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January 30, 2023

University Planning Committee  
Gilmour Hall, Room 210

Dear Members,

**Approval of the Global Nexus School for Pandemic Prevention and Response**

The Faculty of Health Sciences, Faculty Executive Committee has approved the attached proposal regarding the creation of the Global Nexus School For Pandemic Prevention And Response effective July 1, 2023.

Prior to approval at the Executive Committee, consultation occurred to determine the placement and scope of the School within the Faculty. The School has grown out of the 2021 Presidential Initiative - Canada's Global Nexus for Pandemics and Biological Threats. By positioning this initiative as a School, we are positioning it as a world-leading, evidenced-based, community-engaged, and solutions-driven innovation hub dedicated to ensuring that the world is better prepared for the arrival of future pandemics and biological threats. As a School, the Nexus will bring together scholars from across the University and broader community to work on a number of projects.

Similar to the School of BI&E created in 2022, this School will function as a hub and will provide a home base for newly created educational programs. The School will serve an important purpose within the Faculty and the broader university by providing visibility, access, coordination and awareness to for pandemic prevention and response, which in turn will benefit learners in a number of programs.

The School will be led by a Director as indicated in the attached proposal, and terms of reference for the position will be created once this recommendation is approved. The role will be managed at the Faculty level and will follow all university policies regarding appointments to leadership roles.

We are excited to have the opportunity to create this ground-breaking school which we fully expect will benefit McMaster and the broader community.

Thank you for considering this recommendation. If you need further information, please do not hesitate to contact me.

Yours sincerely,



Paul M. O'Byrne, MB, FRCPC, FRSC  
Dean and Vice President

POB/rc



PROPOSAL TO ESTABLISH THE GLOBAL NEXUS SCHOOL FOR  
PANDEMIC PREVENTION AND RESPONSE AT  
McMASTER UNIVERSITY

November 23, 2022

Global Nexus School for Pandemic Prevention and Response

Executive Summary

Pandemic awareness has increased worldwide since the emergence of COVID-19 in 2020, heightening the need for rapid responses to emerging infections, exposing the inequities in many communities, highlighting inadequate biomanufacturing capacity, and revealing the detrimental impact that infectious diseases can have on the global economy. Launched in 2021 as a Presidential initiative and building on decades of investment in infection and immunity research and training at McMaster, Canada's Global Nexus for Pandemics and Biological Threats has emerged as a leader in the collective response to COVID-19 and other infectious diseases. In this short time, our researchers have engaged in critical research resulting in the isolation of SARS-CoV-2 and the sequencing of variants in collaboration with Public Health authorities. Our researchers have also developed innovative technologies to improve and manufacture masks and other PPE, conducted Canada's largest clinical trial on convalescent plasma treatment, produced new and practical tests to detect the virus in asymptomatic carriers, and pioneered made-at-McMaster inhaled pan-COVID vaccines.

Building on the success and momentum of this initiative, we propose the establishment of the **Global Nexus School for Pandemic Prevention and Response**. The School's core principles are a commitment to interdisciplinarity and community engagement. While the School is a direct response to the COVID-19 pandemic, the research, education and training, and infrastructure that comprise the School can be deployed to address any infectious disease threat. It will contribute to other initiatives at McMaster and beyond, addressing large-scale societal challenges ranging from climate change to civil discourse.

Operating through a One Health lens, the Global Nexus School is positioned to become a world-leading, evidenced-based, community-engaged, and solutions-driven innovation hub dedicated to ensuring that the world is better prepared for the arrival of future pandemics and biological threats. This original approach to responsiveness, resilience, and readiness will foster interdisciplinary, intersectoral, and transnational collaboration with the potential for global impact. The Global Nexus School will embrace the complexity of infectious disease-related challenges by bringing together diverse communities, Indigenous scholars, and experts from all relevant disciplines and sectors — from clinicians, biochemists, and behavioral scientists to engineers, economists, and policymakers. Such a diversity of expertise coalescing around shared problems will lead to the generation and dissemination of impactful knowledge vital to future preparedness. The central tenets of the Global Nexus are to address challenges with **agility, collaboration**, and to have **impact** beyond the traditional measures of success in the Academy.



The Global Nexus School operates by the following mission and pillars (Figure 1):

**MISSION:** Building a world-leading innovation hub for pandemic prevention and response by training the next generation of interdisciplinary scholars, conducting world-class research, and translating knowledge to benefit individuals and communities.

**PILLARS**

**EDUCATION & TRAINING:** Supporting the emerging demands for infection and pandemic preparedness through innovative academic and training programs.

**RESEARCH AND INNOVATION:** Enabling rapid and effective evidence-based responses that strengthen individual and community resilience through knowledge of biological and societal systems.

**PARTNERSHIPS:** Cross-sector partnerships and collaborative training to support the delivery of solutions that maximize our readiness for pandemics.

**COMMUNITIES:** Work with Indigenous peoples and members of diverse communities on scholarship and knowledge for inclusive solutions and policies that foster health and prosperity.

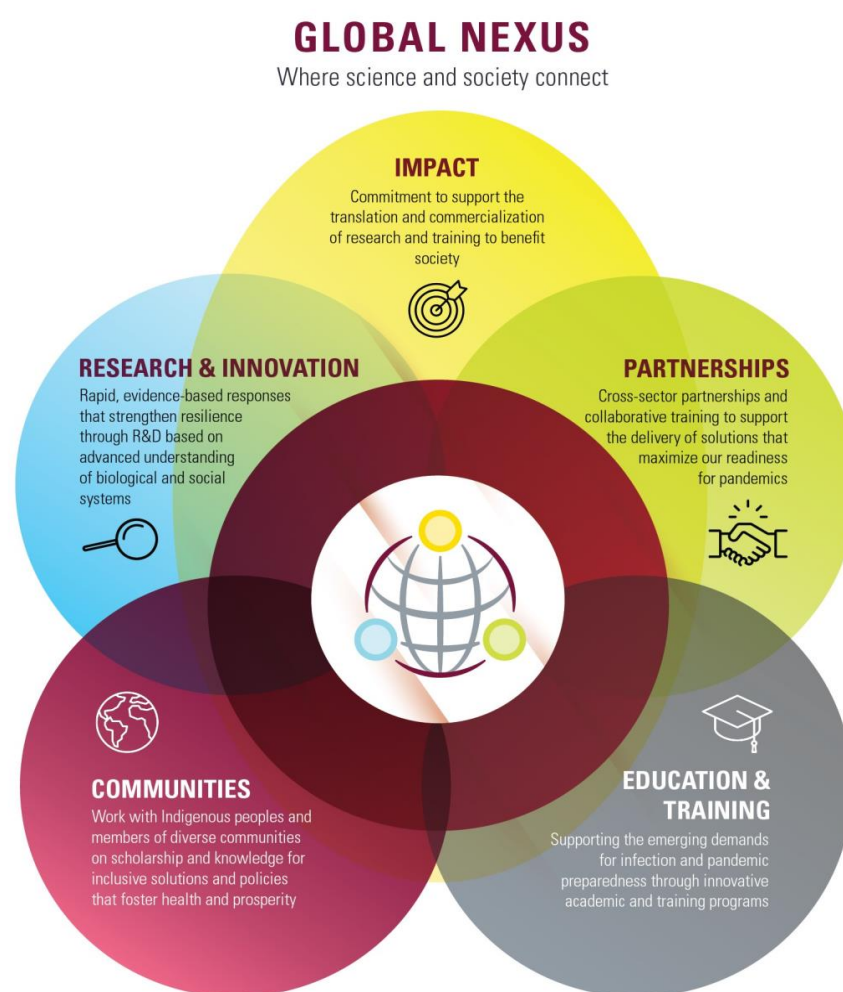
**IMPACT:** Commitment to support the translation and commercialization of research and training to benefit society.

Guided by the mission and pillars, the Global Nexus School will:

- Speak with clarity, based on evidence, to bridge gaps, solve problems, and inspire collaboration across communities, networks, partnerships, and countries to prevent and prepare for future pandemics.
- Share the various elements of our program with communities, policymakers, educators, and all stakeholders with evidence-based, effective, and concise communications.
- Forge research partnerships with Indigenous scholars and peoples and integrate Indigenous knowledge and pedagogy into our education and training programs.
- Create a world-class, purpose-built, one-of-a-kind facility that encourages interdisciplinary investigation and community outreach and attracts the best and the brightest from across the university, the country, and the world.
- Invest and support biomanufacturing infrastructure that is responsive to current and future needs.
- Build upon a foundation of scientific excellence that will focus on the biology of infectious diseases and their broader social, cultural, and economic implications. Our interdisciplinary teams will provide the data critical to understanding how to mitigate risk and how to best rebound when systems are overwhelmed and when tragedy strikes.
- Establish education and training programming unique to the Global Nexus that will offer, for example, micro-credentials, professional/executive programming, graduate and undergraduate programs, and summer training opportunities.



The Global Nexus is an innovation hub where research, education, community, and our partners work together in new ways (Figure 1). It's a model where trainees and scholars apply their talents and resources to respond to real-world problems. Our partnerships ensure access to the best global talent across many areas of expertise, allowing us to work with community members, especially those from marginalized communities, leading to solutions that build trust. The School is committed to accessibility, equity, diversity, and inclusion that better integrate the biomedical, economic, ethical, social, and political realities of the complex world of infectious diseases.



**Figure 1. The Global Nexus School is based on Five interdependent Pillars that provide a framework for governance and activities.**

## **1. Rationale for the Global Nexus School**

Currently, the Global Nexus initiative offers McMaster and its partnering communities a unique approach to pandemic preparedness driven by cutting-edge research and innovation.

Repositioned as a School within the University framework, the Global Nexus can leverage its diverse experts, their teams, and their research expertise to train the next generation of scientists and scholars, ensuring a responsive, resilient, and ready future. At the Global Nexus, social scientists, mathematicians, biochemists, ethicists, economists, clinicians, and humanists will join in preparing students and trainees for future threats, and co-developing solutions to the most intractable of challenges.

## **2. Comparators**

A thorough environmental scan revealed two Canadian programs with related goals and structure to the Global Nexus. These programs are the [McGill Interdisciplinary Initiative in Infectious Immunity \(I4\)](#), and the [Emerging & Pandemic Infectious Consortium \(EPIC\)](#) at the University of Toronto. Like the Global Nexus, MI4 is organized around a small set of core research themes. MI4 also has a programmatic interest in antimicrobial resistance (AMR.)

Internationally, the Pandemic Sciences Centre at the University of Oxford includes core institutes with a mission to create global, equitable, and science-driven solutions for pandemic preparedness. The Australian Institute for Infectious Disease (AIID) aims to prepare for pandemics at a new facility where closer ties to industry, interdisciplinary research, and improved training will result in better solutions.

The major differentiating factors are the Global Nexus' integration of engineering, social science, and humanities research, as well as its biomanufacturing capabilities and educational mandate. EPIC was launched during the pandemic to capitalize on the interest in infectious disease. Like MI4, EPIC is primarily centered around Health Sciences research and has no undergraduate programming.

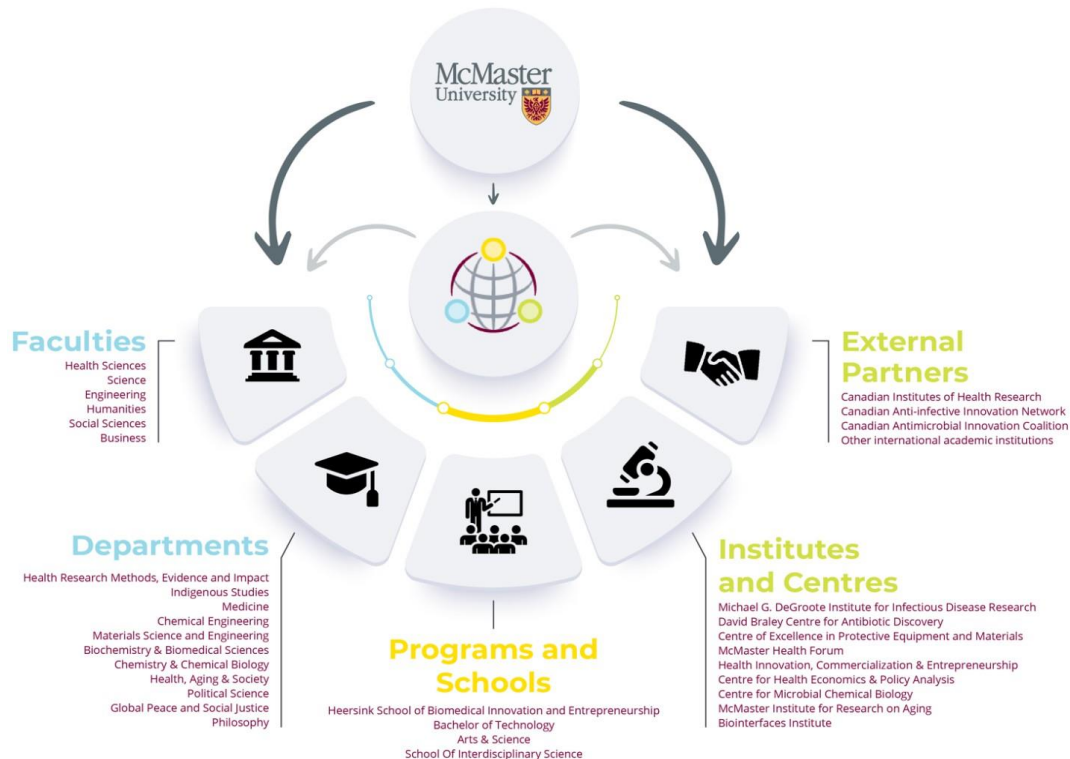
The One Health initiatives at the veterinary schools at the Universities of PEI, Guelph, and Saskatchewan also share some common goals with the Global Nexus. Through the Global Nexus, McMaster can provide mentorship and research opportunities outside of veterinary science to develop solutions to problems through our ethos of interdisciplinary collaboration.

In short, while there are other academic institutions in Canada and elsewhere working toward the goal of preventing the next pandemic through interdisciplinary research, the Global Nexus differentiates itself through its emphasis on the importance of Engineering, Humanities, and Social Sciences research, educational and training potential, and translation and commercialization of technologies for real-world impact.

### 3. Fit within the McMaster Framework

With interdisciplinary academic programming, an established collaborative research arm, and a wide range of institutional and external partnerships, the Global Nexus is uniquely positioned within the McMaster landscape. Indeed, because our students, faculty, and staff hail from every corner of the McMaster community — and because our mandates are built upon interdisciplinarity — the Global Nexus School will be woven into the fabric of all of McMaster's Faculties, Departments, Schools, Programs, Institutes, and Centres (Figure 2).

We are positioned to engage the best and brightest McMaster offers and expand the University's excellence in infectious disease innovation by engaging scholars beyond the biomedical realm — social scientists, economists, humanists, engineers, Indigenous scholars, and many others will be central to our success. We look forward to working with these colleagues as we develop the Global Nexus as a collaborative School within the McMaster framework.



**Figure 2. The Global Nexus School builds upon excellence and activities within and beyond McMaster's walls.**



#### **4. Foundational pillars of the Global Nexus School**

##### **4.1 Education & Training**

A fundamental principle of Global Nexus, interdisciplinary collaboration is core to the educational offerings currently under development. This initiative will unite colleagues across disciplines and Faculties to develop innovative training programs. A strategic academic plan for Global Nexus is now under development and will identify opportunities for collaborative educational offerings within McMaster University and beyond.

##### ***Undergraduate programs***

##### ***Interdisciplinary minor (in preparation)***

An interdisciplinary minor on *the Impact of Infectious Disease on Individuals and Society* is planned for Fall 2023. The minor's goal is to provide students with a comprehensive view of the scientific, social, political, and economic factors that are key to fighting infectious diseases and preventing pandemics. The minor includes courses from across McMaster's Faculties and provides sufficient course selection to interest students from many disciplines. Two core courses offered through the Global Nexus, NEXUS 2A03 and NEXUS 4A06, will provide a multi-disciplinary foundation for the minor. NEXUS 2A03 will be taught collaboratively by members of Global Nexus and will introduce all aspects of disease management and community response. NEXUS 4A06, the capstone project for the minor, will challenge students to use a multi-disciplinary approach to manage a hypothetical pandemic. Over the next 3-5 years, we will develop additional NEXUS courses that can be taken for credit toward the minor. This will allow us to build capacity toward a stand-alone Global Nexus undergraduate program.

##### ***Graduate Programs***

In collaboration with the Department of Biochemistry & Biomedical Sciences, the Global Nexus is working on a joint-PhD program with Lund University in Sweden. Graduates will receive a joint degree from Lund and McMaster after taking classes and completing research at both universities. We are in discussion with additional potential partners to develop further collaborative graduate research programs. These partnerships would allow students to perform collaborative research with internationally recognized institutions and potentially with government partners.

##### ***Post-PhD and Post-MD training opportunities***

One of the broader goals of Nexus is to provide a comprehensive training environment. We will develop training opportunities that prepare clinician-scientists and post-doctoral fellows for the next phase of their careers. For example, we will explore writing clinics, practice teaching, and organize mock academic interviews. We will develop programming for trainees aspiring to establish an independent research program or

work in a variety of leadership capacities. These programs would focus on management and training, financial planning, health and safety management, grant preparation, and incorporation of equity, diversity, and inclusion principles.

#### **Expansion of training programs**

As the strategic academic plan for Global Nexus is developed, we see opportunities for creating additional offerings such as certificate and micro-credential programs, summer schools, etc. An education and training advisory committee will work to expand training programs and ensure the development and maintenance of innovative, high-quality programs.

A Global Nexus undergraduate program is a natural progression from the interdisciplinary minor. We will work with the Provost and Deans to explore the development of an independent undergraduate program. We anticipate an enrolment target of approximately 60-80 students and see an opportunity for a follow-on professional master's program.

#### **Collaborative learning**

In addition to formal education programs, one of the goals of Global Nexus is to offer learning opportunities. In Fall 2022, the Global Nexus team will share information advances on inhaled vaccines with Public Health Ontario. This will be the first in a series of learning initiatives that members of the Global Nexus team will be leading for Public Health Ontario. As part of the strategic academic plan, Global Nexus will proactively seek training opportunities for internal McMaster University faculty, staff, and students, external executives, researchers, students, health care professionals, etc.

### **4.2 Research & Innovation**

Globally competitive research is one of the central pillars of the School. Our objective is to build on McMaster's reputation for interdisciplinary collaboration across all Faculties and Schools to address real-world pandemic and infection-related issues. The Research & Innovation pillar will be organized around research themes and engage in different activities, including annual seed funding competitions, support for trainees, and knowledge mobilization activities, including symposia, webinars, TED-like talks, media, and informative print and digital material for stakeholders, including government, community, donors, internal networks, and partners.

Core research themes include:

1. Infectious disease impacts across the lifespan
2. The disparate effects of infectious diseases on vulnerable populations
3. Information, context, and behaviors in responses to infectious diseases
4. New diagnostics, therapies, and vaccines to address emerging pathogens and antimicrobial resistance



Currently, our research teams are engaged in many knowledge mobilization activities, including:

1. *Global Nexus Conversations*: a recurring panel discussion with thought leaders and experts in various disciplines, mobilizing information that can be used to build on existing models of action for a better world
2. Editorials in response to issues of the day as they relate to pandemics
3. Symposia and other fora geared at informing and energizing researchers at McMaster about new areas of research and discovery. In October this year, Global Nexus hosted the “Antimicrobial Resistance at the Nexus of Science, Society, Commercialization, and Policy” symposium. The one-day meeting and workshop aimed to energize and inspire the McMaster community around important antimicrobial resistance themes beyond clinical and biomedical fields.

#### 4.3 Partnerships

Partnerships are being established with the Ontario Veterinary College at the University of Guelph to incorporate the concept of One Health into future research and solutions and with Public Health Ontario on joint public health initiatives. With the establishment of the Global Nexus School, the research pillar will actively form interdisciplinary teams to address emerging issues. Specifically, students from the program may interact with the different research groups, depending on their areas of interest. Additionally, faculty members may be invited to discuss their research in the program as guest lecturers. This kind of student and faculty engagement will continue to build on McMaster’s legacy of collaboration and cement its place as a highly ranked, research-intensive institution. Already, Global Nexus partners with several internal and external institutes, centers, and organizations (Figure 3).

#### Nexus Partnership Snapshot



**Figure 3. Current Global Nexus partnership agreements.**

#### **4.4 Communities**

Mutual learning and trust among diverse groups offer our best hope to prevent and respond to pandemics and other crises. The Global Nexus School will foster scholarship and knowledge mobilization that address the inequities that exist in society and impede progress. The School will seek out the participation of members of various communities impacted by infectious disease threats in programming and work to create solutions that reflect a commitment to reconciliation, accessibility, equity, diversity, inclusion, and anti-racism.

#### **4.5 Impact**

Critical objectives of the Global Nexus School are to support the development of new vaccines, diagnostics, and drug candidates; inform evidence-based policies; and rapidly work with partners to develop these products and knowledge. To realize these goals, the Global Nexus and its partners are working to enhance our enabling infrastructure that supports knowledge translation, including investment in biomanufacturing facilities. By increasing Canada's biomanufacturing capacity, the Global Nexus will serve as a hub for innovation where commercializing fundamental research outcomes is encouraged and supported.

Recognizing that mentorship and education are essential to success in knowledge translation, Global Nexus is partnering with the Heersink School of Biomedical Innovation and Entrepreneurship to ensure training for faculty, students, staff, and fellows in the commercialization of their discoveries. The School is committed to moving research, evidence, knowledge, and products along the development path to have an impact beyond the Academy.

### **1. Structure and Governance**

#### **5.1 Governance**

To address the need for reliable governance and agility in the face of disease outbreaks, Global Nexus will establish a core administrative team with guidance from a board of directors and an external scientific board of advisors. In addition, it will coordinate with several related research institutes, centers, industry liaisons, and academic units essential to fulfilling its mandate. The diagram ahead (Figure 4) illustrates *at a high level* how the Global Nexus will operate.

#### **5.2 Administration Mandates**

- Foster and coordinate with partners, networks, and resources to ensure that available supports are integrated, aligned with needs, strategically enhanced, and accessible
- Provide public-facing information regarding the Global Nexus, pandemics, and other infectious threats
- Convene stakeholders from across the world



- Measure and monitor progress and report on impact to the Office of the President
- Set and deploy training opportunities for members of the Global Nexus and partner organizations
- Manage the Nexus' business operations and finance to deliver on goals

### 5.3 Strategy and Execution

#### Research

Global Nexus priority research areas are supported by three faculty co-leads who play a critical role in identifying opportunities to develop and support new collaborative projects that have the potential to achieve significant impacts. The research theme co-leads will:

- identify and convene a group of McMaster experts who can help to achieve the purpose of Global Nexus research priorities
- convene regular meetings with these experts to track progress and identify next steps
- liaise with Global Nexus senior leadership to discuss how to best use infrastructure and support new collaborative projects

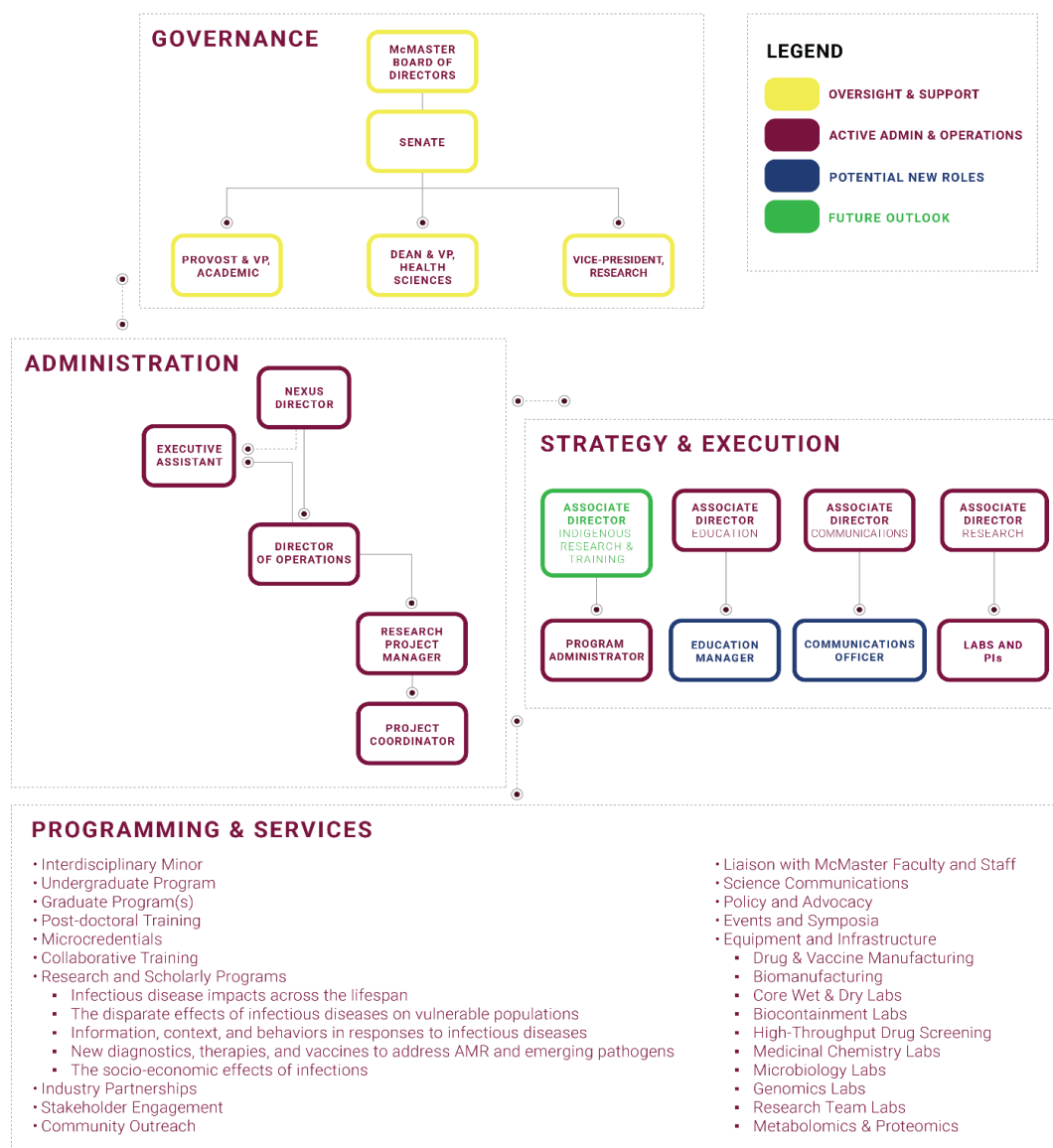
#### Education

The education strategy is supported by a faculty lead and a committee representing education innovators across McMaster. They identify and design training opportunities across the career path, including undergraduate and graduate programs, micro-credentialing, and professional designations.

#### Communication

Working with Faculty and University communications teams, Global Nexus Communicators will actively provide ongoing information to internal and external stakeholders and support knowledge translation and fundraising efforts. The communications team will:

- Develop and lead a comprehensive, proactive, creative, and integrated strategic communications plan customized to best serve Global Nexus goals by aligning communications with the strategic objectives of the School and the University
- Build awareness among McMaster University's faculty, students, staff, and alumni
- Create innovative opportunities to maximize reach to key external audiences



**Figure 4. High-level organizational structure as well as key programs and services facilitated by said structure.**



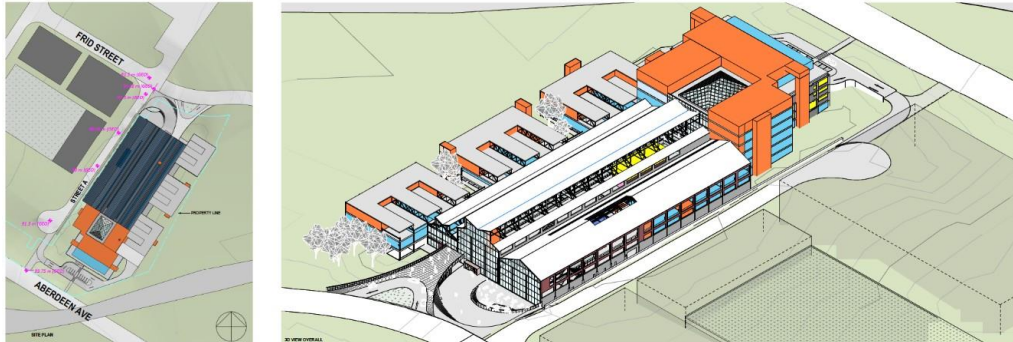
#### 5.4 Resources and Infrastructure

##### Space

The Global Nexus School for Pandemic Prevention and Response will eventually be based in a new facility purposely designed to foster the broad collaboration that is foundational to the School. The proposed location for this state-of-the-art facility is the McMaster Innovation Park (MIP), just two kilometers from the University's main campus. Here, the Global Nexus School will be part of a growing ecosystem of impact-focused groups ranging from start-up companies to manufacturers that will contribute significantly to the program's success, in turn allowing the program to contribute to broad economic growth through new jobs and infrastructure. The facility will be home to an array of connected experts from across the scientific, medical, social, economic, and political dimensions necessary to addressing crises like COVID-19. It will also include space for visiting researchers from across sectors, Canada, and the world.

At MIP, the Global Nexus will be established at the 'Glass Warehouse' (Figure 5), a former industrial site that will be sustainably rebuilt and feature:

- 220,000 sq. ft. of research space
  - Drug & Vaccine Manufacturing
  - Biomanufacturing Space
  - Core Wet & Dry Labs
  - Biocontainment Labs
  - High-Throughput Drug Screening
  - Medicinal Chemistry Labs
  - Microbiology Labs
  - Genomics Labs
  - Research Team Labs
  - Metabolomics & Proteomics
  - Partner laboratories, including government
- Academic and convening space
  - Purpose-designed space to foster interdisciplinary collaboration
  - Meeting rooms
  - Lecture halls
  - Administrative space
  - Trainee stations



**Figure 5. Rendering of the Glass warehouse at MIP and its redesign as the new home of the Global Nexus School for Pandemic Prevention and Response.**

#### **Financial Considerations**

Global Nexus will incur both capital and annual operating expenses.

#### **Capital Considerations**

The major capital expenditure will be the associated construction of the building at McMaster Innovation Park.

### **6. Operating and Sustainability**

#### **Annual Operating Costs**

Operating costs include faculty, programming, and administrative costs. Operating costs will be funded from Global Nexus revenues acquired from grants, government and philanthropic donors, education, licensing of intellectual property, and McMaster contributions.

#### **Government Support**

Over the past three years, McMaster has advocated for a direct investment of \$80 million from the federal government to be used as capital to develop and build the physical infrastructure to house Global Nexus. An additional \$20 million is being requested from the provincial government.

#### **Philanthropic Support**

The McMaster strategic plan and the Research for a Brighter World initiative are prioritizing Global Nexus. This support offers an avenue to generate philanthropic funding for the School. These funds can be deployed to support faculty (Chairs), trainees (scholarships), and programming and infrastructure (endowed or draw-down funds). Furthermore, there is an opportunity to direct funds to the construction of the building at MIP, thus minimizing the magnitude of capital financed through a developer base lease arrangement.



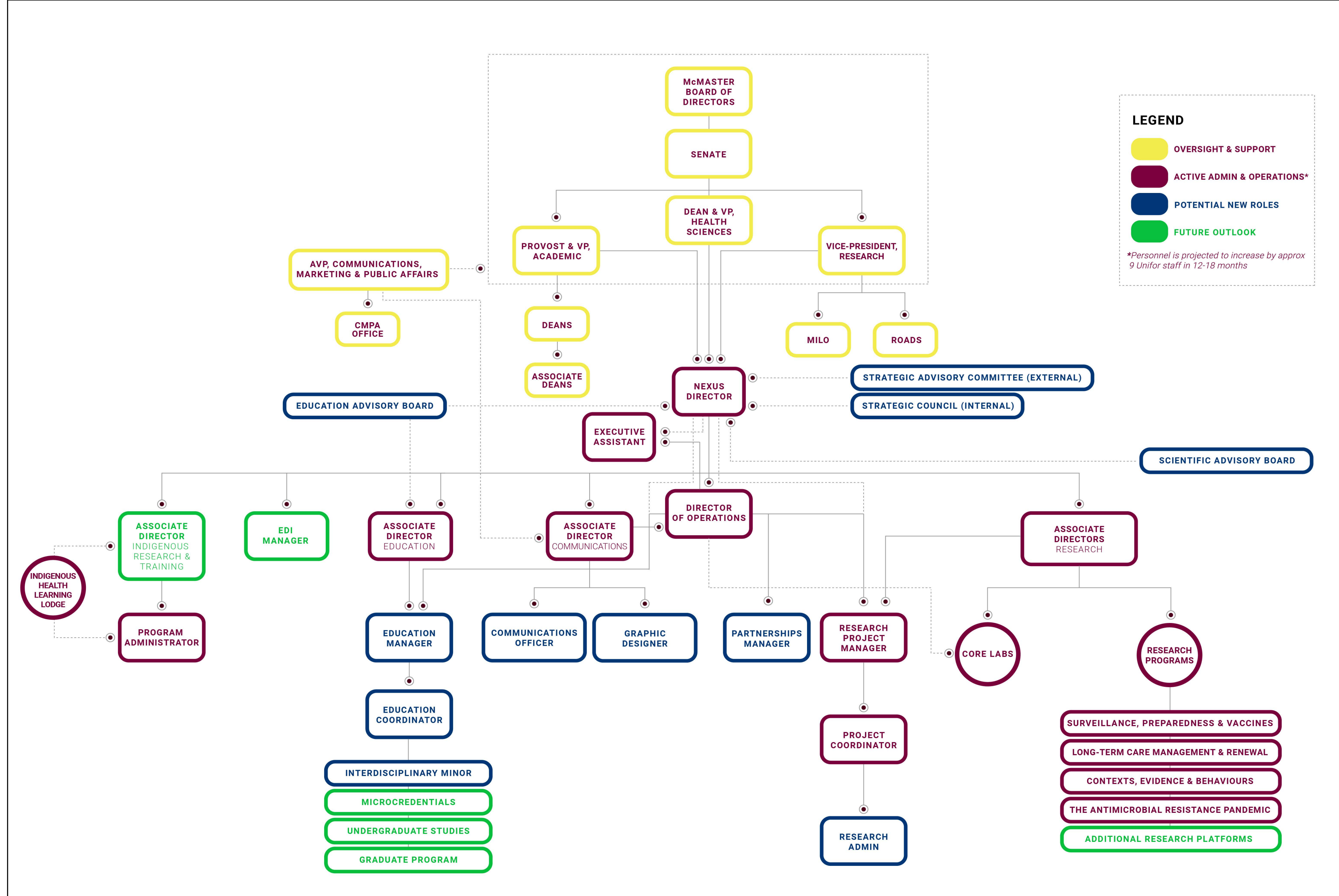
### Plan for Sustainability

Global Nexus will become self-sustaining, focusing on securing resources through existing research competitions and opportunities available provincially, nationally, and globally. Furthermore, contract research with our industrial partners, as well as protecting intellectual property and its commercialization, will be paramount. Global Nexus will continue to pursue philanthropic and institutional avenues to support its ongoing success.

To date, there has been a collective effort to secure funding. During this past year alone, applications have been submitted for CFI-IF for \$24,687,702; Canada First Research Fund (CFREF) for \$178M; and the Biosciences Research Infrastructure Fund (BRIF) — \$8.6 million in **BRIF funding has recently been awarded; an additional request of \$4,997,044 to the Ontario government is pending approval.** The BRIF funding will allow the Global Nexus to expand a Containment Level 3/2+ laboratory to support an internationally renowned team of experts researching new treatments, vaccines, and diagnostics. These applications represent a potential \$217,200,879 in support for infrastructure and operations.

The Global Nexus will also create a pipeline of skilled personnel, ensuring access to technology, assisting with the commercialization and licensing of intellectual property, and fostering partnerships. As the development of the education program continues, anticipated revenue from this stream is currently unknown, but has the potential to provide an ongoing source of funds. Consultations with senior management are ongoing.

With its global reputation for innovation, McMaster University is ideally positioned to lead a paradigm shift in research, learning, and community engagement through the Global Nexus School. The University's history of creating both problem-based learning, which transformed education in universities around the world, and evidence-based medicine, which is regarded as one of the most important innovations to shape modern medicine – demonstrates that McMaster can challenge convention and make a global impact. The viral vector COVID-19 vaccines that saved millions of lives worldwide were built upon vaccine technology invented at McMaster University 50 years ago. The Global Nexus School is an opportunity to build on this legacy and serve humanity for decades to come.



January 30, 2023

University Planning Committee  
Gilmour Hall, Room 210

Dear Members,

Re: Departmental Name Change

The Faculty of Health Sciences, Faculty Executive Committee has approved a request from the Department of Radiology to change the name of the department to the Department of Medical Imaging effective July 1, 2023.

The department has consulted widely with its members and has received almost unanimous (96%) support regarding the renaming. In a presentation to Faculty Executive Council, it was noted that the proposed name more accurately reflects the expanded academic discipline and aligns the department with similar departments in medical schools across the country. The Faculty Executive is in full support of this change.

Thank you for considering this recommendation. If you need further information, please do not hesitate to contact me.

Yours sincerely,



Paul M. O'Byrne, MB, FRCPC, FRSC  
Dean and Vice President

POB/rc

**REPORT TO UNIVERSITY PLANNING COMMITTEE**  
from the  
**UNDERGRADUATE COUNCIL**

**FOR APPROVAL**

**I. New Certificate of Completion Program**

At its meeting held on January 24, 2023, the Undergraduate Council approved, for recommendation to University Planning Committee, the proposal for the McMaster STEP Certificate Program. Details of the program are contained within the circulated materials.

Approval of this item is subject to approval by the University Student Fees Committee on February 7, 2023.

**a. McMaster STEP Certificate Program**

It is now recommended,

**that the University Planning Committee approve, for recommendation to Senate, the McMaster STEP Certificate Program, as set out in the attached.**

**II. Curriculum Revisions for Inclusion in the 2023-2024 Undergraduate Calendar**

At its meeting on December 13, 2022, Undergraduate Council approved, for recommendation to the University Planning Committee, one new program and major program revisions from the Arts & Science Program and the Faculty of Social Sciences, for inclusion in the 2023-2024 Undergraduate Calendar.

Approval of these items are subject to approval at the University Student Fees Committee on February 7, 2023.

**i. Arts & Science Program**

Combined Honours Program, Arts & Science and iArts (Integrated Arts)

**ii. Faculty of Social Sciences**

Honours Bachelor of Arts (B.A.) in Economics Co-op

Honours Bachelor of Arts (B.A.) in Work and Labour Studies Co-op

Honours Bachelor of Arts (B.A.) in Political Science Co-op

It is now recommended,

**that the University Planning Committee approve, for recommendation to Senate, the establishment of the *Combined Honours Program, Arts & Science and iArts (Integrated Arts)* for inclusion in the 2023-2024 Undergraduate Calendar, as set out in the attached.**

It is now recommended,

**that University Planning Committee approve, for recommendation to Senate, revisions to include the *Honours Bachelor of Arts (B.A.) in Economics Co-op* program, the *Honours Bachelor of Arts (B.A.) in Work and Labour Studies Co-op* program, the *Honours Bachelor of Arts (B.A.) in Political Science Co-op* program, for inclusion in the 2023-2024 Undergraduate Calendar, as set out in the attached.**

**University Planning Committee: FOR APPROVAL  
February 8, 2023**

### Certificate of Completion Program Proposal for Approval

Department & Program Information	
Program:	McMaster STEP Certificate Program
Course Name:	
Credential:	Certificate of Completion
Name of Representative:	Anna Moro/ Jackie Osterman in collaboration with the Faculty of Humanities
Effective Date:	July 2023
Date of Submission:	January 2023
Program Information:	
Program Overview	STEP is an intensive six-week (6.5 weeks including additional days for final testing) academic English bridging program designed for English Language Learners (ELLs) who wish to pursue their undergraduate studies at McMaster University and almost meet the university's proficiency requirements. The program is a full-time integrated skills program focused on developing academic language skills to help students transition into first-year undergraduate courses. STEP incorporates university preparatory skills and a variety of discipline-specific genres and tasks. While paying particular attention to aural comprehension and oral production skills, the program integrates the development of reading, writing and associated skills (e.g., vocabulary development).
Learning Objectives	<p>The STEP program aims to prepare students to function autonomously and effectively in an English-medium university environment. By engaging with the STEP program, students will:</p> <ol style="list-style-type: none"> <li>1. strengthen critical and analytical skills through readings, inquiry-based approaches, and reflective practice;</li> <li>2. enhance skills for developing general, academic, and discipline-specific vocabulary;</li> </ol>

	<ol style="list-style-type: none"> <li>3. deepen their understanding of English structure and grammar in academic contexts;</li> <li>4. implement the conventions of various academic modes of communication, such as discussions, papers, and presentations;</li> <li>5. reinforce their information literacy skills and learn to apply principles of academic integrity when summarizing, paraphrasing, and synthesizing;</li> <li>6. heighten academic survival skills – e.g., notetaking, time management, group work, test-taking, academic interactions, and understanding assignments;</li> <li>7. convey ideas effectively in various social and academic settings.</li> </ol>
Meeting Learning Objectives	The delivery formats and teaching methods are structured to have a maximum effect on achievement of the learning objectives. The STEP program includes over 200 hours of language training across 6 weeks, containing advanced training in all four language components. A variety of approaches will be used to support learning and meet objectives.
Program Admission Requirements	<p>Prospective students must meet language proficiency thresholds to be admitted to the STEP program. These language proficiency thresholds are articulated in terms of the International English Language Testing System (IELTS).</p> <p>To receive a conditional offer to the STEP program, students must achieve a minimum overall IELTS score of 6.5 and a minimum score of 6.0 on the Reading and Writing Subtests, and must score a minimum of 5.5 on one or both of the Speaking and Listening subtests.</p>
Program Pre-requisites	To be admitted to this program, students must complete the IELTS and achieve the above-mentioned scores in each section of the IELTS outlined in the program admission requirements section.
Program Completion Requirements	Over the six weeks of the program, students will have 35 contact (i.e. classroom) hours per week, and some additional work outside of class (at least 3 hours). It is anticipated that full attendance will ensure roughly 38 hours of language learning weekly, for a total of

	over 220 hours across the program. The minimum required attendance is 90%, which ensures over 200 hours of language learning. After the six-week program, students will be tested for 2-3 days to ensure minimum thresholds in each language category are achieved.
Program Delivery Format	The program will be delivered in-person.
Student Evaluations (Grading Process)	Students will receive a Pass/Fail grade based on completed program activities and attendance.
Program Evaluation	Students will complete an evaluation to assess content, delivery, materials, method of evaluation, and instruction.
Program Instruction	Selection of program facilitators will be based on academic qualifications, previous teaching experience, demonstrated teaching excellence, and a Teachers of English as a Second Language (TESL) Ontario Certification.
<b>Course Details:</b>	
N/A	



**ARTS & SCIENCE PROGRAM**

**UNDERGRADUATE CURRICULUM REPORT TO**

**UNDERGRADUATE COUNCIL**

**FOR THE 2023-2024**

**UNDERGRADUATE CALENDAR**

**17 November 2022**

## REPORT TO SENATE

### ARTS & SCIENCE PROGRAM SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2023-2024

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the November 2022 Arts & Science Program Report to Undergraduate Council for changes to the 2023-2024 Undergraduate Calendar, found at <https://artsci.mcmaster.ca/app/uploads/2022/11/2023-24-Arts-Science-Undergraduate-Curriculum-Report-FINAL-17-Nov.-2022.pdf>.

#### **NEW PROGRAMS:**

##### **COMBINED HONOURS PROGRAM, ARTS & SCIENCE AND IARTS (INTEGRATED ARTS)**

*Rationale: This new combined honours option, developed jointly with the School of the Arts (Faculty of Humanities), has been added to the list of Arts & Science combined honours programs. It aligns with the School of the Arts' roll out of the iArts (Integrated Arts) program.*

##### **Honours Arts & Science and iArts (Integrated Arts)**

###### **ADMISSION**

Completion of Arts & Science I with a grade point average of at least 6.0. Completion of IARTS 1PA3 or IARTS 1PB3 and a minimum grade of C in one course from the following list: IARTS 1HA3, IARTS 1CR3, IARTS 1T03, IARTS 1BD3, IARTS 1SS3.

###### **NOTES:**

1. Six units from the following list are required: ARTSSCI 3B03, 3BB3, one of 3RL3/3S03. Students who choose to take ARTSSCI 3RL3 or 3S03 may only use one of those courses towards satisfying 3 units of the requirement. Students are encouraged, however, to take additional units from this list as an elective.
2. Twelve units of Upper-Level Inquiry beyond Level I are required. Of these 12 units, only 3 units can come from Level III Inquiry courses (ARTSSCI 3C03, 3CL3, 3CU3, 3EH3, 3GJ3, 3TR3); at least 9 units of Level IV Inquiry courses (ARTSSCI 4CB3, 4CD3, 4CF3, 4CI3, 4CP3, 4CT3, 4DS3, 4EP3, 4HS3, 4LI3, 4LT3, 4ST3, 4VC3) are required. Additional units of Upper-Level Inquiry may be included as an elective with the permission of the Director.
3. One of ARTSSCI 4A06 or 4C06 may be taken as an elective.

###### **COURSE LIST 1**

BIOLOGY 1A03, 1M03; CHEM 1A03, 1AA3; EARTHSC 1G03; ENVIRSC 1C03; PSYCH 1XX3

###### **COURSE LIST 2**

IARTS 2AD3, 2AS3, 2CC3, 2CD3, 2DE6, 2DP3, 2EP3, 2ER3, 2FA3, 2ME3, 2MP3, 2OP3, 2PP3, 2SP3, 2US3

###### **COURSE LIST 3**

IARTS 3AD3, 3BA3, 3CE3, 3CH3, 3CP3, 3CW3, 3DA3, 3EC3, 3FI3, 3FO3, 3GE3, 3IA3, 3ID3, 3IM3, 3IN3, 3IP3, 3LC3

###### **REQUIREMENTS**

*120 units total (Levels I-IV), of which 48 units may be Level I*

24 units ARTSSCI 1A03, 1AA3, 1B03, 1BB3, 1C06, 1D06

3 units from IARTS 1PA3 or 1PB3

3 units from IARTS 1HA3, 1CR3, 1T03, 1BD3, 1SS3

6 units from Course List 1 (requirement must be completed by the end of Level II)

18 units ARTSSCI 2A06, 2D06, 2E03, 2R03

6 units from ARTSSCI 3B03, 3BB3, one of 3RL3/3S03 (See Note 1)

3 units Level III or IV ARTSSCI Inquiry (see Note 2)

9 units Level IV ARTSSCI Inquiry (see Note 2)

3 units IARTS 2PC3 or 2PD3

9 units from Course List 2

3 units IARTS 3PE3

12 units from Course List 3

3 units IARTS 4PF3

6 units Level IV IARTS Investigations Courses or IARTS 4C06

12 units Electives

#### **PROGRAM CLOSURES:**

##### **Honours Arts & Science and Art History**

*Rationale: The School of the Arts is phasing out the Honours Art History degree as it implements the Honours degree in iArts. As such, Arts & Science will no longer offer the Combined Honours in Arts & Science and Art History.*

##### **Honours Arts & Science and Theatre & Film Studies**

*Rationale: The School of the Arts is phasing out the Honours Theatre & Film Studies degree as it implements the Honours degree in iArts. As such, Arts & Science will no longer offer the Combined Honours in Arts & Science and Theatre & Film Studies.*

#### **MAJOR REVISIONS:**

N/A. Minor updates and revisions to established combined honours programs will be determined with the relevant programs and posted on the Arts & Science website (<http://artsci.mcmaster.ca>).

**Faculty of Social Sciences**  
Undergraduate Curriculum Report to  
Undergraduate Council  
FOR THE 2023-2024 UNDERGRADUATE  
CALENDAR

Approved  
by  
The Faculty of Social Sciences  
Faculty Council

November 17, 2022

**REPORT TO SENATE**  
**FACULTY OF SOCIAL SCIENCES**

**SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2023-2024**

Below is the summary of substantive curriculum changes being proposed by the Faculty of Social Sciences. For complete review of all of the changes, please refer to the November 2022 Faculty of Social Sciences Report to Undergraduate Council for changes to the 2023-2024 Undergraduate Calendar, found on SharePoint: [Faculty of Social Sciences Undergraduate Curriculum Report for 2023\\_2024\\_Nov2022.docx](#)

**1.0 NEW PROGRAMS: N/A**

**2.0 PROGRAM CLOSURES: N/A**

**3.0 MAJOR REVISIONS:**

- 3.1** Introduction of a new Co-op Option for the Honours Economics (B.A.) by the Department of Economics as follows:

**Honours Economics Co-op (B.A.)  
Admission**

**Enrollment in this program option is limited.** Admission is by selection and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement and an interview but requires, as a minimum, completion of any Level I program with a Grade Point Average of at least 5.0 including an average of at least 5.0 in ECON 1B03 (or 1BX3) and 1BB3 (or 1BA3) and completion of one of ECON 1ME3, MATH 1MM3, 1A03, 1LS3. For continuation in program, see the section on *Minimum Requirement for Entering and Continuing in a Program Beyond Level I*.

**Admission Notes**

1. Students who intend to apply for this program option must follow the application instructions as found on the Social Sciences Co-op web site. Students who are unable to access this web site must consult the Social Sciences Co-op team in the Office of the Associate Dean Academic prior to the application deadline.
2. All applications for admission to the Co-op program option are considered annually and must be made directly to the Social Sciences Co-op team by March 1 for the Fall/Winter term.
3. Applications that are submitted after the March 1 deadline will not be considered.

4. Offers of acceptance cannot be deferred.
5. Students who have not completed ECON 1ME3 are recommended to complete one of Grade 12 Mathematics of Data Management, STATS 1LL3, STATS 1L03, or COMMERCE 1DA3.

#### Program Notes

1. The standard duration of this program option is five (5) years. For information, see the Social Sciences Co-op website.
2. Co-op program options in the Faculty of Social Sciences follow an alternating sequence of work terms and academic terms. Students are required to enroll in at least one full-time academic term consisting of at least 9 units between any two work terms. Each student's sequence of work and academic terms must end with a final academic term. For information on permitted and recommended work term sequences compatible with scheduled course offerings in this program option, see the Social Sciences Co-op website.
3. Co-op work terms are components of the program involving full-time, paid work-integrated learning opportunities, typically secured through a job search process. Students on work term are enrolled in a zero-unit course (i.e. SOCSCI 2WT0, 3WT0, 4WT0) and are considered enrolled at the university.
4. Students may take a maximum of 3 units during a work term, with the written permission of the work term supervisor.
5. Completion of SOCSCI 2EL0 in Fall Term of Level II or in Spring/Summer Term following Level I is strongly recommended in order for students to meet the requirements of Social Sciences 2JS1 and eligibility for job search access.
6. COMMERCE 2FA3 may be substituted for ECON 2I03 and COMMERCE 2QA3 may be substituted for ECON 2B03. Students with prior credit in a statistics course recognized as an alternative to ECON 2B03 are exempt from this requirement. Those students can take ECON 3EE3 (formerly 3U03) only if they achieved a grade of at least B+ in an alternative statistics course. There is no such grade requirement for ECON 3E03 (formerly 3WW3). See ECON 3EE3 (formerly 3U03) in the *Course Listings* section of this Calendar for a list of recognized alternative statistics courses.
7. Students interested in an M.A. in Economics should take ECON 3EE3 (formerly 3U03) and consider the Specialist Option.
8. MATH 1MM3 (or 1M03) is required for any student planning to transfer into Commerce and strongly recommended for any student with a Minor in Business or Finance.

#### Requirements

120 units total (Levels I to IV), of which 48 units may be Level I

30 units

from

- the Level I program completed prior to admission to the program. (See *Admission* above.)

6 units

- ECON 2Z03 - Intermediate Microeconomics I
- ECON 2ZZ3 - Intermediate Microeconomics II

1 course

- SOCSCI 2EL0 - Career Preparation in the Social Sciences.

12 units

- ECON 2B03 - Analysis of Economic Data
  - ECON 2H03 - Intermediate Macroeconomics I
  - ECON 2HH3 - Intermediate Macroeconomics II
  - ECON 4A03 - Honours Economic Analysis
- (See *Notes 2 and 3* above)

24 units

Levels II, III, IV Economics with no more than six units from the following courses

- ECON 2A03 - Economics of Labour-Market Issues
  - ECON 2C03
  - ECON 2D03 - Economic Issues
  - ECON 2E03
  - ECON 2F03
  - ECON 2I03 - Financial Economics
  - ECON 2J03 - Environmental Economics
  - ECON 2N03 - Public Policy Toward Business
  - ECON 2P03 - Economics of Professional Sports
  - ECON 2Q03 - Economics of Bad Behaviour
  - ECON 2T03 - Economics of Trade Unionism and Labour
- (See *Note 2* above.)

3 units

from

- ECON 3EE3 - Econometrics I
  - ECON 3E03 - Applied Econometrics
- (See *Notes 3 and 4* above.)

3 units

from

1. ECON 4F03 - Methods of Inquiry in Economics
2. ECON 4FF3 - Research Methods in Economics

3 units

- SOCSCI 2JS1 -Co-op Job Search I
- SOCSCI 3JS1 -Co-op Job Search II
- SOCSCI 4JS1 - Co-op Job Search III

Work Terms

- SOCSCI 2WT0 - Social Sciences Co-Op Work Term

- SOCSCI 3WT0 - Social Sciences Co-Op Work Term
  - SOCSCI 4WT0 - Social Sciences Co-Op Work Term
- 39 units
- Electives. Note: The number of units of Economics courses above Level I (excluding ECON 2B03, 3E03 and 3EE3) must not exceed 60

### 3.2 Introduction of a new Co-op Option for the Honours Work and Labour Studies (B.A.) by the Department of Labour Studies as follows:

#### **Honours Work and Labour Studies Co-op (B.A.)**

##### **Admission**

**Enrollment in this program option is limited.** Admission is by selection and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement and an interview but requires, as a minimum, completion of any Level I program with a Grade Point Average of at least 5.0 including a grade of at least C in one of WORKLABR 1A03, 1D03, 1E03 (or LABRST 1D03, 1E03, 1A03 or 1C03; see *Note 2* below). For continuation in the program, see *Minimum Requirements for Entering and Continuing in a Program Beyond Level I* in the Faculty of Social Sciences Academic Regulations.

##### **Notes**

1. Students who intend to apply for this program option must follow the application instructions as found on the Social Sciences Co-op web site. Students who are unable to access this web site must consult the Social Sciences Co-op team in the Office of the Associate Dean Academic prior to the application deadline.
2. All applications for admission to the Co-op program option are considered annually and must be made directly to the Social Sciences Co-op team by March 1 for the Fall/Winter term.
3. Applications that are submitted after the March 1 deadline will not be considered.
4. Offers of acceptance cannot be deferred.
5. Students who have who have completed only 3 units of Level I Work and Labour Studies (or Labour Studies) will be required to complete 3 more units of Level I Work and Labour Studies during their Level II year.
6. Students may not transfer to another Work and Labour Studies program except by the normal application process.

##### **Program Notes**

1. The standard duration of this program option is five (5) years. For information, see the Social Sciences Co-op website.



2. Co-op program options in the Faculty of Social Sciences follow an alternating sequence of work terms and academic terms. Students are required to enroll in at least one full-time academic term consisting of at least 9 units between any two work terms. Each student's sequence of work and academic terms must end with a final academic term. For information on permitted and recommended work term sequences compatible with scheduled course offerings in this program option, see the Social Sciences Co-op website.
3. Co-op work terms are components of the program involving full-time, paid work-integrated learning opportunities, typically secured through a job search process. Students on work term are enrolled in a zero-unit course (i.e. SOCSCI 3WT0, 4WT0, 5WT0) and are considered enrolled at the university.
4. Students may take a maximum of 3 units during a work term, with the written permission of the work term supervisor.
5. Completion of SOCSCI 2EL0 in Fall Term of Level II or in Spring/Summer Term following Level I is strongly recommended in order for students to meet the requirements of Social Sciences 2JS1 and eligibility for job search access.
6. Students who complete a six-unit Research Methods/Statistics course will reduce their elective component by three units.
7. Students who have completed LABRST 4D03 need not complete WORKLABR 4C03 or LABRST 4E03.
8. Students are encouraged to consult the School of Labour Studies website at: <http://www.labourstudies.mcmaster.ca>.

#### Course List 1

- COMMERCE 1BA3 - Organizational Behaviour (or 2BA3)
- COMMERCE 4BC3 - Collective Bargaining
- LABRST 2H03
- LABRST 2M03
- LABRST 3A03
- LABRST 3B03
- LABRST 3C03
- LABRST 3D03
- LABRST 3E03
- LABRST 3K03
- LABRST 3L03
- LABRST 3P03
- LABRST 3T03
- LABRST 4J03
- SOCWORK 2BB3 - Anti-Oppressive Social Work or any 3rd or 4th level Social & Political Context of Social Work courses offered by the School of Social Work. Eligible to count for Level II or above.
- SOCWORK 2CC3 - Introduction to Community Practice

Note: While student can use this course to fulfill Work and Labour Studies requirements, and while the content is salient to Work and Labour Studies students, this course has a social work focus.

- WOMENST 2A03
- WORKLABR 2A03 - Unions in Action
- WORKLABR 2G03 - Labour and Globalization
- WORKLABR 2H03 - Sports, Work and Labour
- WORKLABR 2J03 - Work and Racism
- WORKLABR 2M03 - Pop Culture, Media and Work
- WORKLABR 2W03 - Human Rights and Social Justice
- WORKLABR 3A03 - Economics of Labour Market Issues
- WORKLABR 3B03 - Economics of Trade Unionism and Labour
- WORKLABR 3C03 - Labour and Employment Law
- WORKLABR 3D03 - Work: Dangerous to your Health?
- WORKLABR 3E03 - Gender, Sexuality and Work
- WORKLABR 3K03 - On the Move: Workers in a Global World
- WORKLABR 3L03 - Labour Policy and Advocacy
- WORKLABR 3M03 - Theoretical Approaches to Work and Labour Studies
- WORKLABR 3P03 - Workers' Resistance - Past and Present
- WORKLABR 3Q03 - Community Engaged Research
- WORKLABR 4J03 - Independent Study

#### Course List 2

- COMMERCE 2BC3 - Human Resource Management and Labour Relations
- ECON 2F03
- ECON 2K03 - Economic History of Canada
- ECON 2N03 - Public Policy Toward Business
- HLTH AGE 3J03
- HISTORY 3W03 - Women in Canada and the U.S. to 1920
- HISTORY 3WW3 - Women in Canada and the U.S. from 1920
- POLSCI 3D03
- POLSCI 3E03
- POLSCI 3EE3 - International Relations: North-South
- POLSCI 3F03
- SOCIOLOG 2E06 A/B
- SOCIOLOG 2I03
- SOCIOLOG 2Q06 A/B
- SOCIOLOG 2R03 - Perspectives on Social Inequality
- SOCIOLOG 2RR3 - Case Studies of Social Inequality
- SOCIOLOG 2V06 A/B

#### Social and Political Context of Social Work Course List

- SOCWORK 3B03
- SOCWORK 3C03 - Social Aspects of Health and Illness
- SOCWORK 3H03
- SOCWORK 3I03 - Social Work and Indigenous Peoples
- SOCWORK 3O03 - Social Work and Sexualities

- SOCWORK 3Q03
- SOCWORK 3S03 - Social Work, Disability and Dis/Ableism
- SOCWORK 3T03 - Poverty and Homelessness
- SOCWORK 4B03
- SOCWORK 4C03 - Critical Perspectives on Race, Racialization, Racism and Colonialism in Canadian Society
- SOCWORK 4G03 - Selected Topics
- SOCWORK 4I03
- SOCWORK 4L03
- SOCWORK 4QQ3 - Indigenizing Social Work Practice Approaches
- SOCWORK 4R03 - Feminist Approaches to Social Work and Social Justice
- SOCWORK 4SA3 - Critical Child Welfare: From Theory to Practice\*
- SOCWORK 4SB3\*
- SOCWORK 4U03 - Immigration, Settlement and Social Work
- SOCWORK 4W03 - Child Welfare
- SOCWORK 4Y03 - Critical Issues in Mental Health & Addiction: Mad & Critical Disability Studies Perspectives for SW

*\*only open to those students in a Social Work program*

#### Requirements

*120 units total (Levels I to IV), of which 48 units may be Level I*

30 units  
from

- the Level I program completed prior to admission to the program  
(See Admission above.)

1 course

- SOCSCI 2EL0 - Career Preparation in the Social Sciences.

9 units  
from

- LABRST 2A03
- LABRST 2G03
- LABRST 2J03
- LABRST 3M03
- LABRST 3Q03
- WORKLABR 2A03 - Unions in Action
- WORKLABR 2G03 - Labour and Globalization
- WORKLABR 2J03 - Work and Racism
- WORKLABR 3M03 - Theoretical Approaches to Work and Labour Studies
- WORKLABR 3Q03 - Community Engaged Research

21 units  
from

- Course List 1, where at least nine units must be selected from Levels III or IV courses

3-6 units  
from

- *Course List 2*

3 units  
from

- SOCSCI 2J03 - Introduction to Statistics or
- an equivalent Research Methods/Statistics course as prescribed by the other Social Sciences Programs. (See *Note 4* above.)

3 units

- SOCSCI 2JS1 -Co-op Job Search I
- SOCSCI 3JS1 -Co-op Job Search II
- SOCSCI 4JS1 - Co-op Job Search III

Work Terms

- SOCSCI 2WT0 - Social Sciences Co-Op Work Term
- SOCSCI 3WT0 - Social Sciences Co-Op Work Term
- SOCSCI 4WT0 - Social Sciences Co-Op Work Term

9 units  
from

- ENVSOCTY 4LE3 - Geographies of the North American Political Economy
- LABRST 4C03
- LABRST 4F03
- LABRST 4G03
- LABRST 4H03
- WORKLABR 4C03 - Public Sector Collective Bargaining
- WORKLABR 4F03 - Work and the Environment
- WORKLABR 4G03 - Advanced Topics in Work and Labour Studies
- WORKLABR 4H03 - Working Precariously: Labour Strategies, Labour  
Renewal  
(See *Note 5* above.)

0-3 units  
from

- LABRST 1C03
- LABRST 1D03
- LABRST 1E03
- WORKLABR 1A03 - An Introduction to Work and Labour in Canada
- WORKLABR 1D03 - Technology and the Future of Work
- WORKLABR 1E03 - Navigating the World of Work  
(See *Notes 2 & 6* above.)

39-42 units

- Electives, of which at least six units must be taken from outside of Work and Labour Studies

- 3.3** Introduction of a new Co-op Option for the Honours Political Science (B.A.) by the Department of Political Science as follows:

**Honours Political Science Co-Op (B.A.)**

**Admission**

Enrollment in this program option is limited. Admission is by selection and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement and an interview but requires, as a minimum, completion of any Level I program with a Grade Point average of at least a 5.0 including a grade of C or greater in one of POLSCI 1AA3 or 1AB3 (or 1G06 A/B). Students are strongly encouraged to complete POLSCI 1AB3 in Level I (See Admission Note 5 below). For continuation in the program, see Minimum Requirements for Entering and Continuing in a Program Beyond Level I.

Information about this program and about co-op policies and procedures can be obtained from the Social Sciences Co-op team in the Office of the Associate Dean Academic.

**Admission Notes**

1. Students who intend to apply for this program option must follow the application instructions as found on the Social Sciences Co-op web site. Students who are unable to access this web site must consult the Social Sciences Co-op team in the Office of the Associate Dean Academic prior to the application deadline.
2. All applications for admission to the Co-op program option are considered annually and must be made directly to the Social Sciences Co-op team by March 1 for the Fall/Winter term.
  3. Applications that are submitted after the March 1 deadline will not be considered.
  4. Offers of acceptance cannot be deferred.
  5. Completion of POLSCI 1AB3 by the end of Level I is strongly recommended in order for students to meet the prerequisite for POLSCI 2NN3.

**Program Notes**

1. The standard duration of this program option is five (5) years. For information, see the Social Sciences Co-op website.
2. Co-op program options in the Faculty of Social Sciences follow an alternating sequence of work terms and academic terms. Students are required to enroll in at least one full-time academic term consisting of at least 9 units between any two work terms. Each student's sequence of work and academic terms must end with a final academic term. For information on permitted and recommended work term sequences compatible with scheduled course offerings in this program option, see the Social Sciences Co-op website.

3. Co-op work terms are components of the program involving full-time, paid work-integrated learning opportunities, typically secured through a job search process. Students on work term are enrolled in a zero-unit course (i.e. SOCSCI 3WT0, 4WT0, 5WT0) and are considered enrolled at the university.
4. Students may take a maximum of 3 units during a work term, with the written permission of the work term supervisor.
5. Completion of SOCSCI 2EL0 in Fall Term of Level II or in Spring/Summer Term following Level I is strongly recommended in order for students to meet the requirements of Social Sciences 2JS1 and eligibility for job search access.
6. Students should be alerted to those Levels II and III courses that are required to qualify for a number of Level IV courses. Students who wish to enter courses but who lack the necessary prerequisites must obtain the permission of the instructor.
7. POLSCI 2NN3, 3NN3 and POLSCI 2O06 A/B are required for students enrolled in Honours Political Science programs, including the Co-op option, and they are recommended for students in the B.A. program.
8. Students may take a maximum of 12 units of Level IV Political Science and will be removed from any excess units of Level IV Political Science unless permission is granted by the Department. Additional units of Level IV Political Science may not be used as electives.

#### Requirements

120 units total (Levels I to IV), of which 48 units may be Level I

30 units  
from

- The Level I program completed prior to admission to the program (See Admission above.)

1 course

- Social Sciences 2EL0: Career Preparation in the Social Sciences.

6 units

- POLSCI 2O06 A/B - Political Theory

24 units

- Levels II, III Political Science of which a maximum of 15 units may be Level II; including at least one course from the Canadian Politics Field of Study

12 units

- Level IV Political Science (See Program Note 8 above.)

6 units

- POLSCI 2NN3 - Politics by Design and
- POLSCI 3NN3 - Statistical Analysis of Primary Data

0-3 units

- POLSCI 1AA3 - Government, Politics, and Power
  - POLSCI 1AB3 - Politics and Power in a Globalizing World
- If not completed in Level 1 (See Admission Note 5)

3 units

- Social Sciences 2JS1: Co-op Job Search I
  - Social Sciences 3JS1: Co-op Job Search II
  - Social Sciences 4JS1: Co-op Job Search III
- Work Terms
- Social Sciences 3WT0: Social Sciences Co-Op Work Term
  - Social Sciences 4WT0: Social Sciences Co-Op Work Term
  - Social Sciences 5WT0: Social Sciences Co-Op Work Term
- 36-39 units
- Electives, of which no more than 18 units may be from Political Science (the maximum Political Science courses to be taken is 66 units)

**Justification for 3.1-3.3:** Co-op programs are highly effective at assisting a student's transition to the workforce and enhancing overall career success. Co-op program options are identified as a priority in the Faculty of Social Sciences Strategic Plan, will contribute to the President's Institutional Priorities and Strategic Framework, and meet the institution's SMA3 metrics. A co-op program option will help students develop a greater understanding of their career options, enable them to articulate their skills and experiences to potential employers, and give them experience in the workplace that will ultimately enhance job placement rates for our graduates. Further, co-op program options will positively impact the quality of applicants to the Faculty of Social Sciences (e.g., higher entrance average) and further enhance the quality and reputation of our degree programs. At university recruitment events, representatives of the FSS are regularly asked if we have a co-op option for our programs, so both prospective students and their parents recognize the value of co-op programs in undergraduate education. The co-op program options also complement investments the Faculty of Social Sciences is making in career services for our students.

Our co-op offerings will start with three departments/schools in the FSS (Economics, Political Science, and Labour Studies) that have indicated interest in a co-op program option. This will enable us to develop core program infrastructure and processes with a manageable set of departments and establish the resources needed for a program before scaling it up to include other departments/programs in the Faculty.

The course requirements for these new Honours B.A. Co-op program options remain the same as the Honours B.A. versions of the programs. Additional courses (SOCSCI 2EL0, 2JS1, 3JS1, 4JS1) have been added to each co-op option to support co-op students in preparing for the workforce and managing the co-op job search process during an academic term.

#### 3.4 Introduction of a new Specialist Option for the Honours Social Psychology (B.A.) by the Honours Social Psychology Program as follows:

### **Honours Social Psychology (Research Specialist Option) (B.A.)**

#### **Admission**

**Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission.** Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a Grade Point Average of at least 5.0 including a grade of at least C in SOCPSY 1Z03 and successful completion of one of PSYCH 1F03, PSYCH 1X03, or SOCIO 1Z03. Completion of SOCIO 1Z03 and one of PSYCH 1F03, PSYCH 1X03 is required by the end of the first term in Level II. Completion of both requirements in Level I is strongly recommended. For continuation in the program, see the section on *Minimum Requirements for Entering and Continuing in a Program Beyond Level I* in the Faculty of Social Sciences Academic Regulations.

#### **Notes**

1. Honours Social Psychology (Research Specialist Option) is intended for students who are considering research-based graduate programs.
2. Students in the Research Specialist Option B.A. will have priority enrolment in SOCPSY 3L03.
3. Students must have completed both an introductory Psychology course (either PSYCH 1F03 or PSYCH 1X03) and an introductory Sociology course (SOCIO 1Z03) by the end of the first term in Level II.
4. Students interested in the Research Specialist Option may wish to take SOCSCI 1RM3 prior to entry.
5. Students are responsible for ensuring that they meet the prerequisites for any course they wish to take from the course lists.
6. Students considering a graduate program should consult a departmental advisor to plan a program of study that meets admission requirements for such programs. Additional courses may be required.
7. Students may take a maximum of 12 units of Level IV courses.
8. Social Psychology at McMaster encompasses a broad area. The program is flexible in that students are able to select from a wide range of courses those that interest them most. However, for those students who wish to give their studies a tighter focus, there are several thematic areas to consider in making course selections.
9. Students interested in a concentration in Psychology may complete the Minor in Psychology provided they do not have more than 6 units of Psychology courses above Level 1 overlapping with the Honours Social Psychology degree requirements.
10. Students interested in a concentration in Sociology may complete the Minor in Sociology provided they do not have more than 6 units of Sociology courses above Level 1 overlapping with the Honours Social Psychology degree requirements.



## Requirements

120 units total (Levels I to IV), of which 48 units may be Level I

30 units  
from

- the Level I program completed prior to admission to the program.  
(See *Admission* above.)

0-3 units  
from

- PSYCH 1F03 - Survey of Psychology
- PSYCH 1X03 - Introduction to Psychology, Neuroscience & Behaviour

0-3 units  
from

- SOCIOL 1Z03 - An Introduction to Sociology

6 units

- SOCPSY 2K03 - Research Methods in Social Psychology
- SOCPSY 2YY3 - Theories in Social Psychology

3 units

- SOCSCI 2J03 - Introduction to Statistics

3 units  
from

- SOCPSY 2B03 - Psychology of Well-Being
- SOCPSY 2D03 - Making and Breaking Rules

3 units  
from

- SOCPSY 2E03 - Psychology of Intergroup Relations
- SOCPSY 2F03 - Psychology of Close Relationships

3 units

- SOCPSY 3Y03 - Social Psychology in Action

6-9 units  
from

- SOCPSY 3A03 - Mental Health
- SOCPSY 3B03 - Understanding Lived Experiences
- SOCPSY 3C03 - Regimes of Social Control
- SOCPSY 3E03 - Big Ideas/Great Thinkers in Social Psychology
- SOCPSY 3F03 - Who Am I? Self and Identity
- SOCPSY 3M03 - Counselling & Psychotherapy
- SOCPSY 3RR3 - Imprisonment
- SOCPSY 3ZZ3 - Small Worlds: Children and Childhood

3 units

- SOCPSY 3L03 - Advanced Research Methods

3 units

- SOCPSY 3K03 - Research Experience
  - SOCPSY 4A03 – Advanced Research Experience
- 6 units
- SOCPSY 4ZZ6 A/B - Social Psychology Research Project
- 3 units
- from
- SOCPSY 4B03 - Special Topics in Social Psychology
  - SOCPSY 4E03 - Special Topics in Social Psychology
  - SOCPSY 4F03 - Social Psychology of Crime and the Media
  - SOCPSY 4D03 - Contemporary Social Issues
  - SOCPSY 4G03 - Child Clinical Psychology
  - SOCPSY 4MM3 - Public Social Psychology
- 3 units
- from the Level 4 Course List
- 9 units
- Psychology from the Psychology - Sociology Course List
- 9 units
- Sociology from the Psychology - Sociology Course List
- 30 units
- Electives

**Justification:** We are introducing the Honours Social Psychology (Research Specialist Option) B.A. to draw attention to existing research-focused courses to prepare students interested in research-based graduate programs in the social sciences. Students who wish to pursue more applied or professional graduate programs will be encouraged to take the “regular” Honours B.A. in Social Psychology. There will only be 6 units that differentiate the Research Specialist Option B.A. from the “regular” B.A. (i.e., the requirement that Research Specialists take SOCPSY 3L03 and 3K03 or 4A03), accompanied by a 3-unit decrease in Level 3 social psychology requirements and a 3-unit decrease in electives. Enrolment in the Research Specialist Option will be capped at 7 given the small number of faculty who are able to provide research supervision for SOCPSY 3K03 and 4A03. No additional resources will be required to support the Research Specialist Option.