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UNDERGRADUATE COUNCIL

Tuesday, September 26, 2023 at 2:30 p.m.
Gilmour Hall, Council Room (Room 111)

AGENDA

Page

1. Call to Order

2. Minutes of Previous Meeting – April 18, 2023
Approval

4 - 9 Minutes - Undergraduate Council - 18 April 2023

3. Business Arising

4. Chair's Remarks

5. Undergraduate Council Reference Guide for 2023-2024
Information

10 - 41 **1.** Reference Guide 2023-2024

42 **2.** Meeting Dates 2023-2024

6. Election of Undergraduate Council Vice Chair
Approval

7. Report from the Executive Committee
Information

43 Report from the Executive Committee

44 - 47 1. Undergraduate Council Memberships and Committee Assignments for 2023-2024

8. Report from the Awards Committee

Approval

48 - 50 Report from the Awards Committee

51 - 56 **1.** Report from the Office of the Registrar; Aid & Awards Detailing Terms of Awards

a. Proposed New Awards
b. Changes to Award Terms
c. Award Name Changes
d. Awards Removed from the Undergraduate Calendar
e. Proposed New Bursaries
f. Changes to Bursary Terms
g. Bursary Name Changes
h. Bursaries Removed from the Undergraduate Calendar
i. Proposed Academic Terms

9. Report from the Joint Committee on Certificates, Diplomas & Microcredentials
Approval

57 - 58 Report from the Joint Committee on Certificates, Diplomas & Microcredentials

59 - 89 1. New Certificate of Attendance Program Proposals from the Department of Psychiatry & Behavioural Neurosciences

a. CBT for Obsessive Compulsive Disorder
b. Integrating Measurement-Based Care into CBT
c. Mindfulness and CBT (MCBT)
d. CBT for Childhood OCD
e. CBT for Insomnia
f. Supporting the Transgender and Gender Diverse (TGD) Community Through CBT
g. CBT for Perinatal Mood and Anxiety Disorders (PMADS)
h. CBT for Chronic Pain
i. CBT Considerations with Indigenous Clients
j. Harm Reduction and CBT for Concurrent Disorders
k. Behavioural Approaches in CBT: Exposure and Behavioural Activation
l. Working with Core Beliefs Across Mood and Anxiety Disorders
m. CBT for Depression
n. Enhancing Parent Engagement in CBT for Childhood Anxiety
o. Acceptance and Commitment Therapy (ACT)
p. PsychoCommerce: The Business of Mental Healthcare
q. Application of cognitive behavioural therapy to support people facing serious medical illness
r. CBT for Psychosis

90 2. Revision to Existing Diploma Program: BUS 490 Financial Modelling and Analysis - Course Cancellation/Removal

91 3. Closure of Business Administration Diploma with Finance Concentration

10. Report from the Curriculum & Admissions Committee

Approval

92 Report from the Curriculum & Admissions Committee

93 - 96 1. New Equitable Admission Process to be Piloted in 2023-24 (Arts & Science Program)

97 - 111 2. Addenda to Admission Procedures for Inclusion in the 2023-2024 Undergraduate Calendar (Faculty of Social Sciences)

11. Ad Hoc Committee on Relief for Student Absences
Approval

112 - 114 **1.** Memo - Proposed Ad Hoc Committee on Relief for Student Absences
Proposed Mandate and Membership of the Ad Hoc Committee on Relief for Student Absences

12. Other Business

Undergraduate Council

Reference Guide

September 2023

McMaster University

BRIGHTER WORLD

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The following document describes the governance and activities of McMaster's Undergraduate Council (UGC) and its related committees, except for the Quality Assurance Committee and the Awards Committee. It is a reference for staff that prepare curriculum submissions and to serve as a guide for the governance framework of curriculum.

Overview of Undergraduate Council (UGC)

Purpose

As a Council of Senate, by-laws require UGC to "initiate and regulate matters concerning undergraduate work of concern to the University as a whole, in accordance with such directives and priorities as have been established by the Senate." In effect, UGC evaluates revisions to the undergraduate curriculum, academic regulations, policy, and financial aid and awards as recommended by the Faculties or the Arts & Science Program.

UGC is also expected to "report and to make recommendations to the Senate upon such matters as may be judged necessary by the Undergraduate Council or as required by the Senate."

Member Composition

The composition of UGC includes:

- 16 *ex officio* members:
  - Vice-Provost (Teaching and Learning) **(Chair)**
  - Chancellor
  - President and Vice-Chancellor
  - Provost
  - Associate Vice-President (Students and Learning) & Dean of Students
  - Associate Deans (Undergraduate Studies) of the Faculties of Business, Engineering, Humanities, Science and Social Sciences
  - Vice-Dean (Education), Faculty of Health Sciences
  - Director of the Arts and Science Program
  - Director of McMaster Continuing Education
  - University Registrar
  - University Librarian
- Six elected faculty members, comprising one member from each Faculty offering undergraduate work
- Seven undergraduate students, one from each of the six Faculties offering undergraduate work, and one from the Arts and Science Program, to be appointed by the Senate on the recommendation of the Dean/Director
- University Secretary or delegate (*non-voting*)
- Invited guests and consultants *(non-voting)*

Committees

UGC has five standing committees:

1. **Executive Committee**:
   - May act on behalf of, and within the functions granted to UGC by Senate and typically reviews time-sensitive business occurring outside of UGC's usual meeting schedule. Actions are reported for ratification at the next regular meeting of UGC. Membership of the committee includes: UGC's Chair, Vice-Chair, and the Chairs of each of the Standing Committees. The Committee also approves the memberships for standing and ad-hoc committees annually.
2. **Awards Committee:**
   - Recommends terms and conditions for all undergraduate awards and directs the Office of the Registrar (Aid & Awards) regarding the policy, procedure, and administration for the acceptance of such awards.
3. **Joint Committee on Certificates, Diplomas and Microcredentials:**

- Joint Committee composed of UGC and Graduate Council (GS) representatives, and operates within the framework of the *Certificates, Diplomas, and Microcredentials Policy*.
- Assesses, for recommendation to UGC and GC, new certificate, diploma, and microcredential programs and revisions to existing programs. The committee will either make a recommendation for approval by UGC and Senate or, may provide a report for information in the case of new Certificates of Attendance or Completion, or minor revisions to existing certificates and diplomas.

4. **Curriculum & Admissions Committee:**
   - Coordinates and examines curriculum revisions for inclusion in the Undergraduate Calendar.
   - Reviews curriculum changes in detail and provides a summary report to UGC and Senate for approval.
5. **Quality Assurance Committee:**
   - Operates within the framework of the *Policy on Academic Program Development and Review.*
   - Assesses IQAP cyclical reviews and submits Final Assessment Reports to Undergraduate and Graduate Councils for information.
   - Receives status reports of any pending program proposals.
6. **Ad hoc Committees** are struck as required by its mandate. Recent committees established by UGC include Ad hoc Committees on/to. An ad hoc committee to review the policy on Requests for Relief for Academic Term Work Policy (MSAF) will be struck this year.
   - Academic Structures for Student Success (CASS)
   - Certificates, Diplomas, and Microcredentials
   - Major and Two Minors Pathway (M2M)

Business Conducted

UGC regulates the following undergraduate academic activities:

i. New programs, program closures, and revisions to programs including names, ownership, or degree designation[1]
ii. New certificate and diploma programs; revisions to, or closures of
iii. Revisions to courses, program and admission requirements
iv. Revisions to academic policy and regulations for recommendation to the Senate. For example:
   - General Academic Regulations
   - Undergraduate Course Management Policy
   - Religious, Indigenous, Spiritual Obligations (RISO) Policy
v. Sessional dates, for information to the Senate
vi. Terms and conditions of student financial aid and awards
vii. Any other business placed on its agenda by its Chair, the Secretary, an Associate Dean or Dean of a Faculty offering undergraduate work, or the Director of the Arts and Science Program.

In practice, the above items i, ii, and iii are reviewed in detail by the C & A Committee and are provided in summary to UGC for approval. **See *Table 1* below and *Appendix 1* for more detail about the approval workflow of academic activities.**

Timeline

Table 1: Annual Timeline for UGC Business

Month	Business Activity
April	· Meeting dates for the forthcoming academic year are announced
September	· Members receive meeting dates and member composition for the academic session · Vice-chair is elected

[1] Refer to the *Policy on Academic Program Development and Review* for procedures and information on new program proposals. For program closures, see the *Protocol for the Closure of Undergraduate Programs*.

October – November	· Curriculum changes are discussed and approved by Faculty-level curriculum committees and Faculty Councils, for recommendation to the C & A Committee · In November, the C & A Committee receives, reviews, deliberates, and approves curriculum changes for recommendation to UGC and Senate (where applicable)
December	· UGC approves changes from November C & A Committee
January	· The C & A Committee approves final curriculum changes (as addenda) for recommendation to UGC and Senate (where applicable). **Note: this is the last opportunity for C & A approval for the forthcoming academic year's curriculum** · Senate approves changes recommended from UGC in its December meeting (where applicable)
February	· UGC approves final changes from the January C & A Committee. **Note: this is the last opportunity for UGC approval for the forthcoming academic year's curriculum** · UGC approves Sessional Dates for the Academic year that begins in 18 months · Senate approves final curriculum changes (where applicable)
March	· Undergraduate Calendar goes live (late March) · Senate receives Sessional Dates for information for the Academic year that begins in 18 months

The timeline for the curriculum revision process exists to ensure downstream committees make the appropriate approvals before the undergraduate calendar goes live. In some cases, additional approvals will be necessary from the Student Fees Committee, University Planning Committee (UPC), the Senate, and the Ministry Colleges and Universities (MCU).

The C & A Committee will examine in detail most curriculum changes during its first November meeting. Two meetings have been scheduled, both for a duration of 3-4 hours in which to do so. If all the changes cannot be reviewed and approved by the end of the first day, remaining items will be reviewed at the second scheduled meeting.
After its meetings, the committee provides UGC with a summary report of the changes, which is typically approved by UGC during the December meeting that precedes the academic year under review.

Governance and Administration

The University Secretariat is responsible for coordinating and facilitating the work of UGC and its committees. Specific tasks performed by the Assistant University Secretary and the Secretariat on behalf of UGC include:

- ❖ Establishing meeting dates and locations and scheduling ad-hoc meetings, as necessary
- ❖ Inviting members, consultants, observers and special guests to meetings as required by UGC's business
- ❖ Monitoring expected attendance for quorum
- ❖ Collecting and distributing meeting materials to members
- ❖ Capturing meeting minutes, appending the final approved versions to the meeting packages, and archiving the package to form the official record
- ❖ Drafting remarks for the meeting chair which may include a list of motions for the meeting
- ❖ Providing advice about the process in which UGC conducts business

UGC generally divides its meeting agenda between DISCUSSION, APPROVAL, and INFORMATION items, and includes reports from its committees. In some cases, additional governing bodies including UPC, the Student Fees Committee, or Senate must approve or receive an item for information, and typically UGC uses separate motions to identify these items in the agenda. Some examples include:

Items recommended to Senate for approval:

- · New degree, diploma and certificate programs (also to UPC when new fees are charged)

- Degree, certificate, or diploma closures; suspension of program admissions (also to UPC)
- Degree program name changes
- Revisions to academic regulations or admission requirements

Items recommended to UPC for approval:

- New degree, diploma and certificate programs (also to the Senate)
- Closures of degree programs or suspension of program admissions (also to the Senate)
- Certificate or diploma closures (in cases where there is an impact on resources for the unit or Faculty)

Notes:

- It is not the mandate of UGC, nor its committees to review any business related to student fees. This responsibility rests with UPC and the University Student Fees Committee
- External approval or reporting may be necessary in the case of new programs or major modifications to existing programs
- Should certificate of attendance and certificate of completion programs charge new or revised fees to learners, they must go through the same approvals pathway as standalone certificates and diplomas

Table 2: Undergraduate Governance Approval Chain

Activity	CDM	C&A	UGC	UPC	Senate	Quality Council	MTCU
New degree designation[2]		A	A		A		
Programs							
New		A	A	A	A	A	A[3]
Minor Revisions		A	S		S		
Major Revisions		A	A		A	A	
Name change		A	A		A		I
Closure/ Suspension of Admission		A	A	A	A		I
Courses New/Revision/Delete		A	S		S		
Minors							
New		A	A		I		
Revision		A	S				
Closure		A	A		I		
Academic Policy[4]			A		A		
Academic Regulations							
Faculty-level Regulations		A	A		A		
General Academic Regulations			A		A		
Admission Requirements (from high school or upper level)		A	A		A		
Application Procedures		A	S		S		
Sessional dates			A		I		
Certificates and Diplomas							
Diploma	A		A	A	A		
Standalone Certificate New/Revision/Closure	A		A	A	A		

[2] New degree designation/abbreviations also proceed to the Senate Committee on University Ceremonials and Insignia.

[3] "Non-core programs" (as defined by the Ministry) require approval. Contact the Registrar's Office for more information.

[4] For example: PIC, Undergraduate Course Management Policy, RISO, Fall break, Academic Accommodations Policy, approval of University partnerships in principle (e.g. Mohawk College, Navitas Canada Holdings Limited and McMaster University College, etc.).

Concurrent Certificate New/Revision/Closure	A		A		A	
Certificate of Attendance New/Revision/Closure	I		I			
Certificate of Completion New/Revision/Closure[5]	I		I			
Non-curricular calendar copy[6]		I	S			
	A- Approval **S**- Summary for Approval **I**- For Information					

See also *Appendix 1* for a detailed process map illustrating the workflow for UGC's business.

Curriculum & Admissions Committee (C & A)

Purpose

The C & A Committee receives and scrutinizes, in detail, annual changes to curriculum, admissions requirements, and Faculty-level regulations proposed by each Faculty, as well as the Arts & Science program. As per the Senate bylaws, the Committee assesses each submission by its "fairness to students, avoidance of conflicts, and equity among Faculties." This evaluation ensures:

- Equity in the outcome and application of regulations, requirements, and policies for all undergraduate students
- Students are not disadvantaged by revisions proposed by a department or Faculty outside of their own
- Prerequisite courses are used to ensure acceptable preparation and not to manage enrolment in the course
- Students may enrol in courses that are outside of their discipline without unreasonable restriction

The collegial review of curricular and admission revisions should also ensure that new requirements or policies are "consistent with general University guidelines," including those contained in the *Undergraduate Course Management Policies*. Revisions approved by the Committee are recommended to UGC and form the basis of the annual update of the undergraduate calendar.

Member Composition

The membership of C & A Committee is drawn from members of UGC and normally includes:

- *Ex Officio*:
  - Vice Provost (Teaching and Learning)
  - Associate Deans (Academic) of the Faculties of Business, Engineering, Humanities, Science and Social Sciences
  - Vice-Dean, Undergraduate Health Sciences Education
  - Director of the Arts & Science Program
  - University Registrar
- Two elected members of faculty
- Three undergraduate students
- Consultants *(non-voting)*

The Chair of UGC appoints the Chair of the C & A Committee. A majority of members constitute a quorum, which may include the Chair.

[5] Certificate of attendance and completion programs will only be reported for information if no new fees are charged. If there are new fees, these programs must be approved by CDM, UGC, UPC and Senate.
[6] For example, departmental Faculty Member lists, glossary item definitions, etc.

Procedure for the Annual Review of Curriculum Changes

Schedule

***Table 1* above describes the annual timeline for UGC's business.** The annual cycle traditionally begins in the September preceding the academic year under review. The cycle beings with Faculty-level curriculum committees reviewing and approving the changes proposed by their departments; this review continues throughout September and October. By early November, each Faculty Council will have approved all proposed changes, and the final set of revisions is submitted to the C & A Committee for its November meetings. When required, UGC approves material from the November C & A meeting during its December meeting. In turn, UGC submits material for approval, when required, to Senate for its January meeting. After this time, UGC will entertain only critical revisions and only with the agreement of the C & A Committee Chair.

Meetings and Agenda

The C & A Committee uses its in-person meetings to review, discuss, and approve curriculum changes received from each Faculty and the Arts & Science Program (see the evaluation criteria listed under *Curriculum & Admissions Committee: Purpose* above). The C & A Committee traditionally meets once per month during the academic year but addresses the majority of business during its November meeting. In consultation with the Chair, the Secretariat establishes the order in which the C & A Committee reviews submissions, which often depends on the significance and the time required for deliberation of the proposed changes. Voting may take place electronically when required. The Secretariat will capture minutes from meetings, and members will approve these minutes at the next scheduled meeting. After approval, minutes are appended to the corresponding meeting package and form the official record. The Chair will use King & Kerr's *Procedures for Meetings and Organizations* to facilitate meetings and group decision-making.

Curriculum Revision Submissions

Documents submitted by the Faculty offices should be electronic and illustrate all revisions to degrees, programs, courses, admission requirements, descriptions, regulations, and policies. The inclusion of an abstract is encouraged, but submissions must present the annotated calendar copy for each applicable section in its entirety. That is, existing calendar copy should be marked-up using the ~~strikeout~~ feature to show text deletions and the grey highlight feature to show text additions. A brief rationale should be included for each change (or set of changes) unless it is typographical error correction, or, the reason for the change is apparent.

All revisions move through stages of approvals, and each level of governance requires different degrees of detail to consider for their acceptance. The C & A Committee requires the most detail for its deliberations, UGC requires a summary, and Senate needs only enough detail to approve major revisions at a high level. Each governing body that reviews the submission must be supplied with an appropriate amount of detail so they may fulfil their mandate. Sections of a submission intended for lower governing bodies (and have higher amounts of detail) will be removed from the report by the Secretariat as it moves through the governance process. See *Table 2* above for a matrix outlining the approval chain of typical undergraduate academic business and also *Appendix 2* for a sample submission template illustrating the structure used in the document.

Content

The C & A Committee reviews all matters related to the academic work of undergraduate students at McMaster, including new or revised content as noted below. New programs, program closures and substantial changes to admission standards, program requirements, or academic regulations must be further reviewed by UGC and Senate for approval (see *Table 2* above for a complete list).

a) Undergraduate degrees and programs:[7]

New Programs

The Committee reviews the full program proposal as described in the *Policy on Academic Program Development and Review*.

Revisions to Existing Programs

It is not necessary to include the entire program requirements in the submission and only the section(s) being revised are required. The highlight/strikeout method should be used to indicate changes.
Program revisions often include:

- The addition, removal, or substitution of required or elective courses
- The adjustment of required course units for a particular level of the program
- The addition, removal or modification of program notes

Where changes are substantive, academic units should include a brief rationale for each change (or group of changes).

Program Closures

Proposals seeking the phasing out or termination of programs, diplomas, or certificates should briefly outline:

- The rationale for the closure
- The number of in-course students affected by the closure
- The anticipated strategy to manage in-course students (if applicable)
- The expected timeline for the ceasing of admission, wind-down, and ultimate termination of the program

b) Specializations, streams, interdisciplinary minors and minors:

- Proposals may include a brief description and rationale, followed by the new calendar copy
- Revisions and closures shall be formatted as described in (a) above, though it is understood that current participation data may not be available for some minors

c) Program admission (including Level I and upper-year program admission):

- Adjustments to requirements are included in the "Revisions to Programs" section of the report
- More senior governing bodies require an appropriate level of detail for their approvals

d) Course descriptions and requisites:

- New courses are listed in the appropriate section of the report (see *Curriculum Submissions: Format* below) and should include the complete title and description of the course
- Revisions to existing courses are indicated using the highlight and strikeout method within the full course description
- The "Course Deletions" section of the submission template lists all the courses to be removed from the calendar (see *Curriculum Submissions: Format* below)
- Rationale and supplemental details (e.g. projected enrolment, reserve capacities, etc.) may be included with the course revisions, especially if the course includes/excludes enrolment from other Faculties

e) Faculty, program, or department-specific regulations:

- See *Curriculum Submissions: Format* below for placement.

f) General Academic Regulations and University-wide academic policy:

[7] Refer to the *Policy on Academic Program Development and Review* for procedures and information on new program proposals. For program closures, see the *Protocol for the Closure of Undergraduate Programs*. See also *Table 2* describing the required approval sequence for the introduction, revision, or closure of various credentials.

- Proposed revisions to the General Academic Regulations or University-wide academic policy are included in the *Report to the Senate* section of the package and should include appropriate details for the Senate's consideration.

Curriculum Submissions: Format

Annual curriculum submissions by Faculty offices use the following structure:

Faculty of *xxxx* - Curriculum Revisions for the 20*xx*-20*xx* Undergraduate Calendar

i. **Summary Page: Report to Senate**
   Summary of Major Curriculum Changes
   1.0 New Programs
   2.0 Program Closures/Mergers
   3.0 Major Curriculum Revisions
   4.0 Revisions to the General Academic Regulations, Faculty-Level Regulations, and Academic Policy

ii. **Summary Page: Report to Undergraduate Council**
   Narrative summary of changes to curriculum, grouped by department

iii. **Report to the Curriculum & Admissions Committee**
   Submissions presented in detail, grouped by department and by category
   Department of *xxxx*
   1.0 New Programs, specializations, or minors
   2.0 Revisions to Existing Programs, Specializations, Minors, and Program-Level Regulations *(including program notes)*
   3.0 Deletions of Programs, Specializations, or Minors
   4.0 New Courses
   5.0 Revisions to Existing Courses and Departmental Notes
   6.0 Course Deletions
   7.0 Revisions to non-curricular calendar copy (e.g. faculty member list, glossary, etc.)

The Committee meeting package is later assembled using all of the consolidated Faculty submissions, and each Faculty appears as a separate appendix within the *Curriculum Revisions for the 20xx-20xx Undergraduate Calendar* portion of the agenda. See below for the typical structure of the Committee's meeting package. **Note:** The Secretariat must receive final curriculum submissions at least one week before the in-person meeting so that members have adequate time to review the material on the secure portal.

Meeting Packages

A typical Committee meeting package uses the following structure:

I. Agenda
II. Minutes of the Previous Meeting (for approval)
III. Curriculum Revisions for the 20*xx*-20*xx* Undergraduate Calendar[8]
   i. Arts & Science Program - Curriculum Revisions for the 20*xx*-20*xx* Undergraduate Calendar
   ii. Faculty of Business - Curriculum Revisions for the 20*xx*-20*xx* Undergraduate Calendar
   iii. Faculty of Engineering - Curriculum Revisions for the 20*xx*-20*xx* Undergraduate Calendar
   iv. Faculty of Health Sciences - Curriculum Revisions for the 20*xx*-20*xx* Undergraduate Calendar
   v. Faculty of Humanities - Curriculum Revisions for the 20*xx*-20*xx* Undergraduate Calendar
   vi. Faculty of Science - Curriculum Revisions for the 20*xx*-20*xx* Undergraduate Calendar
   vii. Faculty of Social Sciences - Curriculum Revisions for the 20xx-20xx Undergraduate Calendar

[8] Revisions proposed after the November Committee meetings are considered addenda to the first set of revisions.

Changes presented by each Faculty are normally approved using a single motion (i.e. one motion per Faculty). However, when a senior governing body must approve an item separately (e.g. a new program), the Committee uses individual motions for these items. *Table 2* above describes which items are approved by more senior governing bodies: these items require separate motions for approval.

Report from the C & A Committee to UGC

- UGC requires only a summary of general curriculum revisions, but each Faculty must include a hyperlink to the complete submission should UGC members require more information. See *Appendix 2* for a sample report from the C & A Committee to UGC.
- the C & A Committee forwards its report containing the Faculty submission summary reports to UGC (see *Curriculum Submissions* above).
- items to be referred to the Senate for approval (e.g. new/closed programs, changes to admissions, etc.), should include the full proposal or content.

Certificates, Diplomas and Microcredentials Committee (CDM)

See the *Certificates, Diplomas & Microcredentials Policy* for a comprehensive description of the Committee's mandate and process.

Purpose

Operating within the framework of the policy, *t*he CDM Committee assesses, for recommendation to UGC and GC, new certificate, diploma and microcredential programs and revisions to existing programs. The committee will either make a recommendation for approval by UGC/GC and Senate or, may provide a report for information in the case of new Certificates of Attendance or Completion (providing no new fees are charged).

Member Composition

The membership of the Certificates, Diplomas & Microcredentials Committee is drawn from members of UGC and GC must include:

- *Ex Officio*:
  - The Chair of the Committee
  - The Chair of Undergraduate Council
  - The Chair of Graduate Council
- Two Associate Deans, one of Undergraduate Studies and one of Graduate Studies from different Faculties
- Two students; one from UGC and the other from GC
- University Registrar
- Consultants *(non-voting)*

The Chairs of UGC and GC will appoint the Chair of the Certificates and Diplomas Committee. Quorum requires a majority of voting members, which may include the Chair. The composition of the committee's membership may be adjusted to ensure diversity in Faculty representation.

Procedure and Schedule for Review

McMaster Continuing Education (MCE) or Faculty offices may propose new certificate or diploma programs (or revisions to existing programs) for consideration by the CDM Committee. There is not a fixed schedule for proposals to be considered during the academic year, but adequate time must be left for consideration by more senior governing bodies, before a given program may commence. All governing bodies must approve revisions by the end of March preceding the academic year under review if revisions are to appear in the undergraduate calendar. See *Table 2* above for the types of certificate or diploma revisions that may require further approval by more senior governing bodies.

Meetings & Agenda

The Certificates, Diplomas & Microcredentials Committee uses its in-person meetings to review, discuss, and approve new certificates, diplomas and microcredentials, along with revisions to existing programs. Each category requires a different level of consideration based on the *Certificates and Diplomas & Microcredentials Policy*. In consultation with the Chair, the Secretariat establishes the order in which the Committee reviews proposals, which often depends on the significance and the time required for deliberation of the proposed changes. Agenda items are separated by those FOR APPROVAL and those FOR INFORMATION and include new programs, revisions to existing programs, and program closures. Voting may occur electronically when required. The Secretariat will capture minutes from meetings, and members will approve these minutes at the next scheduled meeting. After approval, they are appended to the corresponding meeting package and form the official record. The Chair uses King and Kerr's *Procedures for Meetings and Organizations* to facilitate meetings and group decision-making.

Submissions

New Programs

MCE or a sponsoring academic unit submits proposals for new **undergraduate diplomas**, **stand-alone certificates**, and **concurrent certificates** to the CDM Committee for consideration. In the absence of a standard template for these credentials, the proposal should include the following information:

- Program overview and rationale including learning objectives and the protocol for student assessment
- A statement of academic merit from a Faculty office
- Admission requirements, if any
- A statement of financial viability and resource implications
- Credit toward degree studies, if any
- Statement of Administrative Responsibility
- A list of courses that comprise the credential, if applicable

Note: New **Certificates of Completion** and **Certificates of Attendance** do not require approval from the Committee or UGC, nor do revisions to existing programs in these categories. **The exception is when new fees are being charged.** However, administrative and academic units must report new, revised, and closed certificate programs to the Committee on an annual basis. This report may be submitted to the Committee at any time during the academic year.

Revisions to Existing Programs

It is not necessary to include the entire program requirements in the submission and only the section(s) being revised are required, with alterations indicated using the highlight and strikeout method.

Program revisions often include:

- Additions, removals, or substitutions of required or elective courses
- Adjustments of required course units for a particular level of a program
- Additions, removals or modifications of program notes

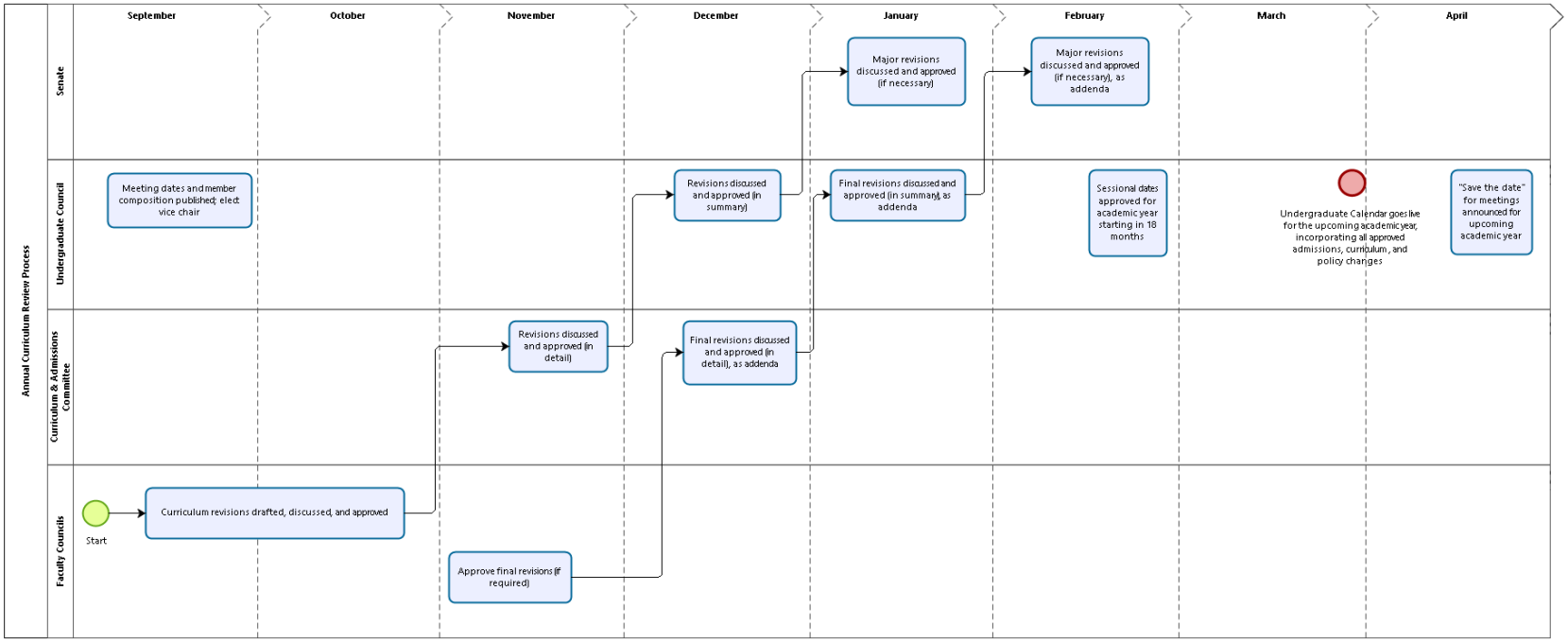
Where changes are substantive, academic units should include a brief rationale for each change (or group of changes).

Program Closures

Proposals seeking the phasing out or termination of a diploma or certificate program should briefly outline:

- Rationale for the closure
- Number of in-course students affected by the closure
- Anticipated strategy to manage in-course students (if applicable)
- Expected timeline for the ceasing of admission, wind-down, and ultimate termination of the program

Appendix 1: Annual Curriculum Review Process Map



Appendix 2: Sample Curriculum Revision Document

FACULTY OF HUMANITIES

UNDERGRADUATE CURRICULUM REPORT

TO UNDERGRADUATE COUNCIL

FOR THE 2019-20 CALENDAR

NOVEMBER 2018

REPORT TO SENATE
FACULTY OF HUMANITIES
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2019-20

NEW PROGRAMS

- Addition of new Concurrent Certificate in Professional French *(as submitted to UGC Certificates & Diplomas Committee)*

MAJOR REVISIONS

None

DELETION OF A PROGRAM

None

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For a complete review of all changes, please refer to the November 2018 Faculty of Humanities Report to Undergraduate Council for changes to the 2019-2020 Undergraduate Calendar, found at http://www.humanities.mcmaster.ca/about/faculty-meetings/

REPORT TO UNDERGRADUATE COUNCIL

FACULTY OF HUMANITIES
SUMMARY OF CURRICULUM CHANGES FOR 2019-20

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the November 2018 Faculty of Humanities Report to Undergraduate Council for changes to the 2019-2020 Undergraduate Calendar, found at http://www.humanities.mcmaster.ca/about/faculty-meetings/

1. **FACULTY OF HUMANITIES (DEAN'S OFFICE)**
   - Updating of program language pertaining to degree programs, second language proficiency, deferred term work, Letter of Permission, and Immersion/Student Abroad options
   - Addition of 2 new courses (HUMAN 3D12, 4LW3)
2. **SCHOOL OF THE ARTS**
   - **Studio Art**:
     - Addition of course to optional list
     - Minor revision to 5 existing course descriptions (ART 2DG3, 2IS3, 2PG3, 2PM3, 2SC3)
   - **Art History:**
     - Updating of 2 course descriptions (ARTHIST 2A03, 3XX3)
   - **Music:**
     - Addition to course list in each program (Combined Honours B.A., B.A., B.Mus., B. Mus. (Music Cognition))
     - Updating of program and admission notes for Music Cognition program
     - Minor revisions to Music Cognition requirements
     - Minor revision to 8 existing course descriptions (MUSIC 2B03, 2CA3, 2DA3, 2MC3, 2MH3, 3J03, 4Z03, MUSICCOG 4MP3)
   - **Theatre & Film Studies:**
     - Updating of all program course lists to reflect current offerings
     - Minor revision to 2 existing courses (THTRFLM 3L03, 4A06)
     - Deletion of 1 course (THTRFLM 3M03)
     - Minor updates to departmental notes
3. **CLASSICS**
   - Addition of 1 new course (CLASSICS 3ER3)
   - Minor revision to 1 existing course (CLASSICS 2E03)
   - Deletion of 1 course (CLASSICS 3Z03)
   - Revision to departmental notes' course elective listings
4. **COMMUNICATION STUDIES AND MULTIMEDIA**
   - **Communication Studies:**
     - Updating of program course lists
     - Addition of 1 new course (CMST 3Z03)
     - Deletion of 1 course (CMST 3C03)
   - **Multimedia**:
     - Updating of program course lists
     - Revision to 1 existing course (MMEDIA 2G03)
5. **DEPARTMENT OF ENGLISH AND CULTURAL STUDIES**
   - Updating of all program course lists to reflect current offerings
   - Addition of program notes to all programs, and as reflected in minor program changes
   - Addition of 14 new courses (ENGLISH 1F03, 1G03, 1H03, 2KA3, 3NN3, 3SS3, 3TT3, 3UU3, 4DL3, 4QA3, 4RL3, 4ST3, 4Y03, 4YY3)
   - Revision to 4 existing courses (ENGLISH 1CS3, 3GF3, 3GG3, 4Y06)
   - Deletion of 8 existing COURSES (ENGLISH 1A03, 1AA3, 1C06, 3C06, 3RL6, 4AA3, 4CL3, 4FF3)
6. **DEPARTMENT OF FRENCH**
   - Minor revision to all program and minor requirements
   - Addition of notes and course addition to Combined Math program option
   - Addition of 1 new course (FRENCH 3II3)
   - Revision to 4 existing courses (FRENCH 2JJ3, 3C03, 4A03, 4P06)

- Deletion of 1 course (FRENCH 2H03)
- Minor revision to departmental notes' course area listings
- Proposal for new Concurrent Certificate in Professional French *(as submitted to Certificates & Diplomas Committee)*

7. DEPARTMENT OF HISTORY

- Revision to all program notes and requirements
- Addition of 3 new courses (HISTORY 2GR3, 4MM3, 4NN3)
- Minor revision to 30 existing courses (HISTORY 2KK3, 3N03, 3XX3, 4G03, 4QQ3, 4AW3, 4CE3, 4CM3, 4CZ3, 4E03, 4FF3, 4H03, 4HH3, 4HP3, 4I03, 4JJ3, 4K03, 4KK3, 4L03, 4LJ3, 4LP3, 4P03, 4PP3, 4QR3, 4RP3, 4RP6 A/B, 4S03, 4SC3, 4SS3, 4YYS A/B)
- Deletion of 4 courses (HISTORY 3G03, 4A06, 4CR3, 4W03)
- Updating of departmental notes

8. DEPARTMENT OF LINGUISTICS AND LANGUAGES

- Updating of program notes and course lists of all Cognitive Science and Linguistics programs
- Addition of 4 new courses (GERMAN 2P03, LINGUIST 3SL3, RUSSIAN 2G03, 2H03)
- Revision to 8 existing courses (CHINESE 1Z06 A/B, LINGUIST 1A03, 1AA3, 2D03, 2DD3, 2S03, 2SL3, 3F03)
- Deletion of 3 courses (JAPANESE 3Z03, 3ZZ3, 4II3)
- Updating of departmental notes

9. PEACE STUDIES

- Updating of program and minor course list options
- Addition of 7 new courses (PEACEST 2LS3, 3GG3, 3Q03, 3XX3, 4GG3, 4MA3, 4MB3)
- Deletion of 5 courses (PEACEST 3HH3, 3Z03, 4E03, 4K03, 4M06 A/B)

10. DEPARTMENT OF PHILOSOPHY

- Updating of JPPL program course lists
- Addition of notes and course addition to Combined Math program option
- Addition of 2 new courses (PHILOS 4YE3 A/B, 4YY3)
- Revision to 16 existing courses (PHILOS 2CT3, 3YY3, 3C03, 3CC3, 3Q03, 4D03, 4F03, 4V03, 4A03, 4C03, 4I03, 4K03, 4Q03, 4S03, 4XP3 A/B, 4XX3)
- Deletion of 1 course (PHILOS 4B03)

11. WOMEN'S STUDIES

- No applicable changes

FACULTY OF HUMANITIES
REPORT TO UNDERGRADUATE COUNCIL (CURRICULUM & ADMISSIONS)
CURRICULUM REVISIONS FOR 2019-20

FACULTY OF HUMANITIES (DEAN'S OFFICE)

1.0 NEW PROGRAMS: n/a

2.0 REVISIONS TO EXISTING PROGRAMS:

2.1 Concurrent Certificate in Leadership & Cross-Cultural Literacy *(as submitted to Certificates and Diplomas Committee)*

3.0 NEW COURSES:

3.1 HUMAN 3D12 - Full-Time Discovery Channel Internship

12 unit(s)

This course integrates academic knowledge with an internship experience involving the research, writing and production of content for Discovery Channel Canada. Students will also gain valuable experience in production coordinating and management. Students accepted to this placement will document their learning experiences through a portfolio. The employer establishes the number of positions available.

This course is evaluated on a Pass/Fail basis.

Normally 35 hours per week.

Prerequisite(s): Registration in Level 3 or above of any Honours Humanities program; and permission of the Associate Dean or delegate.

Enrolment and credit in this course is contingent upon the student's successfully having secured a position with the employer, and on satisfactory employer evaluation(s).

***Rationale**: The Discovery Channel offers several unpaid internships, and these applications will now be opened to McMaster's Humanities students, and notably to those within Communication Studies and Multimedia programs. Should a student be selected for this internship they will have the option of completing as a for-credit offering. This course was previously offered on Dean's Letter.*

3.2 HUMAN 4LW3 – Wilson Leadership Scholar Capstone A/B

3 unit(s)

This course may be taken by Wilson Leadership Scholar Award winners. Working under the supervision of the Wilson Leadership Scholar Award Director and Associate Director, students will combine leadership theory and practice through the creation and completion of applied community outreach projects.

This course is graded on a Pass/Fail basis.

Two to four hours; two terms

Prerequisite(s): Open to Wilson Leadership Scholar Award winners; permission of the Wilson Leadership Scholarship Award Associate Director is required.

***Rationale**: This course was previously offered on Dean's Letter. Wilson Leadership Scholar winners have the option of completing a community project under the supervision of the Director and Associate Director and as an academic capstone. This course can be taken in place of HUMAN 4LC3 for those students completing the concurrent certificate in Leadership and Cross-Cultural Literacy.*

4.0 REVISIONS TO EXISTING COURSES: n/a

5.0 COURSE DELETIONS: n/a

6.0 REVISIONS TO FACULTY REGULATIONS:

Types of Degree Programs

***Rationale for all program description changes:** Clarification of individual degree requirements, as based on both unit requirements and full-time projected time to completion.*

Single Honours Program

~~This involves three years of study, beyond Level I, concentrated in the work of a single discipline (e.g. History.) After three years of Music study beyond Music I, students receive a B.Mus. (Honours) degree.~~

Honours Bachelor of Arts programs consist of a total of 120 units of work typically completed over four years of full-time study. Honours programs provide a concentration in the work of a single discipline (e.g. History). The Honours Bachelor of Music (B. Mus. Honours) consists of 123 units total, with three years of full-time Music study beyond Music 1. The Honours Bachelor of Fine Arts (B.F.A. Honours) is completed in 120 total units, or three years of full-time Art study beyond Studio Art I.

Combined Honours Program

~~This involves three years of study, beyond Level I, concentrated in the work of two disciplines (e.g. English and Peace Studies.) A student can combine study in any two Humanities disciplines, or one Humanities discipline and a subject from another Faculty where appropriate (e.g. History and Political Science.)~~

Subject to possible timetable restrictions, and provided that the student meets the requirements for entry into each of the relevant Honours programs, a student may combine work in any two disciplines within the Humanities for completion of a Combined Honours Bachelor of Arts degree (e.g. English and Peace Studies). These combinations are available within the Faculty, in combination with programs in the Faculty of Social Sciences (e.g. History and Political Science), and with select offerings in the Arts and Science Program, or select combinations with Math or Biology. Students will complete 120 units, including approximately 36 units of work beyond Level I in each component of the program (normally 12 units per level in each subject). The Honours B.A. in Justice, Political Philosophy and Law is not available in combination with another subject.

B.A. Program

~~This involves two years of study, beyond Level I, concentrated in the work of a single discipline.~~

Bachelor of Arts programs consist of a total of 90 units, typically completed over three years of full-time study, and concentrated in the work of a single discipline.

The content and the requirements of Single Honours, Combined Honours and other B.A. programs are found after the Academic Regulations below.

There are a number of Humanities courses without prerequisites which may be taken as electives. Individual course descriptions are listed by department in the Course Listings section of this Calendar.

Not only are students from other Faculties able to take individual courses which have no prerequisites, but they are also able to transfer into any of the degree programs offered by the Faculty of Humanities. For the majority of programs in the Faculty, admission may be gained after the successful completion of any Level I program at the university, providing this includes the necessary program requisites as outlined in the admission statement for each Humanities program as described under Programs for the B.A., B.A. (Honours) and B.Mus. (Honours) Degrees.

Second Language Proficiency

Students embarking on Humanities programs should be aware that most graduate schools require, for admission, proficiency in at least one, and frequently two, languages other than English. In this Faculty, proficiency in at least one language other than English is regarded as an essential tool for students interested in Linguistics. Generally, proficiency in more than one language is a hallmark of most highly-qualified Humanities' graduates seeking the widest range of post-graduation academic and employment opportunities.

~~For students wishing to acquire a reading knowledge of French, a summer course, FRENCH 4R06 is offered in May-June in alternate years. This course is intended to prepare current and incoming graduate students for the French proficiency test administered by some departments. Certain graduate programs recognize a passing mark in this course as fulfillment of the second language requirement. For students wishing to acquire a reading knowledge of German, GERMAN 4RC6 is offered in May-June in alternate years.~~

Rationale: *Deletion of older and/or redundant information regarding language offerings.*

Deferred Examinations and Deferred Term Work

Students who have been granted more than one deferred examination or term-work privilege may be required by their Faculty/Program office to **reduce their course load** during the term in which the deferred examinations are being written. The decision on a reduced load will be made and communicated with the decision on the application for deferred examinations.

Rationale: *Inclusion of reference to incomplete term work as a deciding factor in the possibility for reduced course load in the subsequent term.*

~~**Summer School**~~

~~Students who have been granted deferred examination or term-work privileges for courses taken in the preceding Winter session must secure the advance permission of the Assistant Dean of Humanities before enrolling in Spring/Summer courses. A decision will be made based upon the academic record of the student and the amount of work outstanding.~~

Rationale*: This section is redundant now that all information is included in reference to 'Deferred Examinations and Deferred Term Work'.*

Letter of Permission

Students in good academic standing, who wish to attend another university to take courses for credit toward a McMaster degree, must first request a Letter of Permission in the Student Centre in Mosaic. A Letter of Permission is automatically cancelled if a student is placed on academic probation, program probation, or required to withdraw from the University. Students should take note of any conditions on the Letter of Permission that might apply, including the requirement of a grade of at least C- for transfer credit. Courses taken at another university cannot be used to satisfy the University's minimum residence requirement, will not be included in the calculation of the averages at McMaster, and therefore cannot be used to raise standing. The transcript designation will read T~~COM~~, indicating transfer credit has been granted~~Complete~~,

when a C- or better is attained. It is the student's responsibility to ensure that an official transcript from the host university is sent to the Academic Advising Office to receive credit for work taken.

***Rationale**: Updating of language to reflect current practice.*

Summer Immersion Programs in French

- Students must obtain approval from the Academic Advising Office prior to participating in any language immersion program. Failure to obtain prior approval may result in transfer credit not being accepted.
- The government-sponsored Explore summer language program offers university students the opportunity to take French courses at a large number of accredited institutions. Students wishing to attend another university in order to participate in a language immersion program must: (a) petition the Academic Advising Office, (b) submit detailed course descriptions for assessment, and (c) obtain a Letter of Permission.
- Students enrolled in a program in French may take a maximum of six units of credit in this manner as elective work only. Students not enrolled in a program in French may take up to 12 units of credit.

***Rationale**: Highlighting of significance that prior approval must be obtained for acceptance of appropriate transfer credit.*

Humanities Study Abroad

Humanities Study Abroad During Level III of Honours Programs

- There are two ways to undertake international studies during Level III of an Honours program: (i) a Formal Exchange Program or (ii) ~~a Third-Year Study Elsewhere Program~~. Independent Study Abroad through a Letter of Permission.

(I) Formal Exchange Program During Level III of Honours Programs

- Formal Exchange Programs are those where McMaster University has an agreement with another institution involving a temporary exchange of students. Exchange students ~~enrol at, and~~ pay tuition fees and supplementary fees to McMaster. No tuition is paid to the other institution. See the General Academic Regulations section of this Calendar and the sections on Eligibility and Application below.

Eligibility for ~~Study Abroad~~ the McMaster Exchange Program

- Students enrolled in an~~y~~ Honours or Combined Honours program in the Faculty of Humanities may apply to replace all or part of the work of their third year with an acceptable program of study taken at a partner university ~~or equivalent institution~~ approved by the Faculty of Humanities.
- To be eligible to take part in this program, students must have completed at least 60 units of work with a Grade Point Average of at least 7.0. Individual programs may have additional requirements. All requirements must be satisfied by the end of the Fall/Winter session (September-April) preceding the commencement of study elsewhere. Students taking part in this program do not have the option of graduating with a three-year B.A. degree on the basis of work completed in this program, but must return to McMaster University to complete their final 30 units of work.
- Students may receive up to 30 units of credit for a full year of study at another institution. The awarding of transfer credit for work completed elsewhere may be confirmed only after the Academic Advising Office has received transcripts and reviewed students' academic achievements following their return and after they have officially enrolled for Level IV.

Application for ~~Study Abroad~~ the McMaster Exchange Program

- Students interested in applying for this program should consult the Academic Advising Office approximately one year before they anticipate studying abroad (i.e. during the Fall term of the year in which they enter Level II.) ~~A plan for the completion of the academic program, approved by the program counsellor(s), must be submitted to the Advising Office by the published deadline (usually in January, although applications for some exchanges may be due as early as December.)~~ Applications are submitted through International Student Services and are normally due in January of Level II.

(II) ~~Third-Year Study Elsewhere Honours Program~~ Independent Study Abroad

- Qualified ~~Level III~~ students may undertake studies at a university abroad ~~for one or two terms in the Third-Year Study Elsewhere Program~~ through a Letter of Permission. ~~This program is not available at universities with which McMaster University has a Formal Exchange Agreement.~~ Students enrol at~~, but do not pay tuition to McMaster University. Students~~ and pay tuition fees to the other institution. See the General Academic Regulations section of this Calendar and the sections on Eligibility and Application below.

Eligibility for Study Abroad through Letter of Permission

- Students in good standing in the Faculty of Humanities may apply for a Letter of Permission to take coursework abroad towards their degree. The coursework must be approved in advance by the faculty office. Students must apply directly to, and be accepted by, the other school.

- The awarding of transfer credit for work completed elsewhere may be confirmed only after the Academic Advising Office has received transcripts and reviewed students' academic achievements following their return

Application for Study Abroad through a Letter of Permission

- Students should consult with an academic advisor on the coursework to be taken abroad prior to applying. A Letter of Permission must be given by McMaster to be permitted to take coursework elsewhere for transfer credit. Students apply directly to the other school to be accepted, and must be aware of the other school's dates and deadlines.

~~**Eligibility for Study Abroad the McMaster Exchange Program**~~

- ~~Students enrolled in any Honours or Combined Honours program in the Faculty of Humanities may apply to replace all or part of the work of their third year with an acceptable program of study taken at a partner university or equivalent institution approved by the Faculty of Humanities.~~
- ~~To be eligible to take part in this program, students must have completed at least 60 units of work with a Grade Point Average of at least 7.0. Individual programs may have additional requirements. All requirements must be satisfied by the end of the Fall/Winter session (September-April) preceding the commencement of study elsewhere. Students taking part in this program do not have the option of graduating with a three-year B.A. degree on the basis of work completed in this program, but must return to McMaster University to complete their final 30 units of work.~~
- ~~Students may receive up to 30 units of credit for a full year of study at another institution. The awarding of transfer credit for work completed elsewhere may be confirmed only after the Academic Advising Office has received transcripts and reviewed students' academic achievements following their return and after they have officially enrolled for Level IV.~~

~~**Application for Study Abroad the McMaster Exchange Program**~~

- ~~Students interested in applying for this program should consult the Academic Advising Office approximately one year before they anticipate studying abroad (i.e. during the Fall term of the year in which they enter Level II.) A plan for the completion of the academic program, approved by the program counsellor(s), must be submitted to the Advising Office by the published deadline (usually in January, although applications for some exchanges may be due as early as December.) Applications are submitted through International Student Services and are normally due in January of Level II.~~

Rationale: *Updating of all language pertaining to study abroad options, based on current practice and processes.*

7.0 COURSES IDENTIFIED AS 'AT-RISK': n/a

8.0 REVISIONS TO LIST OF FACULTY CONTACTS:

DEAN OF HUMANITIES
K. Cruikshank/B.A., M.A., Ph.D.
ASSOCIATE DEAN OF HUMANITIES (Acting)
~~**A. More**/B.A., M.A., Ph.D.~~
S. Corner/B.A., M.A. (*Oxford*), Ph.D. (*Princeton*)

Humanities Academic Advising Office
Chester New Hall, Room 107, ext. 27532
ASSISTANT DEAN (STUDIES)
J. Osterman/B.A., B.Admin., M.Ed.
ACADEMIC ADVISORS
C. Chauvin/B.A., B.Ed.
J. Gloazzo, B.A., M.A.
J. Richardson/B.A.
E. Williams/B.A., B.Ed., M.Ed.

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SCHOOL OF THE ARTS

(i) STUDIO ART:

1.0 NEW PROGRAMS: n/a

2.0 REVISIONS TO EXISTING PROGRAMS:

2.1 Honours Studio Art (B.F.A.)

Requirements

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

30 units

- Studio Art 1

15 units

- ART 2DG3 - Contemporary Approaches to Drawing
- ART 2IS3 - Independent Studio Methods
- ART 2PG3 - Contemporary Approaches to Painting
- ART 2PM3 - Contemporary Approaches to Print Media
- ART 2SC3 - Contemporary Approaches to Sculpture

3 units from

- ART 2DP3 - Digital Practices
- ART 2ER3 - Environmentally Responsible Art
- ART 2Z03
- HTHSCI 3EE3 - Biomedical Graphics
- MMEDIA 2G03 - Introduction to Digital Audio
- MMEDIA 3C03 – Interactive and Spatial Audio

Rationale: *Inclusion of additional course option, as seats will now be available to Art students.*

3.0 NEW COURSES: n/a

4.0 REVISIONS TO EXISTING COURSES:

4.1 ART 2DG3, 2IS3, 2PG3, 2PM3, 2SC3

Prerequisite(s): ~~WHMIS 1A00 and r~~Registration in Level II Honours Studio Art program

Rationale: *As WHMIS 1A00 is a requirement of Studio Art I, this prerequisite is redundant.*

5.0 COURSE DELETIONS: n/a

6.0 REVISIONS TO DEPARTMENTAL NOTES: n/a

7.0 COURSES IDENTIFIED AS 'AT-RISK': n/a

8.0 REVISIONS TO LIST OF FACULTY MEMBERS:

http://sota.humanities.mcmaster.ca/

Faculty as of January 15, ~~2018~~ 2019

DIRECTOR

Virginia Aksan (Acting)

PROFESSORS

~~**William Renwick**/(*Music*) B.Mus. (*British Columbia*), Ph.D. (*CUNY*), A.A.G.O., F.R.C.C.O.~~

Judy N. Major-Girardin/(*Studio Art*) B.F.A. (*Windsor*), M.F.A. (*Alabama*)

ASSOCIATE PROFESSORS

Peter Cockett/(*Theatre & Film Studies*) B.A. (*London*), M.A., Ph.D. (*Toronto*)

John Ford/*(Studio Art)* B.Sc *(Southeast Missouri State)*, M.F.A. *(Southern Illinois)*

Catherine Graham/(*Theatre & Film Studies*) B.A., M.A., Ph.D. (*McGill*)

Janice Hladki/(*Theatre & Film Studies*) B.A. (York), M.A., Ph.D. (*Toronto*)

~~**Judy N. Major-Girardin**/(*Studio Art*) B.F.A. (*Windsor*), M.F.A. (*Alabama*)~~

Briana Palmer/*(Studio Art)* B.F.A. *(Alberta College)*, M.F.A. *(Alberta)*

Michael Schutz/(*Music*) B.Mus., B.Sc. (*Pennsylvania*), M.Mus. (*Northwestern*), Ph.D. (*Virginia*)

Joseph Sokalski/(*Theatre & Film Studies*) B.E. (*Alberta*), M.A., Ph.D. (*Toronto*)

Angela Sheng/(*Art History*) B.A., ~~M.A.~~ (*Toronto*), Licence (*Paris*), Ph.D. (*Pennsylvania*)

Matthew Woolhouse/(*Music*) GGSM (*London, UK*), M.Phil., Ph.D. (*Cantab*)

ASSISTANT PROFESSORS

Carmela Alfaro-Laganse/*(Studio Art)* B.F.A. *(Manitoba)*, M.F.A. *(Ohio)*

~~**Peter Cockett**/(*Theatre & Film Studies*) B.A. (*London*), M.A., Ph.D. (*Toronto*)~~

~~**David Gerry**/(*Music*) A.R.C.T., B.Mus. Perf., M.Mus.(*Toronto*), Ph.D. (*McMaster*)~~

Logan MacDonald/*/(Studio Art) B.F.A. (Concordia), M.F.A (Toronto)*

Andrew Mitchell/(*Music*) B.Mus. (*Saskatchewan*), M.A., Ph.D. (*Western*)
~~**Sally McKay**/*(Studio Art/Art History)* B.F.A *(Western)*, M.A. *(Nova Scotia College of Art and Design)*, Ph.D. *(York)*~~
Joseph Resendes/*(Music) B.F.A., M.A. (Toronto)*
Tracy Wong/(*Music) B.Mus (Australia), M.A., Ph.D. (Toronto)*
ADJUNCT ASSISTANT PROFESSORS
Tobi Bruce/(*Art Gallery of Hamilton*) B.A. (*Kingston)*, M.A. (*Ottawa)*
Melissa Bennett/*(Art Gallery of Hamilton)* B.F.A (*Nova Scotia),* M.A. (*Toronto*)
ASSOCIATE MEMBERS
Alison McQueen/(*History*) B.A. *(McGill)*, M.A., Ph.D. (*Pittsburgh*)
David Ogborn/(*Communication Studies and Multimedia*) B.A., B.Sc. (*Mary*), B.Mus. (*Manitoba*), M.Mus. (*Toronto*), Mus.Doc. (*Toronto*)
PROFESSORS EMERITI
William Renwick/(*Music*) B.Mus. (*British Columbia*), Ph.D. (*CUNY*), A.A.G.O., F.R.C.C.O.

(ii) ART HISTORY:

1.0 NEW PROGRAMS: n/a

2.0 REVISIONS TO EXISTING PROGRAMS: n/a

3.0 NEW COURSES: n/a

4.0 REVISIONS TO EXISTING COURSES:

4.1 ARTHIST 2A03 - Visual Literacy

3 unit(s)
A course of lectures and discussions that explores the concept of visual literacy and examines the ways in which fine and popular arts structure our understanding through images.
~~One lecture (two hours), one tutorial/discussion~~; Three lectures; one term
Prerequisite(s): Registration in Level II or above
Antirequisite(s): CMST 2I03
Offered on a rotational basis.
Rationale: *Change to reflect addition of third hour lecture.*

4.2 ARTHIST 3XX3 - Cinema History from WWII

3 unit(s)
An exploration of narrative film from 1941 to the present day, incorporating a study of a variety of narrative cinema styles. Theoretical issues will include questions of cinema's relationships to other art forms, narrative, genre and authorship.
Two lectures, plus one weekly film screening; one term
Prerequisite(s): One of ARTHIST 2FL3, ARTHIST 3FL3, THTRFLM 2FF3 or THTRFLM 3FF3
Antirequisite(s): CMST 3XX3
Cross-list(s): THTRFLM 3L03
This course is administered by Theatre & Film
Rationale*: The prerequisite cross-listed course has previously been offered at both levels II and III. This change will reflect that students who may have taken it at either level II or III, and under either discipline, have met the prereq.*

5.0 COURSE DELETIONS: n/a

6.0 REVISIONS TO DEPARTMENTAL NOTES: n/a

7.0 COURSES IDENTIFIED AS 'AT-RISK':

- **ARTHIST 2DF3 –** *History is course lead on this cross-list, and intends to offer in 2019-20*
- **ARTHIST 4U03 –** *Classics is course lead on this cross-list, and intends to offer in 2019-20*

8.0 REVISIONS TO LIST OF FACULTY MEMBERS: *(as noted above)*

(iii) MUSIC:

1.0 NEW PROGRAMS: n/a

2.0 REVISIONS TO EXISTING PROGRAMS:

2.1 Combined Honours in Music and Another Subject (B.A.) and Music (B.A.)

Course List 1
All Level III and IV Music courses, including ~~except~~
HEALTHSCI 3MU3- Music, Health, & the Community
The following exceptions may not be used toward this course list:

- MUSIC 3GA3 A/B - Ensemble Performance: Accompanying
- MUSIC 3GB3 A/B - Ensemble Performance: McMaster Concert Band

- MUSIC 3GC3 A/B - Ensemble Performance: McMaster University Choir
- MUSIC 3GF3 A/B - Ensemble Performance: McMaster University Flute Ensemble
- MUSIC 3GJ3 A/B - Ensemble Performance: McMaster Jazz Band
- MUSIC 3GP3 A/B - Ensemble Performance: McMaster Percussion Ensemble
- MUSIC 3GR3 A/B - Ensemble Performance: McMaster Chamber Orchestra
- MUSIC 3GW3 A/B - Ensemble Performance: McMaster Women's Choir
- MUSIC 3Z03
- MUSIC 4GA3 A/B - Ensemble Performance: Accompanying
- MUSIC 4GB3 A/B - Ensemble Performance: McMaster Concert Band
- MUSIC 4GC3 A/B - Ensemble Performance: McMaster University Choir
- MUSIC 4GF3 A/B - Ensemble Performance: McMaster University Flute Ensemble
- MUSIC 4GJ3 A/B - Ensemble Performance: McMaster Jazz Band
- MUSIC 4GP3 A/B - Ensemble Performance: McMaster Percussion Ensemble
- MUSIC 4GR3 A/B - Ensemble Performance: McMaster Chamber Orchestra
- MUSIC 4GW3 A/B - Ensemble Performance: McMaster Women's Choir
- MMEDIA 3C03 - Interactive and Spatial Audio

Rationale: *Course list addition to include HTHSCI 3MU3, which will have reserved seats for Music program students.*

2.2 Honours Music (B.Mus.)

Course List 1

- HEALTHSCI 3MU3- Music, Health, & the Community
- MUSIC 2CG3 - Classical Guitar Methods
- MUSIC 2MC3 - Psychology of Music
- MUSIC 3AA3 - Elementary Music Education
- MUSIC 3CG3
- MUSIC 3J03 A/B - Orchestration and Arranging
- MUSIC 3K03 - Brass Methods
- MUSIC 3L03 - Woodwind Methods
- MUSIC 3M03 A/B - String Methods
- MUSIC 3N03 - Vocal Methods
- MUSIC 3O03 - Conducting
- MUSIC 3P03 - Percussion Methods
- MUSIC 3V03 - Foundations of Music Education
- MUSIC 4K03 - Brass Methods
- MUSIC 4L03 - Woodwind Methods
- MUSIC 4M03 A/B - String Methods
- MUSIC 4N03 - Choral Methods
- MUSIC 4OC3 - Advanced Conducting: Choral
- MUSIC 4OI3 - Advanced Conducting: Instrumental
- MUSIC 4Q03
- MUSIC 4V03 - Current Issues in Music Education

Rationale: *Course list addition to include HTHSCI 3MU3, which will have reserved seats for Music program students.*

2.3 Honours Music (B.Mus.) (Music Cognition)

Admission

Enrolment in this program is limited. Admission requires, as a minimum, completion of Music I, a Grade Point Average of at least 5.0, and an average of at least 5.0 in PSYCH 1X03 (or 1F03) and PSYCH 1XX3 (or 1FF3).

Program Notes

1. Students interested in this program must have completed Grade 12 Biology U, or enroll in BIOLOGY 1P03 in the first term of Level I, concurrently with PSYCH 1X03.
2. More advanced training in statistics is recommended for students in this program (especially if students plan to conduct independent research in the future), but is not required. Students wanting more advanced statistics training should take PNB 2XE3 and PNB 3XE3. For permission to take these courses, please see the Academic Advisor in the Department of Psychology, Neuroscience & Behaviour.
3. The courses appearing in Course List 1 are specifically intended to prepare students to attend a Faculty of Education and for a career in school and music teaching. Students interested in Music Education are

advised to consult the Music Counsellor during Level I for advice on fulfilling the entrance requirements of Faculties of Education.

4. Students who intend to pursue graduate studies in music history or theory or who wish to use the music degree as preparation for post-graduate studies in other professions should select a significant number of the courses in Course List 2.
5. Students in the Honours B.Mus. (Music Cognition) program can only use a total of 12 units from *Course List 5* as credit toward their degrees.
6. Although it is listed as an option, students are encouraged to complete MUSICCOG 4D06 A/B - Thesis in Music Cognition.
7. Psych 2E03 is recommended as preparation for MUSICCOG 4MP3.

Course List 1

- HEALTHSCI 3MU3- Music, Health, & the Community
- MUSIC 2CG3 - Classical Guitar Methods
- MUSIC 3AA3 - Elementary Music Education
- MUSIC 3CG3
- MUSIC 3J03 A/B - Orchestration and Arranging
- MUSIC 3K03 - Brass Methods
- MUSIC 3L03 - Woodwind Methods
- MUSIC 3M03 A/B - String Methods
- MUSIC 3N03 - Vocal Methods
- MUSIC 3O03 - Conducting
- MUSIC 3P03 - Percussion Methods
- MUSIC 3V03 - Foundations of Music Education
- MUSIC 4K03 - Brass Methods
- MUSIC 4L03 - Woodwind Methods
- MUSIC 4M03 A/B - String Methods
- MUSIC 4N03 - Choral Methods
- MUSIC 4OC3 - Advanced Conducting: Choral
- MUSIC 4OI3 - Advanced Conducting: Instrumental
- MUSIC 4P03
- MUSIC 4Q03
- MUSIC 4V03 - Current Issues in Music Education

Requirements

123 units total (Levels I to IV), of which 51 units may be Level I

33 units

- Music 1

21 units

- MUSIC 2B03 - History of Western Music (1890-present)
- MUSIC 2CA3 - Theory and Analysis III
- MUSIC 2CB3 - Theory and Analysis IV
- MUSIC 2DA3 - Practical Musicianship III
- MUSIC 2E06 A/B - Solo Performance
- MUSIC 2MH3 - Music History II: Music in Western Culture to 1900

9 units from

- MUSICCOG 2MP3 - Introduction to Music Cognition (or MUSICCOG 2A03 or 2MA3)
- MUSICCOG 3MP3
- MUSICCOG 3SP3 - The Science of Performance
- MUSICCOG 4MP3 - Neuroscience of Music (or one of MUSICCOG 3A03, 3MA3, or 4LA3)

3 units

- SOCSCI 2J03 - Introduction to Statistics

3 units

- ~~PSYCH 2E03 - Sensory Processes~~
- PNB 2XA3 - Human Perception & Cognition

6 units

- MUSIC 3E06 A/B - Solo Performance

18 units from

- *Course List 1*
- *Course List 2*
- *Course List 3*
- *Course List 4*

3 units from

- *Course List 5*

3 units from

- PSYCH 2AA3 - Child Development
- PSYCH 2E03 - Sensory Processes
- PSYCH 2H03 - Human Learning and Cognition
- PSYCH 2NF3 - Basic & Clinical Neuroscience

6 units

- MUSICCOG 4D06 A/B - Thesis in Music Cognition or
- 6 units from *Course List 6*

18 units

- Electives, including no more than 6 units from *Course List 5*

Rationale: *Proposed changes to the Honours Music (B.Mus.) (Music Cognition) program accommodate changes made to MUSICCOG 3SP3, for which Psychology is lead, and the addition of the new online 1FF3 (taken in lieu of 1XX3) being put forward by Psychology. Course list addition to include HTHSCI 3MU3, which will have reserved seats for Music program students.*

2.4 Diploma in Music Performance *(as submitted to Certificates and Diplomas Committee)*

3.0 NEW COURSES: n/a

4.0 REVISIONS TO EXISTING COURSES:

4.1 MUSIC 2B03 – Music History: Music in Western Culture from c. 1750 to the Present ~~History of Western Music (1890-present)~~

3 unit(s)

A survey of Western music from ~~the late 19th century~~ c. 1750 to the present. Includes consideration of performance practices, influences of the other arts and socio-political developments. In addition, musicological research and writing skills will be cultivated.

Three lectures; one term

Prerequisite(s): Registration in Level II of a Music program

Rationale: *Minimal change to title and description, to address how course is offered.*

4.2 MUSIC 2CA3 - Theory and Analysis III, MUSIC 2CB3 - Theory and Analysis IV

~~*First offered in 2018-2019.*~~

Rationale: *Reference to first offering is no longer required.*

4.3 MUSIC 2DA3 - Practical Musicianship III

3 unit(s)

Continuation of MUSIC 1DB3.

Sight-singing, dictation, and keyboard harmony.

One lecture, two labs, one tutorial; one term

Prerequisite(s): MUSIC 1DB3 and r~~R~~egistration in a Music program or permission of the instructor if space permits

Antirequisite(s): MUSIC 2D03

~~*First offered in 2018-2019.*~~

Rationale: *This course is a continuation of MUSIC 1DB3.*

4.4 MUSIC 2MC3 - Psychology of Music

3 unit(s)

Overview of the psychological roots of the musical experience. Sample topics to include the perception of pitch, timbre, meter, and tonality as well as the communication of emotion. There will be a particular emphasis on the practical

implications of basic principles of perception and cognition, with a focus on improving the quality and efficiency of music performance, learning, and education.
Three lectures, one term
Prerequisite(s): Registration in Level II of an Honours, Combined Honours or B.A. Music program
Antirequisite(s): MUSICCOG 2MA3, 2MP3, PSYCH 2MA3, 2MP3
Rationale: *This course is intended for non-Music Cognition students (who will take the specialized, core MUSICCOG 2MA3 anti-requisite).*

4.5 MUSIC 2MH3 - Music History ~~II~~: Music in Western Culture ~~to 1900~~ from Antiquity to c. 1750
3 unit(s)
An examination, through selected examples, of Western musical practice and its contexts, from Antiquity to ~~the beginning of the twentieth century~~ approximately 1750. A significant portion of the course will be devoted to the cultivation of writing and research skills.
Three lectures; one term
Prerequisite(s): Registration in level II of a Music program
Antirequisite(s): Music 2BB3
Rationale: *Minimal change to title and description, to address how course is offered.*

4.6 MUSIC 3J03 ~~A/B~~ - Orchestration and Arranging
3 unit(s)
A study of the orchestral/band instruments; scoring of music for various ensembles.
~~Two lectures; two terms~~ Three lectures; one term
Prerequisite(s): MUSIC 2CB3 or 2CC3 A/B and 2H03, and registration in a Music program
Offered in alternate years.
Rationale: *Change to single term will allow for greater student flexibility in required contact hours.*

4.7 MUSIC 4Z03 - Composition
3 unit(s)
The composition of various instrumental or vocal works.
Times to be arranged between the student and instructor; one term
Prerequisite(s): Registration in Level III or IV of an Honours Music program and a grade of at least B+ in MUSIC 2CC3 A/B or MUSIC 2CB3; or permission of the instructor.
Rationale: *Addition of new core course to prerequisite, which students will now be completing in lieu of 2CC3.*

4.8 MUSICCOG 4MP3 - Neuroscience of Music
3 unit(s)
This seminar explores theories on how and why music evolved, and how the perception, development, performance and emotional experience of music are mediated by the brain. Primary source materials are discussed in class and experimental designs developed to address critical questions.
Lecture/seminar (three hours); one term
Prerequisite(s): MUSICCOG 2MP3 (or 2MA3) or PSYCH 2MP3 (or 2MA3) or 3H03; and registration in a Music Cognition program (B.A., B.Arts.Sc., B.Mus., B.Sc.), or PNB 2XA3 or PSYCH 2E03 and registration in an Honours program, or ISCI 2A18 A/B; or permission of the instructor. PSYCH 2E03 is recommended.
Cross-list(s): PSYCH 4MP3
This course is administered by the Department of Psychology, Neuroscience & Behaviour.
Rationale*: Change to reflect course lead's description.*

5.0 COURSE DELETIONS: n/a
6.0 REVISIONS TO DEPARTMENTAL NOTES: n/a
7.0 COURSES IDENTIFIED AS 'AT-RISK': n/a
8.0 REVISIONS TO LIST OF FACULTY MEMBERS: *(as noted above)*

(iv) <u>THEATRE AND FILM STUDIES</u>:
1.0 NEW PROGRAMS: n/a
2.0 REVISIONS TO EXISTING PROGRAMS:
2.1 Combined Honours in Theatre & Film Studies and Another Subject (B.A.), Honours Theatre & Film Studies (B.A.), Theatre & Film Studies (B.A.)
Course List 1

- THTRFLM 3AA3 - Modernist Drama and Theatre in Europe
- THTRFLM 3DD3 - Contemporary Canadian Drama and Theatre
- THTRFLM 3FF3 - Early Cinema History
- THTRFLM 3L03 - Cinema History from WWII

- THTRFLM 3M03 ~~– Analyzing Entertainment Culture~~
- THTRFLM 3P03 - Women and Visual Culture
- THTRFLM 3U03 - Pleasure and Critique in Dramatic Performance

Course List 2

- THTRFLM 3N03 - Artists' Alternative Film and Video
- THTRFLM 3OP6 A/B - Organizing the Performance Space
- THTRFLM 3PC3 - Performance and Community Engagement
- THTRFLM 3PR3 - Text-based Devising: Research and Development
- THTRFLM 3PS3 - Devising New Plays: Research and Development
- THTRFLM 3S03
- THTRFLM 3S06 - Major Production Workshop
- THTRFLM 3SD3 - Scripting the Devised Performance
- THTRFLM 3VS3 - Visual Storytelling
- THTRFLM 3WW3 - Acting and the Voice: Devising from Classical Texts
- THTRFLM 3XX3 - Acting and the Body: Devising Physical Theatre

Course List 3

- ARTHIST 2A03 - Visual Literacy
- ARTHIST 2R03 - The History of Fashion and Identity
- ARTHIST 2T03 - Art, Theatre and Music in the Enlightenment
- ARTHIST 3Q03 - Colours of the World
- CLASSICS 2E03 - The Ancient World in Film
- CLASSICS 2YY3 - Greek Tragedy
- CMST 2G03 - Performance and Performativity
- ENGLISH 2CR3 - Shakespeare: Comedies, Problem Plays, and Romances
- ENGLISH 2HT3 - Shakespeare: Histories and Tragedies
- ENGLISH 3CC3 - Reading Film
- GERMAN 2N03 - The Holocaust in Film and Fiction (Taught in English)
- GERMAN 2P03 – Modern Germany through Film: Symphonies of Magic and Horror (Taught in English)
- GERMAN 2S03
- INDIGST 3EE3 - Indigenous Representations in Film
- INDIGST 3G03 - Indigenous Creative Arts and Drama: Selected Topics
- ITALIAN 3X03 - Italy Today Through Film (Taught in English)
- MMEDIA 2G03 - Introduction to Digital Audio
- MMEDIA 3C03 – Interactive and Spatial Audio
- MUSIC 2F03 - Music for Film and Television
- MUSIC 2TT3 - Broadway and the Popular Song
- RUSSIAN 2G03 – Masterpieces of Russian Literature in Film and TV Series (Taught in English)
- RUSSIAN 2H03 – Soviet Propaganda in Films and Other Mass Media (Taught in English)
- THTRFLM 2Z03

***Rationale**: Updating of all program course lists to reflect all relevant, current interdisciplinary offerings.*

3.0 NEW COURSES: n/a

4.0 REVISIONS TO EXISTING COURSES:

4.1 THTRFLM 3L03 - Cinema History from WWII

3 unit(s)

An exploration of narrative film from 1941 to the present day, incorporating a study of a variety of narrative cinema styles. Theoretical issues will include questions of cinema's relationship to other art forms, narrative, genre and authorship.

Two lectures, plus one weekly film screening; one term

Prerequisite(s): One of ARTHIST 2FL3, ARTHIST 3FL3, THTRFLM 2FF3 or THTRFLM 3FF3~~,~~

Antirequisite(s): CMST 3XX3

Cross-list(s): ARTHIST 3XX3

***Rationale**: The prerequisite cross-listed course has previously been offered at both levels II and III. This change will reflect that students who may have taken it at either level II or III, and under either discipline, have met the prereq.*

4.2 THTRFLM 4A06 A/B - Theatre and Society: A Performance Project

6 unit(s)

Students will work in small groups to create and critique public performances.

~~Two lectures and practical exercises, plus rehearsals; two terms~~Two lectures, one lab; total of 6 hours
Prerequisite(s): Registration in Level IV of an Honours program in Theatre & Film Studies and permission of the School of the Arts; Starting in 2010, students proposing an original script must have taken THTRFLM 3SD3
Admission to THTRFLM 4A06 will be based primarily on academic standing. In addition, students must complete a written application on a form provided by the School of the Arts, which must be submitted in March of the academic year prior to registration. Final selection will be made by Theatre and Film Studies faculty.
***Rationale**: Change to most accurately reflect class and rehearsal timelines.*

5.0 COURSE DELETIONS:

5.1 THTRFLM 3M03 - Analyzing Entertainment Culture

***Rationale:** This course has not been offered since 2015.*

6.0 REVISIONS TO DEPARTMENTAL NOTES:

Department Notes

1. The following are courses open as electives to students registered in Level II or above of any undergraduate program.
    - THTRFLM 2CP3 - Culture and Performance
    - THTRFLM 2FA3 - Film Analysis
    - THTRFLM 3AA3 - Modernist Drama and Theatre in Europe
    - THTRFLM 3DD3 - Contemporary Canadian Drama and Theatre
    - THTRFLM 3FF3 - Early Cinema History
    - ~~THTRFLM 3M03 - Analyzing Entertainment Culture~~

***Rationale:** THTRFLM 3M03 is being deleted so will no longer be offered as an elective option.*

7.0 COURSES IDENTIFIED AS 'AT-RISK':

- THTRFLM 3M03 is being deleted

8.0 REVISIONS TO LIST OF FACULTY MEMBERS: *(as noted above)*

▲▲▲▲▲

DEPARTMENT OF CLASSICS

1.0 NEW PROGRAMS: n/a

2.0 REVISIONS TO EXISTING PROGRAMS: n/a

3.0 NEW COURSES:

3.1 CLASSICS 3ER3 - Epics of Rome

3 unit(s)
This course will examine the great epic poems of Vergil, Ovid and Statius, studying them in the political and cultural context of contemporary Rome and against the background of the tradition of epic poetry.
Three hours; one term
Prerequisite(s): Three units from CLASSICS 1B03, 2D03, 2E03, 2Y03, 2YY3; and registration in Level II or above of any program
Offered in alternate years.
Enrolment: 60 Reserve capacities: Classics II: 20
***Rationale:** Our new appointment is a specialist in Latin Literature and taking over the alternating pair of Ovid (3YY3) and Satire (3Z03). Satire will be replaced with Epic.*

4.0 REVISIONS TO EXISTING COURSES:

4.1 CLASSICS 2E03 - The Ancient World in Film

3 unit(s)
The emphasis is on myth (Amazons, Hercules) and history (slave revolts, banquets, decadent emperors), studied via Greek and Latin accounts (in translation) and cinematic versions (e.g. Electra, Medea, Mighty Aphrodite, Apocalypse Now, Spartacus, I Claudius).
~~Three lectures~~Two lectures, plus one weekly film screening; one term
Prerequisite(s): Registration in Level II or above of any program
Antirequisite(s): CMST 2Y03, THTRFLM 2G03
Offered on rotation.
***Rationale**: This format will best allow for full film screenings, as a complement to lectures.*

5.0 COURSE DELETIONS:

5.1 CLASSICS 3Z03 - Satire

***Rationale:** The course is being replaced with a course more in fitting with the Department's needs and current areas of specialization.*

6.0 REVISIONS TO DEPARTMENTAL NOTES:

Department Note

The following courses are available as electives to qualified students in any program:

a. **Classical Archaeology and Art History**
- CLASSICS 1A03 - Introduction to Classical Archaeology
- CLASSICS 2B03 - Greek Art
- CLASSICS 2C03 - Roman Art
- CLASSICS 3H03 - Archaic Greek Art
- CLASSICS 3Q03 - Greek Sanctuaries
- CLASSICS 3S03 - Pompeii, Herculaneum, and Ostia

b. **Ancient History and Society**
- CLASSICS 1M03 - History of Greece and Rome
- CLASSICS 2K03 - The Society of Greece and Rome
- CLASSICS 2LA3 - History of Greece to the Peloponnesian War
- CLASSICS 2LB3 - History of Greece from the Peloponnesian War
- CLASSICS 2LC3 - History of Rome to the Dictatorship of Caesar
- CLASSICS 2LD3 - History of Rome from the Dictatorship of Caesar

c. **Classical Literature in Translation**
- CLASSICS 1B03 - An Introduction to Ancient Myth and Literature
- CLASSICS 2D03 - Greek and Roman Mythology
- CLASSICS 2E03 - The Ancient World in Film
- CLASSICS 2YY3 - Greek Tragedy
- CLASSICS 3EE3 - The Greek Historians
- CLASSICS 3ER3: Epics of Rome
- CLASSICS 3M03 - Greek Intellectual Revolution
- CLASSICS 3YY3 - Ovid
- ~~CLASSICS 3Z03 - Satire~~

d. **Classical Languages**
- GREEK 1Z03 - Beginner's Intensive Ancient Greek I
- GREEK 1ZZ3 - Beginner's Intensive Ancient Greek II
- LATIN 1Z03 - Beginner's Intensive Latin I
- LATIN 1ZZ3 - Beginner's Intensive Latin II

Rationale: *Updating elective lists to reflect current course offerings.*

7.0 COURSES IDENTIFIED AS 'AT-RISK':
- CLASSICS 4T03 A/B – this course is to remain in calendar, for use as needed (many students will take as 'S' single term option)
- CLASSICS 4U03 – This course will be offered in 2019-20

8.0 REVISIONS TO LIST OF FACULTY MEMBERS:

Faculty as of January 15, 201~~8~~9

CHAIR

~~**Sean Corner**~~

Claude Eilers (Acting)

PROFESSORS

Michele G. George/B.A. (*Toronto*), M.A., Ph.D. (*McMaster*)

ASSOCIATE PROFESSORS

Martin Beckmann/B.A. (*Wilfrid Laurier*), M.A. Ph.D. (*McMaster*)

Sean Corner/B.A., M.A. (*Oxford*), Ph.D. (*Princeton*)

Claude Eilers/B.A. (*Saskatchewan*), M.A. (*McMaster*), D.Phil. (*Oxford*)

Kathryn Mattison/B.A., Ph.D. (*Toronto*)

Spencer Pope/B.A. (*Middlebury College*), Ph.D. (*Brown*)

ASSISTANT PROFESSOR

~~**Kathryn Mattison**/B.A., Ph.D. (*Toronto*)~~

Mariapia Pietropaolo/B.A., M.A., Ph.D. (*Toronto*)

[Sample submission truncated after the Department of Classics]

RESOLUTIONS OF THE SENATE AND UNDERGRADUATE COUNCIL

APPROVAL OF SUBMISSIONS

"curriculum submissions from Faculties must have been subjected both at the department and the Faculty levels, to an analysis of the number of courses offered in each department in relation to faculty size and student enrolment, of the total addition or subtraction of units, and of courses being alternated." *(Senate: April 1975)*

COURSE CAPS AND CATEGORIES

At the January 25, 2011 Undergraduate Council meeting, the Curriculum and Admissions Committee reported they had successfully introduced the use of a submissions template. Submissions will include course capacities and categories for information purposes only while corrections to minor grammatical and spelling errors will not be included. Revisions to course titles, prerequisites and anti-requisites will continue to be reported to the Curriculum and Admissions Committee. *(Undergraduate Council Curriculum & Admissions Committee: January 2011)*

COURSE DESCRIPTIONS

"that detailed course descriptions normally should not exceed 25 words." *(Undergraduate Council: Nov. 1975)*

COURSE TITLES - "TOPIC"

"The Committee discussed the use of the word '*topic*' in course titles and it was agreed that all Faculties and Programs would review their curriculum and consider removing '*topic*' from course titles if it is not necessary that it be there." *(Undergraduate Council Curriculum & Admissions Committee: December 2010)*

DEAN'S PERMISSION COURSES

"that all Faculties, the Director of the Arts & Science Program and the Director of the Indigenous Studies Program be required to submit, for information, to the April meeting of Undergraduate Council, a list of the Dean's Permission courses for that academic year, with a one line explanation of why the course was offered on Dean's Permission."
(Undergraduate Council: December 2008)

"all undergraduate courses must be approved by Undergraduate Council before they can be offered in the Undergraduate Calendar. However, there are situations when there is a need to offer a course outside of the curriculum approval process and that Dean's Permission is meant for these exceptions. Dean's Permission is intended to address the need for courses when a Faculty is unable to follow the normal curriculum approval schedule." ….."Dean's Permission should not be used to pilot new courses. New courses should go through the regular curriculum approval process and if the Faculty decides that the course should not be offered again then the course can be deleted during the next curriculum cycle. *(Undergraduate Council: November2011)*

LIMITED ENROLMENT

"all limited enrolment courses must be so identified in the Calendar." *(Senate: April 1975)*

MANAGEMENT OF IN-CALENDAR COURSES NOT OFFERED FOR THREE YEARS OR MORE

Members discussed the management of in-calendar courses not offered for three years or more. Each year the Registrar's Office will send all Faculties a list of the courses that have not been offered for three years or more and notice that if the courses are not offered in the next session they will be removed from the *Undergraduate Calendar* unless the Faculty provides the Curriculum and Admissions Committee with a justification for keeping the course in the Calendar. It was clarified that the courses are

identified in the third year not offered and will be removed in the fourth year.
(Undergraduate Council: January 2011)

ONE TERM/TWO TERM COURSES

"that the duration of the single-term courses be recorded as `one term' and full-year courses as `two terms'".
(Undergraduate Council: March 1979)

SESSIONAL DATES

It was "proposed to eliminate any existing rules regarding the *last day for cancelling courses without failure by default* date. The Office of the Registrar will incorporate the revised timing of the *last day for cancelling courses without failure by default* into the standards of practice for determining Sessional Dates."
(Undergraduate Council: December 2009)

"Family Day was discussed and it was suggested the mid-term break always take place during the week that includes Family Day." *(Undergraduate Council: December 2007)*

Fall Recess

Two-year trial period:
"The proposal achieves the two Fall Break days by delaying the final exam dates by two days. It was clarified that the original sessional dates had an extra day built into the exam schedule and that the Fall Break will take away that extra day, so it appears as if the final exams are only delayed by one day. The Registrar noted that the Fall Break will only be possible for the next two academic years, 2013-2014 and 2014-2015, after which the proposed Fall Break model will not work so the investigation of a long term solution must begin immediately if the Fall Break is to become a permanent fixture in the academic year. Over the next two academic years the Office of the Associate Vice-President (Faculty) will gather evidence to present to Undergraduate Council to determine if there is some benefit from the Fall Break. *(Undergraduate Council: January 2013)*

"that the Senate approve the establishment of a Fall Recess, to consist of a Thursday, Friday and Saturday, for a two-year trial period starting in 2013-14" *(Senate: February 2013)*

*These are resolutions of the Senate and Undergraduate Council as of October 2013.

Meeting Dates 2023-2024

Undergraduate Council
Tuesday, September 26, 2023 2:30 - 4:30 PM
Tuesday, November 14, 2023 2:30 - 4:30 PM
Tuesday, December 12, 2023 2:30 - 4:30 PM
Tuesday, January 30, 2024 2:30 - 4:30 PM
Tuesday, February 27, 2024 2:30 - 4:30 PM
Tuesday, March 26, 2024 2:30 - 4:30 PM
Tuesday, April 16, 2023 2:30 - 4 PM (Executive)
Tuesday, April 23, 2024 2:30 - 4:30 PM
Awards Committee
Tuesday, September 12, 2023 2:30 - 3 PM
Tuesday, October 31, 2023 2:30 - 3 PM
Tuesday, January 16, 2024 2:30 - 3 PM
Tuesday, February 6, 2024 2:30 - 3 PM
Tuesday, March 5, 2024 2:30 - 3 PM
Tuesday, April 9, 2024 2:30 - 3 PM
Certificates, Diplomas, & Microcredentials Joint Committee
Tuesday, September 12, 2023 3 -3:45 PM
Tuesday, October 31, 2023 3 -3:45 PM
Tuesday, January 16, 2024 3 -3:45 PM
Tuesday, February 6, 2024 3 -3:45 PM
Tuesday, March 5, 2024 3 -3:45 PM
Tuesday, April 9, 2024 3 -3:45 PM
Curriculum and Admissions Committee
Tuesday, September 12, 2023 3:45 - 4:30 PM
Tuesday, November 28, 2023 12:30 - 4:30 PM
Wednesday, November 29, 2023 12:30 - 4:30 PM
Tuesday, January 16, 2024 3:45 - 4:30 PM
Tuesday, February 6, 2024 3:45 - 4:30 PM
Tuesday, March 5, 2024 3:45 - 4:30 PM
Tuesday, April 9, 2024 3:45 - 4:30 PM

McMaster University | UNIVERSITY SECRETARIAT

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REPORT TO UNDERGRADUATE COUNCIL
from the
EXECUTIVE COMMITTEE

INFORMATION

1. **Undergraduate Council Membership and Committee Assignments for 2023-2024**

   At its March 28, 2023 meeting, the Undergraduate Council Executive Committee approved the 2023-2024 committee and committee chair assignments and authorized the Chair of Undergraduate Council to make additional appointments as necessary to further complete the Undergraduate Council committee memberships for 2023-2024.

   Since that time a resignation from the committee occurred, and so an electronic vote was held between September 7th and 11th, during which the Executive Committee approved the revised slate of committee chairs for 2023-2024. Details are contained within the circulated report.

Undergraduate Council
FOR INFORMATION
September 26, 2023

McMaster University | UNIVERSITY SECRETARIAT

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UNDERGRADUATE COUNCIL MEMBERS AND STANDING COMMITTEE MEMBERSHIPS 2023-2024

Ex Officio Members

Chancellor	Santee Smith
President	David Farrar
Provost and Vice-President (Academic)	Susan Tighe
Vice-Provost (Teaching and Learning)	Kim Dej
Associate Dean (Undergraduate Studies), Faculty of Business	Aaron Schat
Associate Dean (Undergraduate Studies), Faculty of Engineering	Sarah Dickson-Anderson
Vice Dean, Health Sciences	Rob Whyte
Associate Dean, Faculty of Humanities	Sean Corner
Associate Dean (Undergraduate Studies), Faculty of Science	Rosa da Silva
Associate Dean (Undergraduate Studies), Faculty of Social Sciences	Karen McGarry
Director, Arts and Science Program	Beth Marquis
Director, McMaster Continuing Education	Lorraine Carter
Acting University Registrar	Sarah Robinson
Associate Vice-President, (Students & Learning) and Dean of Students	Sean Van Koughnett
University Librarian	Vivian Lewis

Elected Faculty Members

Faculty of Business	Teal McAteer	(2026)
Faculty of Engineering	Cheryl Quenneville	(2025)
Faculty of Health Sciences	Caitlin Mullarkey	(2026)
Faculty of Humanities	Catherine Grisé	(2024)
Faculty of Science	~~Rosa da Silva~~	~~(2025)~~
Faculty of Social Sciences	~~Karen McGarry~~	~~(2024)~~

7 undergraduate students, one from each of the six Faculties offering undergraduate work, and one from the Arts and Science Program, to be appointed by Senate

Undergraduate Students

Arts and Science Program	Maryam Khan	(2024)

Faculty of Business	Nijhum Saha	(2024)
Faculty of Engineering	Ziyu (Angel) Li	(2024)
Faculty of Health Sciences	Spring Wang	(2024)
Faculty of Humanities	Lily Howden	(2024)
Faculty of Science	Wynter Sutchy	(2024)
Faculty of Social Sciences	Adrian Mesly	(2024)

EXECUTIVE COMMITTEE

COMMITTEE MEMBERS		Quorum = 3
Dr. Kim Dej (Chair)	Chair of Undergraduate Council	Vice-Provost (Teaching & Learning)
[1] *TBD (September 26, 2023)*	Vice-Chair of Undergraduate Council	
Dr. Catherine Grisé	Chair of the Awards Committee	Faculty of Humanities
Dr. Aaron Schat	Chair of the Certificates, Diplomas & Microcredentials Committee	Faculty of Business
Dr. Sean Corner	Chair of the Curriculum & Admissions Committee	Faculty of Humanities
CONSULTANT		
Ms Sarah Robinson	Acting University Registrar	Office of the Registrar

AWARDS COMMITTEE

COMMITTEE MEMBERS		Quorum = 4
Dr. Catherine Grisé (Chair)	Elected Faculty Member	Faculty of Humanities
Dr. Kim Dej	Chair of Undergraduate Council	Vice-Provost, (Teaching & Learning)
Mr. Sean Van Koughnett	Associate Vice-President (Students and Learning) and Dean of Students	
Dr. Cheryl Quenneville	Elected Faculty Member	Faculty of Engineering
Dr. Teal McAteer	Elected Faculty Member	Faculty of Business
Ms Spring Wang	Undergraduate Student Representative	Faculty of Health Sciences
Ms Wynter Sutchy	Undergraduate Student Representative	Faculty of Science
CONSULTANTS		
Ms Liz Maguire	Trust Fund Administrator	Office of the Registrar
Ms Nancy Solano	Student Loans & Awards Officer	Office of the Registrar
~~Ms Stephanie Morrow~~	~~Senior Admin, Awards and Trusts~~	~~Faculty of Health Sciences~~
Ms Liz Way	Senior Associate Registrar, Student Financial Aid and Scholarships	Office of the Registrar

[1] The term of the 2023-2024 Undergraduate Council Vice-Chair will begin on September 26, 2023, when an election is held to fill the vacancy.

CERTIFICATES, DIPLOMAS, AND MICROCREDENTIALS (CDM) COMMITTEE[2]

COMMITTEE MEMBERS		Quorum = 5
Dr. Aaron Schat	Chair of the Committee	Faculty of Business
Dr. Kim Dej	Chair of Undergraduate Council	Vice-Provost (Teaching & Learning)
Dr. Steve Hranilovic	Chair of Graduate Council	Vice-Provost & Dean of Graduate Studies
Ms Sarah Robinson	Acting University Registrar	Office of the Registrar
Dr. Sean Corner	Associate Dean, Undergraduate Studies	Faculty of Humanities
Dr. Steve Hanna	Associate Dean, Graduate Studies	Faculty of Health Sciences
Ms Maryam Khan	UGC Student Representative	Arts & Science Program
TBD	GC Student Representative	Faculty of Social Sciences
CONSULTANTS		
Dr. Lorraine Carter	Director	McMaster Continuing Education
~~Mr. Dan Piedra~~	~~Assistant Director~~	~~McMaster Continuing Education~~
Ms Vivian Lewis	University Librarian	
Ms Cait Stevens	Assistant Registrar, Records (delegate)	Office of the Registrar
Dr Amy Gullage	Lead Educational Developer	MacPherson Institute
TBD	Assistant Dean	

CURRICULUM & ADMISSIONS COMMITTEE

COMMITTEE MEMBERS		Quorum = 8
Dr. Sean Corner (Chair)	Associate Dean, Undergraduate Studies	Faculty of Humanities
Dr. Kim Dej	Chair of Undergraduate Council	Vice-Provost (Teaching & Learning)
Ms Sarah Robinson	University Registrar	Office of the Registrar
Dr. Beth Marquis (Vice Chair)	Director	Arts & Science Program
Dr. Aaron Schat	Associate Dean, Undergraduate Studies	Faculty of Business
Dr. Karen McGarry	Associate Dean, Undergraduate Studies	Faculty of Social Sciences
Dr. Rob Whyte	Vice Dean (Education)	Faculty of Health Sciences
Dr. Sarah Dickson-Anderson	Associate Dean, Undergraduate Studies	Faculty of Engineering
Dr. Rosa da Silva	Associate Dean, Undergraduate Studies	Faculty of Science
Dr. Caitlin Mullarkey	Elected Faculty Member	Faculty of Health Sciences
VACANT	Elected Faculty Member	Faculty of Science
Mr. Adrian Mesly	Undergraduate Student Representative	Faculty of Social Sciences
Ms Lily Howden	Undergraduate Student Representative	Faculty of Humanities
Ms Ziyu Li	Undergraduate Student Representative	Faculty of Engineering
CONSULTANTS		
Mr. Greg Rombough	Manager, Undergraduate and Specialized Programs	Faculty of Business

[2] For the UGC-GC Joint Committee on Certificates, Diplomas & Microcredentials, UGC will only ratify Undergraduate Council representatives, not Graduate Council representatives.

Ms Maria White	Assistant Dean (Academic)	Faculty of Engineering
Ms Jackie Osterman	Assistant Dean (Academic)	Faculty of Humanities
Mr. Ben O'Connor	Acting Assistant Dean (Academic)	Faculty of Science
Ms Lynn Giordano	Assistant Dean (Academic)	Faculty of Social Sciences
Ms Monique Savage Williams	Office Manager and Executive Officer	Faculty of Health Sciences
Ms Shelley Anderson	Program Administrator	Arts & Science Program
Ms Rebecca Bishop	Program Administrator	Arts & Science Program
Ms Cathy Mackenzie	Assistant Registrar, Records	Office of the Registrar
Ms Cait Stevens	Senior Records Officer, Curriculum & Calendar	Office of the Registrar
Ms Carla Hodal	Senior Associate Registrar, Undergraduate Admissions	Office of the Registrar
~~Dr. Erin Aspenlieder~~	~~Associate Director, Program and Educational Development~~	~~MacPherson Institute~~
~~Ms Julianne Simpson~~	~~Quality Assurance Specialist~~	~~MacPherson Institute~~
Dr. Amy Gullage	Educational Developer	MacPherson Institute

QUALITY ASSURANCE COMMITTEE

MEMBERS APPOINTED BY UNDERGRADUATE COUNCIL		
Dr. Catherine Grisé	Faculty of Humanities	July 1, 2022 – June 30, 2024
Dr. Robert Fleisig	Faculty of Engineering	July 1, 2022 – June 30, 2024
Dr. David Goutor	Faculty of Social Sciences	July 1, 2022 – June 30, 2024

McMaster University

UNIVERSITY SECRETARIAT
- Board of Governors
- Senate

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REPORT TO UNDERGRADUATE COUNCIL
from the
AWARDS COMMITTEE

FOR APPROVAL

1. TERMS OF AWARD

At its meeting on September 12, 2023, the Awards Committee reviewed and approved the following for recommendation to Undergraduate Council. Further details of the proposed recommendations are contained within the circulated report.

a. Proposed New Awards

The Waguih Ishak International Scholarship
The CIBC Future Technology Leaders Scholarship
The Hazelview Business Scholarship
The Hazelview Engineering Scholarship
The Gwen Hoover Memorial French Scholarship
The Margaret and Ed Lyons Scholarship
The Frank and Carol Tristani Business and IBEHS Scholarship
The voestalpine High Performance Metals Memorial Scholarship

b. Changes to Award Terms

The Legacy Language Scholarship
The Legacy Science Scholarship
The Grace Senra-Fontes Memorial Prize
The L.A. Prince Merit Award

c. Award Name Changes

The Helen M. Currey Scholarship → The Legacy Language Scholarship
The Lloyd Memorial Scholarship → The Legacy Science Scholarship

d. Awards Removed from the Undergraduate Calendar

The Createch Scholarship (10773216)
The Hatch Entrance Scholarship (10776234)

The Albert Matthews Scholarship (10777411)
The Harold Matthews Scholarship (10777421)
The IC Mcnee Scholarship (10777091)
The Ontario Association of Social Workers Prizes (10773574)
The SHIMCO Scholarship (20001680)
The D.E. Thomson Scholarship (10779301)
The Wheeler Scholarship (10779581)

e. Proposed New Bursaries

The Booth School Trailblazer Bursary
The Isabella Rose Heap Champagne Bursary
The Valerie Davidson Bursary
The Hazelview Business Bursary
The Hazelview Engineering Bursary
The Julie Patel Faculty of Health Science Bursary
The Stacey Skalko Social Work Bursary

f. Changes to Bursary Terms

The Dr. Kenneth and Joan Hall and William Haartman Bursary
The Julie Patel Indigenous & Racialized Bursary

g. Bursary Name Changes

The Dr. Kenneth and Joan Hall and William Haartman Bursary
The Rotary Clubs of Burlington Central and Burlington Lakeshore Bursary for Indigenous Students

h. Bursaries Removed from the Undergraduate Calendar

The Shelly Ferguson Bursary (20013754)
The Freeman Family Foundation Bursary (10774652)
The Betty May Lamb Memorial Bursary (10776948)
The Daniel Phelan Bursary (20019088)
The Thomas Truman Bursary (10779431)

i. Proposed Academic Grants

The Glenn Chapman & Ann Carlsen Academic Grant

The Anne Keenleyside Anthropology Academic Grant
The Maxwell L Scheffel and Marie L Scheffel Academic Grant
The Peter and Judy Smith Academic Grant

It is now recommended:

that the Undergraduate Council approve eight new awards, changes to four award terms, two award name changes, nine awards to be removed from the Undergraduate Calendar, seven new bursaries, changes to two bursary terms, two bursary name changes, five bursaries removed from the Undergraduate Calendar and four new academic grants, as circulated.

Undergraduate Council
FOR APPROVAL
September 26, 2023

OFFICE OF THE REGISTRAR, AID & AWARDS
FROM: Undergraduate Council Awards Committee
TO: Undergraduate Council
September 26, 2023

AWARDS

PROPOSED NEW AWARDS FOR APPROVAL

Entrance / Renewable Award

The Waguih Ishak International Scholarship
Established in 2023 by Waguih Ishak.
Requirements: To be awarded to international undergraduate students entering Level 1 of any Faculty of Engineering program who attain high averages. This award is tenable for up to 4 years, upon confirmation of continued full-time enrollment as a Faculty of Engineering student.
Typically available: $30,000 ($7,500 annually for up to 4 years)

In-course Awards

The CIBC Future Technology Leaders Scholarship
Established in 2022 by CIBC.
Requirements: To be awarded to undergraduate students enrolled in Level 2 of a Faculty of Engineering Co-op program who identify as a member of an equity-deserving group and who are interested in working in the financial technology industry to build a more secure, equitable and sustainable future.
Typically available: 10 x $10,000

The Hazelview Business Scholarship
Established in 2023 by the Hazelview.
Requirements: To be awarded to undergraduate students enrolled in Level 3 or above in the DeGroote School of Business who attain high averages and demonstrate an interest in sustainability.
Typically available: 1 x $3,000

The Hazelview Engineering Scholarship
Established in 2023 by the Hazelview.
Requirements: To be awarded to undergraduate students enrolled in Level 3 or above in the Faculty of Engineering who attain high averages and demonstrate an interest in sustainability.
Typically available: 1 x $3,000

The Gwen Hoover Memorial French Scholarship
Established in 2023 by Les MacDonald and generous donors, in memory of his wife, Gwen Hoover (Class of '72), a dedicated supporter of the arts, loving wife and mother, and champion of Canadian literature.
Requirements: To be awarded to undergraduate students enrolled in a French program who attain high averages.
Typically Available: 1 x $3,000

The Margaret and Ed Lyons Scholarship
Established in 2023 by the estates of Margaret and Edward Lyons.
Requirements: To be awarded to undergraduate students enrolled in the Faculty of Humanities or Social Sciences who are actively involved in any of McMaster's performing arts activities and are Canadian citizens.
Typically Available: 1 x $5,000

The Frank and Carol Tristani Business and IBEHS Scholarship
Established in 2023 by Frank and Carol Tristani.
Requirements: To be awarded to undergraduate students entering Level 2 in the DeGroote School of Business and/or entering Level 2 of the Integrated Biomedical Engineering and Health Sciences program who attain high averages and demonstrate leadership qualities on campus or in the community-at-large.
Typically Available: 2 x $3,000

The voestalpine High Performance Metals Memorial Scholarship
Established in 2023 in memory of Erik Svendsen, the former CEO of voestalpine High Performance Metals North America.
Requirements: To be awarded to undergraduate students enrolled in the Department of Materials Science and Engineering who attain high averages.
Typically Available: 1 x $1000

CHANGES TO AWARD TERMS FOR APPROVAL

~~**The Helen M. Currey Scholarship**~~ **The Legacy Language Scholarship**
~~Established in 1941 by bequest of Helen Maud Currey of Drumbo, Ontario.~~
~~**Requirements:** A variable number of scholarships to be awarded to students entering any program of study. To be awarded every four years.~~
Established between 1909 and 1941 by generous donors, in recognition of Helen M. Currey, Albert Matthews, Harold Matthews, D. E. Thomson, and John Northway, Esquire.
Requirements: To be awarded to students entering Level 1 of any program whose Grade 12 U or M courses include English plus at least one of French, German, Latin or Spanish, who attained the highest admission averages.

~~**The Lloyd Memorial Scholarship**~~ **The Legacy Science Scholarship**
~~Established in 1956 in memory of Henry Hoyes and Lizzie Lloyd by their children.~~
~~**Requirements:** Grade 12 U or M subjects to be included are: Physics, Chemistry, two credits of Mathematics, and either Biology or a third credit of Mathematics.~~
Established between 1915 and 1956 by generous donors, in recognition of Henry Hoyes, Lizzie Lloyd and Isabella Campbell Mcnee.
Requirements: To be awarded to undergraduate students entering Level 1 of the Faculty of Science who attained the highest admission average.

The Grace Senra-Fontes Memorial Prize
Established in 1989 by the graduating class (Class of '88) in association with the McMaster University Nursing Society and the McMaster Nursing Alumni Executive in memory of Grace Senra-Fontes (Class of '88) of Toronto.
Requirements: To be awarded to a student in Level ~~3 or~~ 4 of the Nursing program and who, in the judgment of the School of Nursing, best demonstrates excellence in scholarship and leadership, and has served as a valuable role model for those qualities deemed important to success in a nursing career. ~~Preference will be given to students enrolled in Level 4 of the Nursing Program.~~

The L.A. Prince Merit Award
Established in 1979 in honour of Leslie A. Prince, Dean of Students, by his friends and colleagues upon the occasion of his retirement and in recognition of his outstanding contribution to the University community.
Requirements: ~~Two~~ To be awarded to students entering any program of study.

AWARD NAME CHANGES FOR APPROVAL

The Helen M. Currey Scholarship → The Legacy Language Scholarship
The Lloyd Memorial Scholarship → The Legacy Science Scholarship

AWARDS REMOVED FROM THE UNDERGRADUATE CALENDAR FOR APPROVAL

1. The Createch Scholarship (10773216)
2. The Hatch Entrance Scholarship (10776234)
3. The Albert Matthews Scholarship (10777411)
4. The Harold Matthews Scholarship (10777421)
5. The IC Mcnee Scholarship (10777091)
6. The Ontario Association of Social Workers Prizes (10773574)
7. The SHIMCO Scholarship (20001680)
8. The D.E. Thomson Scholarship (10779301)
9. The Wheeler Scholarship (10779581)

BURSARIES

PROPOSED NEW BURSARIES FOR APPROVAL

Submitted by Aid & Awards

The Booth School Trailblazer Bursary
Established in 2023 by the family of retired Booth professor Dr. Thomas Wonjoon Lee, in memory of his late brother Dr. John Yoonsun Lee, to encourage all students to pursue a rewarding professional career in Engineering Technology.
Requirements: To be granted to undergraduate students enrolled in any Bachelor of Technology program, who self-identify as a member of an equity-deserving group and demonstrate financial need.

The Isabella Rose Heap Champagne Bursary
Established in 2023 by Sahar Alipour, MSCAP (Class of '10) and Kyle Plumadore, B.Eng. (Class of '12).
Requirements: To be granted to undergraduate students in any program who demonstrate financial need. Preference will be given to students from Oxford County, Ontario.

The Valerie Davidson Bursary
Established in 2023 by Valerie Davidson, B.Eng. (Class of '75) to encourage students to embrace the opportunities that a McMaster education offers.
Requirements: To be granted to undergraduate students enrolled in the Department of Chemical Engineering who demonstrate financial need.

The Hazelview Business Bursary
Established in 2023 by the Hazelview.
Requirements: To be granted to undergraduate students enrolled in the DeGroote School of Business who demonstrate financial need. Preference will be given to students who demonstrate commitment to sustainability through academic studies or extra-curricular involvement.

The Hazelview Engineering Bursary
Established in 2023 by the Hazelview.
Requirements: To be granted to undergraduate students enrolled in the Faculty of Engineering who demonstrate financial need. Preference will be given to students who demonstrate commitment to sustainability through academic studies or extra-curricular involvement.

The Julie Patel Faculty of Health Science Bursary
Established in 2023 by The Julie Patel Foundation (est. 2018 by the family's children and grandchildren). In loving memory of Julie and Ahmed Patel, born and raised in apartheid South Africa, who did not have the opportunity to go to university, but valued education and believed education was the path to helping those less fortunate successfully navigate the journey to a better life for themselves and their families.
Requirements: To be granted to undergraduate students enrolled in any program in the Faculty of Health Sciences who demonstrate financial need.

The Stacey Skalko Social Work Bursary
Established in 2023 by friends and family in memory of Stacey Skalko, in honour of her big heart and commitment to helping others.
Requirements: To be granted to undergraduate students enrolled in Social Work who demonstrate financial need.

CHANGES TO BURSARY TERMS FOR APPROVAL

The Dr. Kenneth and Joan Hall and William Haartman Bursary
Established in 2018 by family and friends in honour of the awarding of an honorary degree from McMaster University to Dr. Kenneth Hall, as well as in memory of William "Bill" Haartman, B.A. Hons (Class of '70).
Requirements: To be granted to students enrolled in Level 2 or above in a Geography and Environmental Science program who demonstrate financial need.

The Julie Patel Indigenous & Racialized Bursary
Established in 2021 by The Julie Patel Foundation (est. 2018 by the family's children and grandchildren). In loving memory of Julie~~'s~~ and Ahmed, born and raised in apartheid South Africa, who did not have the opportunity to go to university but valued education and believed education was the path to helping those less fortunate successfully navigate the journey to a better life for themselves and their families. ~~Patel's three children created this bursary in her memory~~.
Requirements: To be granted to undergraduate students enrolled in any program who identify as racialized or Indigenous and demonstrate financial need.

BURSARY NAME CHANGES FOR APPROVAL

- The Dr. Kenneth and Joan Hall and William Haartman Bursary
- The Rotary Clubs of Burlington Central and Burlington Lakeshore Bursary for Indigenous Students

BURSARIES REMOVED FROM THE UNDERGRADUATE CALENDAR FOR APPROVAL

1. The Shelly Ferguson Bursary (20013754)
2. The Freeman Family Foundation Bursary (10774652)
3. The Betty May Lamb Memorial Bursary (10776948)
4. The Daniel Phelan Bursary (20019088)
5. The Thomas Truman Bursary (10779431)

ACADEMIC GRANTS

PROPOSED NEW ACADEMIC GRANTS FOR APPROVAL
In-course Academic Grants

The Glenn Chapman & Ann Carlsen Academic Grant
Established in 2023 by Glenn Chapman, PhD Physics (Class of '83) and his wife, Ann Carlsen, LLB (Class of '74, Queen's University) to encourage young engineers to approach their work with a drive to discover and with an understanding of their professional responsibility.
Requirements: To be awarded to undergraduate students enrolled in Engineering Physics who attain high averages and demonstrate financial need.
Typically Available: 1 x $1,000

The Anne Keenleyside Anthropology Academic Grant
Established in 2023 by the estate of Dr. Anne Keenleyside, Ph.D., B.A. (Class of '94 & '85).
Requirements: To be awarded to undergraduate students enrolled in an Anthropology program who attain high averages and demonstrate financial need.
Typically Available: 1 x $8,000

The Maxwell L Scheffel and Marie L Scheffel Academic Grant
Established in 2023 by the estate of Marie Scheffel, M.A & B.A (Class of ’59 & ’52) to provide support for students who wish to pursue their educational goals.
Requirements: To be awarded to undergraduate students enrolled in Level 2 or above in the Faculty of Humanities who attain high grade point averages and demonstrate financial need.
Typically Available: 1 x $6,000

The Peter and Judy Smith Academic Grant
Established in 2023 by Peter Smith, B. A. (Class of '65) and in memory of his loving wife, Judy Smith, who shared a passion for teaching and a love for languages.
Requirements: To be awarded to undergraduate students who have completed a minimum of 6 units in one or more of the romance languages (French, Spanish, Italian), attain high averages and demonstrate financial need.
Typically Available: 1 x $1,000

McMaster University

UNIVERSITY SECRETARIAT
• Board of Governors
• Senate

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REPORT TO THE UNDERGRADUATE COUNCIL
from the
CERTIFICATES AND DIPLOMAS COMMITTEE

FOR APPROVAL

1. **New Certificate of Attendance Program Proposals from the Department of Psychiatry & Behavioural Neurosciences**

   At its meeting on September 12, 2023, the Joint Committee on Certificates, Diplomas and Microcredentials approved, for recommendation to Undergraduate Council, the following nineteen Certificate of Attendance programs from the Department of Psychiatry & Behavioural Neurosciences. Further details are contained within the circulated materials.

   a. **CBT for Obsessive Compulsive Disorder**
   b. **Integrating Measurement-Based Care into CBT**
   c. **Mindfulness and CBT (MCBT)**
   d. **CBT for Childhood OCD**
   e. **CBT for Insomnia**
   f. **Supporting the Transgender and Gender Diverse (TGD) Community Through CBT**
   g. **CBT for Perinatal Mood and Anxiety Disorders (PMADS)**
   h. **CBT for Chronic Pain**
   i. **CBT Considerations with Indigenous Clients**
   j. **Harm Reduction and CBT for Concurrent Disorders**
   k. **Behavioural Approaches in CBT: Exposure and Behavioural Activation**
   l. **Working with Core Beliefs Across Mood and Anxiety Disorders**
   m. **CBT for Depression**
   n. **Enhancing Parent Engagement in CBT for Childhood Anxiety**
   o. **Acceptance and Commitment Therapy (ACT)**
   p. **PsychoCommerce: The Business of Mental Healthcare**
   q. **Application of cognitive behavioural therapy to support people facing serious medical illness**
   r. **CBT for Psychosis**
   s. **CBT for Generalized Anxiety Disorder**

   It is now recommended,

   that the Undergraduate Council approve, for recommendation to the University Planning Committee and Senate, the nineteen Certificate of Attendance programs, as circulated.

2. **Revision to Existing Diploma Program**

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

Business Administration (Generalist) Diploma. Further details are contained within the circulated materials.

a. BUS 490 Financial Modelling and Analysis: Course Cancellation/Removal

It is now recommended,

that the Undergraduate Council approve, for recommendation to the University Planning Committee and Senate, revisions to the Business Administration (Generalist) diploma program, as circulated.

3. Closure of Diploma Program

At the same meeting, the Joint Committee on Certificates, Diplomas and Microcredentials Committee approved, for recommendation to Undergraduate Council, the closure of the Business Administration Diploma with the Finance Concentration. Further details are contained within the circulated materials

a. Closure of Business Administration Diploma with Finance Concentration

It is now recommended,

that the Undergraduate Council approve, for recommendation to the University Planning Committee and Senate, the closure of the Business Administration Diploma with the Finance Concentration, as circulated.

Undergraduate Council
FOR APPROVAL
September 26, 2023

McMaster University | Psychiatry & Behavioural Neurosciences

Faculty of Health Sciences
Michael G. DeGroote School of Medicine
Department of Psychiatry and Behavioural Neurosciences
c/o St. Joseph's Healthcare Hamilton - West 5th Campus
100 West 5th Street, Room B358
Hamilton, ON L8N 3K7
Fax: 905-575-6085

Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	CBT for Obsessive Compulsive Disorder
Credential:	Certificate of Attendance
Name of Representative	Karen Rowa, Jenna Boyd
Effective Date:	October 2023
Date of Submission	September 1, 2023
Program Fee per Participant	$249.00
Academic Merit	
Program Overview	This workshop will teach participants the core CBT skills to effectively treat OCD. Skills include psychoeducation, exposure and response prevention, cognitive strategies (e.g., Thought-Action-Fusion experiments, cumulative probability, morality continuum), and relapse prevention.
Learning Objectives	1. To learn and apply the CBT model of OCD. 2. To learn how to develop effective exposure and response prevention targets. 3. To learn when and how to apply certain cognitive techniques. 4. To discuss challenging presentations of OCD and how to effectively use CBT strategies in these cases.
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend all 7 hours.
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.
Listing of Topics to be covered	

Topic(s)	**Practical Issues/Applied Practice**	**Suggested Readings**

• CBT model of OCD • Exposure and response prevention • Cognitive strategies • Relapse prevention strategies	Use clinical vignettes to illustrate the clinical applications	Franklin, M. E., & Foa, E. B. (2021). Obsessive–compulsive disorder. In D. H. Barlow (Ed.), *6th ed.; clinical handbook of psychological disorders: A step-by-step treatment manual (6th ed.)* (6th ed. ed., pp. 133-183, 822 Pages). New York, NY: The Guilford Press.
Suggested Accompanying Texts See above		

McMaster University | Psychiatry & Behavioural Neurosciences

Faculty of Health Sciences
Michael G. DeGroote School of Medicine
Department of Psychiatry and Behavioural Neurosciences
c/o St. Joseph's Healthcare Hamilton - West 5th Campus
100 West 5th Street, Room B358
Hamilton, ON L8N 3K7
Fax: 905-575-6085

Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	Integrating Measurement-Based Care into CBT
Credential:	Certificate of Attendance
Name of Representative	Elizabeth Pawluk & Danielle Rice
Effective Date:	November 2023
Date of Submission	September 1, 2023
Program Fee per Participant	$249.00
Academic Merit	
Program Overview	This workshop will teach participants about data-informed decision making when providing CBT. Skills taught will be informed by the best practice guidelines for measurement-based care and CBT for common mental health disorders. Discussing measurement-based care with patients, selecting measures to use, discussing treatment progress, and integrating data-informed decision making into treatment will be areas of focus.
Learning Objectives	1. To learn what data-informed decision making is and what it includes in the context of CBT. 2. To learn about collaboratively collecting data from patients. 3. To discuss how to engage in shared decision making during CBT.

	4. To discuss common perceived barriers and how to address these. 5. To discuss challenging presentations of GAD and how to effectively use CBT strategies in these cases. 6. To learn hands on skills for implementing and advocating for measurement based care in your practice.
Meeting Learning Objectives	The program will achieve the stated program objectives through a one-day (7 hour) workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend the entire session.
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered

Topic(s)	Practical Issues/Applied Practice	Suggested Readings
• Data-informed decision making in CBT • Integrating measurement-based care for the treatment of common mental health disorders	Use clinical vignettes, videos, and role plays to illustrate the clinical applications	Giedzinska, A., & Wilson, A. R. (2022). The Clinician's Handbook on Measurement-based Care: The How, the What, and the why Bother. American Psychiatric Pub. Clark, D. M., Canvin, L., Green, J., Layard, R., Pilling, S., & Janecka, M. (2018). Transparency about the outcomes of mental health services (IAPT approach): an analysis of public data. The Lancet, 391(10121), 679-686.

Suggested Accompanying Texts
See above

McMaster University | Psychiatry & Behavioural Neurosciences

Faculty of Health Sciences
Michael G. DeGroote School of Medicine
Department of Psychiatry and Behavioural Neurosciences
c/o St. Joseph's Healthcare Hamilton - West 5th Campus
100 West 5th Street, Room B358
Hamilton, ON L8N 3K7
Fax: 905-575-6085

Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	Mindfulness and CBT (MCBT)
Credential:	Certificate of Attendance
Name of Representative	Brenda Key, PhD
Effective Date:	November 2023
Date of Submission	September 1, 2023
Program Fee per Participant	$249.00
Academic Merit	
Program Overview	This workshop will provide a comprehensive overview of MCBT, including core concepts of (a) present-focused awareness, (b) an accepting or open attitude, (c) a nonjudging approach, (d) compassion for self and others, and (e) the energy of mindfulness and learn how to use cognitive methods and mindfulness meditation to interrupt the automatic processes that often trigger mood changes or somatic symptoms.
Learning Objectives	1. To learn about the benefits of mindfulness 2. To learn the key principles of mindfulness 3. To learn and practice a variety of mindfulness practices and how they can be applied in clinical work; 4. To learn how thoughts and core beliefs dictate stress reactivity, and how mindfulness facilitates self-management of that reactivity; 5. To learn how to apply mindfulness practices in both clinical practice and personal activities.
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend the full day
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered

Topic(s)	Practical Issues/Applied Practice	Suggested Readings
1. Benefits of mindfulness and the ways in which it can be utilised 2. Core principles of mindfulness 3. Specific mindfulness techniques	Use clinical vignettes to illustrate the clinical applications	Mindfulness-based cognitive therapy. (n.d.). Retrieved from http://bemindful.co.uk/understanding-mindfulness/mindfulness-based-cognitive-therapy Metcalf, C.A., & Dimidjian, S.

4. Applying these in clinical practice 5. Applying these in other situations		(2014). Extensions and mechanisms of mindfulness-based cognitive therapy: A review of the evidence. *Australian Psychologist*, 49(5), 271-279. DOI: 10.1111/ap.12074 Sipe, W.E., & Eisendrath, S.J. (2012). Mindfulness-based cognitive therapy: Theory and practice [Abstract]. *Canadian Journal of Psychiatry*, 57(2), 63-69. Retrieved from http://www.ncbi.nlm.nih.gov/pubmed/22340145
Suggested Accompanying Texts See above		

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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	CBT for Childhood OCD
Credential:	Certificate of Attendance
Name of Representative	Carrie Bullard, RN PhD PMHC(c)
Effective Date:	November 2023
Date of Submission	September 1, 2023
Program Fee per Participant	$249.00
Academic Merit	
Program Overview	The workshop on Cognitive Behavioral Therapy (CBT) for Childhood Obsessive-Compulsive Disorder (OCD) aims to equip participants with the necessary knowledge and skills to treat children and adolescents struggling with OCD effectively. By the end of the workshop, participants will have gained an understanding of CBT for childhood OCD and the practical skills

	necessary to implement evidence-based interventions effectively.
Learning Objectives	1. Identify and differentiate between typical childhood behaviours and signs of OCD to promote timely interventions. 2. Develop skills in designing and implementing age-appropriate exposure/response prevention challenges tailored to children's specific obsessions and compulsions. 3. Learn to guide children in identifying and challenging distorted thoughts, fostering a skillful approach to modifying unhelpful cognitive beliefs contributing to OCD symptoms. 4. Develop effective strategies for involving parents and caregivers in the treatment process, providing psychoeducation, and equipping them to support and reinforce therapeutic strategies at home.
Meeting Learning Objectives	The program will achieve the stated program objectives through a one-day, 7-hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend the full-day
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered

Topic(s)	Practical Issues/Applied Practice	Suggested Readings
1. Psychoeducation of childhood OCD 2. Understanding the core CBT concepts for childhood OCD treatment 3. Treatment planning considerations (i.e., children's developmental stages, cognitive abilities, and family dynamics) 4. Exposure and Response Prevention (ERP) 5. Cognitive Restructuring Techniques 6. Engagement and motivation of Young Clients 7. Involving families effectively	The workshop will use a combination of didactic presentations, case studies, role-playing, group discussions, and hands-on exercises to foster participants' confidence in applying CBT for childhood OCD.	Freeman, J., Benito, K., Herren, J., Kemp, J., Sung, J., Georgiadis, C., Arora, A., Walther, M., & Garcia, A. (2018). Evidence base update of psychosocial treatments for pediatric obsessive-compulsive disorder: evaluating, improving, and transporting what works. *Journal of Clinical Child & Adolescent Psychology*, *47*(5), 669–698. Barrett, P. M., Farrell, L., Pina, A. A., Peris, T. S., & Piacentini, J. (2008). Evidence-based psychosocial treatments for child and adolescent obsessive–compulsive disorder. *Journal of*

8. Addressing treatment challenges		*Clinical Child & Adolescent Psychology*, *37*(1), 131–155.

Suggested Accompanying Texts
Franklin, M. E., Freeman, J. B., & March, J. S. (2018). *Treating OCD in children and adolescents: A cognitive-behavioral approach*. Guilford Publications.

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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	CBT for Insomnia
Credential:	Certificate of Attendance
Name of Representative	Dr. Tyler Tulloch
Effective Date:	December 2023
Date of Submission	September 1, 2023
Program Fee per Participant	$249.00
Academic Merit	
Program Overview	This workshop will teach participants the core CBT skills to effectively treat insomnia. Skills include psychoeducation, case conceptualization, sleep restriction, stimulus control, counterarousal skills (e.g., relaxation, worry scheduling), and cognitive strategies (e.g., identifying and challenging unhelpful beliefs about sleep).
Learning Objectives	1. To learn about modifiable factors that impact sleep and perpetuate insomnia 2. To learn assessment and case conceptualization strategies for treating insomnia 3. To learn behavioural strategies for treating insomnia, such as sleep restriction, stimulus control, and counterarousal skills 4. To learn how to apply cognitive restructuring techniques 5. To discuss common barriers to patient adherence and how to overcome them
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.

Program Completion Requirements	To receive a Certificate of Attendance, participants must attend all 7 hours.
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered

Topic(s)	Practical Issues/ Applied Practice	Suggested Readings
• Sleep architecture (stages of sleep) • Two-process model of sleep (sleep drive and circadian rhythm) • Case conceptualization and treatment planning • Behavioural and cognitive strategies • Overcoming barriers to adherence	Use clinical vignettes to illustrate the clinical applications	Manber, R., & Carney, C. E. (2015). *Treatment plans and interventions for insomnia.* The Guilford Press.

Suggested Accompanying Texts
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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	Supporting the Transgender and Gender Diverse (TGD) Community Through CBT.
Credential:	Certificate of Attendance
Name of Representative	Taylor Hatchard
Effective Date:	January 2024
Date of Submission	September 1, 2023
Program Fee per Participant	$249.00
Academic Merit	
Program Overview	This workshop will teach participants the core CBT skills to effectively treat the impact of minority stress in TGD individuals. An overview of the gender-based minority stress and associated

	treatment outcomes will be presented. Skills taught will include psychoeducation, cognitive restructuring, behavioural interventions (e.g., addressing overgeneralized avoidance, increasing affirming behaviours) to increase healing and resilience within. TGD individuals.
Learning Objectives	1. To learn the current treatment outcomes for TGD individuals and current issues face by the community. 2. To learn and apply the CBT model of gender-related minority stress. 3. To learn when and how to apply cognitive and behavioural techniques for addressing gender-related minority stress. 4. To discuss challenging presentations of minority stress and how to effectively use CBT strategies in these cases.
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend entire session.
Program Delivery Format	The session will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered

Topic(s)	Practical Issues/Applied Practice	Suggested Readings
• Psychoeducation on gender-related minority stress and current issues within the TGD community • Cognitive and Behavioural strategies to address gender-related minority stress • Case examples	Use clinical vignettes to illustrate the clinical applications	Mélise J. Ouellette, Christina Mutschler, Sophia L. Roth, Randi E. McCabe, Talia Tissera, Herry Patel, Jenna E. Boyd, Andrew A. Nicholson, Jennifer Hewitt, Jillian Lopes, Lisa Jeffs, Maiko A. Schneider, Margaret C. McKinnon & Taylor Hatchard (2023) The Transcending Protocol: A Cognitive-Behavioral Approach for Addressing the Psychosocial Impact of Minority Stress in Transgender and Gender Diverse Individuals, Journal of LGBTQ Issues in Counseling, 17:1, 57-76, DOI: 10.1080/26924951.2022.2096168

Suggested Accompanying Texts
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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	CBT for Perinatal Mood and Anxiety Disorders (PMADS)
Credential:	Certificate of Attendance
Name of Representative	Stephanie Kolaski, RP, PMH-C
Effective Date:	January 2024
Date of Submission	September 1, 2023
Program Fee per Participant	$249.00
Academic Merit	
Program Overview	This workshop will equip participants with CBT skills to effectively treat perinatal mood and anxiety disorders. An overview of PMADS, risk factors, and associated treatment outcomes will be presented, as well as considerations for special populations. Skills taught will focus on CBT skills such as cognitive restructuring, behavioural activation, and exposure and response prevention.
Learning Objectives	1. Obtain an understanding of perinatal mood and anxiety disorders. 2. Learn and apply the CBT to PMADS. 3. Learn when and how to apply behavioural techniques such as behavioural activation and exposure and response prevention. 4. Discuss challenges to screening and providing early intervention for PMADS. 5. Understand challenges faced for special populations with PMADs.
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend the full day
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at

	the end of the day for future planning.

Listing of Topics to be covered

Topic(s)	Practical Issues/Applied Practice	Suggested Readings
• PMADS: types, occurrence, risk factors • CBT treatment approach • Behavioural treatment approaches • Barriers and challenges to treatment of PMADs • Considerations for special populations	Use clinical vignettes to illustrate the clinical applications	The Pregnancy and Postpartum Anxiety Workbook: Practical Skills to Help You Overcome Anxiety, Worry, Panic Attacks, Obsessions, and Compulsions by by Kevin Gyoerkoe PsyD, Pamela Wiegartz PhD, Laura Miller MD This isn't What I Expected: Overcoming Postpartum Depression by Karen Fleiman and Valerie Davis Raskin

Suggested Accompanying Texts
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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	CBT for Chronic Pain
Credential:	Certificate of Attendance
Name of Representative	Matilda Nowakowski
Effective Date:	February 2024
Date of Submission	September 1, 2023
Program Fee per Participant	$249.00
Academic Merit	
Program Overview	This workshop will teach participants core CBT skills for working with clients with chronic pain. Skills include case formulation, psychoeducation about the role of psychological factors in pain, behavioural strategies (e.g., time-based pacing, goal setting, relaxation strategies, problem solving), pain-related fear and exposure to feared movements and situations, cognitive strategies (e.g., identifying and countering negative automatic thoughts, intermediate beliefs, and core beliefs), and managing pain flares

	and relapse prevention.
Learning Objectives	1. To learn and apply the CBT model to chronic pain. 2. To learn how to describe the role of psychological factors in chronic pain management. 3. To learn how to apply behavioural strategies, including time-based pacing and exposure to feared movements and situations. 4. To learn how to apply cognitive strategies, including addressing pain catastrophizing.
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend all 7 sessions.
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered

Topic(s)	Practical Issues/Applied Practice	Suggested Readings
• Psychoeducation about the role of psychological factors in pain • Case formulation and the CBT model for chronic pain • Behavioural strategies for chronic pain • Cognitive strategies for chronic pain	Use clinical vignettes to illustrate the clinical applications	Thorn, B.E. (2020). Ronald Melzack Award Lecture: Putting the brain to work in cognitive behavioral therapy for chronic pain. *Pain, 161*(Suppl 1), S27-S35. Turk, D.S. & Monarch, E.S. (2018). Biopsychosocial perspective on chronic pain. In D.C. Turk & R.J. Gatchel (Eds.), *Psychological approaches to pain management: A practitioner's handbook* (3rd ed., pp. 3-24). New York, NY: The Guilford Press. Turk, D.S. (2018). A cognitive-behavioural perspective on the treatment of individuals experiencing chronic pain. In D.C. Turk & R.J. Gatchel (Eds.), *Psychological approaches to pain management: A practitioner's handbook* (3rd ed.,

		pp. 3-24). New York, NY: The Guilford Press.
Suggested Accompanying Texts See above		

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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	CBT Considerations with Indigenous Clients
Credential:	Certificate of Attendance
Name of Representative	Caitlin Davey
Effective Date:	February, 2024
Date of Submission	September 1, 2023
Program Fee per Participant	$249.00
Academic Merit	
Program Overview	This workshop will teach participants about considerations as well as possible adaptations to CBT when working with Indigenous clients with examples shared from both the literature as well as anecdotal work.
Learning Objectives	1. To learn more about the culture of Indigenous Peoples in Canada and how it can play a role in CBT 2. To learn how to ask about Indigenous identity and avoid taking a pan-Indigenous approach 3. To learn about different psychotherapeutic pathways (including CBT adaptations) to consider when working with Indigenous Peoples 4. To learn about allyship

Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend all 7 hours.
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered

Topic(s)	Practical Issues/Applied Practice	Suggested Readings
• Who are Indigenous Peoples in Canada • Mental health and wellness from Indigenous perspectives • Psychotherapeutic pathways for Indigenous clients • Examples of CBT adaptations for Indigenous clients	Use clinical vignettes to illustrate the clinical applications Use break out groups for discussion questions	Kowatch K., Schmidt F., Mushquash C., Review of Culturally-Adapted Cognitive Behavioral Therapy Interventions for North American Indigenous Children and Youth Journal of Concurrent Disorders Vol. 1 No. 3, 2019 (5-22) 5

Suggested Accompanying Texts
See above

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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	Harm Reduction and CBT for Concurrent Disorders
Credential:	Certificate of Attendance
Name of Representative	Victoria Stead, Ph.D., C.Psych.
Effective Date:	March 2024

Date of Submission	September 1, 2023
Program Fee per Participant	$249.00
Academic Merit	
Program Overview	This workshop will teach participants harm reduction strategies and CBT skills that can be implemented when working with individuals who present with co-occurring substance use and mental health concerns. An overview of substance use and co-occurring mental health disorders, risk factors, and associated treatment outcomes will be presented, as well as important clinical considerations when working with this population. Skills taught will focus on harm reduction strategies for different substance, and CBT skills (e.g., the CBT model, cognitive restructuring, coping with triggers and cravings, and relapse prevention).
Learning Objectives	1. Obtain an understanding of harm reduction strategies and CBT skills to implement when working with people who present with co-occurring mental health and substance use symptoms. 2. Learn how to assess for co-occurring substance use and implement appropriate substance-related harm reduction strategies. 3. Learn when and how to apply CBT skills to co-occurring substance use and mental health concerns. 4. Learn barriers and challenges to treatment for people with co-occurring substance use. 5. Review important clinical considerations when working with those presenting with co-occurring substance use.
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend the full day
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered

Topic(s)	Practical Issues/Applied Practice	Suggested Readings
• Co-occurring mental health and substance use presentations, occurrence, risk factors	Use clinical vignettes to illustrate the clinical applications	Liese, B. S., & Beck, A. T. (2022). *Cognitive-behavioral Therapy of Addictive Disorders*. Guilford Publications.

• Initial assessment and implementation of harm reduction strategies • CBT treatment approach • Barriers and challenges to treatment • Clinical considerations when working with those with co-occurring substance use symptoms		**** harm reduction handouts that will be provided**
Suggested Accompanying Texts See above		

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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	Behavioural Approaches in CBT: Exposure and Behavioural Activation
Credential:	Certificate of Attendance
Name of Representative	Colleen Merrifield, Ph.D., C.Psych and Jennifer Hewitt, Ph.D., C.Psych.
Effective Date:	March 2024
Date of Submission	September 1, 2023
Program Fee per Participant	$249.00
Academic Merit	
Program Overview	This workshop will focus on the behavioural skills in CBT across mood and anxiety disorders. Topics will include advanced and in-depth coverage of exposure-based strategies for anxiety disorders and behavioural activation for depressive disorders. Participants will also learn skills to refine and trouble-shoot these behavioural approaches. Prior learning/experience with the basics of CBT would be beneficial for those enrolling in this program.

Learning Objectives	1. To come away with a more in-depth understanding of exposure-based interventions across anxiety disorders and behavioural activation for depression. 2. To learn how to design advanced, difficult, and/or less common exposure and activation exercises. 3. To learn skills for assisting clients (and therapists) who struggle with exposure and/or activation work. 4. To learn skills for helping clients design meaningful and valuable behavioural activation activities. 5. To gain practical experience implementing strategies through role plays, live demonstrations, and/or video presentations.
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend all 7 hours.
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered

Topic(s)	Practical Issues/Applied Practice	Suggested Readings
• Understanding the rationale for exposure and activation • Criteria for effective exposure and activation • Designing "advanced" exposures, and interoceptive and imaginal exposures • Reducing therapist anxiety about asking clients to engage in difficult exposure exercises • Identifying subtle behaviours that reduce the effectiveness of exposure • Judicial use of safety behaviours in exposure • Helping clients identify and understand their values and	Use clinical vignettes, role playing, live demonstrations, and/or videos to illustrate the clinical applications	Beck, J. (2021). *Cognitive behaviour therapy: Basics and beyond* (2nd ed.). Guilford Press. Chapters 7, 8, 19

meaningful activation exercises • Setting goals and trouble-shooting goals • Practical problem-solving • Implementing an action plan • Trouble-shooting when exposure and activation "go wrong".		
Suggested Accompanying Texts See above		

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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	Working with Core Beliefs Across Mood and Anxiety Disorders
Credential:	Certificate of Attendance
Name of Representative	Colleen Merrifield, Ph.D., C.Psych; Katie McCabe, MSW, RSW
Effective Date:	April 2024
Date of Submission	September 1, 2023
Program Fee per Participant	$249.00
Academic Merit	
Program Overview	This workshop will teach participants how to work with core beliefs in CBT. Focus will be mainly on applications with depressive disorders but some time will be spent outlining how and which strategies are relevant to anxiety disorders. Topics include identifying negative core beliefs and problematic coping behaviours that result from them, changing core beliefs and

	unhelpful coping strategies through evidence gathering, modifying assumptions, behavioural experiments, continua, and data logs. Other topics including gratitude and acts of kindness will be covered.
Learning Objectives	1. Learn what core beliefs are, how they are different from negative automatic thoughts and conditional assumptions, and how they maintain symptoms. 2. Learn to identify core beliefs and linked coping behaviours 3. Learn CBT skills and strategies to change core beliefs a. Gathering evidence b. Modifying assumptions c. Behavioural experiments d. Continua e. Data logs 4. Learn to strengthen new core beliefs through a. Gratitude b. Acts of Kindness
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend all 7 hours.
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered

Topic(s)	Practical Issues/Applied Practice	Suggested Readings
• Identifying negative core beliefs and problematic coping behaviours • Changing core beliefs and unhelpful coping through evidence, modifying assumptions, behavioural experiments, continua, and data logs. • Gratitude and acts of kindness	Use clinical vignettes, role playing, live demonstrations, and/or videos to illustrate the clinical applications	Beck, J. (2021). *Cognitive behaviour therapy: Basics and beyond* (2nd ed.). Guilford Press. Chapters 17 & 18. Greenberger, D., & Padesky, C. A. (2016). *Mind over mood: Change how you feel by changing the way you think* (2nd ed.). Guilford Press. Chapters 11 & 12.

Suggested Accompanying Texts
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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	CBT for Depression
Credential:	Certificate of Attendance
Name of Representative	Taylor Hatchard & Danielle Rice
Effective Date:	April 2024
Date of Submission	September 1, 2023
Program Fee per Participant	$249.00
Academic Merit	
Program Overview	This workshop will teach participants the core CBT skills to effectively treat depression. An overview of depressive disorders and associated treatment outcomes will be presented. Skills taught will include cognitive theory and strategies (e.g., cognitive triad, addressing rumination), behavioural activation, and relapse prevention.
Learning Objectives	1. To learn the current treatment outcomes for depressive disorders. 2. To learn and apply the CBT model of depression. 3. To learn when and how to apply cognitive and behavioural techniques (e.g., behavioural activation, addressing rumination and procrastination) for depression. 4. To discuss challenging presentations of depression and how to effectively use CBT strategies in these cases.
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend entire session.
Program Delivery Format	The session will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.
Listing of Topics to be covered	

Topic(s)	**Practical Issues/Applied Practice**	**Suggested Readings**

• CBT model of depression • Cognitive triad • Cognitive and behavioural strategies for depression • Relapse prevention strategies	Use clinical vignettes to illustrate the clinical applications	The Clinician's Guide to Using Mind Over Mood, Second Edition (2020). Christine Padesky and Dennis Greenberger. Cognitive Behaviour Therapy: Basics and Beyond, Third Edition (2020). Judith Beck.
Suggested Accompanying Texts See above		

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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	Enhancing Parent Engagement in CBT for Childhood Anxiety
Credential:	Certificate of Attendance
Name of Representative	Carrie Bullard, RN PhD PMHC©
Effective Date:	April 2024
Date of Submission	September 1, 2023
Program Fee per Participant	$249.00
Academic Merit	
Program Overview	This workshop aims to equip participants with a toolkit to effectively involve parents in Cognitive Behavioral Therapy (CBT) for anxiety in children and overcome challenges parents may encounter during their child's CBT treatment. The workshop will explore the crucial role of parents in the CBT process and how to apply CBT skills outside of therapy sessions to better integrate coping mechanisms into daily life. This workshop is designed to empower participants with the knowledge and skills necessary to problem-solve strategies to engage parents in the therapeutic

	process and enhance positive outcomes for parents with a child struggling with anxiety.
Learning Objectives	1. Understand the significance of parental engagement in the CBT process for managing childhood anxiety and how it contributes to sustainable positive outcomes for both the parent and child. 2. Develop skills to facilitate open communication and collaboration among parents, therapists, and children, fostering a united effort toward overcoming anxiety. 3. Acquire techniques to empower parents in guiding their children through applying CBT skills in real-life situations, promoting continuous practice beyond therapy. 4. Identify common obstacles parents face during CBT and master strategies to address these challenges, ensuring a smoother therapeutic journey for both parents and children.
Meeting Learning Objectives	The program will achieve the stated program objectives through a one-day, 7-hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend the full-day
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered

Topic(s)	Practical Issues/Applied Practice	Suggested Readings
<u>Morning Session:</u> • Introduction to childhood anxiety and CBT and parental involvement during CBT. • Effective communication and collaboration during the therapeutic process among parents • Skill building for parents related to reducing accommodation and managing distress. <u>Afternoon Session:</u>	Interactive exercises, including role plays and case studies, will be used to practice effective communication of strategies and problem-solving. Clinical vignettes will be used to apply workshop concepts. Open discussion times for participants to ask questions and share insights.	Becker, K. D., Boustani, M., Gellatly, R., & Chorpita, B. F. (2018). Forty years of engagement research in children's mental health services: Multidimensional measurement and practice elements. *Journal of Clinical Child & Adolescent Psychology*, *47*(1), 1–23. Byrne, S., Cobham, V., Richardson, M., & Imuta, K. (2023). Do Parents Enhance Cognitive Behavior Therapy for Youth Anxiety? An Overview of Systematic Reviews Over Time. *Clinical Child and Family*

• Creating a supportive therapeutic environment between sessions to enhance parents' involvement during home practice. • Identifying and addressing challenges of parental engagement during CBT (both during the session and outside of the session) • Addressing the impacts of cultural sensitivity and diversity when engaging parents.	Facilitated group discussions by the presenter to address specific concerns.	*Psychology Review*, 1-16. Etkin, R. G., Lebowitz, E. R., & Silverman, W. K. (2023). Working with parents in the treatment of child and adolescent anxiety. In *Handbook of Child and Adolescent Psychology Treatment Modules* (pp. 341-358). Academic Press.

Suggested Accompanying Texts
Lebowitz, E. R. (2020). *Breaking free of child anxiety and OCD: A scientifically proven program for parents*. Oxford University Press.

McMaster University | Psychiatry & Behavioural Neurosciences

Faculty of Health Sciences
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Fax: 905-575-6085

Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	Acceptance and Commitment Therapy (ACT)
Credential:	Certificate of Attendance
Name of Representative	Elisha Schafer, MSc, RP
Effective Date:	May 2024
Date of Submission	September 1, 2023
Program Fee per Participant	$249.00
Academic Merit	
Program Overview	This workshop will focus on providing a fulsome overview of the core principles and build clinical skills from ACT. An overview of the treatment model will be provided with an emphasis on the transdiagnostic application for care. The participants will learn the 'Hexaflex' model and how to practically apply each of the 6 core principles (acceptance, present moment awareness, self-as-

	context, values, committed action, and defusion)
Learning Objectives	1. To review the growing literature supporting ACT for the treatment of a variety of mental health disorders. 2. To learn and apply the ACT model and core therapeutic processes. 3. To compare ACT treatment mediators with CBT 4. To learn skills and application from the core principles of ACT
Meeting Learning Objectives	The program will achieve the stated program objectives through a one-day, 7-hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend the full-day
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered

Topic(s)	Practical Issues/Applied Practice	Suggested Readings
• ACT Model • Theoretical principles of ACT • ACT Core therapeutic processes • ACT Case Formulation • Integrating measurements that support ACT treatment • Practical ACT skills and application	Use clinical vignettes to illustrate the operational applications of business practices. Use break out groups for discussion questions	Harris, R. (2019). *ACT made simple: An easy-to-read primer on acceptance and commitment therapy*. New Harbinger Publications. Luoma, J. B., Hayes, S. C., & Walser, R. D. (2007). *Learning ACT: An acceptance & commitment therapy skills-training manual for therapists*. New Harbinger Publications.

Suggested Accompanying Texts
See above

McMaster University | Psychiatry & Behavioural Neurosciences

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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	PsychoCommerce: The Business of Mental Healthcare
Credential:	Certificate of Attendance
Name of Representative	Elisha Schafer, MSc, RP
Effective Date:	May 2024
Date of Submission	September 1, 2023
Program Fee per Participant	$249.00
Academic Merit	
Program Overview	This workshop will focus on important topics of business for mental healthcare professionals. Topics will intersect core principles of business with the specialized demands of mental health care with an emphasis on the private sector. Participants will be equipped to seamlessly blend business acumen with psychotherapeutic expertise, optimizing their professional impact in the business of mental healthcare
Learning Objectives	1. Acquire essential skills in entrepreneurship, financial literacy, and regulatory navigation tailored for the mental health sector. 2. Learn effective branding and marketing strategy techniques specific to the business of mental health. 3. Gain comprehensive insights into the practicalities of running and scaling a mental health practice (from staffing to technology optimization) 4. Design and evaluate business models that prioritize patient outcomes, ethical considerations, and long-term sustainability
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day 7 hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend the full day.
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered		
Topic(s)	**Practical Issues/Applied Practice**	**Suggested Readings**
• Understanding Entrepreneurship and how to launch a practice. • Learn how to develop a 'brand' and effectively (and ethically) market. • Day to day operations and strategies to run a mental health business. • Ethical and clinical considerations	Use clinical vignettes to illustrate the operational applications of business practices. Use break out groups for discussion questions	Leaving it at the Office, Second Edition (2018). John C. Norcross & Gary R. VandenBos Pope, K. S., & Vasquez, M. J. T. (2016). *Ethics in psychotherapy and counseling: A practical guide* (5th ed.). John Wiley & Sons Inc
Suggested Accompanying Texts See above		

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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	Application of cognitive behavioural therapy to support people facing serious medical illness
Credential:	Certificate of Attendance
Name of Representative	Karen Zhang
Effective Date:	May 2024
Date of Submission	September 1, 2023
Program Fee per Participant	$249.00
Academic Merit	
Program Overview	This workshop will teach integrative CBT skills to address anxiety symptoms associated with the diagnosis and treatment of a serious illness, such as cancer. An overview of common illness

	adjustment concerns and considerations for case conceptualization will be presented. Skills taught will include psychoeducation, cognitive restructuring, behavioural exposures, energy conservation, emotional management and interpersonal effectiveness to improve coping with and management of serious illnesses.
Learning Objectives	1. To understand common psychosocial concerns associated with the diagnosis of a serious medical illness. 2. To learn assessment and case formation approaches for addressing illness adjustment concerns. 3. To apply integrative CBT skills for addressing anxiety and emotional distress associated with a diagnosis of a serious medical illness
Meeting Learning Objectives	The program will achieve the stated program objectives through a one day, 5 hour workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend all 7 sessions.
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered

Topic(s)	Practical Issues/Applied Practice	Suggested Readings
• Overview common illness adjustment concerns and challenges with addressing anxiety symptoms • Assessment approaches for identifying psychosocial concerns associated with a serious illness • Application of integrative CBT strategies to address anxiety and emotional distress associated	Use clinical vignettes to illustrate the clinical applications	1. Lin, C., Tian, H., Chen, L., Yang, Q., Wu, J., Ji, Z., Zheng, D., Li, Z., & Xie, Y. (2022). The efficacy of cognitive behavioral therapy for cancer: A scientometric analysis. *Frontiers in psychiatry*, *13*, 1030630. https://doi.org/10.3389/fpsyt.2022.1030630 2. Daniels S. (2015). Cognitive Behavior Therapy for Patients With Cancer. *Journal of the advanced practitioner in oncology*, *6*(1), 54–56.

with a serious medical illness.		

Suggested Accompanying Texts
See above

McMaster University | Psychiatry & Behavioural Neurosciences

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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	CBT for Psychosis
Credential:	Certificate of Attendance
Name of Representative	Larry Baer, PhD, CPsych
Effective Date:	June 2024
Date of Submission	September 1, 2023
Program Fee per Participant	$249.00
Academic Merit	
Program Overview	This workshop will introduce participants to using CBT to treat individuals with psychosis. Content will include an overview of how to use case conceptualizations to formulate treatment plans for clients with complex comorbidities, using evidence-based measures for initial assessment and monitoring of treatment progress, adapting CBT for the treatment of psychotic symptoms such as hallucinations, paranoia and referential ideation, using CBT and related techniques to cope with mental illness stigma and an overview of recent advances in treatment, such as the interventionist-causal approach to treating paranoia.
Learning Objectives	1. To learn the basics of how to apply CBT to treat the symptoms of psychosis. 2. To understand the importance of case conceptualization in treating clients with complex comorbidities. 3. To learn about evidence-based measures used in CBTp. 4. To understand the role that mental illness stigma plays in the lives of people with psychosis and to learn about therapeutic techniques to mitigate its effects.

	5. To learn about the interventionist-causal approach to treating psychotic symptoms. *As suggested by the Competency Standards of the North American CBT for Psychosis Network, learners are encouraged to seek out further didactic training as well as supervision or consultation for treating clients with psychosis.*
Meeting Learning Objectives	The program will achieve the stated program objectives through two 3.5 hour workshops.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend both sessions.
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.

Listing of Topics to be covered

Topic(s)	Practical Issues/Applied Practice	Suggested Readings
• Complex case conceptualization for clients with psychosis • Measures for assessment and treatment progress. • Cognitive and behavioural strategies for psychotic symptoms • The role of mental illness stigma • The interventionist-causal approach to treating psychotic symptoms	Use clinical vignettes to illustrate the clinical applications	Hagen, R., Turkington, D., Berge, T. & Grawe, R. (Ed.) (2011). *CBT for Psychosis: A symptom-based approach*. Routledge. Freeman, D., Freeman, J. & Garety, P. (2016). *Overcoming Paranoid and Suspicious Thoughts.* Robinson.

Suggested Accompanying Texts
See above

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Certificate of Attendance Program Proposal

Department and Program Information	
Program Name:	CBT for Generalized Anxiety Disorder
Credential:	Certificate of Attendance
Name of Representative	Elizabeth Pawluk & Danielle Rice
Effective Date:	June 2024
Date of Submission	September 1, 2023
Program Fee per Participant	$249.00
Academic Merit	
Program Overview	This workshop will teach participants the core CBT skills for the treatment of Generalized Anxiety Disorder (GAD). Skills taught will be informed by the CBT-based Intolerance of Uncertainty model of GAD and will include collaborative setting of treatment goals, psychoeducation, cognitive restructuring, behavioural experiments, written exposure, and relapse prevention.
Learning Objectives	1. To learn and apply the Intolerance of Uncertainty model of GAD. 2. To learn validated self-report measures for GAD. 3. To discuss collaboratively setting treatment goals. 4. To learn when and how to apply cognitive and behavioural techniques. 5. To discuss challenging presentations of GAD and how to effectively use CBT strategies in these cases.
Meeting Learning Objectives	The program will achieve the stated program objectives through a one-day (7 hour) workshop.
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend the entire session.
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.
Student Evaluations	n/a
Program Evaluation	Attendees will be given an opportunity to evaluate the program at the end of the day for future planning.
Listing of Topics to be covered	

Topic(s)	**Practical Issues/Applied Practice**	**Suggested Readings**

• CBT-based Intolerance of Uncertainty model of GAD • Cognitive and behavioural strategies for GAD • Relapse prevention strategies	Use clinical vignettes to illustrate the clinical applications	Robichaud, M., Koerner, N., & Dugas, M. J. (2019). *Cognitive behavioral treatment for generalized anxiety disorder: From science to practice.* Routledge.
Suggested Accompanying Texts See above		

CONTINUING EDUCATION | McMaster University

Certificates, Diplomas and Microcredentials Committee - Course Cancellation

Department & Program Information (complete all fields):	
Department:	McMaster Continuing Education
Program Name:	Business Administration (BUS)
Name of Representative:	Katey Van Schyndel
Nature of Submission:	Course Cancellation/Removal
Effective Date:	25-May-1
Submission Date:	23-Sep-12

Course Details (complete all fields):

Course Title & Unit Value: BUS 490 Financial Modelling and Analysis (3 units)

Course Description:

The Financial Modeling course is different from many other courses as you have already studied the theory behind the material in the pre-requisite courses and your objective in this course is to learn how to use Excel to represent those theoretical financial concepts. You will find the text is more of a workbook to assist you in organizing the material and producing spreadsheets that allow "what if" scenarios to assist in decision-making.

Rationale for Cancellation:

This course is cancelled from the Business Admin (Generalist) diploma due to the cancellation of the Business Administration - Finance Concentration (see program cancellation letter).

McMaster University | CONTINUING EDUCATION

To: Certificates, Diplomas and Microcredentials Committee

From: Dr. Lorraine Carter, Director, Continuing Education

Re: Closure of Business Administration Diploma with Finance Concentration

Date: September 12, 2023

Effective January 1, 2024, Continuing Education plans to close the Business Administration Diploma with Finance Concentration.

The concentration was launched in 2011. The decision to close this option is based on enrolment trends which show a steady decline over the last few years.

The program closure announcement is planned for January 2024, with Spring 2024 being the last term for new students to begin the program. Students enrolled in the Business Administration Diploma with Finance Concentration will have until the end of the Spring 2025 term to complete any outstanding courses that are part of the Finance Concentration.

MCE is committed to helping all students complete the present program should they wish to do so.

Sincerely,

Lorraine Carter

Lorraine Carter

Director, McMaster Continuing Education

CC. Dan Piedra, Katey Van Schyndel

McMaster University

UNIVERSITY SECRETARIAT
- Board of Governors
- Senate

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REPORT TO UNDERGRADUATE COUNCIL
from the
CURRICULUM AND ADMISSIONS COMMITTEE

FOR APPROVAL

1. New Equitable Admission Process to be Piloted in 2023-24

At its meeting on September 12, 2023, the Undergraduate Council Curriculum & Admissions Committee approved the new Equitable Admissions Process to be piloted in 2023-24 and now recommends it to Undergraduate Council for approval. Further details are contained within the circulated materials.

It is now recommended,

that the Undergraduate Council approve, for recommendation to Senate, the proposal to pilot the Equitable Admissions Process, as circulated.

2. Addenda to Admission Procedures for Inclusion in the 2023-2024 Undergraduate Calendar

At the same meeting, the Undergraduate Council Curriculum & Admissions Committee approved addenda to admission procedures for inclusion in the 2023-2024 Undergraduate Calendar, and now recommends it to Undergraduate Council for approval. Further details are contained within the circulated materials.

It is now recommended,

that the Undergraduate Council approve, for recommendation to Senate, revisions to admission procedures for inclusion in the 2023-24 Undergraduate Calendar, as circulated.

Undergraduate Council
FOR APPROVAL
September 26, 2023

Proposal to Pilot an Equitable Admissions Process for the Arts & Science Program
Submitted by Dr. Beth Marquis, Director (Arts & Science)
September 2023

Background/Purpose
As a limited enrolment, by-selection program, the Arts & Science Program is able to offer students meaningful, small-group learning opportunities and to support the development of a rich community of learning wherein students, faculty, and staff know one another and work closely together. Nevertheless, the Program's small size also raises important questions about its accessibility—questions with which we have long grappled. In *Combining Two Cultures* (Jenkins, Ferrier, & Ross, 2004)—a book that outlines the creation and early history of Arts & Science—for instance, former Program Directors discuss how vital the program's size is to its success, while also noting the importance of ongoing attention to access and pointing out that students from some groups appear to be underrepresented in the program despite its broad diversity. Several steps have been taken over the years to continue to navigate this challenge, including a process (no longer in place) through which a small number of seats in the program were reserved for Indigenous students, and review of supplementary application questions and procedures. Nonetheless, continuing to diversify our applicant pool remains a priority, and was identified as such in a piece co-authored by the current and most recent Program Directors (Marquis & Wilson, 2022).

This document thus outlines a proposed minor revision to our admissions procedures, which we hope to pilot for the 2024 admissions cycle as one piece of our efforts to further diversify our applicant pool and ensure that our admissions processes are as equitable as possible. This pilot process will be supplemented by additional recruitment efforts focused not simply on attracting applicants (we continue to have strong application numbers), but specifically on ensuring that a wider variety of applicants who would be interested in and qualified for the Program know about it and what it entails, and see it as a potential academic home. A new limited-term staff role has been created to help with this latter task, in part by developing new, equity-conscious recruitment strategies. This proposed addition to our admissions processes will also complement ongoing efforts to further equity and justice across the Program and its curriculum.

We are indebted, in this work, to the efforts of former Arts & Science Directors and to those of others on campus who have established (and are continuing to establish) equity-conscious admissions strategies. The Bachelor of Health Sciences (Honours) Program's Equitable Admission for Black Applicants (EABA) process was a touchstone for us in developing our plans, for example, as were other established processes such as the Faculty of Health Sciences' Facilitated Indigenous Application Stream, and the School of Social Work's Indigenous Admissions Process. Ultimately, however, we are proposing a slightly different process that we hope responds specifically to the unique features of our program and complements the growing number of important equity-conscious admissions strategies being rolled out on campus. The process outlined below was developed in consultation with Arts & Science faculty (with particular input from Dr. Clare Warner), staff, and students, as well as a small number of alumni, via a range of discussions held in 2022 and 2023. We're also exceedingly grateful for helpful feedback (or forthcoming feedback) and input (on this proposed process and related matters) and/or encouragement from Dr. Kim Dej, Carla Hodal, Celeste Licorish, Dr. Dawn Martin-Hill, Melissa Pool, Dr. Stacey Ritz, and Dr. Barrington Walker. As noted below, we're currently in the process of establishing meetings this Fall with Dr. Walker and with the Indigenous Education Council Academic Sub-Committee, and look forward to continuing to iterate and enhance our processes in collaboration with these and other partners. In the meantime, we're exceedingly grateful for the encouragement we've received to proceed with our initial

plans, with full knowledge that these will likely need continued refinement but might constitute helpful first steps in the interim.

The Proposed Process

The Arts & Science Equitable Admissions Process would invite students who identify as members of one or more equity-denied groups (i.e., groups who experience systemic barriers and injustices based on factors such as race, ethnicity, Indigeneity, sexuality, gender identity or expression, income/socioeconomic status, disability, religious identification, caste, or refugee status) to *optionally* self-identify and choose to be considered via this process. We will provide text in the instructions for our required supplementary application (which ALL applicants must complete) that explains the rationale for the process and invites students who identify as a member of one or more equity-denied groups to submit demographic information (via a separate survey in Slate) IF they would like their application to be assessed according to the Equitable Admissions procedures.

The admissions decision processes will subsequently proceed as follows:

1. ALL applicants will be assessed according to the usual procedures (i.e., grade point averages will be calculated by admissions staff and collated; supplementary applications will be assessed by a team of multiple trained readers and a combined supp app score will be calculated. Note: all student supp app readers currently take part in an orientation session that includes attention to equity in the review process. Faculty/Instructor readers receive instructions that likewise attend to equity, and we are considering adding an orientation session for faculty readers similar to those attended by student readers. To our knowledge, student and faculty supp app readers already often include individuals who identify as members of equity denied groups, and we will endeavour to ensure that this remains the case, and/or that readers include a *greater* proportion of equity-denied students and faculty going forward wherever possible.
2. The majority of offers to the program (~85%) will be made as usual, based on admissible applicants' grade point averages and supplementary application scores. Quite likely, many folks who choose to self-identify and participate in the Equitable Admissions Process option will receive an offer via this typical process (i.e., they wouldn't ultimately be evaluated under the Equitable Admissions Process, as they would receive an offer regardless).
3. For the final ~15% of the offers, for which there are usually many applicants with similar academic records and supplementary application scores, preference will be given to applicants who have self-identified as members of equity-denied groups *and* opted into the Equitable Admissions Process. That is, among the next set of admissible applicants, spaces in the program would preferentially be offered to applicants who have experienced systemic barriers. Among applicants who self-identify as 'racialized,' we will afford particular consideration to those who identify as Black or Latinx, given that McMaster's Access Strategy identifies these groups (based on existing evidence) as particularly subject to barriers to accessing postsecondary education.

The hope is that this process will both recognize (and attempt to account to some degree for) systemic barriers and inequities. As noted above, the combined grades and supplementary application scores of many applicants are often quite similar, and we receive applications from many more admissible students than we are able to accept. This proposed process aims to recognize that, for students experiencing barriers, it may in fact be more difficult to receive those comparable grades and scores (e.g., if someone has to work extensive hours and/or has to navigate various forms of exclusion, achieving the high grades necessary to receive an offer may be more difficult and thus comparable scores are all the more impressive). We're also hopeful this process will avoid some of the pitfalls of a quota system (in that we're not 'reserving' a set number of seats for students from particular groups, but

rather factoring inequity explicitly into the decision-making process for cases right around the offer cut off). This process is also intended to avoid asking students from equity-denied groups to do substantial additional work for their applications (e.g., asking them to answer a question about barriers/challenges they've experienced) and to prevent a situation in which applicants might feel like they *need* to share difficult experiences in order to increase their likelihood of admission. Most centrally, we hope that this process will help to further enhance the community of learning in the program by providing another mechanism to work intentionally toward increasing the diversity of our student group.

Eligibility / Self-Identification

As with other processes of this nature, an important – and especially complex – question for our pilot concerns which applicants are eligible to opt into the Equitable Admissions Process, and, relatedly, how eligibility will be determined and communicated. We recognize that there are many groups who experience systemic injustices and many terms to describe these groups, and that identities are complex, multiple, and overlapping in ways that we will not be able to predict or control for. We also do not want to create an unwelcoming and possibly unjust process wherein applicants feel the barriers they might experience are being judged as 'sufficient' or 'insufficient', or that they're being asked from the outset to 'prove' themselves. As such, like some other equitable admissions processes on campus, we will rely on applicant self-identification to determine eligibility for our pilot process. Applicants will be informed that they can opt in to the process if they identify as a member of one or more groups that experience systemic barriers or inequities based on factors such as race, ethnicity, Indigeneity, sexuality, gender identity or expression, income/socioeconomic status, caste, disability, religious identification, or refugee status; we will also note that this list is not meant to be exhaustive. Anyone who chooses to be considered through this process will complete a separate demographic form that includes the following question:

> Applicants are eligible to be considered under the Arts & Science Equitable Admissions Process if they identify as a member of one or more groups that have experienced systemic barriers and inequities related to factors such as race, ethnicity, Indigeneity, sexuality, gender identity or expression, income/socioeconomic status, caste, disability, religious identification, or refugee status (this is not an exhaustive list). Via this process, a small percentage of admission offers will be preferentially made to applicants who have met the admission requirements, have comparable academic records and supplementary application scores to other applicants, and identify as members of one or more equity-denied groups. Among applicants who self-identify as 'racialized,' we will give particular consideration to those who are Black or Latinx, given that McMaster's Access Strategy identifies these groups (based on existing evidence) as particularly subject to barriers to accessing postsecondary education. If you wish to participate in the Equitable Admissions Process, please indicate the relevant groups with which you identify (select all that apply and that you are interested in noting):
>
> - Black people
> - Latinx people
> - Other non-white racialized people (please specify your racial identity):
> - Indigenous people (please specify the Indigenous nation(s) or group(s) to which you belong):
> - 2SLGBTQ+ people
> - Low-income people
> - Caste-oppressed people
> - Disabled people
> - Religious minorities or people experiencing religious discrimination
> - Refugees
> - Other (please specify):

While we hope this process offers one way of navigating some of the complexities mentioned above, we recognize that it is imperfect. In particular, we understand that self-identification can be a fraught, inexact, and potentially contentious process, and that there are important concerns (e.g., among Indigenous communities) about false or disingenuous identity claims that need to be taken into account. If any applicant is found to be misrepresenting themselves or making a false claim to take advantage of the Equitable Admissions Processes, procedures set out in existing academic dishonesty policies will be applied.

We also look forward to reviewing the forthcoming guidelines about Indigenous self-identification and updating our processes in future as necessary, as well as to continuing to consult with relevant partners (including the Indigenous Education Council and the Office of Equity and Inclusion) this Fall. Any further modifications to our proposed process that might prove immediately necessary following those consultations will be brought forward for the November curriculum and admissions meetings. We will also monitor and review the process following this application cycle, and make further adjustments (to be brought forward in future) as we see how it plays out in practice.

Proposed Timeline for Next Steps

- **September 2023**: Submit proposal to UGC Curriculum and Admissions Committee for consideration via necessary governance processes.
- **14 September 2023**: Meeting with Dr. Barrington Walker.
- **Fall 2023 (to be scheduled)**: Meeting with Indigenous Education Council Academic Sub-Committee.
- **October 2023**: Build and test (but do not yet activate/advertise) the Equitable Admissions Process demographic form in Slate.
- **8 November**: Senate approval anticipated. Advertise process on website and through other channels as appropriate.
- **15 November 2023**: Submit any essential revisions for 2024 admissions cycle to UGC Curriculum and Admissions Committee for consideration via necessary governance processes. Update Arts & Science website with proposed changes as needed (noting these as pending Senate approval)
- **13 December 2023**: Senate approval of any changes submitted in November anticipated.
- **Late December 2023**: Final process confirmed on website and supplementary application submission system opened. (If no essential changes are proposed in November 2023, the supp app submission tool may be opened earlier.)
- **15 January 2024**: OUAC Application Deadline.
- **1 February 2024**: Supplementary Application Deadline (for all applicants).
- **March-April 2024**: Supplementary Application review and scoring (for all applicants).
- **May 2024**: Final admissions decisions sent.
- **Spring/Summer 2024:** Assessment of the pilot and planning for further revision as necessary.

Faculty of Social Sciences
Addendum to the Curriculum Report of 2023-24

School of Social Work

2.1 and 2.3 Justification

We would like to implement some much-needed changes to our admission process, for applicants applying for admission in September 2024. We will be discontinuing the use of the Social Work Admission Test (SWAT) and introducing a Personal Statement. In addition, we wish to introduce a requirement for volunteer/work/placement experience.

The change to a Personal Statement from the Social Work Admission Test is already captured in the current calendar statement:

> To be considered for admission, students must normally have a minimum average of 6.0 on the most recent 30 units (five full credits) of university-level courses completed and evidence of personal suitability which may be evaluated by one or a combination of written statements, tests or interviews.

The volunteer/work/placement experience requirement is new and requires approval at all levels.

We are one of the only Social Work programs in the area that does not currently have a requirement of human service/social change work or volunteer experience. Examples of BSW programs at other universities that require volunteer experience include but are not limited to:

Toronto Metropolitan University
University of Waterloo, Renison
York University
Dalhousie University
Carleton University

Over the last couple of years, our field team has experienced increased difficulty finding field placements for students who may not have ever worked or volunteered anywhere. Lack of experience can lead to students being ill equipped to begin their placements and can lead to strain on both the agency and student. Furthermore, increased competition for field placement opportunities across area BSW and MSW programs means that we need our students to continue to be as prepared as possible and highly regarded by the community organizations who take on placement students.

Applicants to Level 2 of our Social Work programs will be asked to submit details regarding their previous volunteer and/or work experience in social/human services. As well, applicants will be asked to submit two references from a combination of their volunteer, social/human services work, and/or placement experience. Note – if a student has completed all hours within one organization, it will be acceptable to submit two references from the same organization.

We will require a total of 100 hours of volunteer/work/placement experience. To provide flexibility as we roll out this change in this first year, we will require 50 hours to be completed by April 2024 and any remaining hours to be completed the term before the student starts the first placement: SOCWORK 3DD6*. We will not grade this experience but rather ask for it to be documented and references provided.

We will welcome a wide variety of experience: work, placement, or volunteer experience in human services/social change. We will welcome volunteer experience with one's own faith-based or cultural community.

For students who completed their secondary schooling in Ontario, the required hours required will be in addition to an applicant's high school volunteer hours requirement, unless the high school volunteer hours were in human services/social change.

The School of Social Work will provide applicants with an "FAQ" document with guidance on applicable experiences and applicants will be able to reach out to the School of Social Work with questions.

**Students who are admitted in September 2024 could start their first placement (SOCWORK 3DD6) in May 2025 (Summer block) OR September 2025 (Concurrent).*

Background Information Collected – As requested by the Associate Dean's Office

1. *Information learned about current students in SOCWORK 3DD6 summer block placement and SOCWORK 3DD6 concurrent placement, based on information from resumes submitted for placement applications:*

    - SOCWORK 3DD6 summer block placement students – approximately 4/36 post-degree and HBSW students would have been lacking the required experience upon admission to the BSW.
    - SOCWORK 3DD6 Concurrent students – approximately 13/36 post-degree and HBSW students would have been lacking the 100 hours of required experience upon admission to the BSW.

2. *Results from surveying incoming BSW students re: volunteer/placement/work experience:*

    - 75% of incoming BSW post-degree students responded:
        - 86.7% reported having at least 100 hours of experience.
    - 64% of incoming Honours BSW students responded:
        - 63% reported having at least 100 hours of experience:
    - Reasons given by those who didn't have experience:
        - Not enough time (10)
        - Not enough opportunities (1)

- Other interests (2)
- In progress (1)*
- Working in the field (1)*
- Stay at home mom (1)

**These respondents may actually have the experience we would be asking for.*

SOCIAL WORK

1.0 NEW PROGRAMS: see https://mi.mcmaster.ca/iqap/ for New Program Proposal Template

1.1

2.0 REVISIONS TO EXISTING PROGRAMS:

2.1 Bachelor of Social Work (B.S.W.)

Admission

Enrolment in this program is limited. Eligibility is dependent upon completion of an undergraduate degree from a recognized university, including a total of six units of introductory Social Work or introductory Sociology and six additional units of introductory level courses from the Course List below (or equivalent) Students who are interested in the B.S.W. (post degree) are strongly encouraged to take both SOCWORK 1AA3 and SOCWORK 1BB3 during their first degree. Students are also encouraged to take INDIGST 1A03 - Introduction to Indigenous Studies, in their first degree, as completion of this course will be required for completion of the B.S.W. To be considered for admission, students must normally have a minimum average of 6.0 on the most recent 30 units (five full credits) of university-level courses completed and evidence of personal suitability which may be evaluated by one or a combination of written statements, tests or interviews.

New for Fall 2024 entry:
Volunteer/work experience including references (mandatory, not scored) - Applicants will be asked to submit details regarding previous volunteer, placement and/or work experience in social/human services. As well, applicants will be asked to submit two references from a combination of their volunteer, social/human services work, and/or placement experience. Note – if a student has completed all hours within one organization, it is acceptable to submit two references from the same organization.

We will require 100 hours of volunteer/work/placement experience. To provide flexibility, we will require 50 hours to be completed by April 2024 and any remaining hours to be completed after admission to the program in the term before the student starts the first placement: SOCWORK 3DD6. We will not

grade this experience but rather ask for it to be documented and references provided.

We welcome a wide variety of experience: work, placement, or volunteer experience in human services/social change. We welcome volunteer experience with one's own faith-based or cultural community.

For students who completed their secondary schooling in Ontario, the required hours required will be in addition to an applicant's high school volunteer hours requirement, unless the high school volunteer hours were in human services/social change.

Course List

- ANTHROP 1AA3 – Introduction to Anthropology: Sex, Food and Death
- ANTHROP 1AB3 – Introduction to Anthropology: Race, Religion, and Social Justice
- CAYUGA 1Z03 – Introduction to Cayuga Language and Culture
- CMST 1A03 – Introduction to Communication
- ECON 1B03 – Introductory Microeconomics
- ECON 1BB3 – Introductory Macroeconomics
- ECON 1ME3 – Introduction to Mathematical Economics
- ENVSOCTY 1HA3 – Society, Culture and Environment
- ENVSOCTY 1HB3 – Population, Cities and Development
- GENDRST 1A03 – Gender, Race, Culture, Power
- GENDRST 1AA3 – Gender, Feminism and Social Justice
- GLOBALZN 1A03 – Global Citizenship
- HLTHAGE 1AA3 – Introduction to Health and Society
- HLTHAGE 1BB3 – Introduction to Aging and Society
- HLTHAGE 1CC3 – Introduction to Mental Health and Illness
- HLTHAGE 1ZZ3 – Inquiry: Introduction to Health and Society
- INDIGST 1A03 – Introduction to Indigenous Studies
- INDIGST 1AA3 – Introduction to Contemporary Indigenous Studies
- INDIGST 1B03 – Reconciling What? Indigenous Relations in Canada
- INUKTUT 1Z03
- LABRST 1A03
- LABRST 1C03
- LABRST 1D03
- LABRST 1E03
- MOHAWK 1Z03 – Introduction to Mohawk Language and Culture
- OJIBWE 1Z03 – Introduction to Ojibwe Language and Culture
- PEACEST 1A03
- PEACJUST 1A03 – Peace, Justice, Human Rights
- POLSCI 1AA3 – Government, Politics, and Power
- POLSCI 1AB3 – Politics and Power in a Globalizing World
- PSYCH 1F03 – Survey of Psychology
- PSYCH 1FF3 – Survey of Biological Basis of Psychology
- PSYCH 1X03 – Introduction to Psychology, Neuroscience & Behaviour
- PSYCH 1XX3 – Foundations of Psychology, Neuroscience & Behaviour

- RECONCIL 1A03
- SCAR 1B03 – What on Earth is Religion?
- SCAR 1SC3 – The Big Questions: Introduction to Society, Culture & Religion
- SOCPSY 1Z03 – An Introduction to Social Psychology
- SOCSCI 1SS3 – Inquiry in the Social Sciences
- SOCSCI 1T03 – Life, the University, and Everything
- SOCWORK 1AA3 – So You Think You Can Help? Introduction to Social Work I
- SOCWORK 1BB3 – Re-Imagining Help: Introduction to Social Work II
- SOCIOL 1C03 – Canadian Society: Social Problems, Social Policy, and the Law
- SOCIOL 1Z03 – An Introduction to Sociology
- WOMENST 1A03
- WOMENST 1AA3
- 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

Admission Notes

1. Students who have successfully completed the two-year College of Applied Arts and Technology Social Services Diploma with a minimum Grade Point Average of 3.0 on a 4.0 scale (75%) are considered to have completed the equivalent of SOCWORK 1AA3 and SOCWORK 1BB3. Students who have successfully completed this diploma **with a cumulative average of 3.4 – 4.0 (85%-100%)** are not required to complete six additional units of introductory level courses from the Course List above to be eligible for admission.
2. An applicant is required to complete the prerequisite undergraduate degree work by April of the year in which application is made.
3. Indigenous students (includes First Nations, Métis & Inuit) may select an alternate application process. Those who wish to do so should consult the School of Social Work for details.
4. **Enrolment in the B.S.W. program is limited.** Students who intend to apply to the B.S.W. program must follow the application instructions as found on the School of Social Work website: http://www.socialwork.mcmaster.ca. Applicants **must also apply** to the University.
5. **All applications** for admission to the School of Social Work are considered annually and must be made **directly to the School well before the deadline(s) noted below.**
6. Applications that are submitted after the February 1 deadline will not be considered. Questions or concerns may be directed to the School of Social Work.
7. Offers of acceptance cannot be deferred; students must complete a required social work course in the year of admission.

Mandatory Applications

Individuals interested in the B.S.W. program must complete **two** application forms as follows:

General Application

1. If you have graduated from a **University other than McMaster**, you must complete the mandatory Ontario University Application Centre (OUAC) 105 form on-line application form (with payment). Visit the OUAC website to confirm the January deadline date each year If you are a McMaster graduate, complete the *McMaster Returning Student Application*.

Supplementary Application

1. All applicants must complete the mandatory *School of Social Work Supplementary Application* by February 1 in the year of application.

Program Notes

1. **Course Groupings:** There are two groups of courses in the Social Work program:
    - **Foundation of Social Work**. This category includes core courses which are required by social work students, most of which are available to social work students only. Exceptions to this include SOCWORK 2BB3 and SOCWORK 2CC3 which have a limited number of seats for undergraduates in a Labour Studies program and SOCWORK 4J03 which has a limited number of seats for undergraduates in a Labour Studies program and undergraduates in Level III or above of a non-Social Work/Labour Studies program who have completed SOCWORK 1AA3 or SOCWORK 1BB3.
    - **Social and Political Context of Social Work**. Social Work students must take 3-9 units from the Social and Political Context of Social Work group of courses, depending on if INDIGST 1A03 – Introduction to Indigenous Studies, and Social Research methods were completed in the first degree. All Social and Political Context of Social Work courses except SOCWORK 4SA3 are available for credit by undergraduates in the Labour Studies program and as elective credit for undergraduates in Level III or above of a non-Social Work/Labour Studies program who have completed SOCWORK 1AA3 or SOCWORK 1BB3. Registration in SOCWORK 4SA3 is restricted to Social Work students who have received permission of the School of Social Work. All Social and Political Context of Social Work courses have limited enrolment.

Foundation of Social Work

- SOCWORK 2A06 A/B – Theory, Process and Communication Skills for Social Work
- SOCWORK 2BB3 – Anti-Oppressive Social Work
- SOCWORK 2CC3 – Introduction to Community Practice
- SOCWORK 3D06 A/B S – General Social Work I
- SOCWORK 3DD6 A/B S – Field Practicum I
- SOCWORK 3E03 – Individual Practice Across the Lifespan
- SOCWORK 3F03 – Social Work with Groups
- SOCWORK 4D06 A/B S – General Social Work II
- SOCWORK 4DD6 A/B S – Field Practicum II

- SOCWORK 4J03 – Social Change: Social Movements and Advocacy
- SOCWORK 4X03 – Social Work with Families
- SOCWORK 4ZZ3 – Social Welfare: Practice Implications and Advocacy

Social and Political Context of Social Work

- SOCWORK 3B03
- SOCWORK 3C03 – Social Aspects of Health and Illness
- SOCWORK 3I03 – Social Work and Indigenous Peoples
- SOCWORK 3L03
- SOCWORK 3O03 – Social Work and Sexualities
- SOCWORK 3S03 – Social Work, Disability and Dis/Ableism
- SOCWORK 3T03 – Poverty and Homelessness
- SOCWORK 4C03 – Critical Perspectives on Race, Racialization, Racism and Colonialism in Canadian Society
- SOCWORK 4G03 – Selected Topics
- SOCWORK 4I03
- 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 4TI3 – Trauma Informed Practice
- 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

2. **Progression Within Program:** Students must achieve a minimum grade of C+ in each of SOCWORK 2A06 A/B, 2BB3, 2CC3, 3D06 A/B S, 3E03, 3F03, 4D06 A/B S, 4J03, 4X03 and 4ZZ3, a *Pass* in their field placements SOCWORK 3DD6 A/B S and 4DD6 A/B S, and a Grade Point Average of at least 6.0. If a student fails to meet the minimum grade requirements in these required social work courses or a *Pass* designation in either field placement (SOCWORK 3DD6 A/B S and 4DD6 A/B S), the student may not proceed in the program; however, the student may make a request in writing to the Director of the School of Social Work to be allowed to repeat the course in which the minimum grade or *Pass* requirement has not been met. Such requests will be reviewed by the Director of the School of Social Work in consultation with the Chair of the Undergraduate Studies Committee and/or the Chair of the Field Education Program and the course instructor. These courses and/or placements may only be repeated when approval is given by the Director of the School of Social Work following consultation as described above. Students who subsequently fail to meet the minimum grade or *Pass* requirement after repeating the course or placement may not continue in the program.
3. Students who were admitted to this program in 2017-2018 or later must complete INDIGST 1A03 – Introduction to Indigenous Studies. If this requirement was not completed prior to admission to the B.S.W. program, students must replace three units from the Social and Political Context of Social Work courses with INDIGST 1A03.

4. Students must complete three units of Social Sciences Research Methods (e.g. SOCIOL 2Z03 or SOCPSY 2K03 or HLTHAGE 2A03, INDIGST 2M03, etc.). If this requirement was not completed prior to admission to the B.S.W. program, students must replace three units from the Social and Political Context of Social Work courses with a research methods course. A statistics course may not substitute for a research methods course.
5. **Graduation:** To qualify for the B.S.W. students must complete a total of 60 units. The B.S.W will be granted only if the student has achieved a grade of at least C+ in each of SOCWORK 2A06 A/B, 2BB3, 2CC3, 3D06 A/B S, 3E03, 3F03, 4D06 A/B S, 4J03, 4X03 and 4ZZ3, a *Pass* in SOCWORK 3DD6 A/B S and 4DD6 A/B S, and a Grade Point Average of at least 6.0.
6. Students are expected to assume the cost of travelling to and from field practice agencies and for any related expenses.
7. Students in the social work program must apply for third and fourth year field placements (SOCWORK 3DD6 A/B S and 4DD6 A/B S), and are able to provide information on areas of interest. While efforts are made to match placements with student preferences, the final assignment of placement settings is constrained by many factors, including the availability of settings and field and faculty resources. Students may therefore be required to complete a field placement in an agency that is not among their preferred options.
8. Starting in Fall 2024: BSW students are required to complete 100 hours of volunteer/work/placement experience. A minimum of 50 hours is required for admission and any outstanding hours are to be completed after admission and by the term preceding their first placement: SOCWORK 3DD6.

Requirements
60 units total
12 units
- SOCWORK 2A06 A/B – Theory, Process and Communication Skills for Social Work
- SOCWORK 2BB3 – Anti-Oppressive Social Work
- SOCWORK 2CC3 – Introduction to Community Practice
(SOCWORK 2A06 A/B, SOCWORK 2BB3 and SOCWORK 2CC3 must be completed prior to enrolling in SOCWORK 3D06 A/B S and SOCWORK 3DD6 A/B S)

12 units
- SOCWORK 3D06 A/B S – General Social Work I
- SOCWORK 3DD6 A/B S – Field Practicum I
(SOCWORK 3D06 A/B S and SOCWORK 3DD6 A/B S must be completed prior to enrolling in SOCWORK 4D06 A/B S and SOCWORK 4DD6 A/B S)

12 units
- SOCWORK 4D06 A/B S – General Social Work II
- SOCWORK 4DD6 A/B S – Field Practicum II

15 units
- SOCWORK 3E03 – Individual Practice Across the Lifespan
- SOCWORK 3F03 – Social Work with Groups

- SOCWORK 4J03 – Social Change: Social Movements and Advocacy
- SOCWORK 4X03 – Social Work with Families
- SOCWORK 4ZZ3 – Social Welfare: Practice Implications and Advocacy

3-9 units

- from the *Social and Political Context of Social Work* courses (See *Program Notes 3* and *4* above)

3 units

- INDIGST 1A03 – Introduction to Indigenous Studies
  Note: If this requirement was completed prior to admission, these units must be chosen from the *Social and Political Context of Social Work* courses. (See Program *Note 3* above)

3 units

- Social Sciences Research Methods. If requirement was completed prior to admission, these units must be chosen from the Social and Political Context of Social Work courses.
  (See *Program Note 4* above.)

2.3 Honours Bachelor of Social Work (B.S.W.)

Admission

Enrolment in this program is limited. Eligibility is dependent upon completion of any Level I program including a total of six units of introductory Social Work or introductory Sociology and six additional units of introductory level courses from the Course List below (or equivalent). Students who are interested in the Honours B.S.W. are strongly encouraged to take both SOCWORK 1AA3 and SOCWORK 1BB3 in level 1. Students are also encouraged to take INDIGST 1A03: Introduction to Indigenous Studies, in level I as this course will be required for completion of the B.S.W. Admission requires, as a minimum, completion of any level I program with a grade point average of at least 6.0 and evidence of personal suitability which may be evaluated by one or a combination of written statements, tests or interviews.

New for Fall 2024 entry:
Volunteer/work experience including references (mandatory, not scored) - Applicants will be asked to submit details regarding previous volunteer, placement and/or work experience in social/human services. As well, applicants will be asked to submit two references from a combination of their volunteer, social/human services work, and/or placement experience. Note – if a student has completed all hours within one organization, it is acceptable to submit two references from the same organization.

We will require 100 hours of volunteer/work/placement experience. To provide flexibility, we will require 50 hours to be completed by April 2024 and any remaining hours to be completed after admission to the program in the term before the student starts the first placement: SOCWORK 3DD6. We will not

grade this experience but rather ask for it to be documented and references provided.

We welcome a wide variety of experience: work, placement, or volunteer experience in human services/social change. We welcome volunteer experience with one's own faith-based or cultural community.

For students who completed their secondary schooling in Ontario, the required hours required will be in addition to an applicant's high school volunteer hours requirement, unless the high school volunteer hours were in human services/social change.

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Course List

- ANTHROP 1AA3 - Introduction to Anthropology: Sex, Food and Death
- ANTHROP 1AB3 - Introduction to Anthropology: Race, Religion, and Social Justice
- CAYUGA 1Z03 - Introduction to Cayuga Language and Culture
- CMST 1A03 - Introduction to Communication
- ECON 1B03 - Introductory Microeconomics
- ECON 1BB3 - Introductory Macroeconomics
- ECON 1ME3 - Introduction to Mathematical Economics
- ENVSOCTY 1HA3 - Society, Culture and Environment
- ENVSOCTY 1HB3 - Population, Cities and Development
- GENDRST 1A03 - Gender, Race, Culture, Power
- GENDRST 1AA3 - Gender, Feminism and Social Justice
- GLOBALZN 1A03 - Global Citizenship
- HLTHAGE 1AA3 - Introduction to Health and Society
- HLTHAGE 1BB3 - Introduction to Aging and Society
- HLTHAGE 1CC3 - Introduction to Mental Health and Illness
- HLTHAGE 1ZZ3 - Inquiry: Introduction to Health and Society
- INDIGST 1A03 - Introduction to Indigenous Studies
- INDIGST 1AA3 - Introduction to Contemporary Indigenous Studies
- INDIGST 1B03 - Reconciling What? Indigenous Relations in Canada
- INUKTUT 1Z03
- LABRST 1A03
- LABRST 1C03
- LABRST 1D03
- LABRST 1E03
- MOHAWK 1Z03 - Introduction to Mohawk Language and Culture
- OJIBWE 1Z03 - Introduction to Ojibwe Language and Culture
- PEACEST 1A03
- PEACJUST 1A03 - Peace, Justice, Human Rights
- POLSCI 1AA3 - Government, Politics, and Power
- POLSCI 1AB3 - Politics and Power in a Globalizing World
- PSYCH 1F03 - Survey of Psychology
- PSYCH 1FF3 - Survey of Biological Basis of Psychology
- PSYCH 1X03 - Introduction to Psychology, Neuroscience & Behaviour
- PSYCH 1XX3 - Foundations of Psychology, Neuroscience & Behaviour

- RECONCIL 1A03
- SCAR 1B03 - What on Earth is Religion?
- SCAR 1R03
- SCAR 1SC3 - The Big Questions: Introduction to Society, Culture & Religion
- SOCPSY 1Z03 - An Introduction to Social Psychology
- SOCSCI 1SS3 - Inquiry in the Social Sciences
- SOCSCI 1T03 - Life, the University, and Everything
- SOCWORK 1AA3 - So You Think You Can Help? Introduction to Social Work I
- SOCWORK 1BB3 - Re-Imagining Help: Introduction to Social Work II
- SOCIOL 1C03 - Canadian Society: Social Problems, Social Policy, and the Law
- SOCIOL 1Z03 - An Introduction to Sociology
- WOMENST 1A03
- WOMENST 1AA3
- 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

Admission Notes

1. Students who have successfully completed the two-year College of Applied Arts and Technology Social Services Diploma with a minimum cumulative average Grade Point Average of 3.0 on a 4.0 scale (75%) are considered to have completed the equivalent of SOCWORK 1AA3 and SOCWORK 1BB3. Students who completed this diploma **with a cumulative average of 3.4 - 4.0 (85%-100%)** will receive 24 units of unspecified transfer credit upon admission to the program and are not required to complete six additional units of introductory level courses from the Course List above to be eligible for admission.
2. Applicants must complete Level I by April of the year in which application is made.
3. Students who intend to apply for this program must follow the application instructions as found on the School of Social Work web site:www.socialwork.mcmaster.ca. Students who are unable to access this web site must consult the School of Social Work prior to the application deadline.
4. Indigenous students (includes First Nations, Métis & Inuit) may select an alternate application process. Those who wish to do so should consult the School of Social Work for details.
5. All applications for admission to the School of Social Work are considered annually and must be made directly to the School by February 1 for the Fall/Winter term.
6. Applications that are submitted after the February 1 deadline will not be considered.
7. Offers of acceptance cannot be deferred; students must complete a required social work course in the year of admission.
8. Starting in Fall 2024: BSW students are required to complete 100 hours of volunteer/work/placement experience. A minimum of 50 hours is required

for admission to the program and any outstanding hours are to be completed after admission and by the term preceding their first placement: SOCWORK 3DD6.

Mandatory applications

McMaster Applicants

Supplementary Application

- Applicants must complete the mandatory *School of Social Work Supplementary Application* by February 1 in the year of application.

Non-McMaster Applicants

Supplementary Application

- Applicants must complete the mandatory *School of Social Work Supplementary Application* by February 1 in the year of application.

AND:

OUAC Application

- Applicants must also complete the mandatory Ontario University Application Centre (OUAC) 105 form on-line application form (with payment). Visit the OUAC website to confirm the January deadline date each year.

Program Notes

1. **Course Groupings:** There are two groups of courses in the Social Work program:

Foundation of Social Work. This category includes core courses which are required by social work students, most of which and are available to social work students only. Exceptions to this include SOCWORK 2BB3 and SOCWORK 2CC3 which have a limited number of seats for undergraduates in a Labour Studies program and SOCWORK 4J03 which has a limited number of seats for undergraduates in a Labour Studies program and undergraduates in Level III or above of a non-Social Work/Labour Studies program who have completed SOCWORK 1AA3 or SOCWORK 1BB3.

Social and Political Context of Social Work. Social Work students must take 9 units from the Social and Political Context of Social Work group of courses. Social and Political Context of Social Work courses except SOCWORK 4SA3 are also available for elective credit by undergraduates in the Labour Studies program and undergraduates in Level III or above of

a non-Social Work program who have completed SOCWORK 1AA3 or SOCWORK 1BB3. Registration in SOCWORK 4SA3 is restricted to Social Work students who have received permission of the School of Social Work. All Social and Political Context of Social Work courses have limited enrolment.

Foundations of Social Work

- SOCWORK 2A06 A/B - Theory, Process and Communication Skills for Social Work
- SOCWORK 2BB3 - Anti-Oppressive Social Work
- SOCWORK 2CC3 - Introduction to Community Practice
- SOCWORK 3D06 A/B S - General Social Work I
- SOCWORK 3DD6 A/B S - Field Practicum I
- SOCWORK 3E03 - Individual Practice Across the Lifespan
- SOCWORK 3F03 - Social Work with Groups
- SOCWORK 4D06 A/B S - General Social Work II
- SOCWORK 4DD6 A/B S - Field Practicum II
- SOCWORK 4J03 - Social Change: Social Movements and Advocacy
- SOCWORK 4X03 - Social Work with Families
- SOCWORK 4ZZ3 - Social Welfare: Practice Implications and Advocacy

Social and Political Context of Social Work

- SOCWORK 3B03
- SOCWORK 3C03 - Social Aspects of Health and Illness
- SOCWORK 3I03 - Social Work and Indigenous Peoples
- SOCWORK 3L03
- SOCWORK 3O03 - Social Work and Sexualities
- SOCWORK 3S03 - Social Work, Disability and Dis/Ableism
- SOCWORK 3T03 - Poverty and Homelessness
- SOCWORK 4C03 - Critical Perspectives on Race, Racialization, Racism and Colonialism in Canadian Society
- SOCWORK 4G03 - Selected Topics
- 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 4TI3 - Trauma Informed Practice
- 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

2. **Progression Within Program:** Students must achieve a minimum grade of C+ in each of SOCWORK 2A06 A/B, 2BB3, 2CC3, 3D06 A/B S, 3E03, 3F03, 4D06 A/B S, 4J03, 4X03 and 4ZZ3, a Pass in their field placements SOCWORK 3DD6 A/B S and 4DD6 A/B S, and a GPA of at least 6.0. If a student fails to meet the minimum grade requirements in these required social work courses or a Pass designation in either field placement (SOCWORK 3DD6 A/B S and 4DD6 A/B S), the student may not proceed

in the program; however, the student may make a request in writing to the Director of the School of Social Work to be allowed to repeat the course in which the minimum grade or Pass requirement has not been met. Such requests will be reviewed by the Director of the School of Social Work in consultation with the Chair of the Undergraduate Studies Committee and/or the Chair of the Field Education Program and the course instructor. These courses and/or placements may only be repeated when approval is given by the Director of the School of Social Work following consultation as described above. Students who subsequently fail to meet the minimum grade or Pass requirement after repeating the course or placement may not continue in the program.

3. Students who were admitted to this program in 2017-2018 or later must complete INDIGST 1A03 - Introduction to Indigenous Studies. If this course was taken in level I then students will be required to take an additional 3 units of electives.
4. Students must complete three units of Social Sciences Research Methods (e.g. SOCIOL 2Z03, SOCPSY 2K03 or HLTHAGE 2A03, INDIGST 2M03, etc.). A statistics course may not substitute for a research methods course.
5. **Graduation**: The B.S.W will be granted only if the student has achieved a grade of at least C+ in each of SOCWORK 2A06 A/B, 2BB3, 2CC3, 3D06 A/B S, 3E03, 3F03, 4D06 A/B S, 4J03, 4X03 and 4ZZ3, a Pass in SOCWORK 3DD6 A/B S and 4DD6 A/B S, and a GPA of at least 6.0.
6. Students are expected to assume the cost of travelling to and from field practice agencies and for any related expenses.
7. Students in the social work program must apply for third and fourth year field placements (SOCWORK 3DD6 A/B S and 4DD6 A/B S), and are able to provide information on areas of interest. While efforts are made to match placements with student preferences, the final assignment of placement settings is constrained by many factors, including the availability of settings and field and faculty resources. Students may therefore be required to complete a field placement in an agency that is not among their preferred options.
8. Starting in Fall 2024: BSW students are required to complete 100 hours of volunteer/work/placement experience. A minimum of 50 hours is required for admission to the program and any outstanding hours are to be completed after admission and by the term preceding their first placement: SOCWORK 3DD6.

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.)

12 units

- SOCWORK 2A06 A/B - Theory, Process and Communication Skills for Social Work

- SOCWORK 2BB3 - Anti-Oppressive Social Work
- SOCWORK 2CC3 - Introduction to Community Practice
  (SOCWORK 2A06 A/B, SOCWORK 2BB3 and SOCWORK 2CC3 must be completed prior to enrolling in SOCWORK 3D06 A/B S and SOCWORK 3DD6 A/B S)

12 units

- SOCWORK 3D06 A/B S - General Social Work I
- SOCWORK 3DD6 A/B S - Field Practicum I
  (SOCWORK 3D06 A/B S and SOCWORK 3DD6 A/B S must be completed prior to enrolling in SOCWORK 4D06 A/B S and SOCWORK 4DD6 A/B S)

12 units

- SOCWORK 4D06 A/B S - General Social Work II
- SOCWORK 4DD6 A/B S - Field Practicum II

15 units

- SOCWORK 3E03 - Individual Practice Across the Lifespan
- SOCWORK 3F03 - Social Work with Groups
- SOCWORK 4J03 - Social Change: Social Movements and Advocacy
- SOCWORK 4X03 - Social Work with Families
- SOCWORK 4ZZ3 - Social Welfare: Practice Implications and Advocacy

9 units
from

- the *Social and Political Context of Social Work* courses

3 units

- Social Sciences Research Methods (See *Program Note 4* above).

3 units

- INDIGST 1A03 - Introduction to Indigenous Studies
  Note: If this course was taken in level I then students must complete three additional elective units. (See *Program Note 3* above.)

24-27 units

- Electives * A maximum of 12 additional units of Social and Political Context of Social Work courses can be taken as electives.

McMaster University

UNIVERSITY SECRETARIAT
- Board of Governors
- Senate

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September 20, 2023

TO: Undergraduate Council

FROM: Kim Dej
Vice Provost, Teaching & Learning

PREPARED BY: Kelly Snow
Assistant University Secretary

SUBJECT: Establishment of the Ad Hoc Committee on Relief for Student Absences.

Dear Members of Undergraduate Council

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

As such, an ad hoc committee, governed by a majority of members from McMaster's Undergraduate Council and supported by the University Secretariat, will be tasked with continuing the review of the policy. The Committee shall consider and recommend revisions to the Senate *Policy on Relief for Missed Academic Term Work* and other policies as required to facilitate implementation.

Please find attached the proposed mandate for the committee, along with the proposed membership as circulated.

Motion:
that the Undergraduate Council approve the establishment of the Ad Hoc Committee on Relief for Student Absences, as well as the proposed committee membership, as circulated.

AD HOC COMMITTEE ON RELIEF FOR STUDENT ABSENCES
(Undergraduate Council)

TERMS OF REFERENCE
Mandate
McMaster University recognizes that students periodically require relief from academic work for medical or other personal situations. The *Policy on Relief for Missed Academic Term Work* supports the management of these requests by considering the needs and obligations of undergraduate students, instructors and administrators. While it is the responsibility of the instructor(s) of the course to provide relief, it is also their prerogative to determine what relief is appropriate for missed term work in their course.

As it currently stands, the policy is overly complex and requires simplification and clarification. The recent exercise of developing and approving several urgent revisions was challenging, and it highlighted the need to examine this policy more thoroughly. Based on the above, an ad hoc committee, governed by a majority of members from McMaster's Undergraduate Council and supported by the University Secretariat, is tasked with continuing the review of the policy. The Committee shall consider and recommend revisions to the Senate *Policy on Relief for Missed Academic Term Work* and other policies as required to facilitate implementation.

Requirements of the Committee
The Ad Hoc Committee formed will be asked to:

- Establish a list of stakeholders and solicit feedback from this group;
- Undertake an environmental scan to identify practices by other universities or colleges and consult relevant literature;
- Determine the requirements for an electronic tool that will be used to limit the use of a Self-Report or Administrative Report to a single piece of work within a given course;
- Address any feedback received on the policy that has not been previously addressed;
- Recommend the appropriate number of Administrative Reports submitted by a student each term;
- Recommend a process for receiving Administrative Reports by the academic advisors and guidelines for how to determine whether an appointment is required to process the request;
- Incorporate a standard for group work;
- Recommend revisions to the current policy; and
- Identify any future considerations that are considered out of scope.
- Explore the role of universal design and learning in addressing missed work

Proposed Membership Structure

- Vice-Provost, Teaching & Learning, Chair
- Two Associate Deans

- Two Members Appointed by Undergraduate Council
- Two Undergraduate Student Members Appointed by Undergraduate Council
- University Registrar or designate

Consultants

- Assistant Deans of the Faculties (two)
- Technical Consultants (University Technology Services; MacPherson Institute) for Avenue to Learn or Mosaic
- University Secretary or designate (non-voting, consultant)
- Policy Advisor and Projects Officer (non-voting, consultant)

The Committee has the authority to appoint consultants when required.

Proposed Memberships for Approval

Member	***Position***	***Faculty or Unit***
Kim Dej, *Chair*	Vice-Provost, Teaching & Learning	Office of the Provost
Sarah Dickson-Anderson	Associate Dean, Undergraduate Studies	Engineering
Beth Marquis	Director	Arts & Science
Shaiya Robinson*	Faculty Member	Science
Joanna Pierazzo*	Faculty Member	Health Sciences
TBD	Elected Faculty Representative from UGC	Social Sciences
Lily Howden	Student Representative from UGC	Humanities
Abigail Samuels*	Student Representative	Health Sciences
Sarah Robinson or designate	Acting University Registrar	Office of the Registrar

Consultants		
Greg Rombough	Manager, Undergraduate and Specialized Graduate Programs	Business
TBD	Assistant Dean	
Kelly Snow	Assistant University Secretary	University Secretariat
Brad Coburn	Policy Advisor and Projects Officer	University Secretariat
	Technical Consultants	UTS/MacPherson

*These members are external to Undergraduate Council.