course title to "Snapshot to Project Management."</p> <p>We are interested in expanding our registration pool so believe that revising the course title may assist with creating further interest.</p>	





DATE: June 1, 2023

TO: Chair, Certificates & Diplomas Committee

FROM: Lorraine Carter  
Director, McMaster Continuing Education

RE: New ½ Day Essentials Course, *Time Maximization: Unleashing Peak Productivity and Professional Efficiency through Effective Time Management* (ESS-916)

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This item is submitted for information purposes. McMaster Continuing Education is currently developing a new ½ day Essentials course called *Time Maximization: Unleashing Peak Productivity and Professional Efficiency through Effective Time Management*. The course is part of our professional development programming.

Currently, the Essentials program consists of over 30 courses that align with six competency areas; these areas include Business Essentials, Communication Essentials, Innovation Essentials, Leadership Essentials, Productivity Essentials, and Team Essentials. This new ½ day Essentials course is aligned with all six areas.

Based on participant, community, and corporate feedback, and in consultation with Human Resources Organizational Development, we have identified the need for this new course. This course is designed to help participants with the necessary tools and strategies to optimize time management abilities, leading to improved productivity and job efficiency.

Upon completion of this course and receipt of a passing grade, participants may use the course towards the five days of course work (including evaluation) required for a Business, Communication, Leadership, Productivity, Innovation, Team, or a Multi-Competency Certificate of Completion.

It is expected that we will be able to schedule this course and offer it to the McMaster community and external partners by Fall 2023.



CONTINUING  
EDUCATION

To: Certificates, Diplomas and Microcredentials Committee

From: Dr. Lorraine Carter, Director, McMaster Continuing Education

Re: New Microcredentials based on Revised Policy

Date: August 21, 2023

Up until now, McMaster Continuing Education has been issuing Certificates of Attendance for the learning experiences listed below. Based on the revised policy of April 2023, these experiences meet the criteria for microcredentials. We, therefore, will be offering them as such.

Note: Each of the following derives from Continuing Education's longstanding partnership with the National Institutes for Health Informatics (NIHI).

Data Analytics I: Operational Skills  
Data Analytics II: Moving from Data to Insights with Analytics  
Data Analytics III: Hands-on Data Analytic Skills  
Introductions to Artificial Intelligence in Healthcare  
Data: Regulatory and Governance Implications  
Advanced Topics in Artificial Intelligence  
Connected Health & the Internet of Things  
Cybersecurity Management  
Navigating Healthcare Procurement  
Pragmatic Quality & Regulatory Approaches for Medical Devices  
ePrivacy I: Fundamentals  
ePrivacy II: Risk Management  
Return on Investment Fundamentals in Health Care  
ROI Thinking in Healthcare  
MedTech Innovation: The Fundamentals  
Clinical Fundamentals for Non-Clinicians: The Care of the Health of the Body  
Clinical Fundamentals for Non-Clinicians: The Care of the Mind & the Nature of Public Health  
Development of Effective Dashboards for Health Care  
HL7 Fundamentals  
Leadership in Health Care: Learning to Lead  
Leadership in Health Care: Resilient Leadership  
Understanding the Healthcare System in Canada and the United States

Sincerely,

*Lorraine Carter*

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



CONTINUING  
EDUCATION

To: Certificates, Diplomas and Microcredentials Committee

From: Dr. Lorraine Carter, Director, McMaster Continuing Education

Re: Letter of Information

Date: August 21, 2023

I am pleased to share the following list of microcredentials presently being offered through McMaster University Continuing Education (MCE).

As context, prior to release of the revised policy in April 2023, MCE had sought permission through the Provost's Office to offer these programs as microcredentials. The learner group MCE serves and the recent competitiveness of the continuing education market where microcredentials have taken off were the basis of the request which was supported by Drs. Susan Tighe and Kim Dej.

All of these microcredentials represent not for credit Certificate of Completion programs and have been previously presented to the governance committees for information. Some of them are offered by MCE alone; others, however, are collaborative initiatives with internal and external partners. Items marked with an asterisk\* are collaborations with partners (McMaster and external partners). One of the key characteristics of microcredentials is working with community, professional, and industry partners.

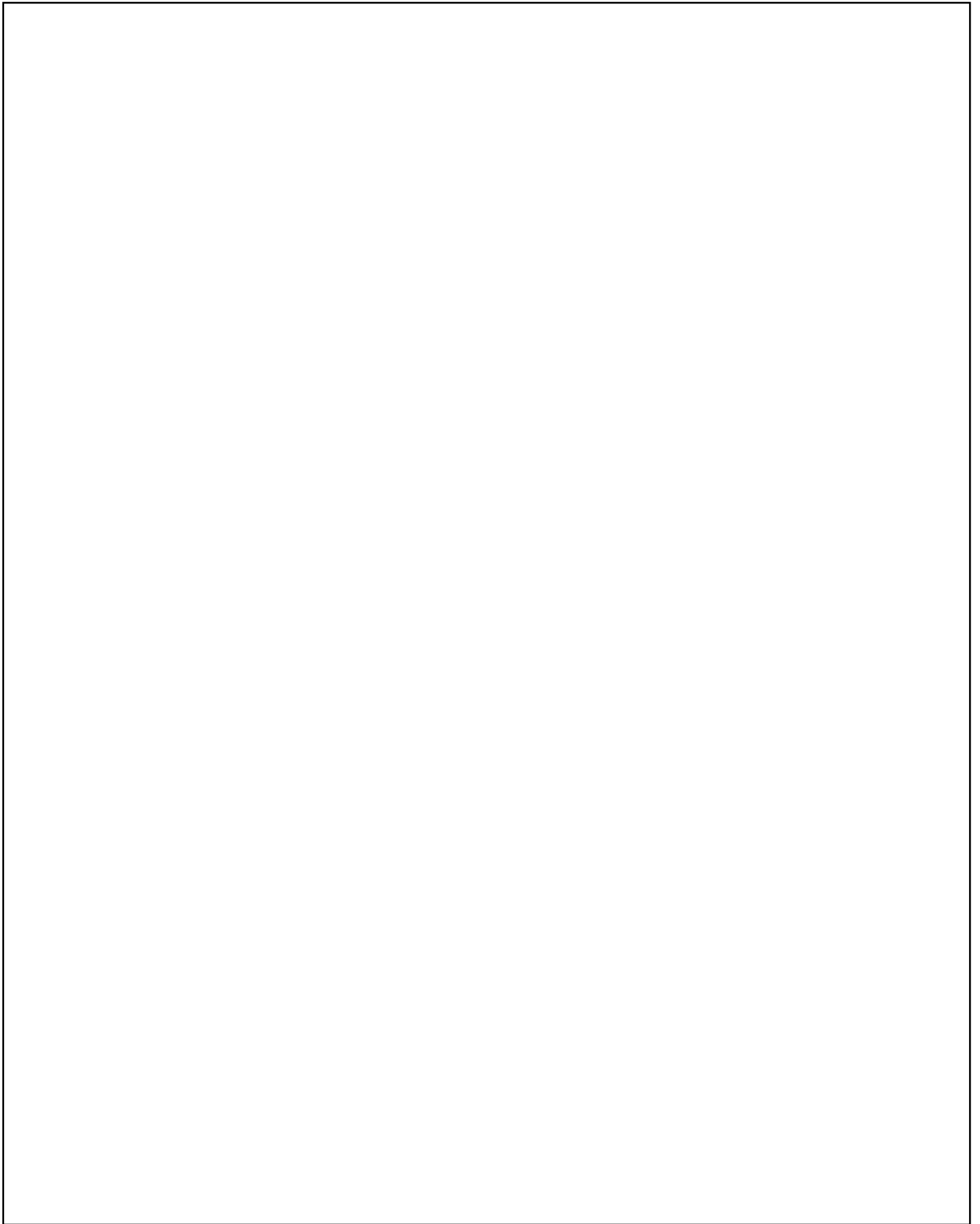
HR Data Analytics & Strategy  
Business Analysis  
Project Management  
CP@Clinic Paramedic Training Program\*  
Caregiving Essentials  
Microsoft Excel - Analyzing and Visualizing Data\*  
Business Essentials  
Communication Essentials  
Innovation Essentials  
Leadership Essentials  
Productivity Essentials  
Team Essentials  
Multi-Competency Essentials

Sustainability  
Privacy Management  
Academic Writing  
Personal Leaders Program\*  
Knowledge Leaders Program\*  
Strategic Leaders Program\*  
Inclusive Excellence Leadership Program\*  
Family Engagement in Research\*  
Family Engagement in Research: Leadership Academy\*  
LifTING and Sepsis Canada Research Training Program\*  
LifTING Health Research Training Program\*  
Sepsis Canada Interdisciplinary Research Training Program\*  
Medical Research & Scholarship Program\*  
Cyber Security Bootcamp Program\*  
Fundamentals of Research Methodology\*  
Mindfulness in Modern Society: Fundamentals of Mindfulness\*  
Mindfulness in Modern Society: Advanced Principles and Practice\*

Sincerely,

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

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



**REPORT TO UNDERGRADUATE COUNCIL**  
*from the*  
**CURRICULUM AND ADMISSIONS COMMITTEE**

**FOR APPROVAL**

**1. Program Name Change**

**a. Faculty of Health Sciences**

At the meeting held on November 28, 2023, the Curriculum & Admissions Committee approved, for recommendation to Undergraduate Council, the change in name of the Bachelor of Health Sciences (Honours) Program to the Honours Health Sciences program, including the Level II Transfer Program and the Child Health Specialization.

The proposed name change was accepted, subject to more details regarding the implementation timeline of the name change. After discussions with the Registrar's Office, the Faculty of Health Sciences decided that the name change would be immediate and would be updated in Mosaic for Fall 2024. Learners currently enrolled in the program and those entering in 2024 would be given the option to choose the name of their degree as at the time of applying and enrolling, the program was named Bachelor of Health Sciences. All future students, upon successful completion, would receive the degree titled Honours Health Sciences.

It is recommended,

**that the Undergraduate Council approve, for recommendation to the Senate, the change in name of the *Bachelor of Health Sciences (Honours) Program to the Honours Health Sciences Program*, as recommended by the Faculty of Health Sciences for inclusion in the 2024-2025 Undergraduate Calendar, and as circulated.**

It is recommended,

**that the Undergraduate Council approve, for recommendation to the Senate, the change in name of *Bachelor of Health Sciences (Honours) – Level 2 Transfer Program*, to the *Honours Health Sciences Program – Level 2 Transfer Program*, as recommended by the Faculty of Health Sciences for inclusion in the 2024-2025 Undergraduate Calendar, and as circulated.**

It is recommended,

**that the Undergraduate Council approve, for recommendation to the Senate, the change in name of the *Bachelor of Health Sciences (Honours) – Child Health Specialization Program to the Honours Health Sciences Program – Child Health Specialization Program*, as recommended by the Faculty of Health Sciences for inclusion in the 2024-2025 Undergraduate Calendar, and as circulated.**

**2. Curriculum Revisions and Calendar Submissions for Inclusion in the 2024-2025 Undergraduate Calendar**

At the meeting held on January 16, 2024, the Curriculum and Admissions Committee approved, for recommendation to Undergraduate Council, the following addenda to curriculum revisions for inclusion in the *2024-2025 Undergraduate Calendar*. Further details can be found in the circulated materials.

- a. Arts & Science Program**
- b. Faculty of Humanities**
- c. Faculty of Health Sciences**
- d. Office of the Registrar**

It is now recommended,

**that the Undergraduate Council approve the curriculum revisions recommended by the Faculties of Humanities, Health Sciences and the Arts and Science Program, as well as the proposed revisions to sections detailing Admission Requirements and Application Procedures recommended by the Office of the Registrar, for inclusion in the 2024-2025 Undergraduate Calendar, and as circulated.**

**Undergraduate Council  
January 30, 2024**



**FACULTY OF HEALTH SCIENCES**

**UNDERGRADUATE CURRICULUM REPORT TO  
UNDERGRADUATE COUNCIL**

**FOR THE 2024-2025 UNDERGRADUATE CALENDAR**

**November 28, 2023**

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

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

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

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

**NEW PROGRAMS:**

None

**PROGRAM CLOSURES:**

None

**MAJOR CHANGES:**

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

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

### Rationale

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

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

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

### Process and Consultations

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

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

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

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

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

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

#### **Recommendation**

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

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



HEALTH SCIENCES

To: The Undergraduate Council

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

Date: January 30, 2024

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

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

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

**ARTS & SCIENCE PROGRAM**

**ADDENDUM TO THE UNDERGRADUATE**

**CURRICULUM REPORT TO UNDERGRADUATE**

**COUNCIL**

**FOR THE 2024-2025**

**UNDERGRADUATE CALENDAR**

**20 December 2023**

## **REPORT TO SENATE**

### **ARTS & SCIENCE PROGRAM SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2024-2025**

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the December 2023 Arts & Science Program Addendum to the Undergraduate Council Report for changes to the 2024-2025 Undergraduate Calendar, found at <https://artsci.mcmaster.ca/addendum-to-the-2024-25-arts-science-curriculum-report/>.

**NEW PROGRAMS:**

N/A

**PROGRAM CLOSURES:**

N/A

**MAJOR REVISIONS:**

N/A

## **REPORT TO UNDERGRADUATE COUNCIL**

### **ARTS & SCIENCE PROGRAM SUMMARY OF CURRICULUM CHANGES FOR 2024-2025**

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the December 2023 Arts & Science Program Addendum to the Undergraduate Council Report for changes to the 2024-2025 Undergraduate Calendar, found at <https://artsci.mcmaster.ca/addendum-to-the-2024-25-arts-science-curriculum-report/>.

#### **ARTS & SCIENCE PROGRAM**

- Housekeeping changes (revisions to 2 course prerequisites)

*Please also note that the final point on the "Report to Undergraduate Council" in the 30 November 2023 Arts & Science Program Undergraduate Curriculum Report for the 2024-2025 Undergraduate Calendar should have read:*

- *Housekeeping changes (including addition/clarification of course prerequisites and antirequisites for 3 courses)*

#### **INTERDISCIPLINARY MINOR IN SUSTAINABILITY**

N/A

#### **INTERSESSION**

N/A



**ARTS & SCIENCE PROGRAM**  
**2024-2025 CURRICULUM REVISIONS**

**REVISED COURSES**

**ARTSSCI 4CF3 - How Science Speaks to Power**

3 unit(s)

A case study approach is used to examine how science is shaped by politics and how science advice is filtered by political processes. Possible case studies include Mad Cow disease, the ozone hole, and genetically modified foods.

Three hours; one term

**Prerequisite(s):** Registration in Level III or above of the Arts & Science Program, ~~or~~ an Honours Biology program, ~~or~~ the Honours Integrated Science, Biology Concentration program.

*Rationale: Updating the prerequisite to reflect that Honours Integrated Science- Biology Concentration students are eligible to enrol as the course was already included on their Biology Course List.*

**ARTSSCI 4MN2 - Movement and Integration**

2 unit(s)

This course brings together Arts & Science students and international exchange students to assess the experience of movement away from familiar terrain and reflect critically on ways of integrating that experiential learning into their lives as an ongoing practice of reflective, intentional living.

One term

**Prerequisite:** Registration in Level III or above of the Arts & Science Program or as an international exchange student, and permission of the Arts & Science Program.

*This course is evaluated on a Pass/Fail basis. International exchange students may pair ARTSSCI 4MN2 with ARTSSCI 4MN1, by permission, to attain 3 total units.*

*Rationale: To clarify that all students must receive permission to enrol and to inform international exchange students that they have the opportunity to enrol in ARTSSCI 4MN1, with permission, if they are required to complete the equivalent of 3 units.*

**FACULTY OF HUMANITIES**

**UNDERGRADUATE CURRICULUM REPORT**

**TO UNDERGRADUATE COUNCIL**

**FOR THE 2024-25 CALENDAR**

**DECEMBER 2023**

**As of January 22, 2024**

**FACULTY OF HUMANITIES**  
**CURRICULUM REVISIONS FOR 2024-25**

**Addendum**

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/>

**3.0 NEW COURSES**

**3.1 CMST 4SC3 – Strategic Communications Leadership**

3 unit(s)

Informed by community engagement principles, students learn the role of leadership and management in strategic communications. They lead and guide teams of CMST 3SC3 students in developing communications plans for instructor-selected organizations and present the plans to a panel of community and academic evaluators.

Three hours; one term

**Prerequisite(s):** CMST 3SC3 and registration in Level IV of a program in Communication Studies. *Departmental permission required*  
*First offered 2025/26.*

*Rationale: This Department of Communication Studies and Media Arts have indicated the first offering of this course will not be until 2025/26.*

**3.2 ENGLISH 4BN3 – Writing Britain Now: Critique and Creativity After Brexit**

3 unit(s)

This seminar considers contemporary writing in Britain and Northern Ireland in the wake of Brexit. How have writers, especially those from historically marginalized groups, confronted a time of deepening social division, hate, injustice, and hopelessness? Students will develop a critical understanding of the early 21st century conjuncture in the British Isles and practice carefully situating and analyzing literary and cultural works that experiment with aspects of genre, form, and/or media, as writers try to envision more just futures.

Seminar (two hours); one term

**Prerequisite(s):** Registration in Level IV of an Honours program in English and Cultural Studies  
*Departmental permission required*  
*First offered 2025/26.*

*Rationale: This Department of English and Cultural Studies have indicated the first offering of this course will not be until 2025/26.*

**3.3 HISTORY 3SR3 – Histories of Indigenous Sport and Recreation**

3 unit(s)

Sport and recreation improve quality of life with physical health, personal wellness and fostering belonging. Indigenous Peoples sport history will be studied from various nations level of organization, covering techniques, demonstration and non-competitive gains.

3 hours; lecture and seminar: one term.

**Prerequisite(s):** Three units of Level II Indigenous Studies or permission of the Department.

**Cross-list(s):** INDIGST 3Q03

*This course is administered by the Indigenous Studies Department.*

*First offered 2025/26.*

*Rationale: This course is administered by the Department of Indigenous Studies, and they have indicated it will not be offered next year.*

#### **3.4 HISTORY 4FM3 – Female Makers and their Histories**

3 unit(s)

This course examines the creations of female-identifying makers and collectors - including visual artists, fashion designers, and art patrons - from the 11th century through to the present. The course critiques constructions of history that have privileged creative figures according to dominant cultural and political orders.

Seminar (two hours); one term

**Prerequisite(s):** Registration in Level III or IV of any Honours program in History  
*Departmental permission required.*

*Rationale: Minor addition at the request of the instructor.*

#### **3.5 MEDIAART 3D03 – Interface, Code, Data**

3 unit(s)

A hands-on exploration of the role of interfaces, code, and data in Media Arts practice. Students will explore the possibilities of formats such as visualizations, websites, mobile apps, databases, games, live coding performances and generative art.

Lecture, web module, tutorial (three hours); one term

**Prerequisite(s):** Registration in Level III or above of a Multimedia, Media Arts or Communication Studies program

**Antirequisite(s):** MEDIAART 2A06, MMEDIA 2A06

*First offered 2025/26.*

*Rationale: The students going into Level II of the new requirements will not need this course until the following year.*

#### **5.0 COURSE DELETIONS:**

#### **5.1 PHILOS 4F03 – Issues in Continental Philosophy**

*Rationale: No faculty to teach. At risk course.*

**FACULTY OF HEALTH SCIENCES**

**UNDERGRADUATE CURRICULUM REPORT TO  
UNDERGRADUATE COUNCIL**

**FOR THE 2024-2025 UNDERGRADUATE CALENDAR**

**JANUARY 8, 2024**

**APPROVED BY THE HEALTH SCIENCES EDUCATION  
COUNCIL DECEMBER 13, 2023**

**APPROVED BY THE FACULTY OF HEALTH SCIENCES  
EXECUTIVE COUNCIL DECEMBER 20, 2023**

**REVISED JANUARY 8, 2024**

## FACULTY OF HEALTH SCIENCES

### REPORT TO THE UNDERGRADUATE COUNCIL

#### SUMMARY OF CURRICULUM CHANGES FOR 2024-2025

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Health Sciences Curriculum Report for changes to the 2024-2025 Undergraduate Calendar, found at: [FHS Academic Calendar 2024-2025 - Final Draft 111623.pdf](#)

1. Revisions to Existing Programs

- Honours Health Sciences Program
  - Addition of ~~3~~ 6 new courses
  - Revision to ~~67~~ 70 existing courses
  - Deletion of 3 courses
  - Revisions to Program and Academic Regulations
  - Revision to Program and Academic Regulations
  - Revisions to List of Program Contacts

**Office of the Registrar:  
Undergraduate Curriculum Report  
to  
Undergraduate Council  
for the 2024 – 2025 Undergraduate Calendar  
January 2024**

**Revisions to the Undergraduate Calendar 2024-2025  
Summary and Revision Justifications  
Office of the Registrar, January 2024**

**Admission Requirements**

***Housekeeping:***

- Updating dates/deadlines to reflect the new admissions cycle.
- Re-wording and editing content for clarity and tone.
- Throughout, updated BTECH Automation Engineering Technology, to Automation Systems Engineering Technology.
- Throughout, updated Bachelor of Health Sciences to Honours Health Sciences.
- Added STEP program under the MELD program

***Subject Requirements for Specific Level 1 programs:***

Music 1, Page 11: Due to the pause of the Music 1 program we have added language to indicate the temporary pause for 2024 but have not removed the program from this calendar section. Assistant Dean, Undergraduate is reviewing and will confirm language for approval.

***Other categories of Admission:***

Mature Students, Page 20: Added clarifying statement to indicate that Mature applicants to Economics 1 require satisfactory standing in Grade 12 U Advanced Functions U and Calculus and Vectors U (or equivalent) as specified under the heading *Subject Requirements For Specific Level I Progsupprams*. Requirements were confirmed with Assistant Dean, Undergraduate.

**Application Procedures**

***Housekeeping:***

- Updating dates/deadlines to reflect the new admissions cycle
- Re-wording and editing content for clarity and tone
- Updates to URLs
- Removal of 101 and 105 language and reference to two different applications at OUAC. Replaced with link to common application.

***Fall and Winter Terms***

- Updated URLs
- Updated application and supplemental application deadlines

***Readmission and Reinstatement Deadlines***

- Confirmed and updated deadlines for Physician Assistant Program and Nursing.

***Contact Us and General Academic Regulations, Level I Programs Available at McMaster University***

- Name, title updates throughout; general housekeeping
- Adding Bachelor of Arts & Science (Honours) to Level I Programs list as it was erroneously not included on this list