

AGENDA

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Date: March 14, 2022
TO: University Planning Committee
FROM: Karen Mossman, Vice-President, Research
RE: Proposal for Digital Society Lab



The Committee on Research Centres and Institutes has reviewed the attached proposal for the Digital Society Lab as per the policies and guidelines and has unanimously approved.

Please include this as an agenda item for the next University Planning Committee Meeting on March 23, 2022.

KM:jt

Attach.

cc: Provost
Dean of Graduate Studies
Dean of Social Sciences
University Secretariat

Overview

Proposal for the Establishment of
 Official Name of Research Institute or
 Centre
 Submitted by

an Institute ☐ a Centre ☒

Digital Society Lab

Clifton van der Linden

Core Members		
<i>Please define what constitutes a "core member" for this Institute or Centre:</i>		
Definition: Core members will provide strategic guidance on the direction of the centre and collaborate on research projects.		
Name	Faculty	Expertise
Clifton van der Linden	Social Science	Digital politics; Computational social science; Big Data; Artificial intelligence
Tony Porter	Social Science	Global (digital) governance; Private and hybrid public/private rulemaking; Organizational effects in governance of technologies, numbers, and time
Netina Tan	Social Science	Digital Authoritarianism; Democratization; Elections and Party Politics; Representation of Women and Ethnic Minorities; Digital Democracy; Governance

Associate Members		
<i>Please define what constitutes an "associate member" for this Institute or Centre:</i>		
Definition: Associate members collaborate on research projects with the centre.		
Name	Faculty/Institution	Expertise
Sara Bannerman	Humanities	Copyright; Crowdfunding; Intellectual Property; Communication Policy; Privacy
Yannick Dufresne	Université Laval	Big Data; Public Opinion Research; Political Behaviour; Canadian Politics
Alexander Stestopaloff	Queen Mary University London	Statistical computing; Markov Chain Monte Carlo methods for performing Bayesian inference for complex stochastic models
Corentin Vander Kerckhove	Université catholique de Louvain	Applied mathematics; human behaviour; machine learning; social media
Lior Sheffer	Tel Aviv University	Elite political behaviour; quantitative methods; survey methodology
Gregory Eady	University of Copenhagen	Political behavior; public opinion; social media; statistical methodology
Scott Hale	Oxford Internet Institute	Human-Computer Interaction (HCI); bilingualism; applications of machine learning; natural language processing (NLP); social network analysis (SNA); experiments; visualization; complex systems; mobilization and collective action; human mobility
Alexander Haslam	University of Queensland	Social psychology; organisational psychology and health psychology; exploring issues of stereotyping and prejudice; tyranny and resistance; leadership and power; stress and well-being

Mickael Temporão	Sciences Po Bordeaux	Machine learning; computational social science
Tina Fetner	Social Science	Gender and sexuality; political sociology and social movements; social inequality
Michelle Dion	Social Science	Comparative politics; gender and politics; globalization; public policy; social and health policy
Karen Bird	Social Science	Comparative politics; gender and politics; gender and ethnic relations; politics of representation; public policy
Paul McNicholas	Science	Classification; Clustering; Computational statistics; Data science; Machine learning; Mixture models

Space Needs	Sq. Ft	New space required?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
	1,720	Location? <u>LRW 5021</u>	Confirmed	<input checked="" type="checkbox"/>	Proposed	<input type="checkbox"/>
		Space cost allocation covered by lead Faculty?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
		If no, specify: _____				

Plans for Organizational Review	Frequency of Internal:	<u>5 years (via CRB as per RCI guidelines)</u>
	Frequency of External:	<u>Not required</u>

<i>Please provide names below and check box to verify that approval has been obtained from each:</i>		Check box
Department Chair/ Area Director	<u>Karen Bird</u>	<input checked="" type="checkbox"/>
Faculty Dean or Director of Administration	<u>Jeremiah Hurley</u>	<input checked="" type="checkbox"/>
Other (specify)	_____	<input type="checkbox"/>

A. Background:

In his Law of Accelerating Returns, Raymond Kurzweil (1999) posited that the pace at which digital technologies are transforming society is exponential. Whether or not one accepts Kurzweil's calculus, it is difficult to refute the notion that digital innovations since the turn of the twenty-first century have rapidly and radically reshaped our relations both with technology and with one another.

The social sciences must be equipped to engage with the myriad ways in which digital technologies increasingly pervade and fundamentally reconstitute contemporary society. This requires an interdisciplinary approach which contemplates the intricate technical dynamics at play in the reshaping of political, economic, and social relations from the local to the global level. It also requires experimentation with the application of digital innovations in the pursuit of a better understanding of said relations.

While there is widespread recognition within the social scientific community as to the potential application of emergent computational methods to social scientific inquiry, the pursuit of advanced research using such methods is constrained both by skills gaps and a lack of infrastructure. This limits the potential of social scientists to contribute to societal and economic promise of innovative applications of emergent digital technologies and methodologies. Moreover, it reduces the opportunities social science graduates will have access to in a future of work that privileges expertise in digital technology.

The Digital Society Lab aspires to serve as a world-class research facility for the development and application of pioneering methods in computational social science, bringing new forms of empirical evidence to bear on longstanding and emergent areas of social inquiry.

B. Objectives and Proposed Activities:

i. Objectives

Phillip Converse (1964) once wrote that "No intellectual position is likely to become obsolete quite so rapidly as one that takes current empirical capability as the limit of the possible in a more absolute sense." The motivation behind the Digital Society Lab is to advance the empirical capability of the social sciences through experimentation and applied research.

The Digital Society Lab will have impact on four groups of key stakeholders. *Academics* will benefit from the data, methods, and infrastructure that the lab will make available to researchers working on complex questions that demand innovative empirical capabilities. *Students* who are associated with the Digital Society Lab, either through its doctoral fellowships or other such opportunities, will receive advanced training in computational social science in an experiential education setting. *Governments* will have access to insights that rely on the innovative research developed within the Digital Society Lab so as to make more informed public policy decisions that better respond to the needs of their constituents. *Citizens* will benefit from new opportunities for democratic participation and political representation made possible through the work of the Digital Society Lab.

Already the proposed inaugural director of the Digital Society Lab, Clifton van der Linden, has developed collaborations with academics all over the world on major projects such as the Vote Compass initiative. The unique data that he has collected through said initiative has spurred publications and grants with respected collaborators at leading academic institutions in more than a dozen countries. These relationships would be invested in the Digital Society Lab as the hub of future collaborations. Dr. van der Linden's established relationships with government and industry partners worldwide would be linked to the Digital Society Lab in an effort to pursue new partnerships.

The Digital Society Lab will develop and sustain partnerships with both academic institutions and external communities (e.g. governments and municipalities, non-profit organizations, NGOs, and industry). With sufficient focus and investment, the centre would seek achieve clear national leadership and international profile. Recognition of the benefits of this centre has already been voiced by organizations such as the Vector Institute for Artificial Intelligence, the Canadian Institute for Advanced Research (CIFAR), and Women in Data Science Toronto (WiDS TO). That recognition has been echoed within the venture capital community and by representatives across various levels of government, each acknowledging the promise and potential of both the research and training aspects of the centre. All of these actors are both beneficiaries of and potential contributors to the Digital Society Lab.

ii. Proposed Activities

The centre's activities can broadly be categorized into two groupings: knowledge generation and knowledge mobilization. Of note, projects undertaken by the Digital Society Lab may span both of these categorizations.

In terms of *knowledge generation*, the Digital Society Lab will pursue research that applies emergent and oftentimes experimental computational methods to key areas of social scientific inquiry, such as the relationship between digital technologies and patterns of democratic participation. Sample research questions include: Can social media data be modelled in such a way as to continuously and reliably measure public opinion? Can machine learning models be used to identify the propagation of false news online? Can Artificial Intelligence assist international observers in validating online reports of human rights violations?

In terms of *knowledge mobilization*, the Digital Society Lab will take advantage of its digital competencies to create platforms that transmit knowledge to the public *en masse*. The inaugural director of the centre has more than a decade's worth of experience developing digital products that demonstrably increase political knowledge and democratic engagement and which reach millions of people worldwide.

While the Digital Society Lab is intended primarily as a research centre, it will also provide training opportunities for students who collaborate on the lab's research activities. In this sense, it will offer experiential education opportunities primarily for graduate students in a problem-based learning environment. It will also house the newly-launched Master of Public Policy in Digital Society degree program (see publicpolicy.mcmaster.ca for details).

C. Rationale for Establishment of the Research Centre:

The development of the Digital Society Lab responds to the needs of the Faculty of Social Sciences, its researchers, current and prospective graduate students, prospective employers, as well as policymakers.

Many of the opportunities associated with the digital economy are passing Canada's social science researchers and graduates by. The social sciences lack prominence in Canada's digital workforce strategy, which focuses largely on fundamental research being undertaken in science, technology, engineering and mathematics ("STEM").

The Digital Society Lab will offer a world class research facility and advanced training opportunities around advanced digital skillsets for social scientific inquiry. Graduates are expected to fill critical gaps in both academia and industry, seeding both with the innovative potential and prospective economic returns that result from capacity building in computational social science. The centre stands apart from other types of research centres and institutes at McMaster both in terms of its objective and approach, and as such positions itself for innovative breakthroughs in computational social science.

The proposed objectives and activities of the Digital Society Lab align with the “Core Values” outlined in McMaster’s Strategic Plan for Research 2018-2023, specifically those captured under the section entitled “Data, Artificial Intelligence and the Digital Society”.

The Digital Society Lab will be expected to have impact at the local, provincial, national, and global levels. The local impact will be largely centred on the promotion of a Hamilton ecosystem in computational social science, which the centre will foster in the hopes of incubating Hamilton as a hub for data scientists with a strong foundation in social theory. At the provincial, national, and global levels, the impact of the Digital Society Lab will be twofold: the research it produces will be relevant across all three levels and the digital products it develops will expect to reach audiences across all three levels.

The daily operations of the centre will be run using an agile management framework. Staff, postdoctoral fellows, and students working for the centre will undertake a weekly sprint planning exercise to map out deliverables for the week and connect them to overarching strategic objectives. A daily stand-up will be held every morning during the work week to briefly review progress and identify bottlenecks. These meetings will normally be facilitated by the director. Core and associate members will interact with the centre by way of quarterly formal meetings as well as optional participation in seminars, workshops, research collaborations, task forces, and grant applications.

The centre will make possible research initiatives that cannot be reasonably accomplished by member working as individuals or in a small research group. It will make available to members specialized technical staff and resources for computational social scientific inquiry, facilitate scholarly, industry, and government partnerships in Canada and internationally, make available to researchers unique datasets which they would otherwise not be able to recreate or gain access to, as well as offer training opportunities in advanced computational modelling for faculty and students—all of which would be too resource-intensive for a single researcher or small team.

D. Criteria for expanding the membership:

There are three categories for expanded membership in the Digital Society Lab.

i. Student Memberships

The lab will host graduate and undergraduate fellows, who will be provided with access to lab resources in order to pursue their research. Criteria for membership of student fellows is two-fold: supervision by a core or associate member of the centre and approval by the centre director.

ii. Faculty Memberships

Additional faculty members from McMaster or other accredited institutions may be made members of the Digital Society Lab upon approval of the centre director. Members would have access to lab resources in order to pursue their research agendas and would be expected to contribute to student mentorship or specific collaborative projects with the lab.

iii. Industry Partners

Researchers from government, non-profit, and private sector organizations can be recognized as industry partners—a specific membership class which does not avail the full resources of the lab, but facilitates collaboration on specific projects.

E. Detailed business plan:

i. Financial needs

The operating budget for the Digital Society is an estimated \$1.6 million over a five-year period. See Appendix A for budgeting details. The budget accounts for the high-performance computing infrastructure necessary to support the lab's activities, administrative and research personnel, and funding for doctoral fellows.

ii. Anticipated and secured sources of support

Renovations and equipment for the Digital Society Lab are covered under secured funds from CFI and matching ORF funding.

Start-up costs such as website design and development are covered by accumulated funding from a previous commitment from the Socrates Project.

PhD and postdoctoral fellowships are funded by Mitacs. Mitacs funding to support doctoral candidates has already been secured for the 2020-21 academic year and another round of funding is expected to follow for 2021-24. This funding will support three PhD students and three postdoctoral fellows.

Additional sources of funding include a SSHRC Insight Grant that has already been awarded to Clifton van der Linden, and a funding commitment from Facebook as part of the Digital Society Lab's Future of the Internet taskforce.

iii. Space needs

The Digital Society Lab will be housed in L.R. Wilson Hall, Suite 5021. This space has already been approved by the Faculty Dean for use by the Digital Society Lab.

iv. Human resource needs

The Digital Society Lab is expected to be staffed by an Associate Director, a Research Associate, a part-time lab administrator, as well as the aforementioned PhD students and postdoctoral fellows.

The **Associate Director** will report to the **Director** and will be responsible for managing the day-to-day operations of the lab. The **Research Associate** will serve in a professional research function and will be responsible for organizing, supporting, and generally advancing the lab's research outputs. The part-time **administrator** will oversee administrative functions associated with the lab, including finance, human resources, etc.

F. Organizational Structure

i. Director

The Director will be appointed by the Governing Board following a formal search process.

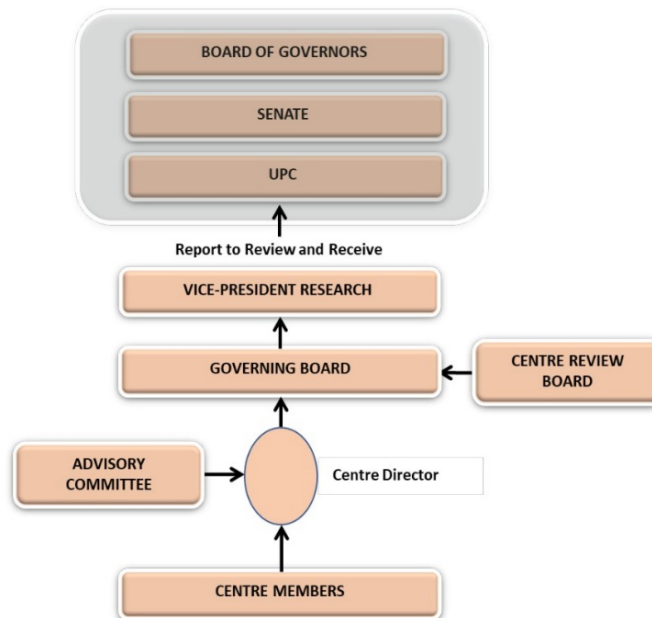
ii. Advisory Committee

The core members of the lab are expected to serve as the advisory committee.

iii. Governing Board

The Governing Board will be chaired by the Dean of Social Sciences (or their designate) and is comprised of the Dean of Social Sciences (or their designate), the VPR (or their designate), and the Chair of the Department of Political Science. Authority for all matters regarding the direction and operation of the centre rest with the Governing Board.

G. Organizational Chart



H. Plan for Five Year Centre Review

A review of the Digital Society Lab will be conducted every five years. A Centre Review Board will be determined by the Governing Board, which will include two academics, one government, and one private sector individual.

The Director will complete a detailed report which is provided to the Centre Review Board. The CRB will assess the centre performance, including operations/financials, research projects, engagement with industry/government, etc.

I. Consideration as a Core Research Platform

The Digital Society Lab seeks consideration as a core research platform that will make available a rich repository of “Big” public opinion data and the computational infrastructure and expertise necessary to effectively analyze it. The initial repositories will come in the form of a license from industry partner Vox Pop Labs to store and sublicense access to its full datasets, which go back a decade and include more than 50 Vote Compass initiatives comprised more than 25 million respondents. In addition Vox Pop Labs will make its post-election studies and COVID-19 Monitor data available for sublicense through the core research platform. Moreover, the centre will make its social media data repositories, which will collect using the infrastructure procured through a CFI grant, available to researchers. The platform will provide researchers with the unique computing environment and training necessary to work with these unconventionally large and complex datasets.

APPENDIX A

Budget Template for Research Institutes, Centre or Core Platforms

Please include additional detail in Proposal if necessary

	2021-22	2022-23	2023-24	2024-25	2025-26	Total	\$ Secured	\$ Anticipated
OPENING BALANCE/CARRY FORWARD		\$ 479,488	\$ 385,067	\$ 263,896	\$ 109,816			

REVENUE - indicate whether secured or anticipated	2021-22	2022-23	2023-24	2024-25	2025-26	Total	\$ Secured	\$ Anticipated
<i>Please ensure that any anticipated revenue from grant funding will only support costs eligible for that grant and note funding available for indirect or general operations.</i>								
CFI JELF and IOF	\$ 247,974					\$ 247,974	\$ 247,974	
Mitacs	\$ 270,000	\$ 270,000	\$ 225,000			\$ 765,000		\$ 765,000
SSHRC Insight Grant	\$ 25,560	\$ 24,489	\$ 27,748			\$ 77,797	\$ 77,797	
SSHRG Partnership Engage Grant		\$ 25,000						
Socrates	\$ 40,000					\$ 40,000	\$ 40,000	
Meta	\$ 250,000					\$ 250,000	\$ 250,000	
Faculty of Social Sciences	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 375,000		\$ 375,000
McMaster Research Platforms Pool	\$ 75,000					\$ 75,000	\$ 75,000	
TOTAL REVENUE	\$ 983,534	\$ 394,489	\$ 327,748	\$ 75,000	\$ 75,000	\$ 1,855,771	\$ 690,771	\$ 1,140,000

EXPENSES	2021-22	2022-23	2023-24	2024-25	2025-26	Total		
Administrative Expenses: (add rows as required)								
Administrative Personnel						\$ -		
0.5 FTE Lab Administrator	\$ 36,725	\$ 37,827	\$ 38,962	\$ 40,131	\$ 41,351	\$ 194,995		
Office Equipment:						\$ -		
Furniture and Fixtures						\$ -		
Communications:						\$ -		
Website Design and Development	\$ 20,000					\$ 20,000		
Renovations:						\$ -		
Construction Costs						\$ -		
Ongoing costs for space:						\$ -		
Rent						\$ -		
Total Administrative Expenses	\$ 56,725	\$ 37,827	\$ 38,962	\$ 40,131	\$ 41,351	\$ 214,995	\$ -	\$ -

Research Expenses: (add rows as required)

Research Personnel:	\$ -	
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Associate Director	\$ 125,400	\$ 129,162	\$ 133,037	\$ 137,028	\$ 141,139	\$ 665,766
Mitacs Postdoctoral Fellows	\$ 180,000	\$ 180,000	\$ 180,000			\$ 540,000
Mitacs PhD Students	\$ 90,000	\$ 90,000	\$ 45,000			\$ 225,000
Research Supplies:						
Computer Software and Licenses	\$ 2,326	\$ 2,326	\$ 2,326	\$ 2,326	\$ 2,326	\$ 11,630
Research Equipment:						\$ -
Computer Hardware	\$ 49,595	\$ 49,595	\$ 49,595	\$ 49,595	\$ 49,595	\$ 198,380
Total Research Expenses	\$ 447,321	\$ 451,083	\$ 409,958	\$ 188,949	\$ 193,060	\$ 1,640,776
TOTAL EXPENSES	\$ 504,046	\$ 488,910	\$ 448,920	\$ 229,080	\$ 234,410	\$ 1,855,771
IN-YEAR (Surplus/ Deficit)	\$ 479,488	\$ 385,067	\$ 263,896	\$ 109,816	-\$ 49,594	



School of Graduate Studies

1280 Main Street West
Hamilton, Ontario, Canada
L8S 4M2

Phone 905.525.9140
Ext: 23679
Fax 905.521.0689
<http://www.mcmaster.ca/graduate>

To : University Planning Committee

From : Christina Bryce
Assistant Graduate Secretary

At its meeting on February 22nd, Graduate Council approved the proposed new Graduate Diploma in Community and Public Health.

Graduate Council now recommends that the University Planning Committee approve the establishment of the Graduate Diploma in Community and Public Health as outlined in the attachments.

Attachment

McMaster University



NEW PROGRAM PROPOSAL
[Graduate Diploma in Community
and Public Health]
[November 30, 2021]

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COMPLETING THE NEW PROGRAM PROPOSAL DOCUMENT

This New Program Proposal template is structured to correspond with the evaluation criteria outlined in McMaster's Policies, Procedures and Guidelines: <https://www.mcmaster.ca/policy/AdminAcad/AcadAdmin/AcademicProgramReview.pdf>. For additional information, contacts or guidebooks, departments can visit the IQAP website <https://mi.mcmaster.ca/iqap/> or email iqap@mcmaster.ca.

Please ensure that your department refers to the New Program Proposal Guidebook for clarification and further information on the types of evidence required and, where applicable, what resources are available to assist in retrieval or interpretation of the information required for this proposal.

CHECKLIST FOR NEW PROGRAM PROPOSALS

The following section indicates all the items that are required as part of a *complete* new program proposal package which includes all the necessary documents. Part I, II and III should be submitted as separate files to iqap@mcmaster.ca.

PART I: COMPLETE NEW PROGRAM PROPOSAL DOCUMENT

- ☐ Complete New Program Proposal Template
- ☐ Faculty CVs (can be submitted on CD or USB)

- ☐ Memorandum(s) of Understanding (Letters of Support) (if applicable)

PART II: RESOURCE IMPLICATIONS AND FINANCIAL VIABILITY TEMPLATE

- ☐ Completed

- ☐ Approved

PART III: FEES MEMO

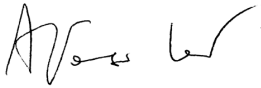
- ☐ Completed

- ☐ Approved

Chair's Declaration of New Program Proposal Completeness:

I, **Alfonso Iorio**, have reviewed the New Program Proposal for **Graduate Diploma in Community and Public Health** and agree that it is complete and satisfies all of the requirements McMaster University's Policy on Academic Program Development and Review.

Signature:



Alfonso Iorio
6 January 2022

Dean's Declaration of New Program Proposal Completeness:

I, **Steven Hanna** (for Susan Denburg), have reviewed the New Program Proposal for **Graduate Diploma in Community and Public Health** and agree that it is complete and satisfies all of the requirements McMaster University's Policy on Academic Program Development and Review.

Signature:



Steven Hanna
5 January 2022

1. Program

1.1 Program Description

The collective experience of the COVID-19 pandemic has led to a growing recognition of a need for more public health training. While there are a variety of Master of Public Health programs available across Canada, many practicing professionals today may not need the depth or breadth of knowledge that Master of Public Health (MPH) programs provide. Therefore, we are proposing a *Graduate Diploma in Community and Public Health* (GDCPH) to address the need for accessible graduate level training for professionals.

The conceptualization of this program is informed by consultations with practicing public health professionals across the country. Through these findings (to be further discussed in [Section 1.6](#)) the GDCPH will differentiate itself from other public health graduate diplomas by specializing in community health. ‘Community health’ is a growing field that has often been used synonymously with public or population health. Despite this, it is a distinct branch of public health, defined as “...a multi-sector and multi-disciplinary collaborative enterprise that uses public health science, evidence-based strategies, and other approaches to engage and work with communities, in a culturally appropriate manner, to optimize the health and quality of life of all persons who live, work, or are otherwise active in a defined community or communities”². As such, community health is a growing field that lies at the intersection of theory, practice, and values^{1,2,3}. Its theory borrows from public health sciences, which include epidemiology, program planning and evaluation, biostatistics, and policymaking. Building upon this foundation of scientific evidence, its practice entails multiple means to collaborate and engage with communities within their unique contexts. Finally, the core of community health rests on the values of health equity and an understanding of how the social determinants of health affect the wellbeing of communities.

The program is designed to attract a diverse array of individuals from various backgrounds who are interested in an introduction to community health, as well as those seeking to advance the scope of their public health practice. The target audience of this program includes:

- a) Professionals already in the field of public health who may seek specialized training to advance their career.
- b) Professionals outside of public health who seek specialized training to apply to their respective industry (e.g., corporate health and wellness, social services, community outreach, etc.)
- c) Recently graduated students (both local and international) looking to explore opportunities in the field of public health.

It should be noted that this program is not a preparatory program for a Master of Public Health. Graduates of this program will be able to think critically of current public health issues, with specific consideration for community health. Skills gained through completion of the GDCPH will allow graduates to apply public health practices, such as critical analysis of population health issues, knowledge translation, program planning and evaluation, and applying a health equity lens

to their respective careers. It would also allow public health professionals to advance in their current careers, such as epidemiologists who are trying to understand more about community level interventions.

The program will be a part of the Faculty of Health Sciences, within the Department of Health Research Methods, Evidence, and Impact. The program will be course-based and offered over a 16-month period on a part-time basis. The program will consist of four required courses that will be delivered online over four terms.

The program is structured in such a way that courses will build upon content shared in previous courses, resulting in a cumulative experience. The first course, PUBHLTH 717, will provide students with an introduction to the practice of community health and health policy. This course is intended to introduce students to the foundations of policymaking, and their effects on community health. The course structure will follow the practical steps outlined in Bardach & Patashnik (2015)'s "*A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*"¹. PUBHLTH718 provides opportunity for students to learn about basic principles of epidemiology and research methods. As this is not a master's program, content will be tailored toward practice, and will include an overview of the best practices for both qualitative and quantitative health research methodology, as well as basic epidemiological calculations. PUBHLTH719 introduces knowledge translation for community health. Based on the National Collaborating Centre for Methods and Tools (NCCMT)'s Framework for Evidence Informed Decision Making in Public Health, this course will allow students to practice critical appraisal and rapid synthesis. The final course, PUBHLTH720, will be a community-engaged course, in which students will work in collaboration with organizations outside of the institution to both learn and apply best practices for program planning and evaluation. Course content will be based on the PRECEDE-PROCEED model.² For a fulsome description of each course, please refer to [Section 5.2](#).

1.2 Proposal Preparation and Consultation Process

This proposal was developed by a team of faculty instructors, administrators, and graduate students from the Department of Health Evidence and Impact, along with a survey developed that was funded by the MacPherson Teaching and Learning Institute. The team includes Emma Apatu DrPH MPH, Elizabeth Alvarez MD MPH PhD, Laura Anderson MSc PhD, and Le-Tien Duong, MPH, PhD student.

Consultations at McMaster were also held with the following people and groups:

- Graduate Diploma in Clinical Epidemiology (Robby Nieuwlaat and Gabi Watson)
- HEI Education Council (Dr. Mitch Levine, HRM, Dr. Julia Ableson, Health Policy PhD program, Cynthia, Lokker, e- Health health policy)
- National Collaborating Centre for Methods and Tools (Maureen Dobbins)
- Graduate Nursing (Nancy Carter)

¹ Bardach, Eugene, and Eric M. Patashnik. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. CQ Press, 2015.

² Crosby, Richard, and Seth Noar. "What Is a Planning Model? An Introduction To Precede-Proceed." *Journal of Public Health Dentistry* 71 (2011)

•Midwifery Program (Elizabeth Darling)

1.3 Consistency with McMaster's Mission and Academic Plan

1.3.1. McMaster's Strategic Mandate Agreement:

This program addresses the institution's focus of *Health professions and related programs*. This program will attract individuals from a diverse array of backgrounds with foundational skills that can contribute to public health innovation and leadership both within and beyond the field of health. The interdisciplinary nature of the curriculum provides a unique combination of public health sciences, knowledge translation, and program planning to provide graduates with the specialized skills to fill current gaps in practice, as informed by current professionals. The curriculum will also be informed by Public Health Association of Canada's (PHAC) core competencies of public health ³, which are fundamental to pursue or continue a career in public health. In alignment with best practices of competency-based education⁴, experiential learning will be a key component in the curriculum, taking the form of a community-engaged course. Students will proactively engage with their local community to experience real-world application of course material while also positively contributing to the health and wellbeing of their community. Through the culmination of courses focusing on the most desirable skills as defined by the current workforce and the experience gained from PUBHLTH720, graduates of the GDCPH will be well equipped to contribute positively to society and the economy.

1.3.2. McMaster's current priorities:

The GDCPH aligns with several of the current institutional priorities. The following priorities have been identified through themes and content from President Farrar's most recent strategic framework.

Offering experiential learning experiences, career readiness opportunities and work-integrated learning experiences – as many students are expected to have prior work experience, the skills developed through this program will further build upon prior knowledge, preparing students for leadership roles or career advancements. The experiential learning component of the program (through PUBHLTH720) allows students to gain relevant work experience in the field, making them more employable upon graduation. Content throughout the course will also actively incorporate practical aspects of the profession, such as application of theories in real-world contexts, fostering career readiness in graduates.

Meeting societal and labour market needs through developing innovative multi- and interdisciplinary offerings- With the particular focus on community health this program provides an innovative approach to graduate public health education. This focus on community health has been developed based on the existing strengths of the institution, along with identified skills needed in

³ Public Health Association of Canada. *Core Competencies for Public Health in Canada*. (2008).

⁴ Curry, Lynn, and Marcia Docherty. "Implementing Competency-Based Education." *Collected Essays on Learning and Teaching* 10 (2017): 61-74. <https://doi.org/10.22329/celt.v10i0.4716>.

the current public health workforce. The curriculum is specially tailored to be understood and applied in community contexts to an extent that has not been seen in other similar programs across Canada (to be further elaborated upon in section 1.6).

Accessibility and Equity- one of the goals of the GDCPH is to diversify the public health workforce by providing foundational knowledge to professionals from different industries. The GDCPH will be designed in compliance with AODA standards. Along with this, to accommodate a working cohort, courses are delivered asynchronously on a part-time basis with some live sessions. Equity has also been considered throughout the development of the GDCPH program and its curriculum. As a diploma in community health, equity is a central tenet to its theories and practice. To set the precedent of equity in the program, students will first be required to participate in an online orientation which includes a brief introduction, with an option to take a workshop to receive a certificate of completion. Theories and perspectives on equity will be further established in a foundation of public health and community health course that is also required for all students.

Supporting health and fostering community collaboration for students, faculty and staff - Community engagement is one of the core skills that the GDCPH seeks to develop in its graduates. Courses are tailored to incorporate skills that facilitate respectful and effective community collaboration. Students will then develop relationships within their local community through their final project, in which they will collaborate with community members to create a program and evaluation plan that addresses current community problems. Through these projects, students, faculty, and staff will positively contribute to local communities, within Hamilton and beyond.

1.4. Program Learning Outcomes

Upon completion of the Graduate Diploma, students will be able to:

1. Discuss the determinants of health and their relationship with community health outcomes
2. Identify and implement foundational public health theories and practices in varying contexts
3. Recognize why community engagement is important in public health and community health research and practice
4. Discuss ways to conduct critical evidence appraisal for community health intervention
5. Describe effective knowledge translation principles for various populations
6. Collaborate with multiple stakeholders from a variety of different industries to create programs or policies that improve community wellbeing

1.5. Consistency with Degree Level Expectations

1.5.1 Depth and Breadth of Knowledge

Upon graduation of the GDCPH, students will demonstrate a systematic understanding of public health theories, including social determinants of health, theories and practices of epidemiology, and foundations of knowledge translation and program planning and evaluation. Students will be able to critically analyse current problems facing community health and think of innovative solutions using cutting-edge research and best practices.

1.5.2 Research and Scholarship

As the GDCPH is a course-based graduate diploma, it does not require students to complete a research internship, scholarly paper, or thesis. Therefore, this does not apply to the GDCPH.

1.5.3 Application of Knowledge

Throughout the GDCPH, students will be expected to apply knowledge and learning from course content through a variety of different means. This can include scholarly discussion with peers through online discussion forums, exams, class assignments and final papers. Students will also be expected to apply their learnings in real-world contexts through their coursework by contributing to solutions to a current health problem within the community.

1.5.4 Communication Skills

Communication is central to the GDCPH. Students will be offered many opportunities to practice and improve both written and verbal communication through class debates and discussions, assignments, and papers. Course content will also reflect the centrality of communication. Communication will be consistently assessed throughout the GDCPH by instructors and teaching assistants.

1.5.5. Awareness of Limits of Knowledge

Through the GDCPH, students will understand the complexity of social and structural determinants of health. As experts in the field, faculty will be exposing students to the latest theories and understandings of these topics, thereby giving students a sense of the growing knowledge base. As students are encouraged to think critically in their own work, students are expected to pursue the latest research available on such topics and continue to learn as more becomes known.

1.5.6 Autonomy and Professional Capacity

The GDCPH is intended to provide graduates with the core skills that are needed to develop solutions for achieving equitable health outcomes. Through the specific lens of community health, students will learn various theories and how to apply them in community contexts. The competencies that will be developed in graduates of the GDCPH are desirable in candidates for current and future public health positions, as the goals of health equity grow in urgency.

1.6 Demand for Program

1.6.1 Evidence of Societal/Labour Market Need

COVID-19 has put pressure on an already overwhelmed public health system, resulting in unequal distributions of poor health outcomes, particularly amongst marginalized populations⁵. As such, strengthening these systems has become a priority as Canadians move forward past the pandemic. A nationwide survey was conducted amongst public health practitioners with 187 responses. The sample included epidemiologists (n=23), planners (n=17), nurses (n=22), health promoters (n=12), physicians (n=11), health analysts (n=11), and public health educators (n=10), amongst others that had an average about 10 years of experience. When asked what a graduate diploma should address, health communication (M =6.37, SD =0.74) and community engagement (M =6.32, SD 0.93) were identified as the most pertinent to current and future public health practice. The GDCPH has used this information to determine the direction of the program. Based on the strengths of current faculty within the Department of HEI, community health was chosen as a focal point of the program.

⁵ CIHR Institute of Population and Public Health. *Building Public Health Systems for the Future*. Canadian Institutes of Health Research (2021).

The need for a GDCPH has also been demonstrated in a 2021 report released by the Canadian Institutes of Health Research (CIHR), which describe the challenges that have become apparent during the pandemic. One of the challenges put forth is the insufficient public health capacity, particularly a lack of public health practitioners as well as weak links between public health science and practice³. The GDCPH will address these challenges by (a) providing foundational public health training for individuals interested in practice, (b) training students to actively apply public health sciences to their practice, and (c) address the growing need for innovative public health training. While GDCPH graduates may not have the same skill set as MPH graduates, GDCPH graduates will be able to take foundational public health knowledge and apply them to their respective sectors, thereby making public health practice more widespread.

The particular focus of the GDCPH on Community Health is also indicative of the future of public health practice, as a need for more community-centred approaches has been demonstrated throughout the pandemic^{3,6}.

1.6.2 Evidence of Student Demand

McMaster University is home to one of the leading Master of Public Health programs in the country. With an upward trend in applications, there is a clear demand for graduate level public health training. Since inception of the MPH in 2015 at McMaster we have steadily received an increasing number of applications that far exceeded our enrolment capacity. From 2016-2020 there have been hundreds of applications per year for 35 seats. Most of whom met the minimum requirements. Amidst the pandemic, for the 2021-2022 academic year, the MPH received over 600 applications. Thus, there is clearly demand from students for public health training that they are not currently able to fulfill. The GDCPH may appeal to a subgroup of these applicants due to its practice-oriented nature and its flexibility.

Since 2019, the Department of HEI's online Graduate Diploma for Clinical Epidemiology (GDCE) has invited students who have not been admitted to the MPH program to apply to their program. For the 2021-2022 academic year, the GDCE has invited all MPH applicants with a B+ average or above with complete applications (n=219), and 10 of them received and accepted the GDCE offer. The expectation is that many more of the 219 applicants, including the students currently choosing GDCE, would prefer to be considered for the GDCPH.

The GDCPH also provides an accessible entry into the practice of public health for professions that may not have traditionally been associated with the field, such as individuals in corporate administration roles that seek to incorporate more public health practices into their own private organization. More individuals from diverse backgrounds will be requiring a foundational understanding of public health knowledge as intersectoral collaboration becomes part of public health practice⁷.

⁶ "The Future of Public Health: Personalized, Participatory, Predictive, Precise." Insights, Deloitte, 2021, 2021, <https://www2.deloitte.com/xe/en/pages/about-deloitte/articles/back-to-work/the-future-of-public-health.html>.

⁷ "Call for Applications: The Intersectoral Action Fund." 2021, <https://www.canada.ca/en/public-health/services/funding-opportunities/grant-contribution-funding-opportunities/call-for-applications-intersectoral-action-fund.html#s4>.

1.6.3 Justifiable Duplication

The GDCPH is a stand-alone type three graduate diploma. However, the content of the GDCPH may relate with the content of the MPH. This is because public health training in Canada closely follows PHAC's Core Competencies of Public Health. However, the GDCPH will take a more generalized approach to public health knowledge, with a particular focus on practice within the community. Due to this practice orientation, the GDCPH will not include in-depth content that covers research methodology that one would typically find in a graduate-level university degree.

1.7 Degree Nomenclature

Graduate Diploma in Community and Public Health is the appropriate title for this program.

Graduate Diplomas (GDip) are direct-entry programs that require a degree for admissions. They provide specialized graduate level content for individuals, typically professionals, who may not have the time or interest in traditional graduate programs⁸. Some individuals with a graduate degree may choose to pursue a GDip to further specialize in a particular area of interest.⁵

The practice of public health is reflected in the course content, allowing academics and employers to easily understand the general focus of the program. The addition of 'community health' reflects the unique perspective that this program takes to public health education by inviting students from various backgrounds to learn public health practices that can be applied to various settings. The term 'community' itself is also variable depending on its source and is continuously evolving in both the literature and practice⁹. A common definition put forth is from MacQueen et al. (2001), "*a group of people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action in geographical locations or settings*"¹⁰. As such, 'community' encompasses a variety of environments and contexts, from which the GDCPH will attract capable individuals who seek to improve health outcomes of their individually defined 'community.' By having this concept woven into the course content, students will be encouraged to approach course content from their unique perspectives as members of their respective communities.

2. Admission Requirements

GDCPH admission requirements will align with current admissions criteria for the Department of Health Research Methods' Master of Public Health program.

⁸ "Graduate Diplomas." 2021, <https://futurestudents.yorku.ca/graduate/diplomas>.

⁹ Goodman, Richard A., Rebecca Bunnell, and Samuel F. Posner. "What Is "Community Health"? Examining the Meaning of an Evolving Field in Public Health." [In eng]. *Preventive medicine* 67 Suppl 1, no. Suppl 1 (2014): S58-S61. <https://doi.org/10.1016/j.ypmed.2014.07.028>.
<https://pubmed.ncbi.nlm.nih.gov/25069043>
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5771402/>.

¹⁰ MacQueen, K. M., E. McLellan, D. S. Metzger, S. Kegeles, R. P. Strauss, R. Scotti, L. Blanchard, and R. T. Trotter, 2nd. "What Is Community? An Evidence-Based Definition for Participatory Public Health." [In eng]. *American journal of public health* 91, no. 12 (2001): 1929-38. <https://doi.org/10.2105/ajph.91.12.1929>. <https://pubmed.ncbi.nlm.nih.gov/11726368> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1446907/>.

³ "Why Community Health Is Important for Public Health." Tulane University: School of Public Health and Tropical Medicine Blog, 2021, 2021, <https://publichealth.tulane.edu/blog/why-community-health-is-important-for-public-health/>.

2.2 Enrolment Planning and Allocations

Academic Year	Cohort Year	Total Enrolment	Maturity
2022-23	20 PT	20 PT	20 PT
2023-24	30 PT	50 PT	50 PT
2024-25	35 PT	65PT	65 PT
2025-26	40 PT	75 PT	75 PT
2026-27	40 PT	80 PT	80 PT

2.3 Alternative Requirements

N/A

3. Structure

3.1 Administrative, Governance and Communication

The administrative home of the diploma will be the Department of HEI. Oversight of GDCPH will be led by a new program director who will devote approximately 75% of their time to the program. The GDCPH director will report jointly to the vice-dean and associate dean of graduate studies (Health Sciences), and the Chair of HEI. The GDCPH director will be a member of the HEI Education Council and consults the Director of MPH program as appropriate.

. The program director will be responsible for:

- Oversight of the program delivery, course instruction and coordination for three courses, scheduling of instructors, instructional recruitment, evaluation, and instructional support
- Reports to Associate Dean of Graduate Studies when appropriate
- Enforcement of program admissions requirements and regulations
- Leading and/or contributing to strategy and ongoing quality improvement of the program to meet the evolving needs of public and community health and students
- Leading student recruitment and admission, academic counselling, curriculum planning and implementation
- Providing regular updates at HEI's Education Council meetings as well as participating in Graduate Executive and Graduate Program Curriculum Council meetings as necessary

Curriculum and program policies are approved by the FHS Graduate Curriculum and Policy Committee (GPCC) of which the GDCPH is a member. Curriculum is approved by Graduate Council on the recommendation of FHS GPCC.

The MPH program and curriculum coordinators will devote 20% of their time to oversee the administration of the diploma program. They will also serve as the main administrative contacts for admissions, calendar changes, and coordination of other activities. A full TA will also be hired support the program director.

In year 1 & 2 the Department of HEI's online Graduate Diploma in Clinical Epidemiology coordinator will provide 40% of their time to assist with the online course set-up of the program. It is expected that in year 3, a digital pedagogical specialist will be hired to support with online curriculum development across both online diplomas in the department.

3.2 Structure and Regulation

This stand-alone type three diploma program (GDip) will require completion of four graduate online courses, each worth 3 units for a total of 12 units.

Mandatory Courses and descriptions:

PUBHLTH717: Foundations of Community Health and Policy

Students will be introduced to foundational concepts in community health and health policy. This will include discussion of social determinants of health and its impacts on community health outcomes. Students will also be given a brief overview of the field of public health and health policy, such as understanding the different actors involved in public health and health policy, important federal policies, and the different levels of jurisdiction. Finally, students will review the policymaking cycle, agenda setting, and practical steps to policymaking.

PUBHLTH718: Epidemiology and Research Methods in Community Health

This course provides students with a brief overview of analytical skills that are required in public health practice in the community. Basic epidemiological calculations such as prevalence and incidence, and their interpretation, will be taught to students. Quantitative and qualitative research methods will also be introduced, including the process of how to create a research question, how to create research proposal, and methods of data collection. Principles of ethical practices will also be discussed.

PUBHLTH719: Knowledge Translation for Community Health

Students will recognize the importance of community engagement in practice, along with best practices on how disseminate knowledge to a wide variety of audiences. This will include identifying high quality literature using critical appraisal, and its collection through rapid synthesis. The course will follow the NCCMT's steps to evidence informed decision making in public health practice.

PUBHLTH720: Planning and Evaluation for Population and Community Health

Students will participate in a unique learning experience in which they will be paired with community organizations to collaborate with over the course of the semester. Students will be able to practice the skills and theories of program planning, implementation, and evaluation in

real time as they work with community organizations to create a program and evaluation plan that addresses a real-world problem that communities are facing.

3.2.1 Progression through the Program

Starting in the fall term of each year, incoming students will take one course each term sequentially over the duration of 16 months (Fall, winter, Spring/Summer, Fall). The course progression will follow the table below.¹¹

Fall	Winter	Spring/Summer	Fall
PUBHLTH717: Foundations of Community Health and Policy	PUBHLTH718: Epidemiology and Research Methods for Community Health	PUBHLTH719: Knowledge Translation for Community Health	PUBHLTH720: Planning and Evaluation for Population and Community Health

3.2.2 Enrolment Policy

The GDCPH diploma program will cap its admissions incrementally as seen in [Section 2.2](#) (page 8). Students in GDCPH will be given priority for enrollment in the four required courses. If there are fewer students than the expected yearly cap, other McMaster graduate students will be permitted to enroll. GDCPH courses will be operated separately from the MPH program's courses. Enrollment in GDCPH courses will be limited to GDCPH students unless space is available. It will be required that non-GDCPH students will need approval from the GDCPH program Director if they want to enroll in a GDCPH course. Graduate students in other programs will be considered for GDCPH admissions but will only be granted if the primary program allows.

The intention of GDCPH is not to duplicate the educational experience of the MPH program. The GDCPH program is projected to have appeal to working professionals who may work in various fields from public health, social services, industry who are interested in upskilling by taking a program that provides more flexibility. GDCPH tuition will be comparable with other online diplomas offered by the HEI department.

GDCPH students will not be given priority for admissions considerations to other FHS graduate programs at McMaster University. Interested applicants will be encouraged to consult each program's admissions requirements.

3.3 Graduate Programs - Program Length

It is expected that students will finish their studies in the program in 16 months. Students will take one course per term (fall, winter, spring, summer; fall).

¹¹ Should a student fail a course remediation will be required and a recommendation may be made for the student to withdraw from the program

4. Curriculum and Teaching

4.1 Program Content

“The health and safety of our community members is our greatest priority.” During the COVID-19 pandemic variations of the above quote were ubiquitously placed on local organizations websites and publications. Along with provincial Public Health, various employees at hospitals, social services, schools, non-profits, and local businesses had to pivot their operations and develop plans to ensure the safety of community members and customers, to minimize the spread of the disease and support well-being. Many of these individuals were put in these positions without having formal training in public health. This situation is not unique to the pandemic. Many people that work in various fields such as education, business, social services, healthcare, and even public health are not formally trained in public health. As such, GDCPH is designed around the idea that people from diverse backgrounds deserve an educational experience that will teach them about the fundamentals of public health through a lens that will help them better serve their community. GDCPH will attract health care professionals, persons working in non-profits, and early- to mid-career professionals from various fields. The program curriculum will be delivered by public health faculty and professionals in the field. Case studies and guest lectures will also be integrated into the online program delivery. Course content of the GDCPH will be on general concepts that could be applied to various settings, though examples will draw heavily from Canadian context.

4.2 Program Innovation

Currently there are only two other diplomas in Community Health offered in Canada. Memorial University offers one through its faculty of Medicine which requires completion of five courses (Introduction to Community Health, Epidemiology I and three electives) and 2 seminars. It also is typically offered on-campus and requires 1-2 years of completion. The Graduate Department of Public Health Sciences at the Dalla Lana School of Public Health offers a Master of Science in Community Health that is targeted towards health professionals or individuals that have extensive experience in the health care field. Under special situations, students can be granted a diploma of Community Health if they have completed 70% of the MSc requirements. Both diplomas seem to cater more towards health professionals rather than a diverse workforce and neither place emphasis on program planning nor application of theory into practice.

A market scan was also conducted to see if there are similar diploma or certificate programs in public health or relevant disciplines. While there are a small handful of such programs, none of them provide the same breadth, flexibility, or accessibility (from fields beyond health) as the proposed GDCPH. For a table showing results, please refer to [Appendix 2](#).

The GDCPH also packages the various strengths of McMaster University’s departments and faculties. For example, the Knowledge Translation course will draw heavily from the NCCMT’s work, which is a national gold standard for evidence-informed decision making. The NCCMT attracts many working professionals to their own workshops, and the GDCPH intends to incorporate the same intensive training into PUBHLTH718. The program planning and

evaluation course will also be informed by the various experts in the field from McMaster University, while also providing a unique learning experience for students through the real-time practical application of course content in community settings.

4.3 Mode(s) of Delivery

The GDCPH courses will be offered fully online. Avenue to learn (A2L) and Zoom will be used to support interaction among students and faculty. A2L is McMaster's learning management system that provide a robust platform for asynchronous and synchronous course instruction. Additionally, Zoom will be used to complement A2L, to further strengthen the student experience for lectures, classroom discussions, and chats. The Department of HEI GDCE's program currently uses these tools successfully to run their program. Also, the Macpherson Institute provides support for these platforms.

A course instructor will lead each course. Course instructors will be full or part-time HEI faculty members.

4.4 Experiential Learning

Experiential learning in the diploma will occur throughout the duration of the program, in which students will be given assignments that emulate real world practice. Community collaboration will also be incorporated into the program through the final course, in which students will work with community organizations.

4.5 Accessibility & Inclusion

Admissions & Structure: GDCPH will support a facilitated admissions process for Indigenous applicants. Further, the admissions committee will look to admit applicants from a variety of professional backgrounds who are interested in serving different communities. Regarding the structure of the program, it will be offered online which will expand the reach of the type of learners that participate in the program. Most courses will run asynchronously further supporting student flexibility and to accommodate those working full-time.

Curriculum & Teaching: All courses in GDCPH will integrate a wide range of case studies and guest lectures, including those from Indigenous and historically underrepresented backgrounds to better reflect the diversity of community health issues that persist across Canada. Course instructors will also create online-course environments that facilitates a sense of belonging for all students through actively facilitating discussions through online forums, or synchronously through class time. The method of engagement will be dependent on the teaching faculty involved, though course content itself will be delivered asynchronously. Furthermore, students and instructors will work with the Student Accessibility Office to support students who may require accommodations. Instructors will set clear student expectations for course assignments and instructors will work with students one-on-one to deal with unexpected situations. The program director and instructors will work with the MacPherson Institute to make sure that courses are designed and delivered in a way that reflects universal design.

Compliance with AODA: GDCPH will ensure that course delivery meets the standards by the Accessibility for Ontarians with Disabilities Act (AODA) and the McMaster University Accessibility Plan 2011-2015.

4.6 Research Requirements (If Applicable)

N/A

5. Assessment of Learning

5.1 Methods for Assessing Students

Students will be assessed in various ways in courses to ensure that learning outcomes are met. For example, quizzes, term papers (development of program plans) will be implemented in courses. Additionally, in the capstone course mid-term and final evaluations will be used to assess student progress in practice.

Grades in GDCPH courses will be reported as letter grades using the following scale:

Grade	Percent
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
F	Fail

5.2 Curriculum Map

Course	Learning Outcomes	Assessment
PUBHLH 717 Foundations of Community Health and Policy	<ol style="list-style-type: none"> 1. Discuss the determinants of health and their relationship with community health outcomes 2. Identify major actors, organizations, and policies in Public Health and related systems 3. Describe how policies are made 4. Apply steps to create policy recommendations 	<ul style="list-style-type: none"> • Students will demonstrate their learnings by writing a policy briefing, following the steps of Bardach & Patashnik (2015)¹, as well as Wong et al. (2017)¹²

¹² Wong, Shale, Larry Green, Andrew Bazemore, and Benjamin Miller. "How to Write a Health Policy Brief." *Families, Systems & Health* 35, no. 1 (2017): 21-24. <https://doi.org/http://dx.doi.org/10.1037/fsh0000238>.

PUBHLTH 718 Epidemiology & Research Methods in Community Health	<ol style="list-style-type: none"> 1. Calculate common descriptive measures (e.g., prevalence, incidence, etc.) 2. Discuss quantitative and qualitative research methods to capture community health data 3. Distinguishing ethical practices in research methods such as OCAP (Ownership, Control, Access, Possession) principles for working with First Nation groups 	<ul style="list-style-type: none"> • Students will demonstrate their understanding through quizzes and a written research/grant proposal
PUBHLTH 719 Knowledge Translation for Community Health	<ol style="list-style-type: none"> 1. Recognize why community engagement is important in public health and community health 2. Identify databases, sources of information, peer-reviewed literature that provide health status indicators for communities 3. Describe effective communication principles for community health intervention 4. Describe the 7 steps of Evidence Informed Decision Making in Public Health 5. Critically Appraise literature using critical appraisal tools 	<ul style="list-style-type: none"> • Students will practice conducting a rapid synthesis of literature and develop a KT plan
PUBLHTH 720 Planning and Evaluation for Population and Community Health*	<ol style="list-style-type: none"> 1. Describe the various steps in the PRECEDE-PROCEED model 2. Identify appropriate stakeholders to engage in planning process 3. Differentiate between types of evaluation 4. Apply principles of community-based research and participatory action research 	<ul style="list-style-type: none"> • Student will collaborate with community organizations to develop a program plan and evaluation

*This is a community-engaged course in which the instructor will work the office of community engagement to identify organizations and other public health organizations that will collaborate with students

5.3 Demonstrating Student Achievement

The overarching aim of the GDCPH program is to increase learners' understanding of how to implement foundational public health practices to improve community health outcomes. It is believed that learners will come from a variety of professions and disciplines; and therefore, by learning how to apply a public health approach to their work could further the impact that they have in the jobs and members that they serve. The learning scaffolding that undergirds this program follows a sequential growth model where the students learn the basics in the first course and progressively move to application of course material. The final course is where students will showcase the extent to which they have learned the prior course principles. Each student will be paired with a community organization or will be able to create a program plan for their current place of work or community that they serve.

6. Resources

Note: Please be sure to complete the appropriate section based on whether you are proposing a New Undergraduate or Graduate Program.

Please note that departments should have already completed their New Undergraduate or Graduate Program Resource Implications and Financial Viability template. Ensure that this template is complete and ready to be submitted. Departments may find it helpful to refer to their budget proposal when addressing the sections below. For additional information, contact Linda Coslovi, Associate Vice-President Finance and Administration (Academic): coslovi@mcmaster.ca. Please provide evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate/graduate students' scholarship and research activities.

GRADUATE PROGRAMS

6.1 Administrative, Physical and Financial Resources

Administrative resources: GDCPH proposes to have a complement of one program director who will be hired into a 0.75 FTE position along with 0.2 FTE support each from two MPH coordinators and one 0.2 FTE GDCE coordinator. The three coordinators will be responsible for providing administrative support. The GDCPH admissions and curriculum coordination will be supported by current faculty members who participate in the MPH program. The administrative coordinators will also support the curriculum and program related duties as needed. The program director will have oversight of the program and will serve as a course instructor. It is expected when the program reaches its third year, a 1 FTE pedagogical digital specialist will be hired to provide ongoing support in course content delivery and development for GDCPH and the other departmental online diploma GDCE.

Physical Resources: The GDCPH courses will be offered online; therefore, no new space is needed. Since the GDCPH director will be hired from the Department, they will already have accessible workspace in HEI. Similarly, the coordinators already have their own workspaces within the Communication Research Library where the MPH offices are. Further, HEI supports flexible work, and some work may be done from home.

Financial Resources: GDCPH will be a self-funded program. Domestic and international part-time tuition will make up the bulk of the revenues. The largest expense for the program is the salary for the program director and future pedagogy specialist who will be expected come on board in year 3. This cost though would be split between the Department's online diplomas. Departmental and Central University costs are the next greatest expense, and this will be determined with respect to the program's operational demands.

6.2 Library, Technology, and Laboratory Resources

The Health Sciences library at McMaster has an extensive repository of relevant public health literature. It is anticipated that library usage will not dramatically increase support from the library. Electronic search databases and resources through the library for MPH students will also be accessible to GDCPH students. GDCPH programming will be offered solely online so the technology platforms such as Zoom, Avenue to learn, Camtasia will be used. The University currently has licenses for all McMaster instructors.

6.3 Faculty

The GDCPH director will instruct 3 of the 4 courses. This will include development of course material and teaching. One additional new HEI hire will be involved in teaching. The MPH core faculty (n =3) members from the MPH program will contribute to GDCPH courses by helping to construct and deliver course material in some of the GDCPH course modules. The MPH core faculty have extensive expertise in public health and training of graduate students.

6.4 Student Financial Support

Given that this is a fully self-funded program, there is no financial support.

6.5 Faculty Research Funding

The Table provided below is intended to show the amount of funding available to support faculty research and potentially available to support students' work, either through the provision of stipends or materials for the conduct of the research.

N/A ---GDCPH is not a research focused program.

Operating Research Funding by Source and Year				
	Source			
Year ¹	Granting Councils ²	Other Peer Adjudicated ³	Contracts	Others ⁴

Totals				

- ^{1.} Year may be academic year or calendar year, as appropriate for the institution [specify].
- ^{2.} Do not include equipment grants, conference grants, or grants allocated by the university such as SSHRC minor grants in this column.
- ^{3.} Explain source and type in footnote.
- ^{4.} University allocated grants (such as SSHRC minor grants).

6.6 Supervision

There are two different tables that must be completed as part of this section.

Faculty Name & Category of Appointment	Home Unit ¹	Supervisory Privileges ²
<i>Category 2</i>		
Dr. Emma Apatu	HEI	Full
Dr. Laura Anderson	HEI	Full
Dr. Elizabeth Alvarez	HEI	Full
<i>Category 3</i>		
<i>Category 6</i>		
Dr. Monica Bienefeld, part-time	HEI	
Dr. Ayesha Siddiqua, part-time	HEI	
Dr. Behnam Sadeghiard, part-time	HEI	
Dr. Sandra Millicic, part-time	HEI	
Dr. Nancy Santesso, full-time	HEI	Full

- ^{1.} This is the budget unit paying the salary: department, school, research centre or institute, or other.
- ^{2.} Indicate the level of supervisory privileges held by each faculty member: e.g., full, master's only, co-supervision only, etc.,
- ^{3.} Either give the field name or a footnote reference to it.
- ^{4.} List faculty members under the categories suggested, as applicable

Category 1: tenured or tenure-track core faculty members whose graduate involvement is exclusively in the graduate program under review. For this purpose the master's and doctoral streams of a program are considered as a single program. Membership in the graduate program, not the home unit, is the defining issue.

Category 2: non-tenure-track core faculty members whose graduate involvement is exclusively in the graduate program under review.

Category 3: tenured or tenure-track core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.

Category 4: non-tenure track core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.

Category 5: other core faculty: this category may include emeritus professors with supervisory privileges and persons appointed from government laboratories or industry as adjunct professors. Please explain who would fall into this category at your institution.

Category 6: non-core faculty who participate in the teaching of graduate courses.

Note: Academic units can opt to include additional columns with demographic information about their faculty members, as appropriate.

Completed and Current Numbers of Master Thesis and Practicum Supervisions by Faculty Member						
Member	Completed			Current		
	Thesis	Practicum		Thesis	Practicum	
Dr. Emma Apatu	1	4			-	
Dr. Laura Anderson	3	17		1	-	
Dr. Elizabeth Alvarez	3	14		3	-	

- If desired, columns (or an additional table) may be added to reflect the supervision of major research papers at the master's level. Do not include supervisory committee activity in this table.*
- Indicate the current number of students being supervised by the faculty members and, in parentheses, the total number of past students that the faculty member has supervised.*

7. Quality and Other Indicators

7.1 Academic Quality of the Program

GDCPH will draw on methods used by the MPH program to assess quality of its programming. Course evaluations will be administered at the end of each course and faculty will discuss as necessary in program meetings for quality improvement. Metrics such as enrollment and time-to-completion will be tracked to inform program administration.

7.2 Intellectual Quality of the Student Experience

The MPH program at McMaster has been running for six years and continues to provide students with a dynamic learning experience through its course offerings and local, provincial, and international partners collaborations. Students have completed practicum placements and thesis projects with organizations and supervisors affiliated with local public health units across Ontario and in other provinces, as well as the Public Health Agency of Canada, Canadian Public Health Association, British Columbia Centre for Disease Control, and World Health Organization. The program has also built a relationship with the Office of Community engagement and City Lab Hamilton which helps instructors facilitate learning experiences that allow students to work on [community-based projects](#). Also, faculty have extensive experience working in public health practice and research which helps to enliven the classroom experience for learners. Further, the Applied Research division at the Public Health Agency of Canada has

expressed interest in supporting learning experience for students to engage in community-focused planning evaluation projects.

GDCPH will leverage the MPH program's success and ensure that courses include a range of case studies and guest lectures to illustrate the diversity and complexity of public health. The program will allow learners to explore their individual interests in each course through courses assignments and the capstone course.

Please note that if the program is approved, some additional information will be requested:

- Brief program description which can be posted on the Quality Council website (1-2 paragraphs)
- Program details for OSAP eligibility purposes / NA

TRACKING THE APPROVALS PROCESS FOR NEW GRADUATE PROGRAMS

PLEASE NOTE: This table must be appended to the New Program Proposal Document and updated as each step in the approvals process is completed.

STEP IN THE NEW PROGRAM APPROVALS PROCESS	NAME OF COMMITTEE/ INDIVIDUAL PROVIDING CONSULTATION	DATE OF DOCUMENT APPROVAL
Preparation of the Resource Implications & Financial Viability Template (Budget)	Linda Coslovi, Associate Vice- President, Finance & Planning (Academic)	

Template Updated: October 2020

Page 25

University Students Fees Committee Approval of Budget		
Departmental & Faculty Approvals of Proposal		

Please note that approvals from the following internal committees is also required before the New Program Proposal can be sent to Quality Council & MTCU: *Graduate Council, University Planning Committee and Senate.*

Appendices

1. Proposed Budget (see attached)

2. Market Scan of Diplomas or Certificates for Public Health and Related Disciplines

Province	Country	Name	Program Overview	Admissions	Duration	Mode of Delivery	Link
British Columbia, CAN	University of Victoria	Graduate Diploma in Public Health	<p>Courses include general core PH courses and a specialization in one of the following:</p> <ul style="list-style-type: none"> Indigenous Peoples' Health Public Health Nursing Social Policy <p>Courses include:</p> <ul style="list-style-type: none"> PH Epidemiology PH Interventions Supportive Health Environments & Health Public Policy Constructions of Health and Principles of Health Promotion Culmination Project Practicum 	<ul style="list-style-type: none"> Undergraduate degree with a minimum B+ (6.0) average (77-79%) in the last two years Undergraduate statistics course with a minimum grade of B within 10 years of admission 	12 units/ 2 years	Mostly online; with 3 on-campus events	https://www.uvic.ca/hsd/publichealthsocialpolicy/future-students/graduate/graduate_diploma/index.php
Ontario, CAN	University of Guelph	Graduate Diploma in Public Health	<p>Courses include:</p> <ul style="list-style-type: none"> Applied Public Health Research Two of: <ul style="list-style-type: none"> Infectious Diseases Epidemiology I Community Health Promotion Introduction to Epidemiology Health Communication Environmental Public Health Policy & Systems Practicum Capstone Administration Elective 	<ul style="list-style-type: none"> Eligible applicants include those with an honours BSc in Biomedical Sciences, Biological Sciences, or Public Health, or those with a DVM, BScN or MD professional degrees (or equivalents). 	4 courses/ unspecified time	On Campus	https://www.uoguelph.ca/registrar/calendar/graduate/2017-2018/gradprog/sec_d0e25850.shtml

Ontario, CAN	University of Ottawa	Graduate Diploma in Health Risk Assessment & Management	<p>Designed for individuals interested in population health analysis and risk assessment.</p> <p>Courses include:</p> <ul style="list-style-type: none"> Population Risk Assessment I Population Risk Assessment II Risk Management in Gov. Elective/Practicum 	<ul style="list-style-type: none"> Undergraduate degree with a minimum B+ (6.0) average (77-79%) in the last two years Have successfully completed core study in biostatistics and epidemiology, covering topics including regression analysis, the primary study designs, confounding and similar concepts 	15 units/ 8 months	On Campus	https://catalogue.uottawa.ca/en/graduate/graduate-diploma-population-health-risk-assessment-management/
Ontario, CAN	Carleton University	Graduate Diploma in Health: Science, Technology and Policy	<p>Designed for both current graduate students and those seeking professional development.</p> <p>Courses include:</p> <ul style="list-style-type: none"> For professionals: <ul style="list-style-type: none"> Knowledge Translation (Required) Three electives For current graduate students: <ul style="list-style-type: none"> Knowledge Translation (Required) Research Methods (Required) Policy (Required) Elective 	<ul style="list-style-type: none"> 4-year (honours) bachelor's degree or equivalent professional degree minimum B- (70%) average over the last 2 years of study (or last 20 one-term courses) One (1) university-level course in statistics 	2 credits/ unspecified time (within a year)	On Campus	https://carleton.ca/healthsciences/health-sciences/graduate-diploma-in-health-science-technology-and-policy/
Ontario, CAN	University of Western Ontario	Graduate Diploma in Applied Health Sciences	<p>This degree provides learners with the opportunity to develop both a comprehensive understanding of health systems and in-depth knowledge in one area of concentration:</p> <ul style="list-style-type: none"> Determinants of Health and Health Equity Health across the Lifespan Health Leadership: Toward Enhancing Health Services, Systems and Policy <p>Courses include:</p> <ul style="list-style-type: none"> Critical thinking in health sciences (required) 2 courses (from area of concentration) 2 electives 	<ul style="list-style-type: none"> Undergraduate degree (or equivalent) in health sciences Minimum B average base on last two years Demonstrated English language proficiency Advanced computer skills 	5 courses/ 12-20 months	Online	https://www.uwo.ca/fhs/programs/ahs/diploma.html

Alberta, CAN	University of Lethbridge	Graduate Certificate in Public Health Program and Policy Planning and Evaluation	<p>This Graduate Certificate program prepares students to design, implement, and evaluate health programs and learn how to analyze and consider the ethical implications of health policy</p> <p>Courses include:</p> <ul style="list-style-type: none"> Applied PH Research Methods (Required) Program Planning, Implementation and Evaluation (Required) Health Policy & Ethics (Required) Elective 	<ul style="list-style-type: none"> Hold a baccalaureate degree (i.e. undergraduate degree) in a related discipline from a recognized degree-granting institution Have a minimum grade point average of 3.00 (based on the uLethbridge 4.00 scale) on the last 20 graded university-level term courses (60.0 credit hours) Completed 3.0 credit University-level statistics course Demonstrate English Language Proficiency (ELP) for graduate students 	4 courses/ up to 36 months	On Campus	https://www.ulethbridge.ca/future-student/graduate-studies/graduate-certificate-public-health-program-and-policy-planning-and-evaluation
Manitoba, ON	University of Manitoba	Diploma in Population Health (DipPH)	<p>The DipPH program is course-based and aims to provide health care professionals, clinicians and managers in provincial and regional health authorities with core knowledge and skills in population health sciences, including epidemiology and biostatistics. Graduates will become more effective in their own institutions, and better-informed consumers of health research data.</p> <p>Courses include:</p> <ul style="list-style-type: none"> Biostatistics (Required) Epidemiology (Required) Organization and Financing of Canadian Healthcare System (Required) One of: <ul style="list-style-type: none"> Core Concepts in PH Methods and Concepts for Community Health Sciences Two electives 	<ul style="list-style-type: none"> Graduates in medicine holding M.D. or equivalent (e.g. M.B. Ch.B.). Honours arts or science graduates and graduates of 4-year degree programs with a major in the arts or sciences are eligible. Graduates of 4-year health or health-related professional university programs such as dentistry, veterinary medicine, nursing, medical rehabilitation, nutrition, pharmacy, social work, and education 	18 credit hours	On Campus	https://umanitoba.ca/faculties/health_sciences/medicine/units/chs/educational_programs/graduate.html#DipPH
Newfoundland, CAN	Memorial University	Graduate Diploma in Community Health	<p>The diploma program may be attractive to students hoping to expand on their current skill set in the community health arena or wishing to learn about community health in general.</p> <p>Courses Include:</p> <ul style="list-style-type: none"> Introduction to Community Health Epidemiology 3 Electives 2 Graduate Seminars 	<ul style="list-style-type: none"> Undergraduate degree with a minimum 75% average over the last two years of fulltime study English proficiency Post-secondary statistics 		On Campus	

Ontario, CAN	Ryerson University	Certificate in Health Studies	<p>The Health Studies certificate will provide flexibility to choose courses that meet your professional development needs while allowing the opportunity to earn a certificate. This certificate comprises of courses from:</p> <ul style="list-style-type: none"> • Health Informatics • Health Services Management • Ethics • Psychology • Aging & Gerontology 	<ul style="list-style-type: none"> • Ontario Secondary School Diploma or equivalent • Related Professional Development Award • Mature Student Status 	6 credits/ 4 years	?	https://continuing.ryerson.ca/public/category/courseCategoryCertificateProfile.do?method=load&certificateId=197617
Ontario, CAN	Queen's University	Graduate Diploma in Aging & Health	<p>Students will develop multi-disciplinary knowledge of individual aging processes, the effect of aging on social systems, and the policies needed to support healthy aging.</p> <p>Courses include:</p> <ul style="list-style-type: none"> • Two of: <ul style="list-style-type: none"> ◦ Evaluating Age-Related Programs & Services ◦ Ethics and Biomedical ethics of Aging ◦ Normal Aging Processes • Two Electives 	A B+ average or above from any four year undergraduate degree program or equivalent.	5 courses/ 8 months	On Campus	https://www.queensu.ca/sgs/programs-degrees/aging-and-health

New Graduate Program or Existing Program Undergoing Major Changes (more than 30%)**Details of Resource Implications and Financial Viability****Faculty:** Health Sciences**Program Name:**

Graduate Diploma in Public and Community Health

A. FINANCIAL SUSTAINABILITY OF PROGRAM

*Complete New Graduate Program Budget template (appendix A1) which will populate table below:
In the case of Interdisciplinary programs, also append the Draft MOU between faculties. (Appendix A2)
In the case of Collaborative programs, also append the Draft MOU between institutions. (Appendix A3)*

REVENUE	2022/23	2023/24	2024/25	2025/26	2026/27
Program Generated Gross Graduate Revenue	\$159,526	\$394,355	\$524,656	\$627,551	\$682,274
Other Revenue (Specify)	\$0	\$0	\$0	\$0	\$0
Total Gross Revenue	\$159,526	\$394,355	\$524,656	\$627,551	\$682,274
University Fund / Research Infrastructure Contribution	\$0	\$0	\$0	\$0	\$0
Total Support Unit Allocations (Indirect Costs)	-\$37,742	-\$63,823	-\$83,825	-\$91,119	-\$95,424
NET REVENUE	\$121,784	\$330,533	\$440,831	\$536,432	\$586,850
Total Teaching Costs	-\$168,278	-\$173,034	-\$190,211	-\$194,599	-\$199,400
Total Admin Salaries & Benefits	-\$66,024	-\$66,024	-\$125,123	-\$128,832	-\$132,636
Total Student Support (From operating)	\$0	\$0	\$0	\$0	\$0
Total Capital/Equipment Costs	-\$3,000	-\$3,000	-\$3,000	-\$3,000	-\$3,000
Total Other Direct Expenses - Supplies/Services/Travel etc	-\$15,700	-\$15,700	-\$15,700	-\$15,700	-\$15,700
Total Share of Faculty's Central Expenses	\$0	\$0	\$0	\$0	\$0
PROGRAM EXPENSES	-\$253,002	-\$257,758	-\$334,034	-\$342,131	-\$350,736
IN-YEAR (Surplus/ Deficit)	-\$131,218	\$72,775	\$106,797	\$194,301	\$236,114
Total Grad support per FT student (Scholarship, Taship) excluding RA	\$0	\$0	\$0	\$0	\$0

If the program is showing an ongoing going deficit please indicate whether it is truly incremental to the current faculty financial position. Provide a rationale for proceeding with ongoing negative returns.

B. NUMBER OF STUDENTS

	FT	PT	
Intended Steady-state annual intake		40	Year achieved: 2026
Intended Steady-state total enrolment		80	Year achieved: 2026
Number of International Students included in steady state	0	8	
Proposed number of additional students to University at steady state: (i.e. Are the program students additional (net new) or redistributed from other existing programs within the Faculty or in other Faculties.)			80
Will there be an impact to enrollments in Programs in other Faculties?	No		If yes, Please Describe:

C. FORMAT OF INSTRUCTION

During which terms will the program run?

Fall	Winter	Summer (May-June)	Summer (July-August)
Fall	Winter	Summer (May-June)	Summer (July-August)

Annual program units?

30

Is there a co-op or internship as part of the program?

No

Describe:

What percentage of instruction will be online?

100%

What percentage of instruction will be off campus?

0%

If either is greater than zero please provide information:

--

D1. PROPOSED TUITION FEE

reference:

http://www.mcmaster.ca/bms/student/SAC_fees_grad.html

Is approval being sought for a Ministry-funded Program?

Yes

Do Standard Tuition rates apply ? (If No, specify fees below)

Yes

Proposed Tuition Fee:

Per Year :
Per Term (if applicable):
Per Course (if applicable):

Domestic	
Full Time	Part Time
	\$ 3,820

International	
Full Time	Part Time
	\$ 5,500

Rational for proposed fees (describe or append results of market assessment) and describe how they adhere to MTCU policy if seeking ministry funding :

This program is intended to be an online based graduate diploma

D2. SUPPLEMENTARY FEES

reference:

http://www.mcmaster.ca/bms/student/SAC_fees_grad.html

Will regular Mandatory Supplementary Fees apply?

Full Time Yes

Part Time Yes

Modified only No

If no, please contact **Dean of Grad Studies** for guidance and provide resulting proposed applicable fees and rationale:

--

Are there other mandatory costs for students? (Coop/Internship fees, supplies, books, uniform, equipment, field trips, professional exam fees, etc?)

Yes

Describe & Approximate amounts:

--

E. EXTERNAL RESOURCES: donations, special grants, research overhead, endowment funds, Space, etc.

Please provide information about any external funds or resources that will be available to the program.

	Onetime	Ongoing	Value \$	Details
eg. Access to lab space		x	\$ 1	CANMET - Longwood

F. FACULTY RESOURCES - Please append evidence of endorsement from other faculties affected if necessary.

If courses are also being taught in other faculties, please list

Faculty:

N/A

Faculty:

N/A

Faculty:

N/A

Incremental FTEs required:	Health Sciences	N/A	N/A	N/A	Comments
Faculty - Tenure Track	1				Teaching Track
Faculty - Sessional and CLAs	1				
Staff	1				In year three of the program
Teaching Assistants	4-Feb				4 with increasing enrollment
Additional Non-salary costs in other Faculties					

Increases in FT faculty are for modeling purposes only and does not imply approval to hire. Normal approval processes apply.

G. OTHER RESOURCE IMPLICATIONS:

Unless otherwise defined in the categories below, please use these descriptions to define impact:

- No Impact:** Can be dealt with as part of normal, daily operations. No budgetary or resource impact.
- Minor:** Can be dealt with in a mutually agreed timeframe using existing personnel. Resources pre-approved or readily available. No disruption to other approved work priorities.
- Major:** Must be scheduled as a project (not able to deal with as part of regular operations). Budget not approved or readily available; source of funding to be determined. May require external resources. May require reprioritization of previously approved tasks.

1. PHYSICAL FACILITIES - Please contact [Coordinator, Design and Space Management x23898](#) for assistance in determining additional resource costs if needed.

Please indicate the likely space resource implications of the proposal	Impact	New Sq Ft Required	Approx Existing Sq Ft required	Comments (include location and for new space, plans to fund and acquire space)	If major new central budget req'd, estimate \$
Faculty space- Offices,Labs,seminar rooms, student space, etc	None	-	-		
Other space (excluding registrar controlled classrooms)	None				

Facilities

Facilities

2. TECHNOLOGY RESOURCES - Please contact [UTS Director, Technology x21888](#) for assistance in determining impact if needed.

Please indicate the likely impact on central technology resources for the proposal	Impact	Are additional resources required to support this program? If so, please list.	If Major, estimate \$
UTS Computer Labs and Software	None		
Network/Internet/Cloud services access & usage	Minor		
Audio-Visual / Telecommunications	Minor		
Wireless Connectivity	None		
Other (Please specify)	None		

UTS

UTS

UTS

UTS

UTS

3. LIBRARY SERVICES - Please contact [Associate University Librarian, Collections x26557](#) for assistance in determining impact if needed.

Please indicate the likely Library resource implications of the proposal	Impact	Are additional resources required to support this program? If so, please list.	If Major, estimate \$
Staffing (Add'l service desk staff, add'l librarians, new staff with skills/knowledge not currently present)	Minor		
Collections, One Time Purchases (books, ebooks, purchased online resources)	Minor		
Collections, Ongoing Subscriptions/licenses (print or online journals)	Minor		
Technology and Computing (new or add'l hardware/software, increased digital storage capacity)	None		
Library Spaces (study space, new or specialized user or collection spaces)	None		
Other (Please specify)	None		

Libraries

Libraries

Libraries

Libraries

Libraries

Libraries

4. OFFICE OF THE UNIVERSITY REGISTRAR - Please contact the [Registrar](#) for assistance in determining impact if needed.

Please indicate the likely resource implications of the proposal	Impact (Select)	Support required	Area Responsible	If Major, estimate \$
--	-----------------	------------------	------------------	-----------------------

Admissions/Recruitment	Minor	Recruiting and Admissions aligned with current 101 processes	SGS		SGS
Student Record Support (maintaining records, transcripts, grades, student card, etc)	Minor	Standard services for graduate program			Student Affairs
Class Scheduling Services	None	Managed by Dept/Faculty			Student Affairs
Classrooms	None	Scheduled into Faculty controlled classrooms or only summer term or off campus			Student Affairs

5. STUDENT SUPPORT - *Please contact Assistant Dean, Student Services for assistance in determining impact if needed.*

<i>Please indicate any other possible resource impacts</i>	Impact	Please Describe any impacts on the support areas		If Major, estimate \$	
Student Services - International Student support	Minor				Student Affairs
Student Services - Athletics & Rec, Health/Counselling, Career	Minor				Student Affairs
Residences	Minor				Ancillaries
Grad Scholarships/Bursaries*	Minor	\$ -	Avg. Annual Draw on Scholarship pool	\$ -	Grad Scholarships

**If you are anticipating OSAP funding for these students please contact SFAS to provide additional information to activate approval from MTCU*

6. MIETL- *Please contact Educational Consultant for assistance in determining impact if needed.*

<i>Please indicate any other possible resource impacts</i>	Impact	Please Describe any impacts on the support areas		If Major, estimate \$	
Re/Development of blended or online courses	Minor				MIETL
Learning Management System (Avenue to Learn)	Minor				MIETL
Training and development for TAs or faculty	Minor				MIETL
Research on teaching and learning initiatives	Minor				MIETL
Other (Please specify)	Minor				MIETL

7. OTHER

<i>Please indicate any other possible resource impacts</i>	Impact	Please Describe any impacts on the support areas		If Major, estimate \$	
Financial Services	None				Financial Affairs
Human Resources	Minor				HR
Advancement	Minor				UA
Research Services Office	None				Research Support
Other (Please specify)	None				

Please provide names below and check box to verify that approval has been obtained by each:

Department Chair/ Area Director _____

Faculty Dean or Director of Administration _____

Associate Vice-President , Finance & Planning (Academic) _____

Submitter _____

Check box

MEMO

DATE: March 14, 2022

TO: University Planning Committee

FROM: Dr. Karen Mossman, Vice-President, Research



RE: Closures of McMaster Research Centres and Institutes

In accordance with the policy “Guidelines for the Governance and Review of Research Institutes, Centres and Groups” we seek to formally close the below listed Research Centres and Institutes. These RCIs have been deemed either inactive or no longer meet the objectives for which they were originally intended. This recommendation is made with the agreement of the Faculties with which the RCIs are associated.

Also, appended are individual memos relating to the closure of each Research Centre and Institute.

Business

CPA/DeGroote Centre for the Promotion of Accounting Education and Research

Engineering

Centre for Advanced Polymer Process & Design
Computing and Infrastructure Research Centre
McMaster Institute of Automotive Research and Technology
McMaster Centre for Pulp & Paper Research

Health Sciences

McMaster Institute for Surgical Invention, Innovation and Education

Social Sciences

Research Institute for Quantitative Studies in Economics & Population

KM:jt

Enclosures: 7

cc: Provost and Vice-President (Academic)
Vice-Provost and Dean of Graduate Studies
Dean, Faculty of DeGroote School of Business
Dean, Faculty of Engineering
Dean, Faculty of Health Sciences
Dean, Faculty of Social Sciences
University Secretary and Freedom of Information and Protection of Privacy Officer

MEMO

DATE: March 14, 2022

TO: University Planning Committee

FROM: Dr. Karen Mossman, Vice-President, Research



RE: Closure of CPA/DeGroote Centre for the Promotion of Accounting Education
and Research

=====

Please be advised that the DeGroote School of Business would like to formally close the CPA/DeGroote Centre for the Promotion of Accounting Education and Research. The centre was established in 2011. This centre no longer conducts research. The decision to close the centre was reached after discussions between the DeGroote School of Business and Office of the Vice President Research. Accordingly, I would like to recommend the formal closure of this centre.

KM:jt

cc: Provost and Vice-President (Academic)
Vice-Provost and Dean of Graduate Studies
Dean, DeGroote School of Business
University Secretary and Freedom of Information and Protection of Privacy Officer

MEMO

DATE: March 14, 2022

TO: University Planning Committee

FROM: Dr. Karen Mossman, Vice-President, Research



RE: Closure of Centre for Advanced Polymer Process and Design

Please be advised that the Faculty of Engineering would like to formally close the Centre for Advanced Polymer Process and Design. The centre was established in 1994, but currently operates within the governance of the McMaster Manufacturing Research Institute (MMRI). Accordingly, I would like to recommend the formal closure of this centre.

KM:jt

cc: Provost and Vice-President (Academic)
Vice-Provost and Dean of Graduate Studies
Dean of Engineering
University Secretary and Freedom of Information and Protection of Privacy Officer

MEMO

DATE: March 14, 2022

TO: University Planning Committee

FROM: Dr. Karen Mossman, Vice-President, Research



RE: Closure of Computing and Infrastructure Research Centre (CIRC)

Please be advised that the Faculty of Engineering would like to formally close the Computing and Infrastructure Research Centre (CIRC). The centre was established in 2016, but no longer has enough active participating faculty to justify its continuance. Accordingly, I would like to recommend the formal closure of this centre.

KM:jt

cc: Provost and Vice-President (Academic)
Vice-Provost and Dean of Graduate Studies
Dean of Engineering
University Secretary and Freedom of Information and Protection of Privacy Officer

MEMO

DATE: March 14, 2022

TO: University Planning Committee

FROM: Dr. Karen Mossman, Vice-President, Research



RE: Closure of McMaster Institute of Automotive Research and Technology (MacAUTO)

Please be advised that the Faculty of Engineering would like to formally close the McMaster Institute of Automotive Research and Technology (MacAUTO). The centre was established in 2007 but has not been active for some time. Accordingly, I would like to recommend the formal closure of this centre.

KM:jt

cc: Provost and Vice-President (Academic)
Vice-Provost and Dean of Graduate Studies
Dean of Engineering
University Secretary and Freedom of Information and Protection of Privacy Officer

MEMO

DATE: March 14, 2022

TO: University Planning Committee

FROM: Dr. Karen Mossman, Vice-President, Research



RE: Closure of McMaster Centre for Pulp and Paper Research

Please be advised that the Faculty of Engineering would like to formally close the McMaster Centre for Pulp and Paper Research. The centre was established in 1990 and has played an important role in the decades since; however, at this point it no longer meets the criteria for a research centre given the number of researchers active within the centre. Accordingly, I would like to recommend the formal closure of this centre.

KM:jt

cc: Provost and Vice-President (Academic)
Vice-Provost and Dean of Graduate Studies
Dean of Engineering
University Secretary and Freedom of Information and Protection of Privacy Officer

MEMO

DATE: March 14, 2022

TO: University Planning Committee

FROM: Dr. Karen Mossman, Vice-President, Research



RE: Closure of McMaster Institute for Surgical Invention, Innovation & Education

Following consultation with the Faculty of Health Sciences, it was identified that the McMaster Institute for Surgical Invention, Innovation & Education (MISIIE) should be closed. The institute was established in 2005, but after its latest review it was decided by the Institute's Governing Board that it was no longer achieving its mission as a research institute. Accordingly, I would like to recommend the formal closure of this institute.


KM:jt

cc: Provost and Vice-President (Academic)
Vice-Provost and Dean of Graduate Studies
Dean and Vice-President, Faculty of Health Sciences
Vice-Dean Research, Faculty of Health Sciences
University Secretary and Freedom of Information and Protection of Privacy Officer

MEMO

DATE: March 14, 2022

TO: University Planning Committee

FROM: Dr. Karen Mossman, Vice-President, Research 

RE: Closure of Research Institute for Quantitative Studies in Economics & Population

=====

Please be advised that the Faculty of Social Sciences would like to formally close the Research Institute for Quantitative Studies in Economics & Population. The centre was established in 1997. The Director has recently retired and there is not enough active participating faculty to justify its continuance. Accordingly, I would like to recommend the formal closure of this centre.

KM:jt

cc: Provost and Vice-President (Academic)
Vice-Provost and Dean of Graduate Studies
Dean of Social Sciences
University Secretary and Freedom of Information and Protection of Privacy Officer

REPORT TO THE UNIVERSITY PLANNING COMMITTEE
from the
UNDERGRADUATE COUNCIL

FOR APPROVAL

I Establishment of New Certificate & Diploma Programs

At its March 1, 2022 meeting, the Undergraduate Council approved two new diplomas, and three new Certificates of Professional Learning. Further details are included within the circulated material.

- a. **Diploma in Indigenous Language Revitalization**
- b. **Diploma in Business Administration with a Concentration in Data Analytics**
- c. **Certificate of Professional Learning in Risk Management**
- d. **Certificate of Professional Learning in Creative, Critical and Design Thinking**
- e. **Certificate of Professional Learning in Foundations in Workplace Intercultural Competency & Communication**

It is now recommended,

that the University Planning Committee approve, for recommendation to Senate, the establishment of the Diploma in *Indigenous Language Revitalization*, and the Diploma in *Business Administration with a Concentration in Data Analytics*, as set out in the attached.

It is now recommended,

that the University Planning Committee approve, for recommendation to Senate, the establishment of three Certificates of Professional Learning in *Risk Management*, in *Creative, Critical and Design Thinking*, and in *Foundations in Workplace Intercultural Competency and Communication*, as set out in the attached.

II Revisions to Certificate and Diploma Programs

- a. **Revisions to the Business Administration Program (BUS)**

It is now recommended,

that the University Planning Committee approve revisions to the *Business Administration Program (BUS)* certificate, as set out in the attached

University Planning Committee: FOR APPROVAL
March 23, 2022

FACULTY OF HUMANITIES

Proposal for a new DIPLOMA in INDIGENOUS LANGUAGE REVITALIZATION

1 Diploma Overview

The proposed Diploma in Indigenous Language Revitalization has three principal objectives:

- a. to recognize formally the pedagogically rigorous Indigenous language training (Mohawk language) that is offered by an Indigenous community partner, the Onkwawenna Kentyohkwa Adult Immersion Program;
- b. to connect this intensive language training to a linguistic framework that can support and enhance community-based Indigenous language revitalization efforts;
- c. to open a post-secondary pathway for adult learners in this language training program who wish to pursue degree studies at McMaster.

The diploma is an initiative of faculty members in the Department of Linguistics & Languages (Faculty of Humanities) and Indigenous scholars intimately familiar with the pedagogy and successes of the Onkwawenna Kentyohkwa Adult Immersion Program. We believe, however, that the diploma structure envisaged in this proposal could be adapted to recognize programs of an analogous caliber and structure, and having the same linguistic purpose as the Onkwawenna Kentyohkwa program: *the creation of a new generation of highly proficient speakers that will work toward restoring the intergenerational transmission of the language* (see Appendix 1).

1.1 Community partner: The Onkwawenna Kentyohkwa Adult Immersion Program

In establishing the Diploma in Indigenous Language Revitalization, McMaster would be formally recognizing the pedagogical achievements of the Onkwawenna Kentyohkwa Adult Immersion Program. The Onkwawenna Kentyohkwa Adult Immersion Program is a uniquely successful program in achieving the objective of creating highly proficient speakers of an endangered language, Mohawk.¹ Graduates of the Onkwawenna Kentyohkwa Adult Immersion Program are now raising L1 (first language) speakers of Mohawk; in addition, graduates of the Program have been hired as Mohawk instructors by the Six Nations Polytechnic, the University of Toronto, and the Onkwawenna Kentyohkwa Adult Immersion Program. Members of non-Mohawk Indigenous communities are either taking the Onkwawenna Kentyohkwa Adult Immersion Program, or closely studying its pedagogy, to learn the methodology in order to replicate the model and support their own language revitalization efforts. To our knowledge, this is the most effective Indigenous language revitalization program aimed at *creating L1 speakers* in North America.

1.2 A natural connection with the Department of Linguistics & Languages

One of the features of the Onkwawenna Kentyohkwa Adult Immersion Program is the development of learners' linguistic awareness. The development of the awareness of the linguistic structure of polysynthetic languages, particularly in relation to the morpho-syntactic complexities of such languages, underpins the pedagogy of the Onkwawenna Kentyohkwa Program. The linguistic dimension of the Onkwawenna Kentyohkwa Program is familiar to faculty members in the Department of Linguistics &

¹ According to the *Endangered Languages Project*, the Mohawk language (Kanien'kéha) currently has 3850 native speakers worldwide (primarily in Canada) and, 'based on the evidence available', is given the designation *endangered* with 80% certainty (<http://www.endangeredlanguages.com/lang/1668>, accessed 18 August, 2021).

Languages and who are affiliated with the ARIEAL Research Centre. Moreover, the Onkwawenna Kentyohkwa Program has thoughtfully considered the benchmarking of language proficiency, and has established Canadian Language Benchmark equivalencies to set clear and *measurable* oral language attainment goals for each immersion year. Students are assessed using the oral proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The benchmarking of language proficiency has also been part of ongoing discussions between the Onkwawenna Kentyohkwa Program and the MELD Program.

2 Diploma requirements

The diploma consists of 30 units: 24 units are in recognition of two years of full-time intensive training in Mohawk, in the form of credit for two 12-unit course equivalencies. 6 units of linguistics degree-credit courses complete the diploma.

2.1 24 units of Mohawk language proficiency and revitalization

The Program is an intensive full-time program (see Appendices 1 and 2). The hours dedicated by learners to the acquisition of Mohawk across the two-year immersion experience in the Onkwawenna Kentyohkwa Program surpass by far a 12-unit commitment of language study at the university level. Students typically complete 39-48 hours in the classroom for a 3-unit language course at McMaster; 12 units of language study would thus typically involve 156-192 hours in the classroom. The Onkwawenna Kentyohkwa Program contemplates that learners attend full time, from 8:30 am to 3 pm, Monday to Friday, from September to April, for approximately 1000 hours of language instruction and practice. For the purposes of the Diploma, each year in the language program corresponds to 12 units of credit; two years in the program are recognized as 24 units of credit toward the Diploma. Only learners who successfully complete two years of the Onkwawenna Kentyohkwa immersion program are eligible for the Diploma. Below are course descriptions for the two 12-unit course equivalents proposed for the Diploma.

LINGUIST 1LR12 Indigenous language proficiency and revitalization 1 (12 units)

This course is for students admitted and registered in Year 1 (1000 hours) of the Onkwawenna Kentyohkwa Adult Immersion Program, which focuses on the development of spoken language fluency, including the development of appropriate vocabulary and grammatical structures to ensure successful basic communication for daily conversations. Students must demonstrate successful completion of Year 1 and fluency in Mohawk equivalent to CLB 4, as determined by the Onkwawenna Kentyohkwa Adult Immersion Program.

LINGUIST 2LR12 Indigenous language proficiency and revitalization 2 (12 units)

This course is for students admitted and registered in Year 2 (1000 hours) of the Onkwawenna Kentyohkwa Adult Immersion Program, which focuses on the development of language fluency at the high-intermediate/preliminary advanced level, including the development of appropriate vocabulary, non-verbal signals, and complex grammatical structures for moderately-demanding communicative contexts, and the ability to style and register-shift. Students must demonstrate successful completion of Year 2 and fluency in Mohawk equivalent to CLB 7, as determined by the Onkwawenna Kentyohkwa Adult Immersion Program.

2.2 6 units of degree-credit courses in linguistics

2.2.1 3 units of degree-credit courses in linguistics (choice provided)

To complete the Diploma, learners can choose 3 units of linguistics courses that best serve their academic and professional objectives (teaching, linguistic research, etc.). This flexibility in choice of linguistics courses, and the academic level of the suggested courses, recognizes the linguistic preparation of learners in this particular program and also takes into consideration learner and community partner objectives. For example, learners may wish to pursue an independent study option in linguistics that supports the pedagogical aims of the Onkwawenna Kentyohkwa Adult Immersion Program. Through ongoing dialogue between learners and scholars affiliated with the Onkwawenna Kentyohkwa Adult Immersion Program and members of the Department of Linguistics & Languages, it is hoped that this Diploma program can meaningfully support the broader societal project of Indigenous language revitalization in Canada.

Students can choose from the following list of existing linguistics course options for a total of 3 units towards the Diploma.

LINGUIST 2LL3	Introduction to Linguistic Typology (3 units)
LINGUIST 2S03	Language and Society (3 units)
LINGUIST 2D03	Research Methods (3 units)
LINGUIST 2PS3	Psycholinguistics (3 units)
LINGUIST 3RP3	Individual Research Practicum (3 units)

2.2.2 Diploma capstone project: 3 units degree-credit course in linguistics (required)

Students will also complete the following new research practicum course in linguistics (new for 2022-23) for a total of 3 units towards the Diploma. Linguistics 2RP3 will be open to students completing the Diploma and to students in the Linguistics and Cognitive Science of Language degree programs, and is envisaged as a capstone course for the Diploma. Through this course students will be able to combine meaningfully theoretical linguistic concepts with hands-on pedagogical or research practice.

LINGUIST 2RP3 Individual Practicum in Indigenous language revitalization (3 units)

In this Experiential Learning course, students learn hands-on skills either by working on a research project (e.g., running experiments, conducting fieldwork, reviewing literature) or on a pedagogical project with a focus on Indigenous language revitalization. Students can collaborate on a faculty member's research project or propose a project to be supervised by a faculty member or jointly by an Indigenous community leader and a faculty member.

2.3 Summary of course requirements

Below is a summary of the requirements (30 units) for the Diploma in Indigenous Language Revitalization.

- | | | |
|----|----------------|--|
| a. | LINGUIST 1LR12 | Indigenous language proficiency and revitalization 1 |
| b. | LINGUIST 2LR12 | Indigenous language proficiency and revitalization 2 |
| c. | LINGUIST 2RP3 | Individual Practicum in Indigenous language revitalization |
| d. | One of | LINGUIST 2DD3, 2LL3, 2S03, 2PS3, 3RP3 |

3 Learning Outcomes

Upon completion of Diploma in Indigenous Language Revitalization, students will have achieved the following competencies best understood as a balance of Indigenous language and linguistic *theory* and *practice*:

- sufficient fluency in Mohawk to promote intergenerational language transmission (*practice*);
- the ability to articulate the principal linguistic features of a polysynthetic language from a language science perspective (*theory*);
- depth in an area of linguistic knowledge that will contribute to Indigenous language revitalization efforts (*theory and practice*);
- foundational hands-on skills in linguistic or pedagogical research related to an Indigenous language (*theory to practice*).

Crucially, with completion of the Diploma, learners will be able to present a credential that attests to their achievements and that recognizes their participation in an intensive and rigorous program. The Diploma in Indigenous Language Revitalization will enable all learners to provide documentation in support of further academic or career objectives.²

4 Statement of Academic Responsibility

The Department of Linguistics & Languages, with support from the Academic Advising Office, Faculty of Humanities, will oversee the administration of the Diploma. The Department of Linguistics & Languages will provide academic oversight of the Diploma and academic counselling to eligible students (e.g., advising on linguistics courses), including identifying opportunities for students to participate in faculty-led research. As appropriate, support for research-related activities may also come from the ARIEAL Research Centre.

Eligibility for the Diploma and verification of student enrolment in the Onkwawenna Kentyohkwa Program will be confirmed by the leadership of the Onkwawenna Kentyohkwa Program. Any community-based student projects will require necessary approvals from Onkwawenna Kentyohkwa Program and the Department of Linguistics & Languages.

5 Appendices

Appendix 1 - Onkwawenna Kentyohkwa Adult Immersion Program Overview

Appendix 2 – CLB (Canadian Language Benchmarks) Speaking Counterparts of Onkwawenna Years 1 and 2

² We recognize that seeking an undergraduate degree may not be the priority of all adult learners in the Onkwawenna Kentyohkwa Adult Immersion Program. Some learners in the Program already possess an undergraduate degree.



Onkwawenna Kentyohkwa Adult Immersion

Program Overview

Overview

The Adult Immersion Program is two school years long. It is a full-time program. Students attend from 8:30 a.m. to 3 p.m. Monday to Friday from September through May for approximately 1,000 classroom hours per year. Attendance is usually limited to twelve students. We are currently in the process of developing curriculum for a third-year program. The ultimate goal of the program is to create a new generation of highly proficient Mohawk speakers that will work toward restoring the intergeneration transmission of the Mohawk language. A more detailed description of the first, second, and third year programs can be found below.

Onkwawenna Kentyohkwa also offers an introduction to Mohawk online course for absolute beginners. The course is 9 weeks long and services local students as well as students from all across the world as far as Japan and Brazil.

Teaching Method

Classroom instruction involving one full-time instructor and one part-time co-instructor, for six hours per day, five days per week for 35 weeks. All instruction and classroom dialogue will be conducted in Kanyen'keha. Students will receive two dictionaries and approximately one hundred pages of printed handouts that will be used as reference material only. Although students will learn to read and write, the program is primarily designed to develop oral language proficiency by first developing oral comprehension. Grammar and vocabulary will be taught through modeled speech using visual elements.

First-Year Program

Goal

To enable beginning students to converse with fluent speakers on a limited number of subjects involving common situations (but not events). They will be able to talk about and describe their friends and family members: their physical appearance, clan and nation, health, mental state, aches and pains, location, place of residence, age, children, marital situation, personal possessions and the weather. They will be able to describe people and objects and where and how they are located, their ownership, colour and number. They will be able to talk about all these situations in the past, present and future. As well, they will be able to name common domestic and "wild" animals, birds and insects and geographic features. They will be able to name common local, regional and world place names.

Pre-requisite: Successful completion of the 40-word Admissions Test. Please see our website www.onkwawenna.org for more information on the Admissions Test.

Second-Year Program

Goal

To enable students who have completed the First-Year Program to hold extended conversations with fluent speakers, in general terms, on almost any subject. They will be able to describe daily household routines, life-cycle events, common occupations, recreational activities, movement and travel, historical events, the senses, body movement and functions, mental and emotional changes, interpersonal communication and interpersonal relationships in any time frame. As well, they will be able to make complex descriptions of events regarding direction, repetition, co-incidental occurrence, multiple actions, reversals and movement to accomplish an action. They will be able to paraphrase what they are saying and elicit the meaning of words they don't understand through conversation in Kanyen'keha. They will speak and understand the Ohsweken dialect at a normal speaking pace. They will also learn vocabulary and expressions from other dialects.

Third-Year Program (2019-2020 anticipated delivery)

Goal

To enable students who have completed the Second-Year Program to hold extended conversations with fluent speakers on a wide variety of complex subjects. They will be able to discuss in detail their thoughts and views on a vast array of subjects while remaining articulate, comprehensive, and understood by fluent speakers. Students will be able to describe in detail many complex texts and stories (both modern and historical), provide their own theories, hypotheses, interpretations, and even actively debate these topics by providing points of argument and research. Specific attention is paid to student comprehension and ability to recite traditional stories of the Kanyen'kehá:ka, thereby studying rarely utilized vocabulary, the origin of certain words and phrases, the origin of elements of the natural world, and traditional political structure. The hands-on experience provided by the Third-Year Program creates speakers of Kanyen'kéha who are well-versed in the self-sustainable practices of the Kanyen'kehá:ka: hunting, tapping trees, gardening, and especially Longhouse ceremonies are all major topics of study. Not only will students be able to perform these practices in the language, but also describe them in detail to a fluent speaker. Through numerous presentations, guest speakers, practical tests, written research projects, philosophical discussions, and topical debates, Third Year students will attain a high level of proficiency in both the spoken and written forms of Kanyen'kéha.

Assessments

Formative

Students will be tested on each unit to measure oral comprehension and speaking ability. The tests help to chart individual progress as well as highlight shortcomings in program delivery. The tests will be delivered about every three weeks during the year. Students will be assessed as to whether they are performing at one of four levels:

Level 1	Not Meeting Program Expectations
Level 2	Approaching Program Expectations
Level 3	Meeting Program Expectations
Level 4	Exceeding Program Expectations

It is anticipated that almost all students will complete the program with a Level 2 or 3 standing. Students determined to be performing at Level 1 (not meeting program expectations) at the end of the first or second semester will be dropped from the program but may be allowed to re-enroll the following year. Students determined to be performing at Level 1 (Not Meeting Program Expectations) at the end of the year will not be eligible for admittance into the Second Year Program.

Summative

Students are assessed at year-end in accordance with the oral proficiency interview (OPI) guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students must achieve an intermediate-low level of proficiency to enter the second-year program (many students achieve an intermediate-mid level). Students must achieve an advanced-low level of proficiency to successfully complete the second-year program. A detailed description of the assessment criteria can be found at www.actfl.org.

Admissions

Test

Prospective students must pass a 40-word admissions test to be eligible for admission. Students will be tested on a first come first, served basis. Please see our website www.onkwawenna.org for more information on the Admissions Test.

Eligibility & Priorities

First Intake

To be considered for the first intake, applicants must not have attended Onkwawenna in the past and must:

- 1) live or work on the Six Nations Reserve
and
- 2) be at least 18 years old and less than 30 years old
and
- 3) pass the admissions test before June 1.

Notifications of who has been selected for the first intake will be sent on June 1.

Second Intake

To be considered for the second intake, applicants must not have attended Onkwawenna in the past and must:

- 1) be at least 18 years old and less than 50 years old
and
- 2) pass the admissions test before July 1.

Notifications of who has been selected for the second intake will be sent on July 1.

Third Intake

People who have attended Onkwawenna in the past are eligible to be accepted in the third intake and they must:

- 1) be at least 18 years old and less than 50 years old
and
- 2) pass the admissions test before August 1.

Notifications of who has been selected for the third intake will be sent on August 1.

* In the event that there are more qualified applicants than there is space available on any intake date, preference will be given to people who live or work at Six Nations, are from other Rotinonhsyonni communities, are younger, have small children, and attend longhouse.

Onkwawenna Kentyohkwa

Street Address:

The G.R.E.A.T. Building
Suite 402 - 16 Sunrise Court
Ohsweken, Ontario NOA 1M0

Mailing Address:

P.O. Box 348
Ohsweken, Ontario NOA 1M0

E-Mail Address: onkwawenna@gmail.com

Telephone: (519) 445-1250

CLB Speaking Counterparts of Onkwawenna Years One and Two:

Year	Time to Reach Goals	Canadian Language Benchmark Equivalent	The speaker can:	When the communication is:	Demonstrating these strengths and limitations:
One	1000 hrs	CLB 4: Fluent Basic Ability	Communicate information about common everyday activities, experiences, wants and needs.	<ul style="list-style-type: none"> • Face-to-face, very briefly on the phone or via digital media • May be supported by gestures and visual cues • Informal • With one person at a time or in a small supportive group • Encouraged occasionally by questions and prompts from a supportive listener • In non-demanding contexts 	<ul style="list-style-type: none"> • Speaks in short sentences and some longer compound sentences, with clear evidence of connected discourse • Fluency is adequate for simple conversations; speech rate is slow to normal with some pauses or hesitations • Vocabulary is adequate for basic everyday, routine communication • Adequate control over basic grammar structures and tenses • Grammar, vocabulary and pronunciation difficulties may impede communication

Year	Time to Reach Goals	Canadian Language Benchmark Equivalent	The speaker can:	When the communication is:	Demonstrating these strengths and limitations:
Two	2000 hrs	CLB 7: Adequate Intermediate Ability	Communicate with some confidence in many daily routine social, educational, and work situations, and present concrete and some abstract information on an expanding range of familiar topics.	<ul style="list-style-type: none"> • Face-to-face, on the phone, or via digital media • Informal to formal • In somewhat familiar groups • In moderately demanding contexts 	<ul style="list-style-type: none"> • Clear evidence of connected discourse • Reasonably fluent for moderately demanding contexts; speech rate is slow to normal with few hesitations • An expanding range of concrete and idiomatic language, which may include some common cultural references • Increasing variety of grammatical structures, with developing control of complex structures • Grammar, vocabulary and pronunciation difficulties may occasionally impede communication • Adequate use of appropriate non-verbal cues and signals • Adapts speech style and register to different audiences and situations

DATE: February-3-22

TO: Certificate & Diploma Committee

FROM: Dr. Sue McCracken, Associate Dean (Academic), DeGroote School of Business

RE: Proposal for Business Administration Program Revisions and Creation of Business Administration with a Concentration in Data Analytics Program for McMaster Continuing Education (MCE)

I have reviewed the program submission documents presented by McMaster Continuing Education (MCE) concerning the following:


- course removals from Business Administration Diploma
- new course additions to Business Administration Diploma, and
- new program proposal for Business Administration with a Concentration in Data Analytics.

I have determined that these proposed actions meet all criteria set out by Undergraduate Council in its guidelines for Certificates and Diplomas and am pleased to endorse this submission with the support of the DeGroote School of Business.

At my request, this program proposal was reviewed by Dr. Manish Verma. He concluded that the objectives of the proposed program revisions and new program are viable. The new courses for the Business Administration program will continue to fulfil the stated objectives of the current program. The new data analytics concentration aligns with MCE's current business administration programming, and this program will meet Undergraduate Council's criteria for the designation of "Diploma".

The DeGroote School of Business is pleased to support these quality programs offered by MCE to meet the needs of people seeking employment and skill development within the business sector. We support these programs as the academic affiliate, providing both initial submission review and overview of ongoing curriculum issues. Additionally, we have provided MCE with guidelines for their students wishing to use advanced standing rules upon entry to our degree programs with credit from completion of these programs.

Sincerely,



Susan McCracken | Associate Dean (Academic), PhD, FCPA, FCA

Professor in Accounting

DeGroote School of Business | McMaster University

1280 Main Street West, Hamilton Ontario L8S 4M4

905.525.9140 ext. 23993 | smccrac@mcmaster.ca

Continuing Education Academic Program Submission – For Approval

Department & Program Information	
Program Name:	Business Administration with a Concentration in Data Analytics
Academic Credential:	Diploma
Name of Representative:	Michael Andich
Effective Date:	2022-09-01
Date of Submission:	2022-02-15
Academic Merit:	
Program Overview:	<p>The Business Administration Diploma with a Concentration in Data Analytics will provide students with a solid foundational knowledge plus practical management insights and skills for the burgeoning field of Data Analytics.</p> <p>Data has been called the ‘new capital’ by consulting giant Accenture-and deemed more critical to the future success of organizations than almost any other factor - resulting in a greater than 30% average growth rate for data-enabled businesses.</p> <p>The 3 Data Analytics courses in this concentration will train students to collect, analyze, interpret and share data which will equip them to design, plan, present, report and deliver data-driven solutions. The third course in the concentration focuses on AI largely on a conceptual basis.</p> <p>Importantly, it is recommended that students with no or limited experience with statistics complete a course focused on statistics for data analysis before starting the concentration.</p> <p>To supplement the theory, skills and tools common to the discipline, current technologies and practices such as Business Intelligence and Data Visualization and emerging ones like Artificial Intelligence will be explored to ensure that program content is thorough and relevant.</p> <p>Students will complete 5 core courses from the Business Administration program and 3 courses from the Data Analytics program.</p>
Learning Objectives:	<p>Upon completion of the program, students will:</p> <p>Business Administration (Core courses):</p>

	<ul style="list-style-type: none"> • Demonstrate awareness of organizational structure and the interconnections between the functions of accounting, marketing and communication • Understand the skills, attitudes and behaviours required to work with people and develop personal management skills • Use effective business communication • Recognize the impact of current political and economic environments on business • Contribute to the research, analysis and evaluation of information within an organization • Propose creative and critical solutions that align with business <p>Data Analytics (Concentration courses):</p> <ul style="list-style-type: none"> • Collect, analyze, interpret, and share data • Identify relationships in data • Demonstrate fundamental skills for using information visualization techniques and tools • Define the principles and potential uses of artificial intelligence in various industries • Employ data models in business intelligence and data analysis case studies <p>The following objectives will be threaded within each course:</p> <ul style="list-style-type: none"> • Demonstrate an awareness of ethical practices and professional standards applicable to standard professional roles within the health and wellness industry • Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills
Meeting Learning Objectives:	The program will use a series of 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 objectives.
Program Admission Requirements:	<p>The program will not require an application for admission. The following statement for recommended program requirements will be posted to MCE's website:</p> <p>In compliance with the Certificates and Diploma admission policy from Undergraduate Council, students who wish to enter the program should meet the following requirements based on their education and work experience:</p> <ol style="list-style-type: none"> 1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by Continuing Education 2) Be comfortable using word processing software, spreadsheets, and web browsing tools 3) Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a 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
Program Pre-requisites (if applicable):	<p>Students should have fundamental statistical knowledge either through education or work experience before enrolling in DAT 103 and DAT 104. It is recommended that students with no, or limited, experience with statistics, complete DAT 101 Statistics for Data Analysis before registering in DAT 103 and/or DAT 104.</p> <p>Students will be required to have the necessary computer, software programs and access to the internet to complete all courses.</p>
Program Completion Requirements:	To qualify for a Diploma in Business Administration with a Concentration in Data Analytics, students must complete 8 courses, 24 units, of study.
Program Delivery Format:	Program courses will be delivered in an in-person, virtual classroom or online format, or combination. All courses will include instructor lectures, presentations, group discussions, and practical application activities.
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, individual or group projects, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants' level of competency in achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.
Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified external professionals. In compliance with <i>McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas</i> , the selection will be based on academic background and/or experience within the field. Instructors must have a Master's Degree (or equivalent) and significant professional experience and teaching within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.
Program Advanced Standing:	<p>As per the current policies for the Business Administration diploma, students may transfer up to two courses (6 units) to the program. Approved course transfers are based on the following requirements:</p> <ul style="list-style-type: none"> • courses must have an 80% overlap in content/curricula and a similar number of classroom or contact hours • courses must have been taken within the last five years • courses must have been taken from an accredited academic institution and listed on an official transcript with a grade

	<ul style="list-style-type: none"> a final grade of “C-” or better to be eligible <p>Students who completed MCE’s business administration diploma (general or other concentrations) may not apply those courses to this diploma program. These students will be directed to enrol in the Data Analytics Certificate or Certificate of Professional Learning programs. Students who completed MCE’s business administration certificate program may apply the five core courses to this diploma and proceed to complete the Data Analytics concentration courses.</p>
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Statement of Financial Viability:

I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition 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).

Lorraine Carter, Director, McMaster Continuing Education

Statement of Administrative Responsibilities:

Statement of Faculty Alignment:

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.

Continuing Education program responsibilities:

- budget development and monetary responsibilities
- program and course development
- course registrations/administration
- supervision of instructors to ensure all required policies and practices are adhered to and course are taught according to program requirements and standards
- Marketing and Promotions

The DeGroote School of Business will act as an academic liaison and is charged with the responsibility of ongoing academic review and assessment of the curriculum. The Faculty’s letter of support is included at the end of this document.

Listing of Courses

Course Name	Required/Elective	Unit Value	Term
BUS 825 Business Foundations	Required	3.0	Fall 2022

Business Administration Foundations explores the functional areas of management including finance, human resources, marketing, operations and general management. It provides context for students to understand the themes of change, international business, ethics and social responsibility, small business growth, information and communication technology, and quality to understand contemporary Canadian business practices and processes.

BUS 850 Business Communications	Required	3.0	Fall 2022
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Course Description: Canada’s business environment requires that business people communicate effectively, persuasively and ethically in written, verbal and interpersonal communications. During this course, students will learn how to plan, write and review a variety of business communications vehicles from presentations to letters to informational reports and business proposals. Using a combination of teaching methods – lectures, discussion, small group, in-class writing and editing projects, and in-class tutorials, this course will help develop participants’ critical thinking and

analysis, research, writing, editing and presentation skills. Special emphasis will be placed on developing appropriate business language skills (spelling, grammar, punctuation, voice and tone).			
BUS 860 Foundations of Business Finance	Required	3.0	Fall 2022
Course Description: An understanding of financial literacy is essential to anyone who is tasked with reviewing or analyzing financial data to make business decisions. This practical course covers the basic concepts and applications in financial accounting, managerial accounting and managerial finance, and it is geared toward people whose primary responsibility is managerial in nature (non-financial). The interpretation of financial information rather than the steps to generate it will guide the students' learning.			
MKT 819 Introduction to Marketing	Required	3.0	Fall 2022
Course Description: Marketing impacts every aspect of our lives. Where we shop, how we eat, what we drive and even where we live, can be influenced by marketing. Introduction to Marketing is a survey course that introduces learners to the basic concepts of marketing, viewed within a corporate framework. During the course, we study the modern marketplace and discuss the impact of the environmental factors that shape marketing and influence the type of products that companies market. Topics include the development of new products, identifying market segments and targeting consumer groups, pricing strategies, brand equity, distribution channel and promotional activities.			
HRM 821 Organizational Behaviour	Required	3.0	Fall 2022
Course Description: This course provides an overview of human behaviour in the workplace and its influence on organizational effectiveness. Topics include personality, perception, motivation, decision-making, team dynamics, communication, organizational politics, conflict, leadership, organizational design, and change.			
DAT 101 Statistics for Data Analysis	Elective	3.0	Fall 2022
This course introduces descriptive statistics, basic inferential statistics, linear regression, and probability concepts and calculations. Practical application activities in the course focus on how statistical methods are used in the analysis of data. Common statistical and programming tools will be introduced and employed in order to demonstrate how significant and insightful information is collected, used, and applied to problem-solving processes. This course is designed for individuals with no, or limited, study in Statistics.			
DAT 103 Business Intelligence & Data Analytics	Required	3.0	Fall 2022
Course description: Learn to apply data analytics skills to the area of business intelligence (BI). Focus is placed on the components of the business intelligence project lifecycle such as project planning, BI tool selection, data modeling, ETL design, BI application design and deployment and reporting. This course is designed for individuals interested in BI practices and analysis without a detailed focus on statistical analysis and computer programming. Pre-requisite: Completion of DAT 101 Statistics for Data Analysis for students with no, or limited, experience with statistics.			
DAT 104 Data Analysis and Visualization	Required	3.0	Fall 2022
Course description: This course will examine the exploration of data to discover meaningful information to solve problems. The course will present the analytics life cycle in the context of			

planning to solve a business problem. Emphasis will be placed on framing the problem, proposing an analytics solution, communicating with stakeholders, and establishing an analytics-focused project plan. Common data visualization tools and techniques will be explored and used as students learn best practices for the presentation and communication of analytical solutions and insights.

Pre-requisite: Completion of DAT 101 Statistics for Data Analysis for students with no, or limited, experience with statistics.

DAT 105 Artificial Intelligence (AI) for Business: An Introduction	Required	3.0	Fall 2022
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Course description: This course presents the principles of artificial intelligence (AI) through an exploration of its history, capabilities, technologies, framework, and its future. AI applications in various industries will be reviewed through some case examples. Current trends in AI will be discussed and students will be encouraged to consider the potential of AI to solve complex problems. This course will help students to understand the implications of AI for business strategy, as well as the economic and societal issues it raises.



DATE: February-15-22

TO: Certificate & Diploma Committee

FROM: Dr. Sue McCracken, DeGroote School of Business

RE: Proposal for Certificates of Professional Learning, McMaster Continuing Education

I have reviewed Continuing Education's request for the Committee's approval to change selected Certificate of Completion programs to Certificate of Professional Learning status. I have also reviewed the accompanying program submission documentation for the identified programs:

- Risk Management
- Creative, Critical and Design Thinking

I support this request put forward by Continuing Education, as the change in program status aligns with and meets all criteria set out by the Undergraduate Council in its guidelines for certificates and diplomas. The DeGroote School of Business will continue to support these Continuing Education programs as their academic affiliate, providing both review of this submission and an overview of ongoing curriculum issues. Additionally, we have provided MCE with the guidelines needed by their students for possible use of advanced standing rules should students enter our degree programs with credit from the completion of this program.

Sincerely,

A handwritten signature in black ink that reads "Susan McCracken".

Dr. Sue McCracken
Associate Dean
DeGroote School of Business

Cc: Lorraine Carter, Director, MCE
Dan Piedra, Assistant Director, MCE

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Risk Management
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Lorraine Carter
Effective Date:	May 1, 2022
Date of Submission:	February 15, 2022
Academic Merit (complete all fields; write “not applicable” as needed):	
Program Overview:	<p>The Risk Management program is a three-course program designed to teach participants how to assess, identify, communicate, and control the exposure of risk within an organization. The intent is to provide training for individuals to create and implement structured risk management programs for business and industry. The three Risk courses fulfill the educational requirement for the CRM designation through The Global Risk Management Institute.</p> <p>Participants will be required to complete successfully the three courses in the program to receive a Certificate of Professional Learning. The courses will be offered in an online format.</p> <p>The program will be an open enrolment program (see Program Admission Requirements” and “Program Pre-requisites below).</p>
Learning Objectives:	<p>Graduates of the program will be able to:</p> <ul style="list-style-type: none"> • Explain risk management and its importance within an organization • Identify the principles of risk management and how to effectively apply these principles • Identify, assess and properly manage and treat various risks • Apply proper management principles for the financial aspects of Risk Management <p>The following objectives will be threaded within each course:</p>

	<ul style="list-style-type: none"> • Demonstrate an awareness of ethical practices and professional standards applicable to the field of risk management • Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills • Employ effective communication practices
Meeting Learning Objectives:	Students must complete 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.
Program Admission Requirements:	<p>The program will not require an application for admission as the program is open enrolment.</p> <p>Recommended program requirements will be posted to Continuing Education's website: "In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the Data Analytics program should meet the following requirements based on their education and work experience:</p> <ol style="list-style-type: none"> 1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Centre for Continuing Education 2) Be proficient with computer program applications, such as Word, Excel 3) Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a 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" <p>To ensure that students have the basic capabilities necessary to be successful in their online courses, they are required to have the following prerequisite knowledge and/or skills:</p> <ul style="list-style-type: none"> • Knowledge and skills with general computer applications, such as keyboarding, file management, video talks, and word processing; • Familiarity with internet browsers and web surfing • English Language Proficiency requirements: Completion of TOEFL exam with a 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.
Program Pre-requisites (if applicable):	Not applicable.
Program Completion Requirements:	Students must complete all three courses following McMaster's academic grading scale to qualify for the Risk Management Certificate of Professional Learning.
Program Delivery Format:	Courses in the program are delivered as online courses. The online delivery format of the courses will be a blend of asynchronous and synchronous activities designed to present the fundamental science of cannabis. Course activities may include expert video talks, discussion board contributions, readings, research-oriented tasks, and experiential learning activities including but not limited to case studies, group discussions, and projects.
Student Evaluations (Grading Process):	Each course will include an evaluation component. The 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:	At the end of each course, students will complete a course evaluation that explores content, delivery, materials, method of evaluation, and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified applicants. In compliance with McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas, the 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.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.
Program Advanced Standing:	Transfer credits are not accepted for this program.
Statement of Financial Viability:	
I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition 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).

Lorraine Carter, Director, McMaster Continuing Education

Statement of Administrative Responsibilities:

Statement of Faculty Alignment:

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.

Continuing Education program responsibilities:

- budget development and monetary responsibilities
- program and course development
- course registrations/administration
- supervision of instructors to ensure all required policies and practices are adhered to and courses are taught according to program requirements and standards
- Marketing and Promotions

The DeGroote School of Business will act as an academic liaison and is charged with the responsibility of ongoing academic review and assessment of the curriculum.

Listing of Courses:

Course Name	Required/Elective	Unit Value	Term
RSK 713 - Risk Management Principles & Practices	Required	3.0	Spring 2022

Course Description: Study the first two steps of the risk management decision-making process: (1) identifying and analyzing the loss exposures, and (2) developing alternative techniques for treating each exposure. Learn to choose the best risk management alternative and select the most appropriate techniques for handling each exposure.

RSK 714 - Risk Assessment & Treatment	Required	3.0	Spring 2022
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Course Description: Explore the selection, implementation and monitoring of risk control techniques that are essential in preventing or minimizing potential losses before they occur. Examine fault-free study, statistical analysis, contractual liability reviews and in-house safety programs. Study the two dimensions of loss, frequency and severity, with particular attention on losses to property, people, net income and liability.

RSK 715 - Risk Financing	Required	3.0	Spring 2022
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Course Description: Examine the selection, implementation and monitoring of risk financing techniques, which are ways an organization can obtain funds to pay for any accidental losses that occur. Study the framework and criteria for risk financing techniques; financing property, net income, liability and personnel losses; accounting and some income tax aspects of accidental losses; implementing risk retention, including use of affiliated assurers; insurance pricing; selection of insurers and their representatives; and risk cost allocation.

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Creative, Critical, and Design Thinking
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Lorraine Carter
Effective Date:	May 1, 2022
Date of Submission:	February 15, 2022
Academic Merit (complete all fields; write “not applicable” as needed):	
Program Overview:	<p>As the world continues to change at a rapid pace, thinking creatively, critically, and with a design process to solve complex problems are important skills in business, government, healthcare, IT, the arts, marketing, etc. Creative, critical, and design thinking processes involve systematic and human-centred processes to empathize with people, identify and frame problems, seek different viewpoints, identify alternative explanations, generate and test ideas, and take actions that add value to others and promote positive outcomes and opportunities.</p> <p>The Creative, Critical, and Design Thinking program consists of three, 3-unit courses (9 units in total). The program is interdisciplinary and will be valuable for persons from diverse professional backgrounds including business, health, social services, education, and community work.</p> <p>Each course will bridge theory and practise through a combination of experiential learning (i.e., case studies, simulations, discussions, and projects) and more traditional teaching methods. Students will complete a project at the end of each course. The projects will provide an opportunity to apply critical-creative-design thinking methods, tools, techniques and strategies to real-world situations/cases. Emerging trends, theories, and practices will be incorporated within coursework to ensure that program content is current and relevant.</p>

Learning Objectives:	<p>Graduates of the program will be able to:</p> <ul style="list-style-type: none"> • Develop competencies in critical, creative, and design thinking to investigate an idea and transform it into meaningful action. • Apply divergent and convergent thinking tools to situations within a variety of fields and settings. • Examine principles and models of creative, critical, and design thinking to effectively solve problems for users and stakeholders. • Practice using the tools, frameworks and processes needed to develop solutions to real-world problems and complex situations. • Construct and execute innovative strategies for problems and complex situations. • Become aware of and leverage the role(s) they play in creative processes and teams. • Reflect on and meaningfully communicate their experiences of creating, problem-solving and designing. • Recognize how to identify, participate in, and support communities of practice committed to sustainable change. <p>The following objectives will be threaded within each course:</p> <ul style="list-style-type: none"> • Demonstrate an awareness of ethical practices and professional standards applicable to the field of work. • Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills. • Employ effective communication practices.
Meeting Learning Objectives:	<p>Students must complete 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>
Program Admission Requirements:	<p>The program will not require an application for admission as the program is open enrolment. Recommended program requirements will be posted to Continuing Education's website: "In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the Data Analytics program should meet the following requirements based on their education and work experience:</p>

	<p>1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Centre for Continuing Education</p> <p>2) Be proficient with computer program applications, such as Word, Excel</p> <p>3) Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a 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”</p> <p>To ensure that students have the basic capabilities necessary to be successful in their online courses, they are required to have the following prerequisite knowledge and/or skills:</p> <ul style="list-style-type: none"> • Knowledge and skills with general computer applications, such as keyboarding, file management, video talks, and word processing; • Familiarity with internet browsers and web surfing • English Language Proficiency requirements: Completion of TOEFL exam with a 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.
Program Pre-requisites (if applicable):	Not applicable.
Program Completion Requirements:	Students must complete all three courses following McMaster’s academic grading scale to qualify for a Certificate of Professional Learning in Creative, Critical, and Design Thinking.
Program Delivery Format:	Courses in the program are delivered as online courses. The online delivery format of the courses will be a blend of asynchronous and synchronous activities designed to present the fundamental science of cannabis. Course activities may include expert video talks, discussion board contributions, readings, research-oriented tasks, and experiential learning activities including but not limited to case studies, group discussions, and projects.
Student Evaluations (Grading Process):	Each course will include an evaluation component. The 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:	At the end of each course, students will complete a course evaluation that explores content, delivery, materials, method of evaluation, and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified applicants. In compliance with McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas, the 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.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.
Program Advanced Standing:	Transfer credits are not accepted for this program.
Statement of Financial Viability:	
<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, McMaster Continuing Education</i></p>	
Statement of Administrative Responsibilities:	
<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"> • budget development and monetary responsibilities • program and course development • course registrations/administration • supervision of instructors to ensure all required policies and practices are adhered to and courses are taught according to program requirements and standards • Marketing and Promotions <p>The DeGroote School of Business will act as an academic liaison and is charged with the responsibility of ongoing academic review and assessment of the curriculum.</p>	

Listing of Courses:			
Course Name	Required/Elective	Unit Value	Term
CCD 101 Cultivating Creative Thinking	Required	3.0	Spring 2022
Course description: This course focuses on the use of creative thinking skills to discover fresh and original ways to solve problems. It provides opportunities to compile a toolkit of creative thinking techniques to generate, evaluate, and select new ideas and solutions. Topics explored in the course include the right and left sides of the brain, thinking hats, creative principles/models, and creative strategies that impact thinking, relating, and performing/acting in the workplace, at home, and in society.			
CCD 102 Critical Thinking for Problem Solving	Required	3.0	Spring 2022
Course Description: In this course, students will learn ways to think critically to identify and create solutions to difficult problems. This course also provides opportunities to examine the stages and processes of critical thinking as well as multiple problem-solving models. Practical activities will enhance students' critical thinking skills for working and living in today's complex world.			
CCD 103 Design Thinking	Required	3.0	Spring 2022
Course Description: This course will enable students to use design thinking methodology to assess problems and challenges, discover and use relevant data, develop design solutions, and construct prototypes for validation. Students will also learn how design thinking is a valuable tool in today's global and mobile world with applicability in diverse fields and how it is a 'go to' tool for innovators and creators.			

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Foundations in Workplace Intercultural Competency & Communication
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Lorraine Carter
Effective Date:	2022-05-01
Date of Submission:	2022-02-15
Academic Merit (complete all fields; write “not applicable” as needed):	
Program Overview:	<p>The purpose of this program is provide learners the chance to develop professional skills in human resource management – specifically, intercultural competency and communication. The program is composed of three courses important to the communication, leadership and management strategies applicable to many workplace settings. These courses are taken from Continuing Education’s Intercultural Competency and Human Resources Management programs. Learners must complete all three courses:</p> <ul style="list-style-type: none"> • Human Resources Management (3 units) • Intercultural Communication (3 units) • Intercultural Workplaces (3 units) <p>The program will be open enrolment with courses offered in multiple terms. Completed courses from the Certificate in Professional Learning program may be applied to the Human Resources Management diploma or the Business Administration diploma with a Concentration in Human Resources, or the Intercultural Competency Certificate of Professional Learning. Both options follow the <i>Certificates and Diplomas Policy</i>.</p>
Learning Objectives:	<p>Upon completion of the program, learners will be able to:</p> <ul style="list-style-type: none"> • Outline the specific functional areas in HRM and describe the knowledge required for a practitioner in each one.

	<ul style="list-style-type: none"> • Identify the concepts and techniques involved in meeting human resource requirements including attracting, hiring, and keeping the right talent for the organization. • Analyze processes for evaluating employee strengths and discuss strategies for team building and supervision within the organization. • Explore their preferred style of supervision and management • Develop effective strategies to communicate respectfully with diverse audiences, both orally and in writing • Apply strategies to establish, interpret, and manage intercultural employee teams • Identify the impact of cultural structures within the workplace and between employees • Explain structural and systemic barriers to equity and inclusion • Identify strategies for combatting discrimination and promoting equity and inclusion <p>The following objectives will be threaded within each course:</p> <ul style="list-style-type: none"> • Demonstrate an awareness of ethical practices and professional standards applicable to human resources and workplace management • Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills • Employ effective communication practices • Collaborate with peers on real-life human resources projects, dilemmas and exercises
Meeting Learning Objectives:	The program will use a series of 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 objectives.
Program Admission Requirements:	The program will be open enrolment; no application is required.
Program Pre-requisites (if applicable):	Recommended program requirements will be posted to Continuing Education's website: "In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the

	<p>program should meet the following requirements based on their education and work experience:</p> <ol style="list-style-type: none"> 1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Continuing Education 2) Be proficient with basic computer program applications, such as Word, Excel 3) Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a 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.
Program Completion Requirements:	To qualify for a Certificate of Professional Learning, students must complete 3 courses (9 units) of study.
Program Delivery Format:	Program courses may be delivered online and/or in a blended format. All formats will include instructor lectures and/or presentations, group discussions, and practical application activities. Courses will include an experiential learning component that combines theory with a real company project or scenario. Group projects will enable students to apply their knowledge in solving industry problems.
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, experiential projects, quizzes, application activities, individual or group projects, class participation, or a combination thereof. Evaluations will be structured to assess participants' level of competency in achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.
Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified external professionals. In compliance with <i>McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas</i> , the selection will be based on academic background and/or experience within the field. Instructors must have a Master's Degree (or equivalent) and significant professional experience and teaching within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.

Program Advanced Standing:	<p>A maximum of one equivalent course (3 units) taken at another institution may be transferred into this program, subject to approval by the Program Manager. Transfer credits will be assessed using the following criteria:</p> <ul style="list-style-type: none"> • The course must have an 80% overlap in content/curricula and a similar number of classroom or contact hours. • The course must have been taken within the last five years. • The course must have been taken from an accredited academic institution and listed on an official transcript with a grade. • The course final grade must be “C-” or better. <p>Students may apply the completed courses to the Human Resources Management Diploma program, or the Business Administration Diploma with a concentration in Human Resources Management, or the Intercultural Competency Certificate of Professional Learning.</p>
Statement of Financial Viability:	
<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, McMaster Continuing Education</i></p>	
Statement of Administrative Responsibilities:	
<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"> • budget development and monetary responsibilities • program and course development • course registrations/administration • supervision of instructors to ensure all required policies and practices are adhered to and courses are taught according to program requirements and standards • Marketing and Promotions <p>The DeGroote School of Business will act as an academic liaison and is charged with the responsibility of ongoing academic review and assessment of the curriculum. The Faculty’s letter of support is included at the end of this document.</p>	

Listing of Courses			
Course Name	Required/Elective	Unit Value	Term
HRM 901 Human Resources Management	Required	3.0	Spring 2022
<p>Course Description: This course provides an overview of the fundamentals of human resources management by introducing key components of its function, relevance, and impact in an organization. It is designed to build a broad foundation of knowledge and skills required for managing human resources in the current business environment. The course uses case studies, as well as other tools and resources, to engage learners and help them apply theoretical concepts to practical situations in human resource management.</p>			
ICL 102 Intercultural Communication	Required	3.0	Spring 2022
<p>Course Description: How we communicate is affected by our cultural values and the understandings we hold of others as individuals and members of groups. In this course, you will be challenged to explore your perspectives about culture, diversity, and inclusion to recognize how these perspectives affect your practice of communication. You will examine communication challenges and explore tools and strategies to develop your communication skills for an intercultural society in which culture is understood as a complex, mutable, and variable reality. By selecting and using various communications media, you will compose messages for a variety of audiences. You will also assess examples and approaches to intercultural communications applicable to the workplace with particular emphasis on communicating within a diverse team.</p>			
ICL 103 Intercultural Workplaces	Required	3.0	Spring 2022
<p>Course Description: In this course, you will explore today's workplace including how your understanding of cultural competency and your skills in intercultural communication affect the organization and team. You will examine strategies associated with building and managing a successful intercultural team and analyze challenges associated with overt and underlying cultural attributes as present in employees, leaders, and teams. Course activities and case studies will assist in the process of identifying strategies for combatting discrimination and promoting equity and inclusion in the workplace.</p>			



DATE: February-15-22

TO: Certificate & Diploma Committee

FROM: Dr. Sue McCracken, DeGroote School of Business

RE: Proposal for Certificate of Professional Learning – Workplace Intercultural Competency and Communication, McMaster Continuing Education

I have reviewed the program submission document presented by McMaster Continuing Education (MCE) for the establishment of a Certificate in Professional Learning called Workplace Intercultural Competency and Communication. This program will be especially important in situations involving workplace training and communication.

I have determined that the proposed program meets all the criteria set out by the Undergraduate Council in its guidelines for certificates and diplomas and am pleased to endorse this submission on behalf of the DeGroote School of Business.

The submission documents provide specific course requirements, descriptions, and program learning outcomes. The program is composed of academic credit courses from MCE's Human Resources Management and Intercultural Competency programs. All courses have been previously reviewed by the appropriate Faculty and approved by McMaster Senate. Finally, the program meets the Undergraduate Council's criteria for the designation of a Certificate of Professional Learning.

The DeGroote School of Business supports this MCE program as their academic affiliate by completing a review of the submission. Additionally, we have provided Continuing Education with the guidelines needed by their students for possible use of advanced standing rules should students enter our degree programs with credits from completion of this program.

Sincerely,

A handwritten signature in black ink that reads "Susan McCracken".

Dr. Sue McCracken
Associate Dean
DeGroote School of Business

Cc: Lorraine Carter, Director, MCE
Dan Piedra, Assistant Director, MCE

**Certificate & Diploma Committee - Course Cancellation**

for hours

Department & Program Information (complete all fields):	
Department:	McMaster Continuing Education
Program Name:	Business Administration (BUS)
Name of Representative:	Michael Andich
Nature of Submission:	Course Cancellation/Removal
Effective Date:	02/05/2022
Submission Date:	15/02/2022
Course Details (complete all fields):	
Course Title: BUS 816 Operational Management Techniques	
Course Description: Study operations management, including forecasting, capacity planning, inventory control, project management, transportation cost analysis, equality control and problem-solving techniques	
Course Title: PUB 111 Building Social Media Relationships	
Course Description: Explore the theoretical aspects and practical applications of social media tools, including blogs, wikis and social media websites (i.e., Facebook and YouTube) to engage new audiences and build relationships.	
Course Title: PUB 113 Social Media Research & Techniques	
Course Description: Apply social media knowledge to public relations practice by conducting research, campaigns and engaging communities. Study current business cases to explore best practices.	
Rationale for Cancellation: All three courses have experienced consistently low enrolments dating back up to 5 years. BUS 816 was last offered in the Fall 2018 and has not scheduled again. Both PUB 111 and 113 are the only remaining courses from the closed Public Relations program and are showing datedness in terms of their focus (on public relations), content (wikis, Facebook), examples used, etc.	

Certificate & Diploma Committee - Course Cancellation

Course Unit Value: 3 units

Insert Faculty Statement of Support.

Attach the Faculty's letter of support (either Associate Dean, or the Faculty advisor) to this form.
All documentation must be included in one file.

Department & Program Information (complete all fields):	
Department:	McMaster Continuing Education
Program Name:	Business Administration (BUS)
Name of Representative:	Michael Andich
Nature of Submission:	New courses
Effective Date:	02/05/2022
Submission Date:	15/02/2022
New Course Details (complete all fields):	
Course Title: Foundations of Intercultural Competency	
<p>Course Description:</p> <p>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, students will discover how they impact and influence personal and professional communities. The course will enable students to develop their capacity for self-reflection through building awareness and understanding of cultural norms and values and how these are reflected in their interactions with people within the workplace, organizations, and society in general.</p> <p>Note: This course already exists as part of Continuing Education's Certificate of Professional Learning in Intercultural Competency. The course code is ICL 101.</p>	
Course Title: Managing the Workforce of the Future	
<p>Course Description:</p> <p>For students who aspire to a management role, this course will prepare them for the radically different world of work brought upon as a result of many social, cultural, generational, and technological changes as well as those related to the post-pandemic world. Whether it's the challenge of leading a multi-generational and distributed/ remote workforce, adapting to constantly changing technologies or responding to economic, financial, political, social or environmental shifts, the manager of the future will have to have the knowledge and skills to be</p>	

Certificate & Diploma Committee - New Course Approval

nimble, adaptable and responsive. A cross-disciplinary approach will pull in the latest thinking from Management, HR, Marketing, Finance, Technology and other sectors and will highlight notable trends across business such as the digitally-enabled organization, humanizing the workplace, sustainability, employee engagement/retention, learning agility and others current and emerging trends.

Course Title: **Making Decisions, Managing Risk**

Course Description:

One of the great challenges in business today is the need to make informed decisions while simultaneously mitigating the risks inherent in responding quickly to changing conditions and driving growth in increasingly competitive markets, whether locally or globally. This course addresses risk management beyond the traditional, narrow insurance focus. Risk is inherent in every decision we make, so understanding why and how we perceive risk is critical. Furthermore, putting the risk in context, recognizing the cognitive biases we have, recognizing the barriers that hinder progress and understanding the financial and other implications can make the decision-making process more objective, fact-based and less mysterious. Students will explore a number of methods and techniques such as critical thinking, risk/benefit analysis, and heuristics to inform their decision-making, bolster their confidence and increase their effectiveness as managers or leaders.

Course Delivery: Outline the format of the course (i.e. in-class, online, blended)

All three courses may be delivered as in-person, virtual classroom, and online formats or as a combination (blended, hybrid). All courses will include instructor lectures, presentations, group discussions, and practical application activities.

Method of Evaluation: Describe the evaluation methods for the course, and provide a percentage breakdown (if applicable).

Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, individual or group projects, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants' level of competency in achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.

Course Unit Value: 3 units

List Course Pre-requisites (if applicable): n/a

Cross-listed courses (if applicable): n/a

Certificate & Diploma Committee - New Course Approval

Rationale: (outline the rationale for the course addition)

All three new courses are in response to a July 2020 **Business Administration Program Review** which recommended the replacement of dated or poor performing elective courses in favour of more topical courses. Many suggestions were made to refresh the mix of electives offered in the program, and these courses were found to be of broad appeal to a wide range of business students regardless of the focus of their studies, career trajectory, or future plans. All three of the proposed new courses address issues that appear 'in the news' almost daily and will continue to be salient for the foreseeable future given the effects of COVID on the world, the pace of change in the business world, the impact of disruptive technology, generational shifts in the workforce, climate change and other issues facing the modern manager.