UNDERGRADUATE COUNCIL
Tuesday, April 20, 2021 at 2:30 p.m.
Zoom
Meeting ID: 980 2777 3439
Passcode: 494174

AGENDA

Page

7.   **REVISED 2021-2022 SESSIONAL DATES**

Approval

8.   **2018 - 2020 IQAP CYCLICAL PROGRAM REVIEWS**

9.   **OTHER BUSINESS**

REPORT TO UNDERGRADUATE COUNCIL
from the
UNDERGRADUATE COUNCIL AWARDS COMMITTEE

FOR APPROVAL

a. <u>Terms of Award</u>
At its April 6, 2021 meeting, the Undergraduate Council Awards Committee approved the following for recommendation to Undergraduate Council. Details of the proposed recommendations are contained within the circulated report.

i. <u>New Awards</u>
The Sonia Sennik Resilience Scholarship
The George Breckenridge Memorial Academic Grant
The Ashok Hingorani Academic Grant
The Hatch Engineering Scholarship
The D. Keith MacDonald Earth Sciences Undergraduate Scholarship

ii. <u>New Bursaries</u>
The Bachelor of Health Sciences Class of 2011 Bursary
The Adam Chiaravalle Sustainability Bursary
The Griffin Bursary
The Nancy Elizabeth Hinich Entrance Bursary
The McMaster Ismaili Alumni Bursary
The Julie Patel Indigenous & Racialized Bursary
The Kenneth J. Ward Memorial Bursary for New Canadians
The Wasmund Family Indigenous Bursary
The Steve and Tina Wilson Family Foundation Technology Bursar
The Dr. Paul R. Nicholas / Cosmetic Surgery Clinic MD Bursary
The Joel Siegel Memorial MD Bursary
The Kenneth J. Ward Memorial Bursary

iii. <u>Changes to Award Terms</u>
The Audrey Diemert Memorial Book Prize
The Katherine M. Collyer McNally Bursary
The Richard Konrad Bursaries

It is now recommended,

that the Undergraduate Council approve five new awards, twelve new bursaries, and revisions to three terms for inclusion in the Undergraduate Calendar, as set out in the attached and amended.

Undergraduate Council
April 20, 2021

PROPOSED NEW AWARDS FOR APPROVAL

<u>Entrance Awards</u>

The Sonia Sennik Resilience Scholarship
Established in 2020 by Sonia Sennik, MBA, B.Eng., Eng. Physics (Class of '08) who understands there are numerous obstacles and off-ramps that can deter students of any identity from making it through their Engineering studies and starting their careers.
Requirements: To be awarded to undergraduate students entering Level 1 in the Faculty of Engineering who demonstrate a commitment to extra-curricular or community activities.
Typically Available: 1 x $8,000

<u>In-Course and Renewal Academic Grants</u>

The George Breckenridge Memorial Academic Grant
Established in 2020 in memory of Dr.George Breckenridge, former faculty member in the Department of Political Sciences, by his family and friends.
Requirements: To be awarded to undergraduate students enrolled in a Political Science program who attain high averages and demonstrate financial need.
Typically Available: 1 x $1,000

The Ashok Hingorani Academic Grant
Established in 2021 by Ashok Hingorani.
Requirements: To be awarded to undergraduate students enrolled in any program who attain high averages and demonstrate financial need.
Typically Available: 1 x $3,000

<u>In-Course and Renewal Awards</u>

The Hatch Engineering Scholarship
Established in 2020 by Hatch, a world-renowned engineering consulting firm.
Requirements: To be awarded to undergraduate students enrolled in Level 2 or above in a Chemical, Civil, Electrical, Mechanical or Materials Science Engineering program who attain high averages, demonstrate involvement in extracurricular or volunteer activities, and have an interest in pursuing an engineering consulting career.
Typically Available: Variable x $8,000

The D. Keith MacDonald Earth Sciences Undergraduate Scholarship
Established in 2020 by D. Keith MacDonald (Hons. B.Sc., Magna Cum Laude, Class of 1980).
Requirements: To be awarded to undergraduate students enrolled in Level 2 or above in an Earth and Environmental Sciences program who attain high averages, are Canadian Citizens, and who demonstrate a strong interest in studying Earth Sciences.
Typically Available: 2 x $5,000

PROPOSED NEW BURSARIES FOR APPROVAL

The Bachelor of Health Sciences Class of 2011 Bursary
Established in 2020 by the Bachelor of Health Sciences Class of 2011.
Requirements: To be granted to undergraduate students enrolled in any program who identify as Black students and demonstrate financial need. Preference will be given to students enrolled in a Bachelor of Health Sciences program.

The Adam Chiaravalle Sustainability Bursary
Established in 2020 by friends and family in memory of Adam Chiaravalle '17, and his unwavering commitment to a sustainable university.
Requirements: To be granted to undergraduate students in any program who demonstrate financial need. Preference will be given to students who demonstrate a commitment to sustainability through academic studies or extra-curricular involvement.

The Griffin Bursary
Established in 2021 by Danielle Griffin, Ph.D. (Class of 2001).
Requirements: To be granted to undergraduate students enrolled in the Faculty of Humanities who demonstrate financial need. Preference will be given to students enrolled in a History Program.

The Nancy Elizabeth Hinich Entrance Bursary
Established in 2021 by David Dusan Hinich and family in loving memory of Nancy Elizabeth Hinich (nee McCullough).
Requirements: To be granted to undergraduate students entering Level 1 in the Faculty of Science who demonstrate financial need.

The McMaster Ismaili Alumni Bursary
Established in 2020 by Alykhan Nanji M.D. (Class of '94) and supported by members of the McMaster Ismaili alumni community.
Requirements: To be granted to undergraduate students enrolled in any program who demonstrate financial need.

The Julie Patel Indigenous & Racialized Bursary
Established in 2021 by The Julie Patel Foundation. Julie Patel's three children and six grandchildren created this bursary in her memory.
Requirements: To be granted to undergraduate students enrolled in any program who identify as racialized or Indigenous students and demonstrate financial need.

The Kenneth J. Ward Memorial Bursary for New Canadians
Established in 2020 in memory of Kenneth J. Ward (Class of `71) in honour of his commitment to equality and opportunity for all in pursuing education and in memory of the support he and his family provided to refugees.
Requirements: To be granted to undergraduate students enrolled in any program who demonstrate financial need. Preference will be given to new Canadians.

The Wasmund Family Indigenous Bursary
Established in 2020 by Dr. Bert Wasmund, a world-renowned leader in metallurgical plant engineering and design as well as a driving force in the growth and success of Hatch Ltd., in recognition of his two sons, Dr. Eric Wasmund (M.Eng.'92 & Ph.D. '05) and Jeffrey Wasmund (B.Eng. '94).
Requirements: To be granted to undergraduate students who identify as Indigenous and demonstrate financial need. Preference will be given to students in the Faculty of Engineering.

The Steve and Tina Wilson Family Foundation Technology Bursary
Established in 2021 by Steve Wilson, B.COMM. (Class of '85), and Tina Wilson, B.A. Hons. (Class of '86).
Requirements: To be granted to undergraduate students entering Level 1 in any program who permanently reside in the Greater Golden Horseshoe area, demonstrate financial need, and require help with the cost of computer equipment. Preference will be given to students who permanently reside in Hamilton, Ontario.

Submitted by the Faculty of Health Sciences

The Dr. Paul R. Nicholas / Cosmetic Surgery Clinic MD Bursary
The Cosmetic Surgery Clinic of Waterloo in honour of Dr. Paul R. Nicholas who trained in anaesthesia at McMaster University and Memorial University. Dr. Nicholas' distinguished career has taken him to the Canadian Maritimes, rural Maine, and the Cambridge/Kitchener-Waterloo area where he has provided over 35 years of service in anaesthesia both in local hospitals and as Chief of Anaesthesia at the Cosmetic Surgery Clinic of Waterloo. The recipient will embody the qualities at the core of Dr. Nicholas' unique approach to caring for patients that extends to all aspects of their medical well-being: dedication to patient care, compassion, intelligence, teamwork, selflessness, and most of all, a willingness to go above and beyond to always put patients' interests first.
Requirements: To be granted to a medical student from the Waterloo Regional Campus of the Michael G. DeGroote School of Medicine who demonstrates financial need and will be pursuing a career in Anesthesiology or Surgery. Preference will be given to a graduating student.

The Joel Siegel Memorial MD Bursary
Established in 2021 by Dr. Mark Siegel (MD '73) and Mrs. Maureen Siegel.
Requirements: To be granted to a student in the Michael G. DeGroote School of Medicine with an interest in pursuing family medicine and who demonstrates financial need. Preference will be given to a student planning to pursue a career in family medicine in underserviced areas.

The Kenneth J. Ward Memorial Bursary
Established in 2020 in memory of Kenneth J. Ward (Class of `71) in honour of the excellent care he received.
Requirements: To be granted to students enrolled in the Michael G. DeGroote School of Medicine who demonstrate financial need. Preference will be given to a student with an interest in cancer treatment.

CHANGES TO TERMS FOR APPROVAL

The Audrey Diemert Memorial Book Prize
Established in 1991 by family, friends, and colleagues in memory of Audrey Diemert.
Requirements: To be awarded to ~~a~~ part-time student~~s~~ who attain~~s~~ a high average in ENGLISH 2BL3 ~~the highest standing in ENGLISH 2G06 A/B or ENGLISH 2I06 A/B~~.

The Katherine M. Collyer McNally Bursary
Established in 1997 by her children in honour of Katherine M. Collyer McNally under the McMaster Student Opportunity Fund initiative.
Requirements: To be granted to a student who demonstrates financial need and is enrolled in Level 2 or above in the Midwifery~~, Physiotherapy~~ or Nursing program.

The Richard Konrad Bursaries
Established in 1997 by Richard Konrad under the McMaster Student Opportunity Fund initiative in the belief that all students should have the opportunity to achieve their academic goals. ~~A variable number of bursaries to be granted based upon demonstrated financial need in each of the following areas:~~
~~a) The Richard Konrad Bursaries for students enrolled in any program. b) The Richard Konrad Bursaries for physically challenged students registered with Student Accessibility who are enrolled in any program~~
Requirements: To be granted to undergraduate students enrolled in any program who are registered with Student Accessibility Services and demonstrate financial need.

REPORT TO UNDERGRADUATE COUNCIL FROM THE
UNDERGRADUATE COUNCIL CERTIFICATES AND DIPLOMAS COMMITTEE

a.   <u>Revisions to Certificate and Diploma Programs</u> *(Approval)*
At its April 6, 2021 meeting, the Certificates and Diplomas Committee approved, for recommendation to Undergraduate Council, revisions to the follow Diploma program. Details of the proposed revisions are contained within the circulated report.

i.   Diploma in Accounting

It is now recommended,

that the Undergraduate Council approve, for recommendation to Senate, revisions to the Diploma in Accounting, as set out in the attached.

b.   <u>Establishment of New Certificate and Diploma Programs</u> *(Approval)*
At its April 6, 2021 meeting, the Certificates and Diplomas Committee approved, for recommendation to Undergraduate Council, the establishment of the following Certificate and Diploma programs. Details of the proposed Certificates and Diplomas are contained within the circulated report.

i.   Certificate of Professional Learning in Retirement Community Management
ii.   Diploma in Business Administration with a Concentration in Retirement Community Management
iii. Certificate of Professional Learning in Canadian Housing
iv.   Certificate of Professional Learning in Nutrition, Health and Wellness

It is now recommended,

that the Undergraduate Council approve, for recommendation to Senate, the establishment of the Certificate of Professional Learning in Retirement Community Management, as set out in the attached.

It is now recommended,

that the Undergraduate Council approve, for recommendation to Senate, the establishment of the Diploma in Business Administration with a Concentration in Retirement Community Management, as set out in the attached, as set out in the attached.

It is now recommended,

that the Undergraduate Council approve, for recommendation to Senate, the establishment of the Certificate of Professional Learning in Canadian Housing, as set out in the attached.

It is now recommended,

that the Undergraduate Council approve, for recommendation to Senate, the establishment of the Certificate of Professional Learning in Nutrition, Health and Wellness, as set out in the attached.

On April 9, 2021, the Certificates and Diplomas Committee approved via electronic vote, for recommendation to Undergraduate Council, the establishment of the following Certificate and Diploma programs. Details of the proposed Certificates and Diplomas are contained within the circulated report.

   v.   Health and Wellness Coaching Diploma
  vi.   Health Information Fundamentals Certificate
 vii.   Health Ventures Certificate of Professional Learning

It is now recommended,

that the Undergraduate Council approve, for recommendation to Senate, the establishment of the Health and Wellness Coaching Diploma, as set out in the attached.

It is now recommended,

that the Undergraduate Council approve, for recommendation to Senate, the establishment of the Health Information Fundamentals Certificate, as set out in the attached, as set out in the attached.

It is now recommended,

that the Undergraduate Council approve, for recommendation to Senate, the establishment of the Health Ventures Certificate of Professional Learning, as set out in the attached.

c.   <u>Closure of Certificate and Diploma Programs</u> *(Approval)*
        At its April 6, 2021 meeting, the Certificates and Diplomas Committee approved, for recommendation to Undergraduate Council, the closure of the following programs. Details of the proposed closures are contained within the circulated report.

   i.   Closure of Health Information Management Programs

It is now recommended,

that the Undergraduate Council approve, for recommendation to Senate, the closure of   the Health Information Management Diploma, effective April 2021, as set out in the attached.

It is now recommended,

that the Undergraduate Council approve, for recommendation to Senate, the closure of the Health Information Management Plus Diploma, effective April 2021, as set out in the attached.

d.   <u>New Certificate of Attendance Programs</u> *(Information)*
        At the same meeting, the Certificates and Diplomas Committee received, for information, the establishment of five Certificate of Attendance program:

     i.   Pragmatic Quality & Regulatory Approaches for Medical Devices
    ii.   Clinical Fundamentals for Non-Clinicians: The Care of the Mind and the Nature of Public Health
   iii.   Clinical Fundamentals for Non-Clinicians: The Care of the Health of the Body
   iv.   Navigating Healthcare Procurement
    v.   MedTech Innovation: The Fundamentals

e.   <u>New Certificate of Completion Programs</u> *(Information)*
        At the same meeting, the Certificates and Diplomas Committee received, for information, the establishment of two Certificate of Completion programs:

    i.   Research on Aging and Engagement with Older Adults
   ii.   Knowledge Translation and Community Engagement

f.   <u>Revisions to Certificate of Completion Programs</u> *(Information)*
        At the same meeting, the Certificates and Diplomas Committee received, for information, revisions to two Certificate of Completion programs:

    i.   Essentials (Professional Development Program)
   ii.   Executive Management Program

g.   <u>Certificate of Completion Parchment</u> *(Approval)*
        At the same meeting, the Certificates and Diplomas Committee reviewed a request to discontinue and remove the Certificate of Completion parchment:

    i.   Discontinuance and Removal of the Certificate of Completion Parchment

        It is now recommended,

        that the Undergraduate Council approve, for recommendation to Senate, the discontinuance and removal of the Certificate of Completion parchment found on page 15 of the Certificate and Diploma Policy, effective May 12, 2021.

Undergraduate Council
April 20, 2021

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Hamilton, ON L8S 4M4   🌐 degroote.mcmaster.ca

MCMaster University | DeGroote SCHOOL OF BUSINESS EDUCATION WITH PURPOSE
Office of the Dean

DATE: March-27-21

TO: Certificate & Diploma Committee

FROM: Dr. Sue McCracken, DeGroote School of Business

RE: Course Revisions for

            ACC 926 Intermediate Financial Accounting I
            ACC 931 Auditing
            ACC 937 Taxation I
            ACC 938 Taxation II

I have reviewed the course revision submissions for ACC 926 Intermediate Financial Accounting I, ACC 931 Auditing, ACC 937 Taxation I, and ACC 938 Taxation II presented by McMaster Continuing Education (MCE). I have determined that the revisions meet all the criteria set out by the Undergraduate Council in its guidelines for Certificates and Diplomas, and support them on behalf of the DeGroote School of Business

The proposed changes to ACC 926 Intermediate Financial Accounting I, ACC 931 Auditing, ACC 937 Taxation I, and ACC 938 Taxation II will continue to meet the Undergraduate Council's criteria for academic credit towards the Diploma in Accounting and the Certificate in Advanced Accounting.

Sincerely,

Susan McCracken

Susan McCracken

Susan McCracken| Associate Dean (Academic), PhD, FCPA, FCA
Professor in Accounting and Financial Management Services
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BRIGHTER WORLD

AACSB ACCREDITED

Department & Program Information (complete all fields):	
Department:	Continuing Education
Program Name:	Diploma in Accounting
Name of Representative:	Anne Dwyer
Nature of Submission:	Course Revision – For Approval
Effective Date:	September 1, 2021
Submission Date:	March 12, 2021

Current Course Details (complete all fields):
Course Title: ACC 926 Intermediate Financial Accounting I

Course Description:
ACC 926 Intermediate Financial Accounting I is the first of two intermediate financial accounting courses that expand on the knowledge acquired in the Introductory Accounting course.
 	
Students will study and review the accounting process, function, and reporting as it relates to the significant asset accounts of the balance sheet and related significant income statement accounts. While the course is concerned primarily with the theory underlying the material covered, it also considers the real-life applications to current reporting requirements. This course addresses how Canadian practice evolves in response to updates in IFRS and private entity GAAP standards.
 	
ACC 926 Intermediate Financial Accounting I concentrates on four major topic areas:
   1. Financial Reporting
   2. Financial Statements and Revenue Recognition
   3. Current and Financial Assets
   4. Capital Assets

Course Learning Objective(s):
Students will examine, discuss and assess the current financial accounting reporting applications under Generally Accepted Accounting Principles (GAAP) as it relates to the valuation of assets. Specific course objectives are:
 	
   1. Describe the main components of the conceptual framework for financial reporting
   2. Discuss how the conceptual framework for financial reporting is used to guide the decisions of standard-setting bodies and professional practice
   3. Assess the impact of accounting policy choices on financial statements
   4. Prepare financial statements in accordance with generally accepted accounting principles

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5. Account for investments in debt and equity investments using various accounting models
6. Account for impairment of long-lived tangible and intangible assets along with goodwill

Is this course currently offered?   Yes

Existing Course Code: ACC 926

Course Unit Value: 3 units

List Course Pre-requisites (if applicable):
ACC 925 Introductory Financial Accounting or equivalent. Some basic knowledge in Excel is strongly encouraged.

Course Revisions:

Revised Course Title: No change

Revised Course Description: Revisions are highlighted.
ACC 926 Intermediate Financial Accounting I is the first of two intermediate financial accounting courses that expand on the knowledge acquired in the Introductory Accounting course. Students will study and review the accounting process, function, and reporting as it relates to the significant asset accounts of the balance sheet and related significant income statement accounts. While the course is concerned primarily with the theory underlying the material covered, it also considers the real-life applications to current reporting requirements. This course addresses how Canadian practice evolves in response to updates in IFRS and private entity GAAP standards.

The course concentrates on five major topic areas:
1. Financial Reporting and Emerging Issues
2. Financial Statements and Revenue Recognition
3. Current and Financial Assets
4. Capital Assets
5. Goodwill and intangible Assets

Revised Course Learning Objective(s): Two new learning outcomes are highlighted.

Upon successful completion of this course, students will have demonstrated knowledge and understanding of:
1. describe the main components of the conceptual framework for financial reporting
2. discuss how the conceptual framework for financial reporting is used to guide the decisions of standard-setting bodies and professional practice
3. identify the key internal controls that form part of the entity's financial reporting infrastructure
4. assess the impact of accounting policy choices on financial statements
5. prepare financial statements in accordance with generally accepted accounting principles
6. account for investments in debt and equity investments using various accounting models
7. account for impairment of long-lived tangible and intangible assets along with goodwill
8. explain the role and impact of technology on the accounting environment

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Revised Course Content (major topics): New topics are highlighted.

Module 1: The Accounting Standards, Conceptual Framework for Financial Accounting, ==Ethics & Trends==

- Accounting Standards
- Generally Accepted Accounting Principles
- ==Ethics and Accounting==
- ==Challenges and Opportunities for the Accounting Profession and Current trends in Technology==
- Conceptual Framework
- Qualitative Characteristics of Useful Information
- Elements of Financial Statements
- Foundational Principles
- Financial Reporting Issues
- IFRS/ASPE Comparison

Module 2: The Canadian Financial Reporting Environment

- Financial Statements and Financial Reporting
- Measuring Financial Statement Elements
- Present Value Application
- IFRS/ASPE Comparison

Module 3: Review of Accounting Information System and Cycle

- Review of Accounting System
- Accounting Cycle Steps
- Adjusting Entries
- Ownership structure and Financial Statements
- The Closing Process
- ==Information Systems impact on the Accounting Environment==

Module 4: Reporting Financial Performance

- Business Models and Performance management
- Quality of Earnings/Information
- Measurement of Income
- Discontinued Operations
- The Statement of Income and the Statement of Comprehensive Income
- The Statement of Retained Earnings and the Statement of Changes in Equity
- Disclosure and Analysis
- IFRS/ASPE Comparison

Module 5: Statement of Financial Position and Cash Flow Statement

- Usefulness of the Statements of Financial Position and Cash Flows from a Business Perspective
- Usefulness and Limitations of the Statement of Financial Position
- Classification in the Statement of Financial Position
- Statement of Financial Position required Disclosures
- Purpose, Classification and Preparation of Statement of Cash Flows
- IFRS/ASPE Comparison
- ==Ratio Analysis==

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Module 6: Revenue Recognition

- Fundamentals of Sales Transactions
- The Asset-Liability Approach to Revenue Recognition: An Overview of the Five-Step Process
- Determine initial & subsequent measurement of contract obligations
- Earnings Approach to Revenue Recognition
- Other Revenue Recognition Issues
- Presentation and Disclosure of Revenue
- IFRS/ASPE Comparison
- Accounting for Long-term contracts

Module 7: Cash and Receivables

- Cash and Accounts Receivable
- Cash
- Recognition and Measurement of Accounts Receivable
- Impairment of Accounts Receivable
- Notes and Loans Receivable
- Derecognition of Receivables
- Presentation, Disclosure, and Analysis of Receivables
- IFRS/ASPE Comparison
- Appendix 7A—Methods for Controlling Cash

Module 8: Inventory

- Understanding Inventory
- Recognition of Physical Goods Included in Inventory and Inventory Errors
- Measurement and Inventory Accounting Systems
- Measurement and Cost Formulas
- Measurement and the Lower of Cost and Net Realizable Value (LC&NRV) Principle and exceptions to using this principle
- Measuring Inventory Using Estimates
- Presentation, Disclosure, and Analysis
- IFRS/ASPE Comparison
- Appendix 8B: Accounting Guidance for Specific Inventory

Module 9: Investments

- Different types of Financial Asset investments in Equity and Debt Instruments
- Measurement Models used to Account for Investments
- Measurement—Impairment Models
- Strategic Investments—Investments in Associates
- Strategic Investments—Investments in Subsidiaries
- Presentation, Disclosure, and Analysis
- IFRS/ASPE Comparison

Module 10: Property, Plant and Equipment

- Definition and Recognition of Property, Plant, and Equipment (PPE)

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- Cost Elements included in the measurement of PPE
- Measurement after Acquisition
- Costs Incurred after Acquisition
- IFRS/ASPE Comparison
- Appendix 10A: Capitalization of Borrowing Costs
- Appendix 10B: Revaluation: The Proportionate Method

Module 11: Depreciation, Impairment and Disposition

- Depreciation
- Depreciation—Methods of Allocation and Calculation
- Depletion of Mineral Resources Other Depreciation Issues
- Adjustments to Depreciation
- Impairment
- Held for Sale and Derecognition
- Presentation, Disclosure, and Analysis
- IFRS/ASPE Comparison
- Appendix 11A: Depreciation and Income Tax

Module 12: Intangible Assets & Goodwill

- The Business Importance and Characteristics of Goodwill and Intangible Assets
- Recognition and Measurement of Intangible Assets at Acquisition and Internally Developed
- Recognition and Measurement of Intangible Assets after Acquisition
- Specific Intangibles
- Impairment, Derecognition
- Goodwill—Recognition and Measurement
- Goodwill—Impairment
- Presentation, Disclosure, and Analysis
- IFRS/ASPE Comparison

Rationale for Revision:
The proposed updates to the course are necessary to meet revised Chartered Professional Accountants (CPA) competencies. The key update is the addition of DAIS (Data Analytics and Information Systems) competencies and topics.

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McMaster University | CONTINUING EDUCATION

Department & Program Information (complete all fields):	
Department:	Continuing Education
Program Name:	Diploma in Accounting
Name of Representative:	Anne Dwyer
Nature of Submission:	Course Revision – For Approval
Effective Date:	September 1, 2021
Submission Date:	March 11, 2021

Current Course Details (complete all fields):
Course Title: ACC 931 Auditing
Course Description: This course is an introduction to the field of auditing, which is broadly defined as a systematic process of objective accumulation and evaluation of evidence regarding written assertions about economic actions and events in order to determine the degree of correspondence between those assertions and established criteria (Applicable Financial Reporting Framework which is GAAP. The Canadian Auditing Standards (CAS) apply to all audits of financial statements. As this is an introductory auditing course, the focus will be on the identification of key terminology and concepts as well as an overview of auditing in the context of a general business environment. A secondary focus will be on a rudimentary examination of the audit process and identification of the various roles that auditors can assume.
Course Learning Objective(s): Upon completion of this course, students will: • Present a general overview of the role of auditing and assurance in society. • Explain how the preparation or use of accounting information is influenced by different stakeholder needs, and related ethical considerations. • Explain the roles and responsibilities of professional accountants to protect the public interest in regards to financial information, including the applicable generally accepted auditing standards, professional ethics codes of conduct, and auditors' legal liability. • Explain the reasonable assurance, audit risk and materiality concepts. • Describe what an independent assurance engagement involves and the conditions required for a public accountant to accept and perform one. • Apply auditing concepts and techniques to develop an appropriate plan for a financial statement audit

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• Explain how the auditor's understanding of business information systems and internal control concepts

   and techniques is used in audit risk assessment and planning.

• Relate weaknesses in internal control to risks of material misstatements in financial statements.

• Explain how to execute a financial statement audit plan that reduces the risk of material misstatement to

   an appropriately low level and how to document the audit work.

• Determine how to evaluate financial statement audit findings and communicate these to stakeholders

• Apply the foundation knowledge required for advanced study in auditing.

• Understand other types of assurance and non-assurance engagements undertaken by professional accountants.

Is this course currently offered?   Yes

Existing Course Code: ACC 931

Course Unit Value: 3 units

List Course Pre-requisites (if applicable): ACC 927 Intermediate Financial Accounting II, ACC 928 Introductory Management Accounting & ACC 932 Management Information or equivalencies. Basic knowledge in Excel is strongly encouraged.

Cross-listed courses (if applicable):

Course Revision (complete applicable fields):

Revised Course Title: N/A

Revised Course Description: Description reworded, so as to be clearer and more specific as to what is covered. This course provides the foundational knowledge required in audit and assurance. The course begins with the purpose and basis for audits to be performed. It continues with a focus on the overarching standards and requirements of both firms and individual auditors in carrying out their work, considering public trust, stakeholders, and ethics. As the course continues, each phase of the audit process is reviewed and application is made to variety of business scenarios and accounting cycles. Key concepts are reviewed throughout the course as applicable to each phase including risk assessment, materiality, controls, evidence-gathering, substantive testing, sampling, and audit data analytics. Additionally, the course provides an overview of other assurance engagements. The course concludes with the final stage of auditing, that is, to formulate an audit opinion, create the audit report, and communicate with those charged with governance.

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Revised Course Learning Objective(s):

Upon completion of this course, students will:

1) explain the general audit and assurance framework and the need for auditing, including interpretation and application of standards and direction that guides professional conduct, independence considerations, legal implications and ethics,

2) identify and evaluate considerations for client acceptance and audit planning, including the materiality for the engagement and assess the risk of material misstatement at the financial statement and assertion levels,

3) evaluate adequate design of internal controls using established frameworks, including control activities in both non-computerized and technology-based processes,

4) design an audit plan/strategy that includes substantive audit procedures, sampling, evidence gathering techniques, and the timing of audit activities,

5) implement audit plan strategies by evaluating sample programs for specific accounting cycles,

6) demonstrate the use and impact of data analytics and current technological advances in auditing, as well as the impact the use of technology by businesses has in providing assurance,

7) explain the factors to be considered in completing the audit prior to issuing a report, as well as the need to exercise quality control throughout the engagement,

8) conclude on the appropriate approach to final audit reporting, including the basis and arrival for an overall opinion, and

9) describe other types of assurance and non-assurance engagements undertaken by professional accountants in Canada.

Revised Course Content (major topics):

Module 1: Introduction to Auditing

• The Demand for Audit and Other Assurance Services

• Audit Quality

• The Evolving Practice of Assurance

Module 2: Ethics, Liability and Independence Considerations

• Professional Ethics and Legal Liability

• Audit Independence and Professional Behaviour Requirements

Module 3: Auditor and Management Responsibilities

• Audit Responsibilities and Objectives

• Management Responsibilities and Assertions

• Linking Assertions to Audit Objectives

Module 4: Audit Evidence

• Audit Evidence

• Introduction to Audit Data Analytics and the use of technology in auditing

Module 5: Client Acceptance, Planning and Materiality

3

- Factors for consideration in Client Acceptance
- Audit Planning and Materiality
- Assessing the Risk of Material Misstatement

Module 6: Identifying and Assessing Internal Control

- Internal Control
- Assessing Control Risk
- Designing Tests of Control

Module 7: Audit Strategy and Program Development

- Determining the Audit Strategy
- Developing an Audit Program

Module 8: Audit Sampling and the Use of Data Analytics

- Audit Sampling Concepts and Techniques
- Sampling Risk
- Data Analytics' Impact on the Use of Sampling

Module 9: Auditing Business Cycles Part 1

- Auditing Business Cycles: Part 1
- Auditing Revenue
- Accounts Receivable Testing
- Auditing Acquisition and Payment Cycle

Module 10: Auditing Business Cycles Part 2

- Auditing Business Cycles: Part 2
- Auditing Inventory and Distribution
- Auditing HR and Payroll
- Auditing Capital Acquisition and Repayment
- Auditing Cash Balances

Module 11: Completing the Audit and Forming an Opinion

- Completing the Audit
- Audit Opinion and Reporting

Module 12: Other Assurance and Non-Assurance Service

- Other Assurance and Nonassurance Services

Rationale for Revision: Updating course to meet revised Chartered Professional Accountants (CPA) competencies. The key update is the addition of DAIS (Data Analytics and Information Systems) competencies and topics.

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McMaster University | CONTINUING EDUCATION

Department & Program Information (complete all fields):	
Department:	Continuing Education
Program Name:	Diploma in Accounting
Name of Representative:	Anne Dwyer
Nature of Submission:	Course Revision – For Approval
Effective Date:	September 1, 2021
Submission Date:	March 12, 2021

Current Course Details (complete all fields):
Course Title: Taxation I
Course Description: ACC 937 Taxation I is an introductory course that focuses on the basic concepts of taxation for individuals and corporations. Students will gain an understanding of the Canadian tax system and be able to identify the individuals who are liable for Part I Tax according to the provisions of the Income Tax Act. Experience will be gained in the calculation of net income for tax purposes (Division B income), taxable income (Division C income) and tax payable, again for both individuals and corporations. While both public and private corporations are explored, private corporations are studied in more detail with a particular focus on the integration between a private corporation and its shareholders. An element of tax planning will be introduced when appropriate, though this topic will be explored in more depth in Taxation II.
Course Learning Objective(s): Upon successful completion of this course, students will have demonstrated knowledge and understanding of: 1. The history, characteristics, structure, and administration of the Income Tax Act 2. The concepts of tax evasion, tax avoidance, and tax planning 3. The importance of Section 3 in the determination of Division B and Division C income 4. The calculation of employment income and business income 5. The concepts of employee, salesperson on commission, and self-employed contractor 6. The capital cost system and the calculation and treatment of capital cost allowance, eligible capital property, capital gains, capital losses, recapture and terminal losses 7. The various sources of property income and how to calculate the inclusions and deductions for the same 8. Other income/loss sources included in 3(a) or 3 (b) and Other deductions allowed at 3(c)

1

9.   The deductions available to individuals in the calculation of taxable (Division C) income including a sound understanding of loss carryovers

10.   The calculation of tax payable for individuals, including the application of tax rates and calculation of tax credits

11.   The calculation of taxable income and tax payable for corporations

12.   The concept of integration between a corporation and its shareholders

Is this course currently offered?   Yes

Existing Course Code: ACC 937

Course Unit Value: 3 units

List Course Pre-requisites (if applicable): ACC 927 or equivalent. Some basic knowledge in Excel is strongly encouraged. Be advised: Students who do not meet the prerequisites will be required to withdraw. In such cases, CCE's withdrawal/refund policies will apply.

Cross-listed courses (if applicable):

Course Revision (complete applicable fields):

Revised Course Title: N/A

Revised Course Description: Only minor changes to wording of description, for clarification purposes, as highlighted below

ACC 937 Taxation I is an introductory course that focuses on the basic concepts of taxation for individuals and an introduction to corporations. Students will gain an understanding of the Canadian tax system and be able to identify the individuals who are liable for Part I Tax according to the provisions of the Income Tax Act. Experience will be gained in the calculation of net income for tax purposes (Division B income), taxable income (Division C income) and tax payable for individuals. Although basic calculations of tax pertaining to private and public corporations are explored, private corporations are studied in more detail with a particular focus on the Small Business Deduction. An element of tax planning will be introduced when appropriate, though this topic will be explored in more depth in Taxation II.

Revised Course Learning Objective(s): Upon completion of this course, students will:

1) understand the history, characteristics, structure, and administration of the Income Tax Act (ITA),

2) determine whether a person is liable for Canadian income tax according to the residency rules,

3) explain the concepts of tax evasion, tax avoidance, and tax planning,

4) recognize the importance of ITA Section 3(a), 3(b), 3(c), 3(d) in the determination of Division B income,

5) calculate an employment income and business income,

 6) describe the concepts of employee, salesperson on commission, and self-employed contractor,

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7) explain the capital cost system and the calculation and treatment of capital cost allowance (CCA), eligible capital property, capital gains, capital losses, recapture and terminal losses,

8) identify the various sources of property and income to calculate the inclusions and deductions for the same,

9) recognize the general rules and special provisions for the taxation of Capital Gains and Capital Losses including the Principle Residence Exemption, Capital Gain Reserves, and Personal Use Property,

10) explain the rules relating to Non-Arm's Length Transfers and Other Special Circumstances,

11) identify the various sources of other income and deductions to calculate them in accordance with ITA section 3,

12) determine the deductions available to individuals in the calculation of taxable (Division C) income including a sound understanding of loss carryovers

13) calculate tax payable for individuals, including the application of tax rates and calculation of tax credits,

14) perform the basic calculation of taxable income and tax payable for corporations considering the Small Business Deduction (SBD) for private corporations,

15) explain the concept of GST/HST, when an individual or entity is required to register, and how to calculate remittances,

16) explain the importance of reliable tax data obtained from transaction processing systems and technologies used in the field of taxation, and

17) identify current trends, and recent updates, in taxation applicable to individuals.

Revised Course Content (major topics): Newly added topics, as highlighted below:

Module 1: Introduction to the Income Tax System & Administrative Procedures

• History of the Income Tax Act and the Canadian tax System

• Structure and Interpretation of the Income Tax Act

• Rights and Obligations of the Taxpayer

• Tax Evasion, Tax Avoidance, and Tax Planning

• Net Income for Tax Purposes (Division B under ITA Section 3)

Module 2: Liability for Tax

• Definition of Person under the ITA

• Factors used to Determine Residency Status of a Person under the ITA

• Residency and Liability for Part I tax

• Tax Liability of Non-Residents and Part-Year residents

• The Effects of an Existing International Tax Treaty on the Tax Liability of an Individual

Module 3: Employment Income

• Provisions of the ITA that Relate to Employment Income

• Employees and Self-Employed Individuals

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- What Amounts must be Included in Employment Income
- How Employment Deductions are Calculated

Module 4: Business Income

- Provisions of the ITA that Relate to Business Income
- Criteria for Determining whether a Gain is One of Capital or Business Income
- The Underlying Distinction between Business Income and Property Income
- The Rules Outlining Amounts to be Added and Deducted from Business Income for Tax Purposes

Module 5: Capital Cost Allowance

- Provisions of the ITA that Relate to Depreciable Property, Including Intangibles
- The Similarities and Differences between the Accounting and Tax Deductions as They Relate to Depreciable and Capital Property
- Classification of Various Types of Capital Assets
- Tax Implications of Capital Asset Purchase and Disposals

Module 6: Property Income

- Provisions of the ITA that Relate to Property Income
- Eligible and Ineligible Dividends
- Concept of Integration
- Rules Relating to Inclusion of Interest Income for a Corporation, Trust, and Individuals
- Interest Deductibility

Module 7: Capital Gains

- Provisions of the ITA that Relate to Capital Property
- Capital Gains, Capital Losses, and the Taxation Impacts
- Capital Gain Reserves
- Principle Residence Exemption
- Personal Use Property

Module 8: Non-Arm's Length Transfers

- Provisions of the ITA that Relate to Non-Arm's Length Transactions
- Related Individuals
- Tax Implications of Transactions between Related Individuals

Module 9: Other Income & Deductions

- Provisions of the ITA that Relate to Income and Other Deductions
- Pension Income
- Registered Savings Plans

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- RRSP Limits
- Moving Expenses
- Childcare Expenses
- Child Support vs. Spousal Support

Module 10: Taxable Income & Tax Payable for an Individual

- Provisions of the ITA that Relate to Personal Tax Credits
- Net Income for Tax Purposes and Taxable Income
- Taxable Income
- Refundable and Non-Refundable Tax Credits
- Tax Payable/Refundable
- Minimum Tax

Module 11: Introduction to Taxable Income & Tax Payable for a Corporation

- Provisions of the ITA that Relate to Corporations
- Net Income for Tax Purposes and Taxable Income
- Basic Tax Payable for Corporations
- Small Business Deduction (SBD)

Module 12: Goods and Services Tax (GST)/Harmonized Sales Tax (HST) & Technology Trends

- Basic Provisions of the Excise Tax Act (ETA)
- GST/HST Implications for Various Goods and Services
- Data Analytics as it Relates to Taxation
- Technology Trends in the Field of Taxation

Rationale for Revision: Updating course to meet revised Chartered Professional Accountants (CPA) competencies. The key update is the addition of DAIS (Data Analytics and Information Systems) competencies and topics.

5

Department & Program Information (complete all fields):	
Department:	Continuing Education
Program Name:	Diploma in Accounting
Name of Representative:	Anne Dwyer
Nature of Submission:	Course Revision – For Approval
Effective Date:	September 1, 2021
Submission Date:	March 12, 2021

Current Course Details (complete all fields):
Course Title: Taxation II
Course Description: This course continues the examination of the theory and application of the Income Tax Act particularly as it relates to corporations.
Course Learning Objective(s): This is the second of two introductory courses in federal income tax law which are designed to achieve the following objectives: 1.   to calculate a corporate tax return and to explain the theoretical concepts behind the specific provisions of the Income Tax Act (ITA), 2.   to apply the ITA in practical problems and case settings, 3.   to interpret the ITA, taking into account the specific wording of the provisions, judicial decisions and the Canada Revenue's Agency's position, and 4.   to introduce basic tax planning concepts through problem application in specific areas, including the use of a corporation to manage earnings, the purpose of corporate rollovers, the application of non-resident tax, and tax planning on the death of a taxpayer 5.   to calculate the ACB and income distributions of partnerships 6.   to explain the purpose and use of trusts
Is this course currently offered?   Yes **Existing Course Code:** ACC 938
Course Unit Value: 3 units

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List Course Pre-requisites (if applicable): ACC 937 and ACC 927 or equivalencies. Some basic knowledge in Excel is strongly encouraged. Be advised: Students who do not meet theprerequisites will be required to withdraw. In such cases, CCE's withdrawal/refund policieswill apply

Cross-listed courses (if applicable):

Course Revision (complete applicable fields):

Revised Course Title: N/A

Revised Course Description: No change to course description

This course continues the examination of the theory and application of the Income Tax Act particularly as it relates to corporations.

Revised Course Learning Objective(s): No changes to objectives covered; however, it has been noted that LO 5-8 were missing from outline under CLO.

Upon completion of this course, students will:

1) calculate a corporate tax return and to explain the theoretical concepts behind the specific provisions of the Income Tax Act (ITA), independence considerations, legal implications and ethics,

2) apply the ITA in practical problems and case settings,

3) interpret the ITA, taking into account the specific wording of the provisions, judicial decisions and the Canada Revenue's Agency's position,

4) apply basic tax planning concepts to problems in specific areas, including shareholder-manager remuneration, and tax planning for the owner-manager,

5) calculate the tax effects of the purchase and sale of a business, including various asset and share transactions,

6) identify the tax effects of corporate distributions, asset sales, and wind-up,

7) explain the basics of tax deferred transactions, and, utilize ITA s.85 to calculate the affects of a transfer of property to a corporation,

8) explain the basics of tax deferred transactions using ITA s.51, 86, 85.1 to calculate the effects of amalgamations, wind-ups, and estate freeze transactions,

9) calculate the ACB and income distributions of partnerships,

10) explain basic tax planning on the death of a taxpayer, and

11) explain the purpose and use of trusts.

Revised Course Content (major topics): No changes – Topics have been reorganized/regrouped

Module 1: Computation of Taxable Income and Tax After General Reductions for Corporations

•   Basic Provisions of the ITA that Relate to Corporations

•   Net Income for Tax Purposes and Taxable Income

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- Basic Tax Payable for Corporations
- General Rate Reduction
- Abatement for Income Earned in a Province
- Foreign Tax credits for Corporations

Module 2: Integration for Business and Investment Income of a private corporation

- Basic Provisions of the ITA Related to Corporations
- Integration of Income
- Corporate Association Rules
- Small Business Deduction for Private Corporations
- Tax Payable and Refundable Tax on Investments of a CCPC
- Incorporating Investment Income – Advantages and Disadvantages

Module 3: Shareholder-Manager Remuneration (PART 1)

- Basic Provisions of the ITA that Relate to Shareholders
- Corporate Shareholder-Managers
- Tax Implications of Various Types of Compensation
- Shareholder Benefits and Loans

Module 4: ax Planning for the Owner-Manager (PART 2)

- Income Splitting between the Owner-Manager and a Corporation
- The Use of a Holding Company
- Salary versus Dividends
- Tax on Split Income (TOSI)

Module 5: Purchase and Sale of a Business – Share Transactions

- Basic Provisions of the ITA that Relate to the Sale of a Business
- Lifetime Capital Gains Exemption (LCGE)
- Qualified Small Business Corporation Share (QSBC)
- Purification of a Corporation

Module 6: Corporate Distributions, Asset or Share Sales, Winding-up (PART 1)

- Basic Provisions of the ITA that Relate to Corporate Distributions
- Tax Paid or Tax-Free Components of Corporate Surpluses
- Adjusted Cost Base of Shares
- Capital Dividend Account (CDA) & Refundable Dividend Tax on Hand (RDTOH)
- Sale of the Assets of a Corporation

Module 7: Corporate Distributions, Asset or Share Sales, Winding-up (PART 2)

- Winding up a Corporation

3

- Deemed Dividend on Wind-up of a Corporation
- Redemption, or Cancellation of Shares
- Sale of Shares of a Corporation
- Comparison of the Sale of Assets vs. Sale of Shares

Module 8: Tax Deferred Transaction: Section 85 Rollover on a Transfer to a Corporation

- Basic Provisions of the ITA that Relate to Transfer of Property to a Corporation
- Transfer of Property to a Corporation Using ITA s.85
- Elected Amounts of the Transfer of Property
- Transfer of Shares to a Corporation

Module 9: Tax Deferred Transactions, and, Estate Freeze Transactions

- Basic Provisions of the ITA that Relate to Tax Deferred Transactions, and, Estate Freeze Transactions
- Rollovers Involving Corporations and their Shareholders
- Reorganization of Capital using ITA s.86
- Estate Freeze Transactions

Module 10: Partnerships

- Basic Provisions of the ITA that Relate to Partnerships
- Nature of Partnership
- Partnership Income
- Partnership Interest and Adjusted Cost Base

Module 11: Trusts

- Basic Provisions of the ITA that Relate to Trusts
- Nature of a Trust
- Types of Trusts
- Income Distributions to a Beneficiary

Module 12: Death of a Taxpayer

- Basic Provisions of the ITA that Relate to the Death of a Taxpayer
- Tax Filings Required at Death
- Income and Capital Gains at Death
- Graduated Rate Estates

Rationale for Revision: Updating course to meet revised Chartered Professional Accountants (CPA) competencies. The key update is the addition of DAIS (Data Analytics and Information Systems) competencies and topics.

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![Continuing Education | McMaster University logo]

McMaster Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Retirement Community Management
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Lorraine Carter
Effective Date:	September 1, 2021
Date of Submission:	April 6, 2021

Academic Merit (complete all fields; write "not applicable" as needed):	
Program Overview:	The Retirement Community Management program is based on collaboration between McMaster Continuing Education (MCE) and the Ontario Retirement Communities Association (ORCA). This collaboration focuses on establishing an academic program to provide education and skill development for individuals seeking new employment opportunities within retirement communities and senior living facilities. ORCA identifies that employment in retirement communities may fall within five categories: • Frontline Staff (E.g., Personal Support Worker, Dietary Aide, Housekeeper, Receptionist, etc.) • Managers (E.g., Manager of Food Services, Recreation Manager, Marketing Manager, Environmental/Maintenance Manager, etc.) • General Manager • Corporate/Head Office The positions of managers, general managers and corporate staff require skills in business, marketing, finance, food and nutrition, human resources and an understanding of senior living and aging. The demand for skilled workers to supervise, manage and operate retirement communities will increase with the aged population. Employment in this field may be of interest to individuals seeking a second career, or career progression within hospitality, personal support, social services, business.

	This program is designed for individuals with a background in business, human resources management and/or hospitality management. The program of study will focus on industry-specific courses to supplement their previous education and training in business operations and management. The Retirement Community Management program consists of three, academic credit courses specific to the industry. Individuals must complete all three courses to receive the Certificate of Professional Learning. For individuals with no or limited experience in the areas mentioned above, the courses from this program will be offered as a concentration for MCE's Business Administration diploma program (refer to the submission document for Business Administration with a Concentration in Retirement Community Management). MCE will continue to collaborate with ORCA for the recruitment of subject matter experts and instructors for the development and facilitation of the program courses.
Learning Objectives:	Upon completion of the program, students will: • Outline the importance of long-term care, senior living facilities and retirement community residences within social services and healthcare • Explain governmental laws and policies associated with the operations of a retirement community residence • Assess appropriate plans and strategies for facility management relevant to the design, safety, and environmental requirements • Identify the psychological, physiological, social and spiritual needs of seniors • Analyze health and wellness program plans including food and nutrition, fitness and wellness • Develop and assess management strategies specific to the operations of retirement communities including staffing, finance, sales and quality improvement The following objectives will be threaded within each course: • Demonstrate an awareness of ethical practices and professional standards applicable to retirement community living and the professional associations • Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills • Employ effective communication practices

Meeting Learning Objectives:	The Retirement Community Management program will use a series of courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
Program Admission Requirements:	The program will not require an application for admission. The following statement for recommended program requirements will be posted to MCE's website: In compliance with the Certificates and Diploma admission policy from Undergraduate Council, students who wish to enter the Retirement Community Management program should meet the following requirements based on their education and work experience: 1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by Continuing Education 2) Be comfortable using word processing software, spreadsheets, and web browsing tools 3) Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years
Program Pre-requisites (if applicable):	It is recommended for students to have a background in business, human resources management, or hospitality management, or work experience in the industry. Students will be required to have the necessary computer, software programs and access to the internet to complete all courses.
Program Completion Requirements:	To qualify for a Certificate of Professional Learning, students must complete three courses, 9 units of study.
Program Delivery Format:	Program courses will be delivered online. The online format will include instructor lectures, presentations, group discussions, and practical application activities.
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, individual or group projects, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants' level of competency in achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.
Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified external professionals. In compliance with *McMaster's Senate and*

	Undergraduate Council Guidelines for Certificates and Diplomas, the selection will be based on academic background and/or experience within the field. Instructors must have a Master's Degree (or equivalent) and significant professional experience and teaching within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.
Program Advanced Standing:	No transfer credit will be permitted for the Certificate of Professional Learning. Students may apply their completed Certificate of Professional in Retirement Community Management to the Business Administration program as a concentration.

Statement of Financial Viability:

I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).

Lorraine Carter, Director, McMaster Continuing Education

Statement of Administrative Responsibilities:

Statement of Faculty Alignment:

The staffing and systems infrastructure to support the following functions already exists within McMaster Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by MCE.

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

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

Course List

Course Name	Required/Elective	Unit Value	Term
Healthy Aging: Health, Wellness and Nutrition	**Required**	**3.0**	**Fall 2021**
Course Description: Study the relationship between nutrition, aging and wellness. The course will explore foundational concepts of healthy aging including the demographics of Canada's aging population, the physiology			

of aging and the nutritional needs of older adults. The focus will be placed on the design and implementation of food and nutrition, fitness, health and wellness programming within retirement community residences.

Proposed topics:
- demographics of aging
- physiology of aging
- nutrition requirements of older adults
- nutrition screening and assessment
- nutritional implications of disease (e.g. cardiovascular, respiratory, gastrointestinal, endocrine)
- nutritional implications of cognitive disorders
- malnutrition and obesity
- nutritional support for older adults

Residential Site Operations	Required	3.0	Fall 2021

Course Description:

This course examines the management of the physical site operations of a retirement residence. Focus is placed on the physical structures, heating systems, safety measures and controls and maintenance management. Principles of risk management, resourcing, operations budgeting and leadership will be presented using case studies and industry best practices.

Proposed topics:
- overview of design principles
- facility operations
- environmental controls
- resource management
- health and safety
- policies and regulations
- managing risk

Retirement Community Management	Required	3.0	Fall 2021

Course Description:

Effective management of a retirement community facility involves an extensive understanding of resource management: staffing, inventory, finances, and data. This course will examine best practices for managing an organization according to policies and legislative requirements in Canada. Students will analyze proven strategies to effectively plan, implement and lead the organization.

Proposed topics:
- federal and provincial laws and regulations
- resource budgeting: inventory, supplies, staffing
- financial planning and reporting
- marketing and sales
- quality and process improvement
- communication
- leadership strategies

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McMaster University | DeGroote SCHOOL OF BUSINESS — EDUCATION WITH PURPOSE — Office of the Dean

DATE: March-28-21

TO: Certificate & Diploma Committee

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

RE: Proposal for Retirement Community Management, Certificate of Professional Learning

I have reviewed the Retirement Community Management program submission presented by McMaster Continuing Education (MCE). I have determined that it meets all relevant criteria set out by the Undergraduate Council in its guidelines for Certificates and Diplomas, I am pleased to support this submission on behalf of the DeGroote School of Business

At my request, this program proposal was reviewed by Marvin Ryder His conclusion is that the objectives of the proposed program are viable. The courses included in the program will fulfil the stated objectives, and the program meets the Undergraduate Council's criteria for the designation of Certificate of Professional Learning. I concur with Marvin Ryder's assessment.

The DeGroote School of Business is pleased to support McMaster Continuing Education in the delivery of the Retirement Community Management program to meet the needs of people wanting to work in this industry. We continue to support MCE as their academic affiliates, providing both this initial review and overview of ongoing curriculum issues. Additionally, we have provided MCE with guidelines for possible use of advanced standing rules for students entering our degree programs using credit from completion of this program.

Sincerely,

Susan McCracken

Susan McCracken| Associate Dean (Academic), PhD, FCPA, FCA
Professor in Accounting and Financial Management Services
DeGroote School of Business | McMaster University
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BRIGHTER WORLD

AACSB ACCREDITED

McMaster Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Business Administration with a Concentration in Retirement Community Management
Academic Credential:	Diploma
Name of Representative:	Lorraine Carter
Effective Date:	September 1, 2021
Date of Submission:	April 6, 2021

Academic Merit (complete all fields; write "not applicable" as needed):	
Program Overview:	The Business Administration with a Concentration in Retirement Community Management program is based on collaboration between McMaster Continuing Education (MCE) and the Ontario Retirement Communities Association (ORCA). This collaboration focuses on establishing an academic program to provide education and skill development for individuals seeking new employment opportunities within retirement communities and senior living facilities. ORCA identifies that employment in retirement communities may fall within five categories: • Frontline Staff (E.g., Personal Support Worker, Dietary Aide, Housekeeper, Receptionist, etc.) • Managers (E.g., Manager of Food Services, Recreation Manager, Marketing Manager, Environmental/Maintenance Manager, etc.) • General Manager • Corporate/Head Office The positions of managers, general managers and corporate staff require skills in business, marketing, finance, food and nutrition, human resources and an understanding of senior living and aging. Due to Canada's aging demographics, the demand for skilled workers to supervise, manage and operate retirement communities will rise as well. Employment in this field may be of interest to individuals seeking a second career, or career progression within hospitality, personal support, social services, business.

	The program is designed for individuals with limited experience in the fundamentals of business. Students will complete the five core courses of MCE's Business Administration program and then complete four courses specific to Retirement Community Management. The program will provide students with the foundational skills required for supervisory and managing roles within the industry such as marketing and sales, communication, finance, organizational behaviour and business foundations. The four courses in the concentration will build upon these skills with study in the specifics of managing a retirement community organization. MCE will continue to collaborate with ORCA for the recruitment of subject matter experts and instructors for the development and facilitation of the program courses.
Learning Objectives:	Upon completion of the program, students will: Business Administration (Core courses): • Demonstrate awareness of organizational structure and the interconnections between the functions of accounting, marketing and communication • Understand the skills, attitudes and behaviours required to work with people and develop personal management skills • Use effective business communication • Recognize the impact of current political and economic environments on business • Contribute to the research, analysis and evaluation of information within an organization • Propose creative and critical solutions that align with business Retirement Community Management (Concentration courses): • Outline the importance of long-term care, senior living facilities and retirement community residences within social services and healthcare • Explain governmental laws and policies associated with the operations of a retirement community residence • Assess appropriate plans and strategies for facility management relevant to the design, safety, and environmental requirements • Identify the psychological, physiological, social and spiritual needs of seniors • Analyze health and wellness program plans including food and nutrition, fitness and wellness • Develop and assess management strategies specific to the operations of retirement communities including staffing, finance, sales and quality improvement

	• Apply data analysis and visualization techniques for quality and process improvement The following objectives will be threaded within each course: • Demonstrate an awareness of ethical practices and professional standards applicable to retirement community living and the professional associations • Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills • Employ effective communication practices
Meeting Learning Objectives:	The Business Administration with a Concentration in Retirement Community Management program will use a series of courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
Program Admission Requirements:	The program will not require an application for admission. The following statement for recommended program requirements will be posted to MCE's website: In compliance with the Certificates and Diploma admission policy from Undergraduate Council, students who wish to enter the Retirement Community Management program should meet the following requirements based on their education and work experience: 1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by Continuing Education 2) Be comfortable using word processing software, spreadsheets, and web browsing tools 3) Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years
Program Pre-requisites (if applicable):	Students will be required to have the necessary computer, software programs and access to the internet to complete all courses.
Program Completion Requirements:	To qualify for the diploma in Business Administration with a Concentration in Retirement Community Management, students must complete 9 courses (27 units) of study.
Program Delivery Format:	Program courses will be delivered online. The online format will include instructor lectures, presentations, group discussions, and practical application activities.

Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, individual or group projects, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants' level of competency in achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.
Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified external professionals. In compliance with *McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas,* the selection will be based on academic background and/or experience within the field. Instructors must have a Master's Degree (or equivalent) and significant professional experience and teaching within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.
Program Advanced Standing:	As per the current policies for the Business Administration diploma, students may transfer up to two courses (6 units) to the program. Approved course transfers are based on the following requirements: • courses must have an 80% overlap in content/curricula and a similar number of classroom or contact hours • courses must have been taken within the last five years • courses must have been taken from an accredited academic institution and listed on an official transcript with a grade • a final grade of "C-" or better to be eligible Students who completed MCE's business administration diploma (general or other concentrations) may not apply those courses to this diploma program. These students will be directed to enrol in the Retirement Community Certificate of Professional Learning. Students who completed MCE's business administration certificate program may apply the five core courses to this diploma and proceed to complete the retirement community management concentration courses.

Statement of Financial Viability:

I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).

- *Lorraine Carter, Director, McMaster Continuing Education*

Statement of Administrative Responsibilities:			

Statement of Faculty Alignment:

The staffing and systems infrastructure to support the following functions already exists within McMaster Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by MCE.

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

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

Course List			
Course Name	**Required/Elective**	**Unit Value**	**Term**
BUS 825 Business Foundations	**Required**	**3.0**	**Fall 2021**
Course Description: Business Administration Foundations explores the functional areas of management including finance, human resources, marketing, operations and general management. It provides context for students to u nderstand the themes of change, international business, ethics and social responsibility, small business growth, information and communication technology, and quality to understand contemporary Canadia n business practices and processes.			
BUS 850 Business Communications	**Required**	**3.0**	**Fall 2021**
Course Description: Canada's business environment requires that business people communicate effectively, persuasively and ethically in written, verbal and interpersonal communications. During this course, students will learn how to plan, write and review a variety of business communications vehicles from presentations to letters to informational reports and business proposals. Using a combination of teaching methods – lectures, discussion, small group, in-class writing and editing projects, and in-class tutorials, this course will help develop participant's critical thinking and analysis, research, writing, editing and presentation skills. Special emphasis will be placed on developing appropriate business language skills (spelling, grammar, punctuation, voice and tone).			
BUS 860 Foundations of Business Finance	**Required**	**3.0**	**Fall 2021**
Course Description: An understanding of financial literacy is essential to anyone who is tasked with reviewing or analyzing financial data to make business decisions. This practical course covers the basic concepts and			

applications in financial accounting, managerial accounting and managerial finance, and it is geared toward people whose primary responsibility is managerial in nature (non-financial). The interpretation of financial information rather than the steps to generate it, will guide the students' learning.			
MKT 819 Introduction to Marketing	**Required**	**3.0**	**Fall 2021**
Course Description: Marketing impacts every aspect of our lives. Where we shop, how we eat, what we drive and even where we live, can be influenced by marketing. Introduction to Marketing is a survey course that introduces learners to the basic concepts of marketing, viewed within a corporate framework. During the course, we study the modern marketplace and discuss the impact of the environmental factors that shape marketing and influence the type of products that companies market. Topics include the development of new products, identifying market segments and targeting consumer groups, pricing strategies, brand equity, distribution channel and promotional activities.			
HRM 821 Organizational Behaviour	**Required**	**3.0**	**Fall 2021**
Course Description: This course provides an overview of human behaviour in the workplace and its influence on organizational effectiveness. Topics include personality, perception, motivation, decision-making, team dynamics, communication, organizational politics, conflict, leadership, organizational design, and change.			
Healthy Aging: Health, Wellness and Nutrition	**Required**	**3.0**	**Fall 2021**
Course Description: Study the relationship between nutrition, aging and wellness. The course will explore foundational concepts of healthy aging including the demographics of Canada's aging population, the physiology of aging and the nutritional needs of older adults. The focus will be placed on the design and implementation of food and nutrition, fitness, health and wellness programming within retirement community residences. Proposed topics: • demographics of aging • physiology of aging • nutrition requirements of older adults • nutrition screening and assessment • nutritional implications of disease (e.g. cardiovascular, respiratory, gastrointestinal, endocrine) • nutritional implications of cognitive disorders • malnutrition and obesity • nutritional support for older adults			
Residential Site Operations	**Required**	**3.0**	**Fall 2021**
Course Description: This course examines the management of the physical site operations of a retirement residence. Focus is placed on the physical structures, heating systems, safety measures and controls and maintenance management. Principles of risk management, resourcing, operations budgeting and leadership will be presented using case studies and industry best practices.			

Proposed topics:			
• overview of design principles • facility operations • environmental controls • resource management • health and safety • policies and regulations • managing risk			
Retirement Community Management	**Required**	**3.0**	**Fall 2021**
Course Description: Effective management of a retirement community facility involves an extensive understanding of resource management: staffing, inventory, finances, and data. This course will examine best practices for managing an organization according to policies and legislative requirements in Canada. Students will analyze proven strategies to effectively plan, implement and lead the organization. Proposed topics: • federal and provincial laws and regulations • resource budgeting: inventory, supplies, staffing • financial planning and reporting • marketing and sales • quality and process improvement • communication • leadership strategies			
Data Analysis for Quality and Process Improvement	**Required**	**3.0**	**Fall 2021**
Course Description: This course will examine the exploration of data relevant to the management and operations of retirement community organizations. The course will present the analytics life cycle in the context of planning to solve a business problem and how to use data for quality metrics and process improvements. Common data visualization tools and techniques will be explored and used as students learn best practices for the presentation and communication of analytical solutions and insights.			

DeGroote School of Business, Room 239
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(905) 526-0852
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DATE: March-28-21

TO: Certificate & Diploma Committee

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

RE: Proposal for Diploma in Business Administration with a Concentration in Retirement Community Management

I have reviewed the Business Administration with a Concentration in Retirement Community Management Diploma program submission presented by McMaster Continuing Education (MCE). I have determined that it meets all relevant criteria set out by the Undergraduate Council in its guidelines for certificates and diplomas. I am pleased to support the program on behalf of the DeGroote School of Business.

This program proposal was reviewed by Marvin Ryder His conclusion is that the objectives of the proposed program are viable. The courses included in the program will fulfil the stated objectives and the program meets the Undergraduate Council's criteria for the designation of "Diploma". I concur with Marvin Ryder's assessment.

The DeGroote School of Business is pleased to support McMaster Continuing Education in the delivery of the Business Administration with a Concentration in Retirement Community Management program to meet the needs of people wanting to work in this industry. We will continue to support MCE as their academic affiliate, providing both this initial submission review and overview of ongoing curriculum issues. Additionally, we have provided MCE with guidelines for possible use of advanced standing rules for students entering our degree programs using credit from completion of this program.

Sincerely,

Susan McCracken

Susan McCracken| Associate Dean (Academic), PhD, FCPA, FCA
Professor in Accounting and Financial Management Services
DeGroote School of Business | McMaster University
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BRIGHTER WORLD

AACSB
ACCREDITED

Continuing Education Academic Program Submission – For Approval

Department & Program Information	
Program Name:	The Canadian Housing Certificate of Professional Learning
Academic Credential:	Certificate of Professional Learning
Name of Representative:	James Dunn
Effective Date:	2021-09-01
Date of Submission:	2021-03-19
Academic Merit	
Program Overview:	This Certificate of Professional Learning will provide an overview of housing policy, programs and institutional arrangements and grounding in the fundamentals and history of housing in Canada's market-based system. The courses will also explore the intersection of housing with other disciplines such as where housing and health outcomes meet. "Housing" is not a field of study at Canadian universities, therefore, many universities do not provide fundamentals courses on housing policy and Canada's housing system. There is an urgent need, though, to train students and those already in the workforce in the nuances of Canada's housing sector. Learners must complete three courses to obtain the certificate: • The Fundamentals of Housing Policy and Governance • Housing and Health • Special Topics in Canadian Housing (e.g. Housing and Aging, Homelessness, The Economics of Good Housing, Sustainable Housing in Canada)
Learning Objectives:	Upon completion of the program, learners will be able to: • Examine why and how governments have become involved in housing; • Demonstrate a critical understanding of the social, economic and political context in which housing is delivered locally and nationally; • Analyze major issues in housing past and present;

	• Compare and contrast housing policy and provision nationally and internationally; • Understand how to find data to assist in analyzing housing-related research questions.
Meeting Learning Objectives:	The Canadian Housing program will use a series of courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving learning objectives.
Program Admission Requirements:	The program will be open enrolment; no application required.
Program Pre-requisites (if applicable):	Recommended program requirements will be posted to Continuing Education's website: "In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the program should meet the following requirements based on their education and work experience: 1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Continuing Education 2) Be proficient with basic computer program applications, such as Word, Excel 3) Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years.
Program Completion Requirements:	To qualify for a Certificate of Professional Learning, students must complete 3 courses (9 units) of study.
Program Delivery Format:	Program courses may be delivered online and/or in a blended format. All formats will include instructor lectures and/or presentations, group discussions, and practical application activities. Each Course will be a minimum of 36 hours delivered over an 8-week session (approximately 4.5 hours per week).
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, application activities, individual or group projects, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate learners' level of competency in achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.
Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.

Course Instruction:	Instructors for courses will be selected from a pool of qualified internal and external professionals and academics. In compliance with McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas, the selection will be based on academic background and/or experience within the field. Instructors must have a Master's degree (or equivalent) and significant professional experience and teaching within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.
Program Advanced Standing:	No transfer credits will be permitted for the Certificate of Professional Learning.

Statement of Financial Viability

I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).

- *Lorraine Carter, Director, McMaster for Continuing Education*

Statement of Administrative Responsibilities

Statement of Faculty Alignment:

The staffing and systems infrastructure to support the following functions already exists within Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by Continuing Education.

Continuing Education program responsibilities:

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

The Faculty of Social Sciences will act as an academic liaison and is charged with the responsibility of on-going academic review and assessment of the curriculum. The Faculty's letter of support is included at the end of this document.

Listing of Courses

Course Name	Required/Elective	Unit Value	Term
The Fundamentals of Housing Policy and Governance	**Required**	**3**	**Fall 2021, 12 weeks 3h/wk**
Course Description: This course will examine the rationale for housing policy, the constitutional context and changing role of government levels, the nature of housing markets and housing need, policy and program alternatives used in Canada and their outcomes and how housing policy relates to urban and neighbourhood policy and social and economic policy. The course commences with a			

brief examination of the rationale and basis for housing policy. From there we will trace the evolution of housing policy since its formal emergence in the early post-war period and over the subsequent 70 years to the present. The course will then engage students in a range of current issues, review potential data sources to support sound policy analysis and compare and contrast the state of policy in Canada with that in other countries.			
Housing and Health	**Required**	**3**	**Spring 2022, 12 weeks 3h/wk**
Course Description: This course considers the broad area of housing and public health, one of the core areas of public health research and intervention. Learners will explore the range of factors, acting at different levels, directly and indirectly, through which housing affects health. In public health terms, housing affects health in a myriad of relatively minor ways, in total forming one of the key social determinants of health. Learners will consider how the improvement of housing and neighbourhoods has been a core activity of public health and a central component in tackling poverty. Investment in housing can be more than an investment in bricks and mortar: It can also form a foundation for the future health and well-being of the population.			
Selected Topics in Housing	**Required**	**3**	**Summer 2022, 12 weeks 3h/wk**
Course Description: This course will provide an exploration of selected topics in housing. Topics may vary from year to year but could include: Housing and Aging, Sustainable Housing, Housing in the North, Big Data and Housing.			

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DATE: March-31-21

TO: Certificate & Diploma Committee

FROM: Dr. Tracy Prowse, Faculty of Social Sciences

RE: Canadian Housing Program, Certificate of Professional Learning

I have reviewed the proposal for the Canadian Housing program presented by McMaster Continuing Education (MCE). I have determined that it meets all relevant criteria set out by Undergraduate Council in its guidelines for Certificates and Diplomas. Therefore, I endorse this submission with the support of the Faculty of Social Sciences.

At my request, this program proposal was reviewed by Dr. James Dunn. His conclusion is that the objectives of the program are viable. The courses in the program will fulfil the stated objectives, and the program meets Undergraduate Council's criteria for the designation of Certificate of Professional Learning.

The Faculty of Social Sciences is pleased to support a program such as Canadian Housing that will meet the needs of people wanting to work in this field. As the academic affiliate, the Faculty of Social Sciences supports this program by carrying out this review and providing assistance with curriculum issues. Additionally, we have provided MCE with guidelines pertaining to advanced standing rules for students entering our degree programs with credits from this program.

Sincerely,

Dr. Tracy Prowse
Associate Dean Academic
Faculty of Social Sciences

BRIGHTER WORLD

McMaster Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Nutrition, Health and Wellness
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Lorraine Carter
Effective Date:	September 1, 2021
Date of Submission:	April 6, 2021
Academic Merit (complete all fields; write "not applicable" as needed):	
Program Overview:	The health and wellness industry has experienced steady growth in the last ten years as Canadian's become more aware of nutrition, food security, wellness and overall health. The health and wellness industry is projected to maintain this steady increase for the next few years. Demographics trends and an aging population are factors associated with the demand for health and wellness products and services. Furthermore, government initiatives and programming will continue to emphasize living a healthy lifestyle. Employment for professionals with health, nutrition and wellness training is located within: - health/nutrition/wellness retailers - community centres - long term care homes - senior living facilities - fitness centres - business/corporate offices - wellness centres - healthcare facilities - weight loss services - private consulting - foodservice industry The focus of the program is to provide a foundational education in the areas of nutrition, healthy living and wellness. The program will consist of 5 elective courses. Three new courses will be developed to address the specific learning requirements for nutrition and health.

	The remaining two courses will be pulled from the retirement community management program and human resources management. The program will be open enrolment and students are required to complete three courses (9 units) to receive the Certificate of Professional Learning.
Learning Objectives:	Upon completion of the program, students will: • Identify key nutrients and how they work in the body and discuss nutritional needs throughout the life cycle • Describe the role of foods and nutrients in energy balance, weight control, and physical activity • Outline various aspects of wellness (physical, mental, social and environmental, financial, occupational) • Explain how appropriate physical activity, fitness, and active living strategies and programming impacts the personal and community health, fitness, and well-being • Examine the key social, cultural and economic, physical and behavioural factors that determine health and wellness necessary for program planning and development • Analyze health and wellness program plans and strategies to support a healthy lifestyle The following objectives will be threaded within each course: • Demonstrate an awareness of ethical practices and professional standards applicable to standard professional roles within the health and wellness industry • Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills • Employ effective communication practices
Meeting Learning Objectives:	The Nutrition, Health and Wellness program will use a series of courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
Program Admission Requirements:	The program will not require an application for admission. The following statement for recommended program requirements will be posted to MCE's website: In compliance with the Certificates and Diploma admission policy from Undergraduate Council, students who wish to enter the Nutrition, Health and Wellness program should meet the following requirements based on their education and work experience: 1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by Continuing Education

	2) Be comfortable using word processing software, spreadsheets, and web browsing tools 3) Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years
Program Pre-requisites (if applicable):	Students will be required to have the necessary computer, software programs and access to the internet to complete all courses.
Program Completion Requirements:	To qualify for a Certificate of Professional Learning, students must complete three courses, 9 units of study.
Program Delivery Format:	Program courses will be delivered online. The online format will include instructor lectures, presentations, group discussions, and practical application activities.
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, individual or group projects, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants' level of competency in achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.
Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified external professionals. In compliance with *McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas,* the selection will be based on academic background and/or experience within the field. Instructors must have a Master's Degree (or equivalent) and significant professional experience and teaching within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.
Program Advanced Standing:	No transfer credit will be permitted for the Certificate of Professional Learning.
Statement of Financial Viability:	

I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).

-Lorraine Carter, Director, McMaster Continuing Education

Statement of Administrative Responsibilities:			

Statement of Faculty Alignment:

The staffing and systems infrastructure to support the following functions already exists within McMaster Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by MCE.

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

The Faculty of Science will act as an academic liaison and is charged with the responsibility of on-going academic review and assessment of the curriculum. The Faculty's letter of support is included at the end of this document.

Course List

Course Name	Required/Elective	Unit Value	Term
Nutrition Fundamentals	**Elective**	**3.0**	**Fall 2021**

Course Description:

Discover the fundamental principles of nutrition and its impact on our daily lives. The course provides an overview of nutrients and how they work in the body. Topics will include vitamins and minerals, carbohydrates, lipids and proteins), metabolism, digestion, absorption and energy balance. An examination of how fitness, diet and wellness connect for making healthy decisions and achieving health goals.

Proposed topics:
- overview of nutrition
- digestion, absorption, and transport
- carbohydrates, lipids and proteins
- nutrients for bone health
- metabolism
- energy balance
- weight management
- fitness: physical activity and nutrients
- impact of diet on overall health and wellness

Nutrition, Fitness and Healthy Living	**Elective**	**3.0**	**Fall 2021**

Course Description:

The course examines the concepts, and the relationship between, nutrition, fitness, health and wellness. The impact of establishing a healthy lifestyle according to the determinants of health and wellness is discussed. Focus is placed on the key factors and considerations necessary to plan, create and implement a fitness and healthy living program for individuals and community groups. Students should have a foundational level of knowledge in nutrition before enrolling in this course.

Proposed topics:
- overview of nutrition

- determinants of health
- physical activity
- frameworks for understanding and attaining behaviour change
- developing a health and wellness plan
- community health and wellness program development

Nutrition for the Lifecycle	Elective	3.0	Fall 2021

Course Description:
Explore the impact of nutrition on people through the various stages of the life cycle. This course will examine the nutritional needs necessary to promote healthy diets and lifestyles at particular life stages. An evaluation of how individual, family, community and societal factors affect overall nutrition and nutritional planning. Students should have a foundational level of knowledge in nutrition before enrolling in this course.
Proposed topics:
- nutrition basics
- nutrition requirements, conditions and interventions for life cycle:
    - preconception nutrition
    - pregnancy
    - infant
    - toddler and pre-school nutrition
    - child and pre-adolescent
    - adolescent
    - adult
    - older adult

HRM 941 Workplace Health and Wellness	Elective	3.0	Fall 2021

Course Description:
This course will focus on health and wellness concepts, program management strategies, interventions, and perspectives on wellness in the workplace. We will examine why workplace wellness programs make sense as a return on investment for employers and provide insight into the process of designing, managing, and evaluating a wellness program. We will explore strategies that impact health and wellness and identify the types of interventions used to operationalize a workplace wellness program.
Course topics:
- Introduction to Health and Wellness
- Establishing and Designing a Wellness Program
- Physical Wellness
- Mental Wellness
- Social and Environmental Wellness
- Financial Wellness
- Intellectual and Occupational Wellness
    Absence Management

Healthy Aging: Health, Wellness and Nutrition	Elective	3.0	Fall 2021

Course Description:
Study the relationship between nutrition, aging and wellness. The course will explore foundational concepts of healthy aging including the demographics of Canada's aging population, the physiology of aging and the nutritional needs of older adults. The focus will be placed on the design and

implementation of food and nutrition, fitness, health and wellness programming within retirement community residences.

Proposed topics:

- demographics of aging
- physiology of aging
- nutrition requirements of older adults
- nutrition screening and assessment
- nutritional implications of disease (e.g. cardiovascular, respiratory, gastrointestinal, endocrine)
- nutritional implications of cognitive disorders
- malnutrition and obesity
- nutritional support for older adults

McMaster University | CONTINUING EDUCATION

DATE: March-26-21

TO: Certificate & Diploma Committee

FROM: Dr. Michael Farquharson, Associate Dean (Academic), Faculty of Science

SUBJECT: Proposal for Nutrition, Health and Wellness, Certificate of Professional Learning

I have reviewed the Nutrition, Health and Wellness program submission presented by McMaster Continuing Education (MCE). I have determined that it meets all relevant criteria set out by the Undergraduate Council in its guidelines for Certificates and Diplomas. I am pleased to support this submission on behalf of the Faculty of Science.

This program proposal was reviewed by Dr. Trevor King. His conclusion is that the objectives of the proposed program are viable. The courses included in the program will fulfil the stated objectives, and the program meets the Undergraduate Council's criteria for the designation of Certificate of Professional Learning. I concur with Trevor King's assessment.

The Faculty of Science is pleased to support McMaster Continuing Education in the delivery of the Nutrition, Health and Wellness program to meet the needs of people planning to work in this industry. We continue to support MCE as their academic affiliates, providing both the initial submission review and overview of ongoing curriculum issues. Additionally, we have provided MCE with guidelines for possible use of advanced standing rules for students entering our degree programs using credit from completion of this program.

Sincerely,

Dr. Michael Farquharson
Associate Dean (Academic)
Faculty of Sciences

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

McMaster Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Health and Wellness Coaching
Academic Credential:	Diploma
Name of Representative:	Lorraine Carter
Effective Date:	September 1, 2021
Date of Submission:	April 6, 2021

Academic Merit (complete all fields; write "not applicable" as needed):	
Program Overview:	Within the health and wellness industry, the position of a health and wellness coach is emerging as a specific career option. A health coach's primary function is to assist people to gain the knowledge, skills, tools and confidence to take responsibility for their diet and lifestyle helping them to reach their health goals. A health and wellness coach will work with clients to promote healthy living practices using motivational counselling techniques and strategies. According to a study by Gordon, N. F., et al (2016), the authors concluded that well-designed lifestyle health coaching programs have an important and positive effect on non-communicable disease prevention and these wellness programs will become part of clinical health services. At present, Health Canada does not regulate health and wellness coaches. This led to the creation of the Health Coach Alliance (HCA). The HCA was formed in 2016 to provide professional standards, education and regulation to Canada's health coaching industry. MCE intends to submit the Health and Wellness Coaching program for HCA's review. If approved, graduates of the program will be able to register with the HCA and hold the designation of Registered Health Coach. The Health Coach program is designed to meet the 200 hours of study as outlined by the HCA. To meet HCA's curriculum guidelines, an 8-course diploma is proposed. The program will focus on four main areas of study: nutrition and health, behaviour therapy and motivating for change, health coach principles and practices and program development. The program will blend theory with practice for students to acquire the foundational knowledge of the coaching role and its relationship with clients as well as

	to meet the 30 hours of case study and/or client sessions required for an approved HCA program.

Two courses of the program will be shared with the Nutrition, Health and Wellness program. Two elective course options are shared with the Business Administration and Human Resources Management programs. The remaining 5 courses will be newly developed for this program.

The program will be open enrolment and students are required to complete 8 courses (24 units) of study to graduate from the program. |
| Learning Objectives: | Upon completion of the program, students will:
- Identify key nutrients and how they work in the body and discuss nutritional needs throughout the life cycle
- Describe the role of foods and nutrients in energy balance, weight control, and physical activity
- Outline various aspects of wellness (physical, mental, social and environmental, financial, occupational)
- Explain how appropriate physical activity, fitness, and active living strategies and programming impacts the personal and community health, fitness, and well-being
- Explore the social and behavioural factors that contribute to health and wellness decisions and behaviours
- Demonstrate appropriate behaviour change approaches and strategies
- Exhibit motivating and coaching methods to promote health and wellness
- Analyze health and wellness program plans and strategies to support a healthy lifestyle
- Research, plan and design a health and wellness plan and/or program suitable to an individual or group and examine effective program evaluation methods and tools

The following objectives will be threaded within each course:
- Demonstrate an awareness of ethical practices and professional standards applicable to standard professional roles within the health and wellness industry
- Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills
- Employ effective communication practices |
| Meeting Learning Objectives: | The Health and Wellness Coaching program will use a series of courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives. |

Program Admission Requirements:	The program will not require an application for admission. The following statement for recommended program requirements will be posted to MCE's website: In compliance with the Certificates and Diploma admission policy from Undergraduate Council, students who wish to enter the Health and Wellness Coaching program should meet the following requirements based on their education and work experience: 1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by Continuing Education 2) Be comfortable using word processing software, spreadsheets, and web browsing tools 3) Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years
Program Pre-requisites (if applicable):	Students will be required to have the necessary computer, software programs and access to the internet to complete all courses.
Program Completion Requirements:	To qualify for a Diploma in Health and Wellness Coaching, students must complete 8 courses, 24 units of study.
Program Delivery Format:	Program courses will be delivered online. The online format will include instructor lectures, presentations, group discussions, and practical application activities.
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, individual or group projects, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants' level of competency in achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.
Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified external professionals. In compliance with *McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas,* the selection will be based on academic background and/or experience within the field. Instructors must have a Master's Degree (or equivalent) and significant professional experience and teaching within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.

Program Advanced Standing:	Students may be eligible to transfer up to 9 units of study to the Health and Wellness Coaching program. Approved course transfers are based on the following requirements: • courses must have an 80% overlap in content/curricula and a similar number of classroom or contact hours • courses must have been taken within the last five years • courses must have been taken from an accredited academic institution and listed on an official transcript with a grade • a final grade of "C-" or better to be eligible Students who complete the Nutrition, Health and Wellness Certificate of Professional Learning program may apply the three shared courses (9 units) to the Health and Wellness Coaching program: • Nutrition Fundamentals • Nutrition, Fitness and Healthy Living • Workplace Health and Wellness

Statement of Financial Viability:

I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).

-Lorraine Carter, Director, McMaster Continuing Education

Statement of Administrative Responsibilities:

Statement of Faculty Alignment:

The staffing and systems infrastructure to support the following functions already exists within McMaster Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by MCE.

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

The Faculty of Science will act as an academic liaison and is charged with the responsibility of on-going academic review and assessment of the curriculum. The Faculty's letter of support is included at the end of this document.

Course List

Course Name	Required/Elective	Unit Value	Term
Nutrition Fundamentals	**Required**	**3.0**	**Fall 2021**

Course Description:

Discover the fundamental principles of nutrition and its impact on our daily lives. The course provides an overview of nutrients and how they work in the body. Topics will include vitamins and minerals, carbohydrates, lipids and

proteins), metabolism, digestion, absorption and energy balance. An examination of how fitness, diet and wellness connect for making healthy decisions and achieving health goals.

Proposed topics:

- overview of nutrition
- digestion, absorption, and transport
- carbohydrates, lipids and proteins
- nutrients for bone health
- metabolism
- energy balance
- weight management
- fitness: physical activity and nutrients
- impact of diet on overall health and wellness

Nutrition, Fitness and Healthy Living	**Required**	**3.0**	**Fall 2021**

Course Description:

The course examines the concepts, and the relationship between, nutrition, fitness, health and wellness. The impact of establishing a healthy lifestyle according to the determinants of health and wellness is discussed. Focus is placed on the key factors and considerations necessary to plan, create and implement a fitness and healthy living program for individuals and community groups. Students should have a foundational level of knowledge in nutrition before enrolling in this course.

Proposed topics:

- overview of nutrition
- determinants of health
- physical activity
- frameworks for understanding and attaining behaviour change
- developing a health and wellness plan
- community health and wellness program development

Behaviour Change for Health and Wellness	**Required**	**3.0**	**Fall 2021**

Course Description:

Learn the theories for behaviour change within the context of health and wellness coaching. Explore the social and behavioural factors that influence a person's health and wellness decision-making and level of activity.   This course will explore approaches, strategies and techniques appropriate for facilitating practical behaviour changes to achieve positive results in overall health and wellness.   A practical component will be part of this course.

Proposed topics:

- behaviour change theory
- principles of behaviour change
- assessing confidence, importance and readiness
- building confidence
- reducing resistance
- consultation, communication and rapport building
- self-management strategies: managing stress and anxiety

Motivating for Health & Wellness	**Required**	**3.0**	**Fall 2021**

Course Description:

Building on the theory and practice of behaviour change, this course focuses on the principles of motivational interviewing. Various motivational techniques and approaches will be reviewed in terms of promoting positive interactions with the client or group as you collaborate to achieve goals and maintain positive health and wellness behaviours.   A practical component will be part of this course.

Proposed topics:
- understanding motivational interviewing
- motivational interviewing approaches and techniques
- facilitating behaviour change
- active listening strategies
- health and wellness decision making
- goal setting
- identifying triggers
- managing stress

Health & Wellness Coaching: Principles and Practices	Required	3.0	Fall 2021

Course Description:

This course presents the fundamental principles and practices of being a health and wellness coach. Based on industry and professional best practices, explore the duties and responsibilities, guidelines, regulations, standards of care and ethics applicable to the role. Develop an understanding of the potential workplace environments for a health and wellness coach and how to engage with professionals in health care and wellness. Professional standards for client engagement and management will be studied.   A practical component will be part of this course.
- the role of the coach as a helper, counsellor and motivator
- standards of practice
- ethical guidelines
- coaching skills
- collaborating with professionals
- developing trends in health and wellness

Program Design, Delivery and Evaluation	Required	3.0	Fall 2021

Course Description:

Develop your knowledge and skills for program research, design and delivery of health and wellness programs for the individual, workplace and community. This course will focus on how to bring evidence-based research and practices to support the duties and programming of health and wellness coaches. Tools and techniques for program evaluation will be explored. A practical component will be part of this course.

Proposed topics:
- planning a program /program planning models
- evidence-based planning
- needs assessment
- SMART goal setting
- engaging stakeholders/consultations
- program design and implementation strategies

• evaluation approaches and designs			
Coaching Clients with Chronic Conditions	**Required**	**3.0**	**Fall 2021**

Course Description:

A key component of being a health and wellness coach is coaching clients with chronic conditions. This course looks at appropriate approaches, strategies and techniques to assist these clients in your coaching practice. Learn the skills necessary to review the client's health history, current status and the particular factors influencing the client's health and wellness. Focus on motivational communication techniques to establish a positive coach-client relationship and collaborative strategies to create and implement a program plan. A practical component will be part of this course.

Proposed topics:
- understanding chronic conditions (e.g. diabetes, cardiovascular disease, arthritis, cancer, neural disorders, etc.)
- understanding the physical, psychological and social challenges
- recognizing the role of the health and wellness coach in treatment plans and services
- client communication strategies
- motivating the client

BUS 825 Business Foundations	**Elective**	**3.0**	**Fall 2021**

Course Description:

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

Course topics:
- the Canadian business system
- small business, entrepreneurship and ownership
- role of government and business ethics
- organizational structure
- management function in organizations
- marketing
- making financial decisions
- factors in HR management
- operations management
- communications

HRM 941 Workplace Health and Wellness	**Elective**	**3.0**	**Fall 2021**

Course Description:

This course will focus on health and wellness concepts, program management strategies, interventions, and perspectives on wellness in the workplace. We will examine why workplace wellness programs make sense as a return on investment for employers and provide insight into the process of designing, managing, and evaluating a wellness program. We will explore strategies that impact health and wellness and identify the types of interventions used to operationalize a workplace wellness program.

Course topics:
- Introduction to Health and Wellness
- Establishing and Designing a Wellness Program
- Physical Wellness
- Mental Wellness
- Social and Environmental Wellness
- Financial Wellness
- Intellectual and Occupational Wellness
- Absence Management

DATE: March-26-21

TO: Certificate & Diploma Committee

FROM: Dr. Michael Farquharson, Associate Dean (Academic), Faculty of Science

RE: Proposal for Health and Wellness Coaching, Diploma

I have reviewed the Health and Wellness Coaching program submission presented by McMaster Continuing Education (MCE). I have determined that it meets all relevant criteria set out by the Undergraduate Council in its guidelines for Certificates and Diplomas. I am pleased to support the program on behalf of the Faculty of Science.

This program proposal was reviewed by a faculty member. The faculty member concluded that the objectives of the proposed program are viable. The courses included in the program will fulfil the stated objectives and the program meets the Undergraduate Council's criteria for the designation of "Diploma". I concur with this assessment.

The Faculty of Science is pleased to support McMaster Continuing Education in the delivery of the Health and Wellness Coaching program to meet the needs of people planning to work in this industry. We will continue to support MCE as their academic affiliate, providing both this initial submission review and an overview of ongoing curriculum issues. Additionally, we have provided MCE with guidelines for the possible use of advanced standing rules for students entering our degree programs using credit from completion of this program.

Sincerely,

Dr. Michael Farquharson
Associate Dean (Academic)
Faculty of Sciences

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

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Health Information Fundamentals
Academic Credential:	Certificate
Name of Representative:	Nathalie Vallee, Program Manager
Effective Date:	2021-05-01
Date of Submission:	2021-03-11

Academic Merit (complete all fields; write "not applicable" as needed):	
Program Overview:	The proposed *Health Information Fundamentals (HIF)* program is a pathway that is designed to better align with student and industry needs for certified professionals and to appeal to people from other educational backgrounds who wish to transition to the Health Information Management (HIM) profession. *Health Information Fundamentals* is designed to provide the core competencies, and skill sets that every HIM professional needs. The curriculum will cover the following competency areas: information governance, data quality, clinical knowledge, analytics, privacy and technology. This program follows a different path than a full diploma or degree and is designed for applicants who hold, or who are pursuing a degree and who wish to work in management and analytics roles within the HIM industry. This revised approach's key benefit is the reduced time to prepare for the certification examination and to achieve the Canadian College of Health Information Management (CCHIM) designation of Certified Health Information Management Professional.
Learning Objectives:	1. Understand the information lifecycle managed within a Canadian Health Care Policy and Procedural System, its relationship to data governance and the importance of records and document management policies and processes across the entire continuum of care. 2. Prepare, collect and process health data to be linkable and fit for use in analysis and care 3. Understand the development of data standards and their application within health information management looking specifically at data quality and data conformance

	4. Know the medical terminology used in a healthcare environment, the anatomical body structures and their physiological functions and the pathological conditions, risk factors, diagnostic interventions and treatment options available.
	5. Be well-versed in research design and methods, analytics indicators, reporting, advanced analytics, business intelligence, consumer informatics and finance as they relate to the interpretation and analytics of health information.
	6. Manipulate health data and statistics for measure and analysis using statistical software systems
	7. Understand privacy and health law including definitions of common legal terms and key Canadian federal, provincial, and territorial legislation which affect policies and processes related to health information, security, privacy, confidentiality, external data sharing and access.
	8. Understand the maintenance of data in technology systems, the project management concepts related to the system development lifecycle, and the standards related to the exchange of health information within and across systems.
Meeting Learning Objectives:	All course learning outcomes in the program will be mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.

Program Admission Requirements and Pre-requisites	In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the program should meet the following requirements based on their education and work experience:
	 1. Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Centre for Continuing Education
	 2. English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years
	 3. The completion of a degree at a recognized university (in any discipline)
	 4. Completion of the following courses or proof of equivalency as per our transfer of credit policy:
	     o HTH 100: Understanding the Canadian Healthcare System OR work experience in Canadian Healthcare
	     o HTH 200 Medical Terminology
	     o HTH 300 Anatomy & Physiology

	o HTH 116 and 117 Pathophysiology 1 and 2
Program Completion Requirements:	Students who complete all six Health Information Fundamentals courses (18 units) will be granted a Certificate in Health Information Fundamentals.
Program Delivery Format:	Courses will be delivered online. The online delivery formats will include instructor lectures and/or presentations, group discussions, and individual and/or small group practical application activities.
Student Evaluations (Grading Process):	Student evaluation will be based on application activities, individual or group projects, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants' level of competency in achieving overall learning objectives.
Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified external professionals. In compliance with *McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas*, selection will be based on academic background and/or experience within the field. Instructors must have a Master's Degree (or equivalent) and significant professional experience and teaching within the field.
Program Advanced Standing:	Transfer credits will be accepted into this program. Students will need to have obtained a minimum grade of C+ in each course transferred. The courses must have been taken at a recognized post-secondary institution in the last 5 years.

Statement of Financial Viability:

I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).
-   *Lorraine Carter, Director, Centre for Continuing Education*

Statement of Administrative Responsibilities:

Statement of Faculty Alignment:
The staffing and systems infrastructure to support the following functions already exists within Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by Continuing Education.
Continuing Education program responsibilities:
- budget development and monetary responsibilities
- program and course development
- course registrations/administration

- supervision of instructors to ensure all required policies and practices are adhered to and course are taught according to program requirements and standards
- Marketing and Promotions

The Faculty of Health Sciences will act as an academic liaison and is charged with the responsibility of on-going academic review and assessment of the curriculum. The Faculty's letter of support is included at the end of this document.

Listing of Courses:

Course Name	Required/Elective	Unit Value	Term
Introduction to Health Information Management and Records Management	Required	3 units	Fall 2021
Course Description:			
This course covers fundamental theories and principles of health information management including data types, data acquisition, data repositories, records management and data collection and use. Principles, frameworks, policies, and processes to manage records and documents will be covered including an overview of documentation legislation, professional practice guidelines for documentation standards, error detection and correction procedures, and acceptability of medical abbreviations and acronyms. Concepts of Electronic Health Record (EHR), Personal Health Record (PHR), Electronic Medical Record (EMR), and Electronic Patient Record (EPR) will be introduced. Students will learn about the overall structure of the Canadian health system and health data and information repositories as well as interactions between the Canadian health system and the Ministries, research, and public health. The course will introduce learners to Clinical Documentation Improvement (CDI) principles and processes.			
Information Governance, Finance and Research	Required	3 units	Winter 2022
Course Description:			
This course covers three major areas in health information: information governance, finance, and research. Information governance includes information lifecycle management and the relationship between data governance and the HIM lifecycle. Data and information learning will include types of interoperability, the data supply chain, and authoritative sources of routinely collected administrative and population data. Principles, frameworks, policies related to external data sharing and access will be covered. The course will cover provincial funding models, grouping and case weighting strategies, MIS Standards, and resource management. Research learning will include the role of epidemiology, research ethics approval process, qualitative and quantitative approaches and methodologies for research, data collection in research, and data and information collection formats.			
Privacy and Health Law	Required	3 units	Winter 2022 or Spring 2022
Course Description:			
This course will cover privacy and health law including definitions of common legal terms and key Canadian federal, provincial, and territorial legislation which affect health information and privacy. Learners will be introduced to privacy, security, and confidentiality principles, as they			

relate to various situations such as client privacy, maintaining confidentiality, ensuring security, confidentiality agreements, and external data sharing and access. Key provisions, principles, and definitions address in health information, data protection, and privacy statutes including access, collection, use, disclosure, and custodian/trustee and information manager obligations will be covered. Tools used to assess and manage privacy risk will be discussed.			
Quality in Health	Required	3 units	Winter 2022 or Spring 2022
Course Description: This course will introduce students to quality in health including principles frameworks, policies, and processes to ensure the accuracy, reliability, relevance, timeliness, coherence, clarity, and accessibility of data against standards and quality criteria. Standards development organizations, the Standards Lifecycle, and development and pan-Canadian standards such as SNOMED CT, LOINC, pCLOCD, HL7, ICD-10-CA, and CCI will be covered. Learners will be introduced to quality management practices such as CQI, LEAN, and TQM as well as common principles and practices for the creation of indicators, benchmarks, metrics, and reports. The course will cover clinical indicators (e.g. HSMR and readmission rates) as they relate to their role in monitoring health care quality. Organizational practices for maintaining data quality and data integrity will be discussed. Learners will explore tools used for terminology, nomenclature, classification, abstraction, encoding, and data submission.			
Information Technology	Required	3 units	Winter 2022 or Spring 2022
Course Description: This course will introduce students to different types of healthcare information systems, systems specifications for interoperability, and the flow between these systems. Learners will cover principles, policies, frameworks, and accountability for maintenance of data in technology systems, security of technology platforms, access to systems, and personal health information security. Students will learn about standards for transmission, translation, and transformation of data including consideration of natural language processing and transformation between data standards. The course will include development, functional requirements, and maintenance of an MPI and EMPI and personalized information needs and information-seeking behaviour and the development of consumer health portals. Technologies such as cloud storage, blockchain, virtual care will be highlighted. The IT Procurement process, project management, change management, and systems implementation will be covered. The course will include topics such as data integrity, disaster recovery, cybercrime, ransomware, and hacking.			
Statistics and Analytics	Required	3 units	Winter 2022 or Spring 2022
Course Description: This course will enable learners to apply descriptive statistical theory for continuous and categorical healthcare data including central tendency measures, and hospital statistics. Learners will employ commonly used statistical software systems. Relevant sources of data such as DAD, NACRS, RAI, MIS, etc. will be utilized. The course will introduce common principles and practices to create performance indicators, standards, benchmarks, metrics, reports, etc. including methodology, definitions, and visualization. Graphical and tabular presentation of healthcare			

data to facilitate decision-making will be explored. Learners will examine business intelligence (BI) tools used to locate, store, retrieve, analyze, and present data and information from multiple sources and policies and processes for those BI tools. The course will summarize how BI can be utilized for personal information need and information-seeking behaviour. Principles and practices for applying machine learning, artificial intelligence, predictive analytics, data modelling, patient flow modelling, and dataflow diagrams will be discussed.

Canadian College of
Health Information
Management

2021-02-26

Dr. Lorraine Carter
McMaster University
1280 Main St. W., Hamilton, ON L8S 4L8

Dear Dr. Carter,

On behalf of the Canadian College of Health Information Management (College), please accept this letter of support to McMaster University Centre for Continuing Education (CCE) in the development of a health information fundamentals (fundamentals) certificate-level program.

The College is a national, not-for-profit corporation that sets the accreditation standards for educational institutions and certification standards for health information professionals in Canada. Accreditation demonstrates to the public that a program is aligned to industry standards, as identified through the College's needs assessment and consultation with industry. It is a voluntary, self-regulatory process to recognize those that meet or exceed the standards set for health information education. The purpose of accrediting programs is to ensure continuous quality improvement of the educational content to support the evolving health information profession.

The development of a College-accredited fundamentals program will be the first of its kind in Canada. It will open pathways for degree-graduates, from both within McMaster and outside of, to hold a Certified Health Information Management (CHIM) professional designation. There is recognition that the health information profession will strengthen with the backgrounds of those in business, law, insurance, finance, and more. It is also imperative that cross-sector leaders who make decisions impacting the lives of Canadians' have a fundamental understanding of information governance, data quality, clinical knowledge, analytics, privacy, and technology.

If you require more information about the Canadian College of Health Information Management, please contact me directly at jeff.nesbitt@echima.ca.

Sincerely,

Jeff Nesbitt, BA, MBA
CEO & Registrar
Canadian College of Health Information Management
Canadian Health Information Management Association

cchim.ca

McMaster University | CONTINUING EDUCATION

DATE: March-16-21

TO: Certificate & Diploma Committee

FROM: Dr. Rob Whyte, Faculty of Health Sciences

RE: Proposal for Health Information Fundamentals (HIF) Program

I have reviewed the Health Information Fundamentals (HIF) program submission presented by McMaster Continuing Education (MCE). I have determined that it meets all criteria set out by Undergraduate Council in its guidelines for Certificates and Diplomas. Therefore, I endorse this submission with the support of the Faculty of Health Sciences

This program proposal was reviewed by Dr. Lynn Martin. Her conclusion is that the objectives of the program are viable. The courses in the program will fulfill the stated objectives, and the program meets Undergraduate Council's criteria for the designation of "Certificate"

The Faculty of Health Sciences is pleased to support a program such as Health Information Fundamentals (HIF) that will meet the needs of people wanting to work in this field. As the academic affiliate, the Faculty of Health Sciences supports this program by carrying out this review and providing assistance with curriculum issues. Additionally, we have provided MCE with guidelines pertaining to advanced standing rules for students entering our degree programs with credits from this program.

Sincerely,

Dr. Rob Whyte
Vice-Dean, Education
Faculty of Health Sciences

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

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Health Ventures
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Sarrah Lal
Effective Date:	September 7, 2021
Date of Submission:	April 6, 2021
Academic Merit (complete all fields; write "not applicable" as needed):	
Program Overview:	Students will engage in a sequence of three courses across the continuum of health innovation, commercialization, and entrepreneurship. The purpose of this program is three-fold for students.

First, they learn how to identify and validate opportunities for socioeconomic impact in healthcare. Second, they learn how to validate markets, customers, and concepts. They learn how to assess the feasibility of prototypes, business, and go-to-market strategies as well as fund-raising approaches. Third, they learn how to navigate complexity in the health landscape, with a focus on innovation development, procurement, and implementation/adoption-related change management processes.

The sequence of three-course areas is essential to understanding the health innovation process. The courses for this program will be developed and delivered by the Michael G. DeGroote Health Innovation, Commercialization & Entrepreneurship initiative at the Michael G. DeGroote School of Medicine and the Faculty of Health Sciences. McMaster Continuing Education will be involved with the administration of the program.

To complete the Certificate of Professional Learning, learners must complete three of four available courses. By design, these will constitute a spiral curriculum. This means that each course emphasizes a distinct, but overlapping, and progressively more challenging set of entrepreneurship competencies. This is an adaptive program in which learners navigate through courses based on their projects and prior experiences. |

	Course A: Health Ventures Level 1 **Course B**: Innovation Project Course **Course C**, choose <u>one</u> of: - Health Ventures Level 2 - Complexity Theory in Healthcare Course C is selected based on the innovation project outcomes from Course B or student preference. There are two scenarios of interest. First, due to Health Ventures Level 2 being a project-based experience that continues from Course A and Course B, there is a risk of the project being deemed as not viable through the entrepreneurship process. Second, students may be more interested in leadership skill development relative to the entrepreneurial process at later stages of innovation development (i.e. Health Ventures Level 2). In either scenario, the opportunity to select between two courses may yield improved personalized learning outcomes while maintaining alignment with overall certificate objectives due to overlap of content between Health Ventures Level 2 (project-based and team focused) and Complexity Theory in Healthcare (case-based and leadership focused).
Learning Objectives:	The learning objectives below are clustered by knowledge domain: innovation approaches, human factors, problem framing, opportunity assessment techniques, solution development, intellectual property, risk analysis & regulatory, the art of communication, raising capital, go-to-market strategy, team & culture, and complexity theory. Upon completion of the program, learners will: **Innovation Approaches** - Discuss current and future trends in health innovation. - Describe needs pull and tech push approaches to innovation, as well as the relevance of each for different types of technologies. - Describe innovation and commercialization models used across various institutions in the U.S. and Canada. - Describe key characteristics of health innovators and entrepreneurs. - Identify key enablers and constraints for health innovation to reach commercialization and/or socioeconomic impact goals. **Human Factors** - Use human-centred design and problem re-framing tools to articulate the purpose behind a proposed solution or problem refinement effort. - Engage in co-development efforts with various stakeholder groups (i.e. patient advisors, clinicians, hospital administrators, etc.) to co-define, co-design and co-activate opportunities for

health innovation.
- Discuss areas where human factors considerations are omitted in the design of health innovation and how to reduce these oversights.
- Use frameworks to establish areas of deficiency for health innovation design based on human factors considerations.

Problem Framing
- Identify opportunities for health innovation in various (clinical and non-clinical) settings through need-finding (observation, interaction, research) approaches.
- Future-proof innovations by using tools to anticipate and think about what is next in an innovation space (i.e. 5-10 years into the future).
- Design surveys focus groups and interviews to engage stakeholder groups in innovation problem validation efforts.
- Create primary research methods and develop decision matrices that enable rapid need prioritization efforts.
- Use strategic management frameworks in consulting-type discussions with start-up ventures to demonstrate problem framing approaches.

Opportunity Assessment Techniques
- Identify appropriate secondary research sources and develop appropriate primary research approaches to validate the problem/solution space.
- Characterize and quantify problems, taking into consideration various stakeholders' power/interest areas.
- Develop criteria to screen concepts and projects to accelerate the identification of appropriate innovation opportunities for impact.
- Employ market segmentation strategies to characterize a target market and develop personas that describe key stakeholders including buyers.
- Conduct customer discovery interviews.
- Conduct a competitive analysis to identify differentiators required for sustainable competitive advantage.
- Triangulate information from primary and secondary sources to create a unique value proposition.

Solution Development
- Describe different project management approaches that guide an innovation through validation and go-to-market phases.
- Evaluate the financial and economic value of an early-stage solution.
- Define concepts, prototypes and minimum viable products for various innovation categories.

	- Understand stakeholders, resources, and decision points to be included in the design and development process. - Describe validation activities across the innovation development process. - Develop a target innovation profile using inputs from various sources. - Use the target innovation profile and risk analysis to develop testing requirements. - Create a product development roadmap and project milestones. - Create a prototype that permits usability and value assessment by stakeholders. - Design pilot studies and research projects to validate usability, proof-of-concept, functionality, integration, etc. for technologies of interest in clinical and non-clinical settings. - Differentiate requirements of validation activities for different risk classes of medical devices (per FDA), therapeutics (per FDA) and digital innovations. - Understand key principles of human clinical trial design. - Develop sales strategies to engage audiences during prototype demos, solicit feedback on specific attributes and articulate value for future fund-raising efforts. **Intellectual Property** - Understand basic principles of intellectual property protection mechanisms including patents, copyrights, trademarks, and trade secrets. - Develop an intellectual property strategy with consideration of overall development timelines and objectives. - Perform patent searches to complement competitive landscape analyses and validate white space for innovation of interest. - Discuss regional and global differences in intellectual property considerations as relevant to competitive strategies. **Risk Analysis & Regulatory** - Perform a risk analysis to identify critical challenges related to the business model, financial, technical, project, etc. considerations. - Differentiate requirements of regulatory authorities for different risk classes of medical devices (per FDA), therapeutics and digital innovations. - Understand regulatory pathways and industry standards of interest for medical devices, digital health solutions and other innovations. - Discuss privacy and security considerations based on data and use characteristics. - Explain the high-level structure and function of the health

system in Canada and the U.S. as well as policies relevant to innovation development.
- Discuss regional and global differences in regulatory considerations as relevant to competitive strategies.

The Art of Communication
- Employ sales and marketing strategies to create pitch presentations for various audiences.
- Employ effective communication practices, both written and verbal. These will be required during business and technical pitches as well as exploratory phases of innovation development.
- Describe key principles of building a trustworthy and credible brand using digital marketing and communications techniques.
- Describe how sales techniques can be used to build the interest of customers and payers during the early stages of health innovation.
- Demonstrate use of negotiation techniques during simulations of critical conversations for health innovations

Raising Capital
- Describe funding sources and describe how to manage relationships with different funding entities.
- Understand types of funding available, sources, and stage-specific considerations.
- Determine the business valuation of early-stage and late-stage health ventures through valuation methodologies.
- Develop an investor pitch deck using an innovation project.

Go-to-Market Strategy
- Explore 'exit strategy' opportunities including various venture creation, joint ventures, licensing deals, and mixed-strategy approaches.
- Describe different business models to generate revenues and become sustainable regardless of the underlying vision for value creation.
- Describe how to encourage the adoption of technologies when new mental models are needed or there is a crowded market.
- Explore best practices in change management and market entry approaches, to realize value creation.
- Create and validate a market entry and business strategy against existing ventures and stakeholder perspectives.
- Describe distribution channels, buyer scenarios and processes (e.g. procurement) used in public and private organizations.
- Develop a revenue generation strategy to ensure the sustainability of ventures.
- Develop pricing models and reimbursement/billing code strategies.

	• Describe components of successful early-stage venture budgets and financial planning/spending.
	Team & Culture
	• Analyze team skill requirements and describe how/when different contributors, mentors, coaches, and advisors might contribute to your team throughout the innovation development process.
	• Demonstrate use of conflict resolution and team management skills during simulated team dynamics scenarios.
	• Demonstrate understanding of how team composition and team-building practices adjust over the innovation project's life span.
	• Exemplify the skills, attitudes and behaviours required to work and collaborate with people, and develop personal management skills.
	• Collaborate with peers on real-life health innovation projects, problem-based learning case labs, and short assignments.
	Complexity Theory
	• Describe theories of complexity thinking with the change management process, the health system and implementation strategies.
	• Frame problems from multiple perspectives and use strategic management frameworks to evaluate different outcomes.
	• Differentiate between simple, complicated, complex and chaotic scenarios.
	• Navigate complexity in various levels of longitudinal simulation-based learning (i.e. case studies).
	• Reverse-engineer rationale that explains organizational, team and individual adaptive behaviours in response to complex environments.
	• Describe leadership and management skills required to navigate complex environments, through reflective practice.
Meeting Learning Objectives:	Health Ventures will use a series of courses to achieve the stated program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
Program Admission Requirements:	The program will be open enrolment.
Program Pre-requisites (if applicable):	Recommended program requirements will be posted to McMaster Continuing Education's website: "In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the program should meet the following requirements based on their education and work experience:

	1. Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Continuing Education; 2. Be proficient with basic computer program applications, such as Word, Excel; 3. Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years.
Program Completion Requirements:	To qualify for a Certificate of Professional Learning, students must complete three of four available courses (9 units) of study.
Program Delivery Format:	Program courses are delivered online and/or in a blended format. All formats will include instructor lectures and/or presentations, group discussions, and practical application activities. Courses will include an experiential learning component to combine theory with a real innovation project or problem-based learning scenario.
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, PBL Case Labs, reflections, several presentations, group projects, class participation or a combination thereof. Evaluations will be structured to evaluate participants' level of competency in achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.
Course Evaluation:	For each course, students will complete evaluations to assess content, delivery, materials, method of evaluation and instruction.
Course Instruction:	Instructors for courses will be selected by the Michael G. DeGroote Health Innovation, Commercialization & Entrepreneurship initiative. In compliance with McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas, the selection will be based on academic background and/or experience within the field. Instructors must have a Master's Degree (or equivalent) and significant professional experience and teaching within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.
Program Advanced Standing:	A maximum of one equivalent course (3 units) taken at another institution may be transferred into this program, subject to approval by the Program Manager. Transfer credits will be assessed using the following criteria: • The course must have an 80% overlap in content/curricula and a similar number of classroom or contact hours. • The course must have been taken within the last five years. • The course must have been taken from an accredited academic institution and listed on an official transcript with a grade. • The course final grade must be "C-" or better.

	• Students may apply courses listed under the Innovation Minor at McMaster University, subject to the approval of the Program Director.

Statement of Financial Viability:

I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).

- *Lorraine Carter, Director, Centre for Continuing Education*

Statement of Administrative Responsibilities:

Statement of Faculty Alignment:
The staffing and systems infrastructure to support the following functions already exists within McMaster Continuing Education and the Michael G. DeGroote Health Innovation, Commercialization & Entrepreneurship initiative.

Costs will be fully covered by tuition. During the first year of the program, the start-up will be subsidized by the Michael G. DeGroote Health ICE initiative.

McMaster Continuing Education program responsibilities:
- budget development and monetary responsibilities
- course registrations/administration
- supervision of instructors to ensure all required policies and practices are adhered to and course are taught according to program requirements and standards
- marketing and promotions

The Faculty of Health Sciences will act as an academic liaison and is charged with the responsibility of on-going academic review and assessment of the curriculum. The Faculty's letter of support is included at the end of this document.

Listing of Courses

Course Name	Required/Elective	Unit Value	Term
Health Ventures Level 1	**Required**	**3.0**	**Fall 2021 Winter 2022**

Do you have a great idea for health innovation? A new solution that changes how something is done? A current or future thesis/capstone project that addresses a big problem? An interest in exploring what it means to build innovation? The Health Venture course will help you develop essential entrepreneurial skills to Define Problems, Design Solutions and Activate Opportunities. Whether you are working on a new digital application, device, therapeutic, process, program, or are simply intrigued by how new innovative technologies are created, all are welcome to this learning experience. This course is case-based and uses both inquiry and problem-based learning approaches to introduce you to a broad range of topics relevant to aspiring health innovators. Key course components: video modules, challenges, PBL Case Labs, reflections, and quizzes. There is no final exam or project. **This is equivalent to the HTH SCI 3PP3 course.**

Innovation Project Course	Required	3.0	Fall 2021 Winter 2022

What is new value creation in healthcare? This course will provide you with an opportunity to apply the entrepreneurship skills you have developed so far to real-world health problems. As part of this course, you will be working on teams with learners from various programs at the undergraduate, graduate, resident, and clinical levels. The purpose of this course is to train you on how we identify and manage scalable opportunities for big impact in healthcare. We will work through four three-week 'sprints', where we analyze clinical problems, develop solutions and pitch our proposed solutions to a clinical and industry panel. This course highlights disruptive technologies (e.g. artificial intelligence, machine learning, virtual reality) as the solution space of interest as well as business models that require complex change and regulatory processes to become adopted. As such one of the key themes of this course will be managing complexity. This course also helps you understand how innovation works in healthcare contexts. What challenges exist? Which opportunities are prioritized? How do you identify opportunities that are worth pursuing? How do you navigate the health system and innovation processes to create a new value alongside a compelling business case? By the end of this course, you will have a deep understanding of the challenges faced by health innovators, a refined skill set in health entrepreneurship, and a network of industry and clinical professionals. **This is equivalent to the HTH SCI 4IS3 course.**

Health Ventures Level 2	Elective	3.0	Winter 2021

Health Ventures Level 2 is available to individuals seeking to explore a proof of concept, assess feasibility, and validate various aspects of their project, product, or company in the health innovation space. This milestone-based program will help you overcome common pitfalls and accelerate your innovation towards the market. This course includes project- and case-based learning. It uses both inquiry and problem-based learning approaches to introduce you to a broad range of topics relevant to aspiring health innovators. Key course components: video modules, challenges, PBL Case Labs, reflections, and quizzes. There is no final exam or project. There is a final presentation.

Navigating Complexity in Healthcare	Elective	3.0	Winter 2021

This course introduces learners to complexity theory through a healthcare lens. The health industry is inherently complex and challenging to navigate. Much like a biological system, it cannot be reduced to individual components or 'agents': it must be studied as a decentralized system. A complex system is inherently adaptable within a range of conditions, and although inter-dependencies may be characterized through simple rules, these rules may also change in response to constraints that naturally arise through a change in context. Our collective response to the COVID-19 pandemic has demonstrated the intricacies of complex adaptive systems. It has demonstrated the importance of strategic foresight, scenario planning, problem definition, big data, effective lines of communication, multi-disciplinary teams, and rapid decision-making processes. To explain healthcare as a complex adaptive system, this course will use multi-part problem-based learning case studies centred on the COVID-19 pandemic. We will also reverse-engineer several adaptations that emerged in non-health sectors to illustrate additional elements of complexity theory. These exercises will illustrate leadership, innovation, and management challenges faced by various agents before, during, and after the pandemic. Learners will develop a comprehensive set of tools to frame problems and navigate a variety of change efforts.

McMaster University

HEALTH SCIENCES

TO: Certificate & Diploma Committee
FROM: Dr. Robert Whyte, Vice-Dean of Education, Faculty of Health Sciences
RE: Proposal for Certificate of Professional Learning for Health Ventures

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I have reviewed the program submission documents presented by Continuing Education (CE) for the establishment of one Certificate in Professional Learning for Health Ventures. The specific program title is as follows:

- **Certificate of Professional Learning in Health Ventures**

I have determined that the proposed program meet all the criteria set out by the Undergraduate Council in its guidelines for certificates and diplomas and, therefore, endorse this submission with the support of the Faculty of Health Sciences.

The submission document provide specific course requirements, descriptions, and program learning outcomes for each program. The program is composed of academic credit courses and certificates from the Faculty of Health Sciences. This diploma program is aligned with and supported by the Faculty of Health Sciences. The involved courses for the Certificate of Professional Learning have been previously reviewed by the Faculty. Finally, the programs meet the Undergraduate Council's criteria for the designation of a Certificate of Professional Learning.

The Faculty of Health Sciences is pleased to have these high-quality programs available for individuals to meet their academic and professional goals. We support this Continuing Education program as their academic affiliate by carrying out the initial submission review and by providing guidance relative to curriculum issues. Additionally, we have provided Continuing Education with the guidelines needed by their students for the possible use of advanced standing rules when students enter our degree programs with credits from completion of the above program.

Sincerely,

INSERT SIGNATURE HERE

Dr. Robert Whyte Vice-Dean, Education
Faculty of Health Sciences

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

McMaster University | HEALTH SCIENCES

DATE: March 26, 2021

TO: Certificates & Diplomas Committee

FROM: Dr. Robert Whyte, Vice-Dean of Education, Faculty of Health Sciences

RE: Proposal for Health Ventures Program, Certificate of Professional Learning

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I have reviewed the submission document presented by McMaster Continuing Education (MCE) for the establishment of the Health Ventures program, Certificate of Professional Learning.

I have concluded that the proposed program meets all relevant criteria set out by the Undergraduate Council in its guidelines for Certificates and Diplomas. Therefore, I endorse this submission on behalf of the Faculty of Health Sciences.

The submission document outlines specific course requirements, descriptions, and program learning objectives. The program is composed of courses from the Michael G. DeGroote Health Innovation, Commercialization & Entrepreneurship initiative within the Michael G. DeGroote School of Medicine and the Faculty of Health Sciences. The involved courses for the Certificate of Professional Learning have been previously reviewed by the Faculty and meet the standards for academic undergraduate credit. Finally, as noted above, the program meets the criteria for the designation of a Certificate of Professional Learning as outlined in McMaster University's Policy for Certificates and Diplomas.

The Faculty of Health Sciences is pleased to support this program. As the academic affiliate, we support this Continuing Education program as well as their collaboration with the Michael G. DeGroote Health Innovation, Commercialization & Entrepreneurship initiative.

Sincerely,

Dr. Robert Whyte
Vice-Dean, Education
Faculty of Health Sciences

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

DATE: March-10-21

TO: Certificate & Diploma Committee

FROM: Lorraine Carter, Director, Continuing Education

RE: Closure of Health Information Management Programs (For Information Purposes)

Effective Fall 2020, McMaster Continuing Education (MCE) closed admissions into the Health Information Management (HIM) programs. These include our HIM Certificate, HIM Diploma and HIM+ Diploma. The programs were developed to shape and train health information management professionals in Canada. The HIM+ Diploma is the only pathway that led to a professional designation with the Canadian Health Information Management Association (CHIMA).

The decision to close the program was based on the development of a new pathway into the Health Information Management profession for post-graduate students. This pathway will best suit the needs of post-graduate adult learners. The HIM+ Diploma has seen constant enrolment. However, completion rates at McMaster University were low due to the long-term commitment part-time students had to devote to a 45 units diploma. Furthermore, industry research performed by CHIMA indicated that a new fundamentals approach could be designed as another point of entry into the profession for those aspiring for management or analytics positions within the field.

Students currently enrolled in the HIM programs will be able to complete their existing program up to December 31, 2022. A program schedule was developed and distributed to students so that they can plan their required course work for the next two years.

Plan to Wind Down the Program
Every effort will be made to ensure that students who are currently enrolled have the opportunity to complete their certificate, diploma or diploma+. The following steps were taken to communicate the closure of the program and manage the wind-down phase:
- Instructors were informed about the closure and the effect on their course load.
- An email was sent to all students who were enrolled in the program in the last 8 years.

- These students were asked if they wish to complete the program. A plan was developed to ensure that each student has an opportunity to complete the program within a reasonable period.
- The last program application intake was offered Winter 2020; no further intakes were permitted as of Fall 2020.   Only active students in the program will be permitted to enrol in HIM courses.
- Scheduling for subsequent terms was aligned with the requirements for current students to complete their program choice and the schedule was distributed to all students for future planning.
- A closure message was posted on the MCE website.

MCE is committed to helping all current students complete their HIM Program if that is their wish. We are also committed to working with our instructors to maintain good relationships and seek their support in creating a smooth and professional closure of the program.

Sincerely,

Lorraine Carter
Director, Continuing Education

Continuing Education – Certificate of Attendance Program Proposal for Information Purposes

Department & Program Information	
Program Name:	**Pragmatic Quality & Regulatory Approaches for Medical Devices**
Credential:	Certificate of Attendance (co-branded with National Institutes of Health Informatics (NIHI) and Continuing Education)
Name of Representative:	Nancy McQuigge
Effective Date:	April 6, 2021
Date of Submission:	April 6, 2021
Academic Merit	
Program Overview	The program is offered in partnership with McMaster Continuing Education (MCE) and the National Institutes of Health Informatics (NIHI). NIHI provides professional development training for health care professionals across Canada. This program adds to the existing partner programs with MCE and NIHI.

NIHI and MCE will offer a 10-hour program in the regulatory and quality aspects of medical devices.

Healthcare is a growing area of business, and new medical device and system innovations are emerging. The regulations and standards in the area of medical devices are trying to keep up with product innovations but are written with hardware concepts in mind. It is up to the quality and regulatory representatives of an organization to understand and apply the regulations and standards to their products. There are some key ways of approaching this area of quality and regulatory in medical devices with a pragmatic mindset and flexible way of thinking that can save time and effort.

Program sessions will focus on exploring quality systems and will provide tools and best practices to acquire and maintain certifications in the regulated environment of medical devices. Concepts regarding a pragmatic approach to quality systems will be consistent throughout the course, with real-world case studies.

This program is for:
- early-stage companies creating a Quality Management System (QMS); |

	• scaling up companies applying for certification and new markets; • existing organizations looking to streamline or increase engagement in their existing QMS; • healthcare organizations involved in the development of innovative devices and/or systems or procuring new equipment and systems; and • government staff with healthcare innovation, QMS and regulatory mandates. Operational, technical leaders, management in industry, healthcare organizations and government will find this course valuable to understand the concepts and ideas for a pragmatic approach to quality systems and projects. Upon completion, participants will be awarded a McMaster University - NIHI Certificate of Attendance in Regulatory and Quality Approaches for Medical Devices. A certificate of attendance is a non-academic certificate acknowledging that the recipient has completed a minimum of 10 hours of education/training in the subject area.
Learning Objectives	Learning objectives for the program are established by NIHI. Participants will be able to • define the regulatory landscape for medical devices. • build a QMS for a medical device. • explain the primary considerations when developing a medical device and understand how to execute strategies for the adoption and integration of QMS concepts in a healthcare organization. • describe, as senior-level staff, their role in the sponsorship of projects and employee engagement in quality concepts. • identifythe regulatory aspects of the products a healthcare organization develops, sources and purchases. • learn how to develop, measure, and monitor Key Performance Indicators (KPI) related to safe and effective QMS maintenance and continuous improvement. • apply best practices to ensure the security, privacy, and ethical use of connected health devices and data within regulated healthcare environments.
Meeting Learning Objectives	The program will use a series of modules/sessions to achieve the stated program objectives. Individual modules/session objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.

Program Completion Requirements	To receive a Certificate of Attendance, participants must complete a minimum of 10 hours of program content offered by NIHI. Participants will submit a series of evaluative components upon the completion of the modules/sessions.
Program Delivery Format	Sessions will be delivered online using a combination of synchronous and asynchronous activities.
Student Evaluations (Grading Process)	The final grade for participants will be "pass/fail".
Course Evaluation	NIHI will distribute a post-course evaluation for participants to assess content, delivery, materials, and facilitation.
Course Instruction	Facilitators are selected by NIHI from a pool of qualified professionals. Selection is based on academic background and/or experience within the program area.

Listing of Module Topics:

- Session 1 – Introduction to the course, and the definition of medical devices
- Session 2 – Regulatory Classification and pathways – real-world examples; Medical Device Single Audit Program (MDSAP)
- Session 3 – Building your first QMS and management commitment
- Session 4 – Practical considerations for process mapping and procedures
- Session 5 – Pragmatic approach to compliance with regulations
- Session 6 – Engagement of the entire organization in quality consideration
- Session 7 – Risk Management concepts, Failure Mode and Analysis Effects Analysis (FMEA)
- Session 8 – Software tools and agile software development
- Session 9 – Measuring and monitoring results, Key Performance Indicators (KPI), Management Review
- Session 10 – Security, Privacy, Legal, and Ethical Requirements and considerations

Continuing Education – Certificate of Attendance Program Proposal for Information Purposes

Department & Program Information	
Program Name:	**Clinical Fundamentals for Non-Clinicians: The Care of the Mind and the Nature of Public Health**
Credential:	Certificate of Attendance (co-branded with National Institutes of Health Informatics (NIHI) and Continuing Education)
Name of Representative:	Nancy McQuigge
Effective Date:	April 6, 2021
Date of Submission:	April 6, 2021
Academic Merit	
Program Overview	The program is offered in partnership with McMaster Continuing Education (MCE) and the National Institutes of Health Informatics (NIHI). NIHI provides professional development training for health care professionals across Canada. This program adds to the existing partner programs with MCE and NIHI. **Program description:** This course is the second course in the series *Clinical Fundamentals for Non-Clinicians*. A crucial competency Health Informaticians and other non-clinical professionals in the health system require is knowledge of the system, its parts, its people, its functions – including diagnosis, treatment, recordkeeping and the evaluation of the effectiveness of interventions – as well as the strengths and weaknesses of each of these. This is also basic knowledge for other professionals working in the health sector. The series will help the participant develop a useful understanding of health, sickness and the care system, including strategies for diagnosing rare and common problems, understanding test results, and evaluating treatments. This course has a special emphasis on mental health. Participants will complete their training with NIHI, and, upon finishing a specified number of hours and coursework, MCE will issue a Certificate of Attendance.
Learning Objectives	Learning objectives for the program are established by NIHI.

	Learners will be able to: • Understand and begin to work in collaboration with clinicians. • Define processes and systems that make a real difference in the work of clinicians and the care of patients. • Influence the evaluation of the effects and effectiveness of informational processes. • Communicate with clinicians from a position of familiarity with the nature of the work they do. • Plan the deepening of their knowledge and skills to be able to more intensely collaborate with clinicians.
Meeting Learning Objectives	The program will use a series of five sessions of approximately 2-hour duration (plus up to 30 minutes for additional discussion as required) to achieve the program objectives. Individual modules/session objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
Program Completion Requirements	To receive a Certificate of Attendance, participants must complete a minimum of 10 hours of program content offered by NIHI. Participants will submit a series of evaluative components upon the completion of the modules/sessions.
Program Delivery Format	Sessions will be delivered online using a combination of synchronous and asynchronous activities.
Student Evaluations (Grading Process)	The final grade for participants will be "pass/fail".
Course Evaluation	NIHI will distribute a post-course evaluation for participants to assess content, delivery, materials, and facilitation.
Course Instruction	Facilitators are selected by NIHI from a pool of qualified professionals. Selection is based on academic background and/or experience within the program area.

Listing of Module Topics:

The Care of the Mind and the Nature of Public Health
1. Understanding the Nature of Mental Health
2. Understanding Mental Health Treatments
3. Understanding Public Health
4. Understanding the Importance of Patient Engagement and Becoming the CEO of Your Care
5. The COVID-19 Pandemic as a Model for Understanding the Healthcare System

Continuing Education – Certificate of Attendance Program Proposal for Information Purposes

Department & Program Information	
Program Name:	**Clinical Fundamentals for Non-Clinicians: The Care of the Health of the Body**
Credential:	Certificate of Attendance (co-branded with National Institutes of Health Informatics (NIHI) and Continuing Education)
Name of Representative:	Nancy McQuigge
Effective Date:	April 6, 2021
Date of Submission:	April 6, 2021
Academic Merit	
Program Overview	The program is offered in partnership with McMaster Continuing Education (MCE) and the National Institutes of Health Informatics (NIHI). NIHI provides professional development training for health care professionals across Canada. This program adds to the existing partner programs with MCE and NIHI. This course is the first course in the series *Clinical Fundamentals for Non-Clinicians*. A crucial competency Health Informaticians and other non-clinical professionals in the health system require is knowledge of the system, its parts, its people, and its functions. This is also basic knowledge for other non-clinical professionals working in the health sector. The series will help the participant develop a useful understanding of health, sickness and the care system, including strategies for diagnosing rare and common problems, understanding test results, and evaluating treatments. This course will focus on the essential elements of the system to motivate people's participation in health care because maintaining health and receiving appropriate care depends on collaboration with care providers. Participants will complete their training with NIHI, and, upon finishing a specified number of hours and coursework, MCE will issue a Certificate of Attendance.
Learning Objectives	Learning objectives for the program are established by NIHI. Learners will be able to:

	- Understand and begin to work in collaboration with clinicians. - Define processes and systems that make a real difference in the work of clinicians and the care of patients. - Influence the evaluation of the effects and effectiveness of informational processes. - Communicate with clinicians from a position of familiarity with the nature of the work they do. - Plan the deepening of their knowledge and skills to be able to more intensely collaborate with clinicians.
Meeting Learning Objectives	The program will use a series of five sessions of approximately 2-hour duration (plus up to 30 minutes for additional discussion as required) to achieve the program objectives. Individual modules/session objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
Program Completion Requirements	To receive a Certificate of Attendance, participants must complete a minimum of 10 hours of program content offered by NIHI. Participants will submit a series of evaluative components upon the completion of the modules/sessions.
Program Delivery Format	Sessions will be delivered online using a combination of synchronous and asynchronous activities.
Student Evaluations (Grading Process)	The final grade for participants will be "pass/fail".
Course Evaluation	NIHI will distribute a post-course evaluation for participants to assess content, delivery, materials, and facilitation.
Course Instruction	Facilitators are selected by NIHI from a pool of qualified professionals. Selection is based on academic background and/or experience within the program area.

Listing of Session Topics:

The Care of the Health of the Body
1. Understanding the Nature of Health and the Purposes of Health Care
2. Understanding the Science and Art of Medicine and the Importance of Biomarkers
3. Understanding Why and How We Must Measure Health, and the Treatment Wager
4. Understanding the Patient Encounter, Diagnosis, Treatment and Effectiveness
5. Understanding Testing: What is Useful Testing and Where the Dangers Lurk

Continuing Education – Certificate of Attendance Program Proposal for Information Purposes

Department & Program Information	
Program Name:	**Navigating Healthcare Procurement**
Credential:	Certificate of Attendance (co-branded with National Institutes of Health Informatics (NIHI) and Continuing Education)
Name of Representative:	Nancy McQuigge
Effective Date:	April 6, 2021
Date of Submission:	April 6, 2021
Academic Merit	
Program Overview	The program is offered in partnership with McMaster Continuing Education (MCE) and the National Institutes of Health Informatics (NIHI). NIHI provides professional development training for healthcare professionals across Canada. This program adds to the existing partner programs with MCE and NIHI. NIHI and MCE will offer a 10-hour program in Navigating Healthcare Procurement. The purpose of this program is to equip participants with the knowledge, tools, and best practices needed to design and execute successful procurement projects that enable the adoption of beneficial and innovative solutions in healthcare settings. Program sessions will focus on understanding the procurement framework and regulations in Canada and key international markets, exploring various procurement models and strategies for stakeholder engagement, and establishing a framework for executing successful procurement and change management processes. Special attention will be paid to the role of value-based, or 'innovation procurement' as an agile model for adopting or participating in the design of, new and innovative healthcare solutions. Participants will complete their training with NIHI, and, upon completion of a specified number of hours and coursework, MCE will issue a Certificate of Attendance.
Learning Objectives	Learning objectives for the program are established by NIHI. Participants will be able to: • Gain knowledge and tools to support the development and execution of successful procurement projects.

	• Describe how to develop effective procurement processes using the models and vehicles that are most appropriate based on program objectives and stakeholder needs. • Identify the structure and regulations associated with procurement in the Canadian healthcare system and key international markets. • Apply best practices to the execution of procurement, vendor evaluation and selection, and change management processes.
Meeting Learning Objectives	The program will use a series of modules/sessions to achieve the stated program objectives. Individual modules/session objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
Program Completion Requirements	To receive a Certificate of Attendance, participants must complete a minimum of 10 hours of program content offered by NIHI. Participants will submit a series of evaluative components upon the completion of the modules/sessions.
Program Delivery Format	Sessions will be delivered online using a combination of synchronous and asynchronous activities.
Student Evaluations (Grading Process)	The final grade for participants will be "pass/fail".
Course Evaluation	NIHI will distribute a post-course evaluation for participants to assess content, delivery, materials, and facilitation.
Course Instruction	Facilitators are selected by NIHI from a pool of qualified professionals. Selection is based on academic background and/or experience within the program area.

Listing of Module Topics:

Session 1 – Introduction to procurement

Session 2 – Leadership and governance structures

Session 3 – Stakeholder engagement models and strategies

Session 4 – Needs identification and prioritization

Session 5 – Canadian and key international market procurement structures and regulations

Session 6 – Procurement models and vehicles

Session 7 – How to leverage value-based (innovation) procurement

Session 8 – Framework for executing successful procurement projects

Session 9 – Vendor evaluation and selection models and strategies

Session 10 – Change management strategies

Continuing Education – Certificate of Attendance Program Proposal for Information Purposes

Department & Program Information	
Program Name:	MedTech Innovation: The Fundamentals
Credential:	Certificate of Attendance (co-branded with National Institutes of Health Informatics (NIHI) and Continuing Education)
Name of Representative:	Nancy McQuigge
Effective Date:	April 6, 2021
Date of Submission:	April 6, 2021
Academic Merit	
Program Overview	The program is offered in partnership with McMaster Continuing Education (MCE) and the National Institutes of Health Informatics (NIHI). NIHI provides professional development training for healthcare professionals across Canada. This program adds to the existing partner programs with MCE and NIHI. This course is the first course in the series of courses for MedTech Innovations. NIHI and MCE will offer a 10-hour program in MedTech Innovation: The Fundamentals. The program will provide learners with an understanding of Canada's healthcare system including how healthcare is funded, how services are delivered, and how technologies are designed, used, and integrated. These factors are essential for successful MedTech innovation. This program exposes participants to the inner workings of the healthcare system at macro and micro levels to form a solid understanding of various healthcare delivery models, settings, clinical workflow, and health system operations. The fundamentals of successful innovation within the healthcare system will be covered including design-based thinking, interoperability, testing and validation, privacy and security, and regulatory considerations. Finally, key similarities and differences between health system operations and MedTech innovation in international markets will be discussed. This program is intended for executive leadership (CEOs, CTOs) of organizations that currently develop, or plan to develop

	MedTech devices or software-based solutions. As well, it is ideal for MedTech companies who are planning to onboard new talent in executive, leadership, sales and marketing, and/or technical roles. It will also be an excellent foundation for innovators undertaking or exploring MedTech design, development, validation, and/or go-to-market initiatives.
	Upon completion, participants will be awarded a McMaster University - NIHI Certificate of Attendance in MedTech Innovation: The Fundamentals. A certificate of attendance is a non-academic certificate acknowledging that the recipient has completed a minimum of 10 hours of education/training in the subject area.
	Participants will complete their training with NIHI, and, upon completion of a specified number of hours and coursework, MCE will issue the Certificate of Attendance.
Learning Objectives	Learning objectives for the program are established by NIHI. Learners will be able to: - Gain exposure to key healthcare settings, workflows, and providers to develop a deeper understanding of how healthcare delivery works in practice. - Apply design-based thinking to identify and address problem statements within the healthcare industry through MedTech innovation. - Describe how healthcare systems work in Canada and key international markets. - Identify the primary MedTech systems and devices used across the healthcare system and how they communicate and share information. - Comprehend health information and MedTech privacy, security, quality/regulatory, and ethical considerations.
Meeting Learning Objectives	The program will use a series of modules/sessions to achieve the stated program objectives. Individual modules/session objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
Program Completion Requirements	To receive a Certificate of Attendance, participants must complete a minimum of 10 hours of program content offered by NIHI. Participants will submit a series of evaluative components upon the completion of the modules/sessions.

Program Delivery Format	Sessions will be delivered online using a combination of synchronous and asynchronous activities.
Student Evaluations (Grading Process)	The final grade for participants will be "pass/fail".
Course Evaluation	NIHI will distribute a post-course evaluation for participants to assess content, delivery, materials, and facilitation.
Course Instruction	Facilitators are selected by NIHI from a pool of qualified professionals. Selection is based on academic background and/or experience within the program area.

Listing of Module Topics:

Session 1 – The importance of design-based thinking in healthcare innovation

Session 2 – Health care behind the scenes

Session 3 – How the health system works in Canada and key international markets

Session 4 – Levels and models of healthcare delivery in Canada

Session 5 – Common MedTech systems and devices in healthcare

Session 6 – Foundations of health information management and interoperability

Session 7 – Fundamentals of privacy and security

Session 8 - Testing and Validation

Session 9 – Navigating quality and regulatory

Session 10 – Ethical considerations and best practices in MedTech innovation

macPAGE: McMaster Passport for Aging Education
macPAGE.ca

Objective

The McMaster Institute for Research on Aging is seeking to issue a Certificate of Completion for McMaster students:

The MIRA Certificate of Completion Certificate in Research on Aging and Engagement with Older Adults; issued by the McMaster Institute for Research on Aging

This certificate of completion is congruent with the Senate Policy on Diplomas and Certificates. It requires students to complete at least 30 hours and includes a summative reflection to evaluate student learning.

Introduction

The McMaster Institute for Research on Aging (MIRA) was formed to bring together researchers from all six of McMaster's faculties to design and conduct interdisciplinary research that will support older adults to live longer and remain in good health as they age. Ontario's population is aging, and the population of older adults is set to increase over the next two decades, and McMaster is home to cutting edge researchers in this field. Despite the large number of researchers working on aging in the Faculties of Science, Engineering, Business, and Health Sciences, there are currently no tools in place to measure or incentivize students in these Faculties to undertake additional learning opportunities or focus their research papers on aging-related topics to acquire competency and build their skills in research on aging and working with older adults. MacPAGE exposes these students to a broad range of experiences related to working with older adults and provides them with the rich and rewarding opportunities that working in these fields can bring, both from a personal satisfaction perspective and to enhance competencies in an increasingly in-demand field of employment.

Seven pillars of aging education have been identified based on learning opportunities that would provide students with a breadth of experiences that contribute to student learning in different fields and areas of learning in research on aging and working with older adults. On the MacPAGE online portal students are presented with the pillars, and a list of potential experiences within each pillar. These experiences consist of a variety of learning settings and modalities including didactic learning at lectures and conferences, experiential learning opportunities, research projects, clinical experiences, community engagement, self-directed learning, and scholarship. These pillars were and activities within them were identified with guidance from MIRA's Training and Capacity Working Group and a group of student consultants, and have been reviewed to ensure students will have sufficient opportunities to continue to build on their learning while studying online during the COVID-19 pandemic.

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MacPAGE is an online portal where students are presented with the aforementioned pillars, and a list of potential experiences within each pillar. After completing experiences in each pillar, students will complete reflections to demonstrate what they have learned from these experiences. Students complete an attitudes survey at both the start and end of their work on the platform in order to help them to understand how their views on healthy aging have changed as they have engaged in more learning opportunities related to aging. MIRA was created to stimulate and facilitate interdisciplinary research in aging, as well as to support the development of innovative educational programs for students within the academic and clinical realms. In keeping with this mission, MIRA will issue a Certificate of Completion to students who complete the macPAGE requirements for 4 out of the 7 pillars. By offering a Certificate of Completion for this program, we hope to reinforce the value of extracurricular skill and competency development. By recognizing learners that have completed the program with a Certificate, we also hope to garner attention and interest in macPAGE to continue to promote education around geriatrics skills and competencies.

The MIRA Certificate of Completion in Research on Aging and Engagement with Older Adults builds off the success of the MIRA Certificate of Completion in Enhanced Geriatrics Competencies & Education. The original Certificate of Completion in Geriatrics Competencies is only marketed to medical students and designed to build skills that aligned with their training, whereas this Certificate of Completion is designed to appeal to a broader audience and build on skillsets that would be applicable and accessible across a variety of disciplines. MIRA will continue to offer both Certificates of Completion going forward.

Sections of this document are outlined in the table below:

Introductions, purpose, outcomes, organization	p. 1
Description of the seven pillars of aging education	p. 3
Breakdown of the time estimates for certificate completion	p. 5
Content from the macPAGE site	p. 6-7
Screenshots of the various experiences currently available under each pillar	pp. 8-11

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Description of Pillars

1. **Webinars & Lectures**
   Students attend one (1) approved conference or up to four (4) webinars or lectures relating to research on aging or working with older adults that are not part of a course you are enrolled in for credit. These webinars or lectures can be from any department, Faculty, institute or organization at McMaster or at another post-secondary institution you may have the opportunity to visit. You can also view webinars from professional organizations such as the International Federation on Ageing, the Canadian Association on Gerontology, and the American Society on Aging. You can either attend webinars live, or watch one from past catalogs.
   Time estimate: 4-8 hours

2. **Experiential Learning**
   Students will participate in one (2) experiential learning activity with an aging-focused component. Experiential learning opportunities vary by Faculty and must align with your Faculty's guidelines and expectations for these activities.
   Time estimate: 30-80 hours

3. **Clinical Experiences**
   Students will complete one (1) clinical placement that focuses on gaining clinical experience specifically with older adults. These activities will generally be part of a student's degree work in particular fields. Definitions of clinical experiences vary by field. Students must ensure your activities align with the guidelines, definitions, and structures laid out by your faculty, department, discipline, or professional body.
   Time estimate: 37-74 hours

4. **Volunteering and Intergenerational Community Involvement**
   Students will complete one (1) volunteer or community engagement opportunity with older adults. This experience can be a single day event or a longer-term commitment. Students may arrange their own experience or participate in other campus or community initiatives. Students are encouraged to participate in volunteering and community engagement activities during COVID-19 that allow you to work with older adults while adhering to physical distancing guidelines.
   Time estimate: Variable, between 10-40 hours

5. **Self-Directed Learning**
   Complete online learning modules (videos, e-learning, podcasts) and accumulate a minimum of six (6) hours of content from a variety of online learning opportunities. A list of approved online learning opportunities is provided, though students may submit other opportunities in their fields for inclusion and approval.
   Time estimate: 6-12 hours

6. **Research & Scholarship**
   Students can complete a research project, research poster presentation, conference presentation, or coursework research paper related to aging or working with older adults. This project can include research papers on aging or working with older adults you have completed as part of you coursework (even in a class that is not strictly focused

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on aging), as part of a student research award or fellowship, research you are undertaking as part of a thesis project, or for other projects.
Time estimate: 12+ hours

7. **Courses**
   You can get recognized for courses you take related to aging or working with older adults. For this pillar, students complete one (1) course related to aging or working with an aging population. This can include courses that are part of your current program of study. You may participate in a different course with a significant aging component that is not listed, provided you explain in your reflection how the content furthered your learning in this area. The Faculty of Social Sciences, Department of Health, Aging & Society, offers Majors (Health and Aging, Gerontology, Health Studies) as well as a Minor in Health, Aging and Society.
   Time estimate: up to a maximum of 14 hours

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Time Estimations for Certificate of Completion

MacPAGE content is organized online and was designed to be delivered both online (via online learning modules) and in-person (via conferences, events, clinical encounters, volunteer placements, research experience). However, to accommodate online learning during COVID-19, we have ensured that all pillars can be completed within appropriate physical distancing guidelines. Students upload proof of attendance or completion and reflect on the experiences through the online portal. The time to complete the content ranges based on the experiences selected, varying between 30 and 65 hours. Students are evaluated by review of each reflection and proof of completion of experiences in **four of the seven pillars**.

To provide a potential estimate of course hours, we have taken the four pillars with the least estimated time to complete, and averaging the estimated times, we have calculated an "average" expected number of program hours below. *(Note that we included ~3 hours of time to capture the required reflections and assessments at each stage, along with a summary reflection.)*

Webinars & Lectures
Students attend 1 approved conference or up to four (4) webinars or lectures relating to research on aging or working with older adults that are not part of a course you are enrolled in for credit.

Time estimate: 4-8 hours (avg 6 hours)

Research
Students can complete a research project, research poster presentation, conference presentation, or coursework research paper related to aging or working with older adults.

Time estimate: 12 hours (avg 12hours)

Volunteering and Intergenerational Community Involvement
Students will complete one (1) volunteer or community engagement opportunity with older adults. This experience can be a single day event or a longer-term commitment. Students may arrange their own experience or participate in other campus or community initiatives.

Time estimate: Variable, between 10-40 hours (avg 25 hours)

Self-Directed Learning
Students complete online learning modules (videos, e-learning, podcasts, etc.) and accumulate a minimum of 6 hours of content.

Time estimate: 6-12 hours (avg 8 hours)

~51 hours (6 + 12 + 25 + 8)

Learner Page Content

URL: *macpage.ca*

macPAGE: Passport to Geriatric Education

Seven pillars of geriatric education have been identified based on opportunities that expose students to learning about research on aging and working with older adults. These pillars provide students with a breadth of experiences that contribute to learning about different facets of working with older adults and different fields in research on aging. These experiences consist of a variety of learning settings and modalities including didactic learning at lectures and conferences, interprofessional events, experiential learning opportuniteis, community engagement, self-directed learning, and scholarship.

Step One: Let's get started! What is your current level of knowledge and understanding?

Please open and complete the following assessment to unlock the remaining macPAGE modules. All responses are strictly confidential and used only for the purposes of program evaluation and your own reflective learning. If you have questions, please check the **FAQ** or **contact us**.

Step Two: Learning Pilllars

Experiencing a breadth of learning opportunities in a variety of settings will facilitate the acquisition of a broad range of skills in the care of older adults. Below, please find icons for the seven learning pillars in geriatric medicine.

In order to meet the criteria to receive a MIRA Certificate of Completion for Research on Aging and Engagement with Older Adults, students, must complete the required experiences within four of the seven pillars. If you have questions, please check the **FAQ** or **contact us**.

Step Three: Summary Reflection: What have these learning experiences meant to you?

Please take a moment to reflect on your various experiences. Taking a moment to critically evaluate your experiences helps to solidify and incorporate learning.

In the box below, please enter a reflection about your overall experience with the macPAGE program (500-1000 words max.) Topics that you may address include but are not limited to:

- Tell us about your experience taking part in the macPAGE program?
- What made your experiences in this program rewarding?
- How did you feel about the activities you participated in?
- Did it change your perspective?
- Is there anything that could have worked better?
- How did your experience connect to other things you have learned about aging or working with older adults?
- Why did taking part in this opportunity matter to you and to the people you volunteered with?
- What were your major learning points?

If you have questions, please check the **FAQ** or **contact us**.

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Step Four: Let's see what you learned! Following your experiences, what is your current level of knowledge and understanding?

To help us evaluate the effectiveness of macPAGE, please complete the following assessment. All responses are strictly confidential and used only for the purposes of program evaluation and your own reflective learning. Upon completion of these questionnaires, you will be eligible for a MIRA Certificate of Completion for Research on Aging and Engagement with Older Adults.

If you have questions, please check the **FAQ** or **contact us**.

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Webinars and lectures

Attend up to four (4) webinars or lectures relating to research on aging or working with older adults that are not part of a course you are enrolled in for credit. These webinars or lectures can be from any department, Faculty, institute or organization at McMaster or at another post-secondary institution you may have the opportunity to visit. You can also view webinars from professional organizations such as the International Federation on Ageing, the Canadian Association on Gerontology, and the American Society on Aging. You can either attend webinars live, or watch one from past catalogs.

For proof of completion, please submit a copy of your registration for the events or webinars, a screenshot of you participating in a webinar, a picture from the events, a photo of your name tag (if provided), a series of your live tweets from the lectures, a macPAGE attendance form signed by the event organizer, or similar proof of your attendance.

Examples include:
- Aging, Community and Health Research Unit Events and Webinars - ACHRU hosts events and webinars throughout the year on improving the health of the aging population and supporting people to remain in the community ACHRU News and Events
- Canadian Longitudinal Study on Aging Webinars - The CLSA webinar series features online lectures from new, mid-career, and established health researchers who are interested in aging. The CLSA webinars provide a forum to discuss the latest health and aging research. CLSA Webinars
- Gilbrea Centre for Studies in Aging Seminar Series - monthly lectures on topics related to aging featuring experts from different fields Gilbrea Centre Seminars on Youtube
- McMaster Health Forum Events and Webinars - The McMaster Health Forum regularly hosts and contributes to events to support learning about ways to address pressing health- and social-system issues, including aging and working with older adults McMaster Health Forums "Top Ten" Webinars
- MIRA Webinars - online lectures covering different topics related to aging and working with older adults MIRA Webinars

Courses

You can get recognized for courses you take related to aging or working with older adults. For this pillar, students complete one (1) course related to aging or working with an aging population. This can include courses that are part of your current program of study. There are a number of courses related to aging at McMaster that are accessible at the undergraduate level, with several offered as electives.

For proof of completion, please submit a screen capture from the Mosaic Student Centre demonstrating you have successfully completed the course, either from the unofficial transcript or my course history page.

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Experiential Learning

Experiential learning opportunities vary by Faculty and department, so check in with your Faculty's experiential learning office to learn about ways you can participate in placements. To be eligible for macPAGE, your experiential learning opportunity or project must have an aging-focused component.

For proof of completion, please submit either a macPAGE attendance form signed by your supervisor, an hours log for your placement signed by your supervisor, a final report or project you have completed as part of your experiential learning, or other proof of your participation.

Examples include:
- HUMAN 3W03/ HUMAN 4W03 - Applied Humanities - students have the opportunity to gain valuable experience by taking skills and knowledge acquired in the classroom to an outside experience, all while gaining credit towards their degree
- MacChangers - a co-curricular program that pairs multidisciplinary teams with community partners to propose innovative solutions to local challenges facing the Hamilton community
- Semester at City Lab - working in interdisciplinary teams, students will have the chance to co-develop projects with City of Hamilton staff and collaborate with members of the broader community, while learning more about community engagement through lectures, workshops and field trips that take students into a range of urban community spaces

Clinical Experiences

Students will complete one (1) clinical placement that focuses on gaining clinical experience specifically with older adults. These activities will generally be part of a student's degree work in particular fields. NOTE: Definitions of clinical experiences vary by field. Students must ensure your activities align with the guidelines, definitions, and structures laid out by your faculty, department, discipline, or professional body.

For proof of completion, please submit a record of your hours, macPAGE attendance record, record from the University registrar demonstrating completion of a course in a clinical setting, or something similar.

Examples include:
- Clinical Placements in Nursing
- Clinical Placements in Occupational Therapy
- Clinical Placements in Physical Therapy

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Volunteering and Intergenerational Community Involvement

Students will complete one (1) volunteer or community engagement opportunity with older adults. This experience can be a single day event or a longer-term commitment. Students may arrange their own experience or participate in other campus or community initiatives. We have provided a few examples, but there are many more opportunities (including in your hometowns).

For proof of completion, please submit a photo of you volunteering or at a community event (remember to get consent from your supervisors first!), a macPAGE attendance form signed by your volunteer supervisor, a copy of your hours log or volunteer schedule, a letter from your volunteer supervisor or the community organization you are working with verifying participation, or other similar proof of attendance.

Examples include:
- Archway Intergenerational Programming - first year students living in residence at McMaster spend time with older adults from the community participating in virutal intergenerational social programs
- TechServeTO - TechServeTO is currently accepting volunteers that can assist with the operations of the organization and to call older adults. As such a volunteer, you would be responsible for one of the following tasks (we will give you the option of any of the below tasks): Calling older adults to resolve technical problems, helping with outreach activities to seniors organizations so that we can access more seniors in need, and assisting with technological needs that our organization may have. TechServeTO
- Community engagement opportunities with advocacy and support groups such as: Osteoporosis Canada; Arthritis Society; Hamilton Council on Aging; Heart and Stroke Society; Alzheimer Society
- Community telephone support programs in your community

Self-Directed Learning

Complete online learning modules (videos, e-learning, podcasts) and accumulate a minimum of six (6) hours of content from a variety of online learning opportunities. We have highlighted some suggested online learning opportunities.

For proof of completion, please submit completed attendance certificate, a certificate from your learning activity, or a screen shot demonstrating you have completed these e-learning activities.

Examples include:
- "Working with Older Adults" Course on the MacHealth portal - Get an overview of the importance of communication as well as best practices when caring for older adults; typical and atypical changes related to the aging process; important psychosocial issues and challenges; privacy and legal issues; and examine your assumptions related to caring for older adults in the healthcare system. McMaster Toolkit on Working with Older Adults
- Hacking Exercise For Health. The surprising new science of fitness - an online MOOC hosted on Coursera in which renowned exercise physiologists Martin Gibala and Stuart Phillips of McMaster University teach the surprising new science of cardio fitness and strength-building. Hacking Exercise for Health
- iGeriCare - A free, online dementia education program developed by experts in geriatrics, mental health and online learning at McMaster University. iGeriCare

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Research

Students can complete a research project, research poster presentation, conference presentation, or coursework research paper related to aging or working with older adults. This project can include research papers on aging or working with older adults you have completed as part of you coursework (even in a class that is not strictly focused on aging), as part of a student research award or fellowship, research you are undertaking as part of a thesis project, or for other projects. NOTE: if you have already counted an experience, such as a course or experiential learning opportunity for another pillar, this research paper or project cannot be part of that experience.

For proof of completion, please submit a pdf or jpg of your research poster, a copy of your completed research project, a copy of your conference presentation, a graded copy of a course-related research paper, or something similar.

Examples include:

- The Research Shop, Community Engagement McMaster - Research associates work in small teams over the course of six to eight weeks to co-author research reports in partnership with community organizations. At minimum, research associates must have completed the third year of a Bachelor's degree, though a completed Bachelor's degree is preferred.
- Undergraduate Student Research Awards - The McMaster Undergraduate Student Research Awards (USRA) are intended to cultivate and support research partnerships between undergraduate students and faculty members. The award provides you with an opportunity to receive funds to cover research-based activity during the Fall/Winter or Summer Term.

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MCYU Graduate Certificate of Completion

Objective

The McMaster Children and Youth University is seeking to issue a certificate of completion for McMaster Graduate Students:

Graduate Certificate of Completion in Knowledge Translation and Community Engagement; issued by the McMaster Children and Youth University

This certificate requires a minimum of 30 hours and includes a summative reflection to evaluate student learning. As such, it is in compliance with the Senate policy on Diplomas and Certificates. To the best of our knowledge the training provided and community engagement opportunity in this experience does not overlap with any current graduate course.

Introduction

Graduate students at McMaster are in the process of becoming experts in their fields. As such, they are well versed in their areas of study and in the process of academic research. However, some graduate students seek opportunities to further develop transferable skills that are not always readily available through their home departments. In particular, the MCYU program has been known to help facilitate skills in knowledge mobilization, knowledge translation, communication, leadership, problem solving, time management, teamwork, organization and adaptability. Skills that can be applied to a multitude of contexts is increasingly important as economic opportunities continue to evolve, both within and outside, the academy.

In the past MCYU was run as a volunteer program. In that capacity, the program attracted many undergraduate and graduate students alike. More recently, two courses have been created to provide students accreditation for the learning, time, energy and resources put into the program. Unfortunately, this is an undergraduate course which has eliminated the possibility for new graduate students to become involved. This certificate of completion would re-open the door for graduate students and allow them to also receive a formal recognition of their efforts. This certificate will be open to all graduate students from any faculty and does not have any prerequisites.

Each graduate student will be required to attend a two-day workshop where they will be trained on some foundational elements related to MCYU's approach, community engagement, knowledge translation/mobilization, and the art of presentation/performance. This training will provide the foundational elements so that students can then participate in a variety of experiential/hands-on opportunities. There will be four opportunities offered and students must choose a minimum of two which they can cater towards the skills they are most looking to

supplement their graduate experience. Their choices will be from the following experiential learning opportunities: mentorship, live workshop creation, presentations of workshops, creation of online workshop or e-book. MCYU will issue a Certificate of Completion to graduate students who have completed the foundational training, at least 2 of the 4 experiential opportunities and a reflection on their experience within the program. These modularized training experiences do not constitute courses individually.

The experiential opportunities (workshop mentorship and delivery, as well as Ebook creation) can be delivered throughout the academic year. Current plans are to have the foundational training offered in early May and early September. These two times may be best suited for incoming graduate students.

Description of Experiential Opportunities

1. **Mentorship**
   Students are paired with an MCYU group who is running a workshop in their area of study. They are required to mentor the group for a minimum of 8 hours. Specifically, they will help guide the accuracy of the information presented and the adherence to MCYU principles.
   Time Estimate: 8-10 hours

2. **Live Workshop Creation**
   Students will work with other students to create an MCYU workshop that can be presented in the Hamilton community. They will work on multiple iterations to refine the workshop to be inquiry-based, engaging, accurate, and creative. The final product will be clear enough that others would be able to easily follow the outline and present the workshop.
   Time Estimate: 10-12 hours

3. **Presentation of Workshops**
   In small groups, students will present an existing workshop at Hamilton Wentworth District schools, community centres, and libraries throughout Hamilton. Each workshop in the community will last approximately one hour. There is access to funds to help offset transportation.
   Time Estimate: 10-12 hours

4. **Creation of an Online Workshop or Ebook**
   Students will work to create an online workshop to present asynchronously or an MCYU Ebook, both of which will be featured in the MCYU collection. No prior digital skills are necessary as their will be tech support from the MCYU team.
   Time Estimate: 12-15 hours

Time Estimations for Certificate of Completion

MCYU Graduate Certificates of Completion will be completed through digital and in-person formats depending on which paths are taken. The foundational course will run once during Intersession, which takes place throughout the month of May, but the remainder of the elements

can be completed in their own time. The time to complete the content ranges based on the experiences selected, varying between 36 to 65 hours. Students are evaluated by attending the foundational training, proof of completion for the experiential components (many of which have an associated project or timesheet which act as proof) and a final reflection on the experience.

As an example, we have averaged the estimated time of the training session, two experiential opportunities with the least estimated time to complete, and the final reflection to show an "average" expected number of program hours below.

Foundational Training
Students attend 2 days (16 hours total) of a foundational training session that covers MCYU's approach, community engagement, knowledge translation/mobilization, and the art of presentation/performance

Time estimate: 15 hours (7.5 hours/day)

Mentoring
Students mentor another MCYU group on the content and approach of their workshop

Time estimate: 8-10 hours (avg 9 hours)

Presentations of Workshops
Students present multiple workshops at schools, libraries and community centres throughout Hamilton.

Time estimate: 10 – 12 (avg 11 hours)

Reflection
Students complete a reflection on their experience with the MCYU program

Time estimate: 3 hours

~38 hours (15 + 9 + 11 + 3)

DATE: March 12th,2021

TO: Chair, Undergraduate Council Certificate & Diploma Committee

FROM: Lorraine Carter
                   Director, McMaster Continuing Education

RE: Development & Facilitation of a NEW ½ Day Essentials Course Titled ESS-912 Your
                   Energy Currency: Enhancing and Improving Emotional Self-Awareness

_____

This item is submitted for information purposes from McMaster Continuing Education for the creation of a ½ Day Essentials course titled ESS-912 Your Energy Currency: Enhancing and Improving Emotional Self-Awareness as a part of our Essentials professional development programming.

Currently, the Essentials program consists of over 30 courses that align with six specific competency areas; these include Business Essentials, Communication Essentials, Innovation Essentials, Leadership Essentials, Productivity Essentials, and Team Essentials. This new ½ day Essential course offering will be a professional development learning opportunity that will be aligned with the following Essentials Programs: Business, Communication, Leadership and Teams.

Based on participant, community, and corporate feedback, and in consultation with Human Resources Organizational Development, we have identified the need for an Essentials course called Your Energy Currency: Enhancing and Improving Emotional Self-Awareness. In this half-day course, participants will learn about "energy" and how their energy can fundamentally define who they are and how they may be perceived by others. Participants will leave with the session with the tools necessary to identify and uncover their energy triggers, explore where their unconscious energy lies, and how to use the Energy of Leadership Index for enhancing self-awareness.

Upon completion of this ½ Day Essentials course and receipt of a passing grade, participants may use the course towards the five full days of course work (including evaluation) required for a Business, Communication, Leadership or Teams Certificate of Completion or a Multi-Competency Certificate of Completion.

As per the Certificate and Diploma Policy, Essentials ½ Day (0.25 credit weight) courses are not eligible for any transfer credits towards an elective credit in the Business Administration Diploma Program and therefore, do not require Faculty review or supporting documentation:

9.3 Although administrative and academic units at McMaster do not need permission from Undergraduate Council to issue Certificates of Completion, they are required, at minimum, to report new

Certificates of Completion and revisions to existing Certificate of Completion programs to Undergraduate Council on an annual basis.

It is expected that we will be able to schedule this course and offer it to McMaster University and external partners by Winter, 2022.

DeGroote | **McMaster University**   Executive Education   4350 South Service Road
SCHOOL OF BUSINESS   DeGroote School of Business   Burlington, ON, L7L 5R8
EDUCATION WITH PURPOSE

Undergraduate Council Certificates and Diplomas Committee
Care of: The University Secretariat
March 30, 2021

Chair and Committee Members,

Subject: Course Updates for the Executive Management Program

As described in the *Senate Policy on Diplomas and Certificates* (2020), we would like to submit an update to the Committee regarding the Executive Management Program (EMP) offered by the DeGroote School of Business, Executive Education department. This program, which offers non-academic Certificates of Completion, provides leadership development skills and capabilities for individuals and organizations.

As with all programs at the University, DeGroote's Executive Education programming made the transition to virtual learning in Spring 2020. After extensive research and collaboration with our key partners, some changes and enhancements were made in the delivery of our programs:

- All virtual programs are now delivered over two, half-day sessions (3 ½ hours per day);
- Some courses offer an additional one-hour session a month following the course to allow attendees to ask further questions and to re-connect with the faculty member;
- All programs incorporate either a pre or post reading assignment or assessment;
- All programs utilize available tools within the Zoom platform.

The transition to virtual delivery has truly been a success. All Executive Management Program courses have continued to be offered without any cancellations and feedback from our participants and corporate partners has been extremely positive.

Over the past year, we have introduced new course topics based on market research and feedback from our clients and partners. As new program requests are received on an ongoing basis, we continue to design and deliver relevant courses to the community.

Executive Management Program Courses

The following courses were included in the last Committee update and are still being offered within the program:

- High Impact Strategic Planning
- Emotional Intelligence Edge
- Essential Leadership Skills for Demanding Workplaces
- Best Practices in Strategy Execution
- Engaging Your Employees
- The Mindful Leader
- Developing a Thriving Workplace Culture
- Design Thinking Leadership
- Vital Conversations
- Influence and Leadership Presence
- Strategic Thinking

New Courses Introduced in 2020-2021:

- Boost My Business Brain
- Negotiation Intelligence
- Leading and Managing Change
- Realizing a Resilient Team
- Governing and Organization
- Science of Designing and Delivering Powerful Presentations
- Systems Thinking for a Changing World
- Leading Change for Innovation and Impact
- Technology Forecasting
- Anti-Fragile Leadership
- The Anticipant Organization
- Crisis Communications and Issues Management
- Reputation Management
- Digital, Social and Artificial Intelligence Insights for Communicators
- Financial Management for Non-Financial Managers
- Analytics and Data Science for Communicators
- Equity, Diversity, and Inclusion
- Strategic Foresight
- Strategic Communications

Program Specialization Streams

There are four areas of specialization within the Executive Management Program:

- Leadership Development
- Strategic Management
- Strategic Foresight
- Communications Leadership

We would be happy to answer any questions the Committee has regarding these topics, or the ongoing operation of the Executive Management Program.

Regards,

Dave Mammoliti
Director, Executive Programs
DeGroote School of Business
McMaster University

Steven Walker
Manager, Executive Education
DeGroote School of Business
McMaster University

To: Ceremonials and Insignia Committee

From: Lorraine Carter, Director, McMaster Continuing Education

Re: Approval of design for new credential, Certificate of Professional Learning; Certificate of Completion duplicate options

McMaster Continuing Education is seeking the Committee's approval of the proposed design for a new academic credential called Certificate of Professional Learning. This credential consists of nine academic units of study and was approved by Senate in Summer 2020. Please see the attachment.

Also, we would ask for the Committee's assistance on a second matter. In the present Certificate and Diploma policy, there are two designs for a Certificate of Completion: one with a largish maroon border and a second newer one that McMaster Continuing Education recommended and was approved by the Certificates and Diplomas Committee. This latter design is very helpful in that it can be used for single partner programs as well as programs with two or three partners. It is also appropriate for use as a Certificate of Attendance.

Unfortunately, when the newer design was approved, the former design was not eliminated. The outcome is that eligible learners are receiving different documents for the same credential.

 With thanks.

BRIGHTER WORLD

McMaster University

Continuing Education awards
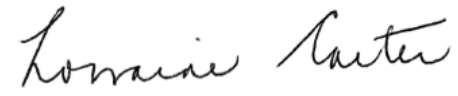
William A. McMaster

the Certificate of Professional Learning in

Risk Management

Dated this 31st day of May, 2021 at Hamilton, Ontario.

_____
University Registrar

_____
Director, McMaster Continuing Education

Reason for reprint:

Across the Stage:

McMaster University

Continuing Education awards
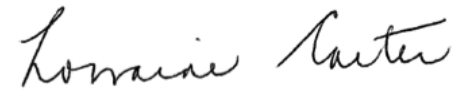
William B. McMaster

the Certificate in

Data Analytics

Dated this 1st day of June, 2021 at Hamilton, Ontario.

University Registrar

Director, McMaster Continuing Education

Reason for reprint:

Across the Stage:

McMaster University

Continuing Education awards
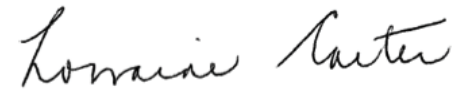
William C. McMaster

the Diploma in

Professional Addiction Studies

Dated this 30th day of November, 2021 at Hamilton, Ontario.

_____
University Registrar

_____
Director, McMaster Continuing Education

Reason for reprint:

Across the Stage:

Policies, Procedures and Guidelines

Complete Policy Title

Certificates & Diplomas Policy

Policy Number (if applicable):

Approved by

Senate

Date of Most Recent Approval

July 8, 2020

Date of Original Approval(s)

May 12, 1997

Supersedes/Amends Policy dated

Senate Policy on Diplomas and Certificates, June 6, 2018

Policy on Certificates and Diplomas, March 10, 2010

Responsible Executive

Vice-Provost, Faculty

Policy Specific Enquiries

Vice-Provost, Faculty

General Policy Enquiries

Policy (University Secretariat)

DISCLAIMER: *If there is a Discrepancy between this electronic policy and the written copy held by the policy owner, the written copy prevails.*

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SECTION I: INTRODUCTION

PREAMBLE

1. The purpose of this Policy is to provide minimum academic criteria which must be met if programs are to be approved as McMaster University certificates and diplomas. The academic criteria proposed are intended to maintain the University's high academic standards and enable certificates and diplomas to continue their traditional functions of providing studies complementary to degree programs, professional preparation or upgrading, and/or bridging into degree programs.

2. The evaluation, approval and monitoring of certificate and diploma programs is the responsibility of the University's governing councils, Graduate Council and Undergraduate Council (as applicable). The relevant Council shall report to the Senate the establishment, closure, and/or substantial revisions of academic certificate and diploma programs.

3. Academic certificate and diploma programs are operated in accordance with normal academic regulations as outlined in the *Undergraduate Calendar* or *Graduate Calendar* (as applicable).

DEFINITIONS

4. **Credential** is a body of academic work or collection of course work that stands on its own and for which a parchment is issued. McMaster credentials include certificates, diplomas, and degrees.

5. **Academic Credit Course** is a course of an academic calibre consistent with those offered in undergraduate or graduate degree programs. The most common kind of academic credit course is that included in the curricula of undergraduate or graduate degree programs. These provide a benchmark against which other academic credit courses can be evaluated.

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SECTION II: PROCEDURAL REQUIREMENTS

MANAGEMENT OF ACADEMIC CERTIFICATE AND DIPLOMA PROGRAMS

6.   Academic certificate and diploma programs are operated in accordance with normal academic regulations as outlined in the *Undergraduate Calendar* or *Graduate Calendar* (as applicable).

7.   Students registered in academic certificate and diploma programs are issued a student number, classes are scheduled within sessional dates, and part-time student fees are charged. Student records, including grades, are maintained by the Office of the Registrar.

8.   Academic certificates and diplomas will be issued by the academic unit offering the program to the student upon completion of all academic requirements of a program.

ACADEMIC CREDIT FOR DIPLOMA AND CERTIFICATE COURSES

9.   Certificate and diploma programs include courses which are determined to be of an academic calibre consistent with courses offered in undergraduate or graduate degree programs (as appropriate).

10.   While credit for courses in degree programs is normally given in blocks of three or six units, credit can be at the one, two, three or any other unit level.

11.   To receive approval as an academic credit course, a course which is not part of a degree program must:

   a)   be at a level of intellectual rigour comparable to that found in undergraduate or graduate degree program courses in the same or similar field(s). Academic credit courses are vetted by the Faculty offering the course or that is most relevant to the content of the course;

   b)   evaluate student performance by the methods normally used in degree courses such as tests, essays, reports and other assignments; and

   c)   include a systematic student evaluation of the course using such methods as multiple-choice questionnaires, narrative responses and/or interviews.

Transfer between Credentials

12.   Academic credits can be applied to another credential. Examples include, but are not limited to, transfer of credit from a certificate to a degree or from a degree to a diploma. Normally, credits can be applied to a maximum of two credentials.

13.   Up to 100% of the academic credit courses completed toward undergraduate diploma and certificate programs may be used for credit toward another credential at the discretion of and in accordance with the normal academic rules specified by the academic unit offering the subsequent credential.

14.   In some specific cases, courses taken for credit as part of a graduate diploma program may be considered for credit toward a subsequent Master's degree program.

Academic Approval Criteria

15. When approving a certificate or diploma program, Undergraduate Council or Graduate Council (as appropriate) must ensure that the program proposal appropriately fulfills all of the following criteria:

    a) well-defined program objective(s);

    b) well-defined program learning outcomes;

    c) curriculum to meet the program learning outcomes; and

    d) admission requirements (as applicable).

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SECTION III: UNDERGRADUATE DIPLOMAS

16.   An Undergraduate Diploma is a program of study involving a significant body of academic work coherently organized around clear learning objectives. Undergraduate Diplomas (including post-baccalaureate diplomas) may be focused primarily upon academic or professional development objectives, but all must include academic content equivalent to a **minimum of 24 units** of undergraduate-level course work.

17.   Undergraduate Diplomas serve such functions as: study complementary to degree programs, professional preparation or upgrading, and bridging into undergraduate degree programs. The word Diploma <u>must</u> be included in the program name.

Academic Program Requirements

18.   All Undergraduate Diplomas must include academic credit courses equivalent to **at least 24 units** of undergraduate study at McMaster. In addition to their academic content, Undergraduate Diploma programs may include courses and other forms of learning which are not suitable for academic credit.

19.   The maximum overlap with degree courses is 70% of the requirement for the diploma. Up to 100% of the academic credit courses completed toward undergraduate diploma and certificate programs may be used for credit toward another credential at the discretion of and in accordance with the normal academic rules specified by the academic unit offering the subsequent credential.

Admission Requirements

20.   There are two sets of admission requirements:

General Requirements

a)   students who wish to enter an Undergraduate Diploma program must have at least one of:

(i)   an Ontario Secondary School Diploma or equivalent;

(ii)   be a mature student as defined in the *Undergraduate Calendar;* or

(iii)   be deemed an exceptional case by the admissions committee for the Undergraduate Diploma.

b)   these requirements ensure that students have the basic capabilities necessary to deal with the academic credit courses in Undergraduate Diploma programs and take into account the bridging function that some diplomas perform; and

Additional Requirements

c)   any particular diploma program may have other admission requirements which are appropriate to its learning objectives. These requirements may include prerequisite courses or degrees specific to the particular diploma.

SECTION IV: GRADUATE DIPLOMAS

21.   A Graduate Diploma is based on Graduate Degree Level Expectations and will prepare students for employment requiring sound judgment, personal responsibility and individual initiative, in complex and unpredictable professional environments.

22.   Graduate Diplomas must include academic content **equivalent to a minimum of four graduate courses** at McMaster. Graduate Diplomas are defined in this Policy. However, the review and approval process falls under the *Policy on Academic Program Development and Review.*

23.   There are three types of Graduate Diplomas:

a)   *Master's Level Diploma (Type 1)* programs require students to develop a conceptual understanding of fundamental aspects of the discipline. Some programs require students to demonstrate Master's-level analytical, interpretative, methodological and expository skills through course-specific applications, while some may also require students to demonstrate these skills in applied activities;

b)   *Master's and Doctoral Level Diploma (Type 2)* programs are offered in conjunction with a Master's or doctoral degree and represent an additional, usually interdisciplinary, qualification. Programs require students to develop a conceptual understanding of fundamental aspects of the discipline(s) and appropriate levels of analytical, interpretative, methodological and expository skills through course-specific applications, while some may require students to demonstrate these skills in applied activities; and

c)   *Master's and Doctoral Level Diploma (Type 3)* programs are stand-alone, direct-entry Graduate Diploma programs require students to develop a conceptual understanding of fundamental aspects of the discipline. Programs require students to demonstrate the appropriate level of analytical, interpretative, methodological and expository skills through course-specific applications, while some may require students to demonstrate these skills in applied activities.

Academic Course Requirements

24.   All McMaster Graduate Diplomas must include academic credit courses equivalent to at least four courses at the graduate level at McMaster.

Admission Requirements

25.   There are two sets of admission requirements:

General Requirements

a)   students who wish to enter a Graduate Diploma program must meet the admission requirements of a Master's level program. These requirements ensure that students have the basic capabilities necessary to deal with the academic credit courses in Graduate Diploma programs; and

Additional Requirements

b)   any particular Graduate Diploma program may have other admission requirements which are appropriate to its learning objectives. These requirements may include prerequisite courses or degrees specific to the particular diploma.

SECTION V: UNDERGRADUATE CERTIFICATES

26.   An Undergraduate Certificate is a program of study coherently organized around clear learning objectives and having academic content equivalent to **15 or 9 units** of undergraduate study at McMaster.

27.   There are three types of Undergraduate Academic Certificates:

   a)   Stand-Alone Undergraduate Certificate (15 units);

   b)   Stand-Alone Certificate of Professional Learning (9 units); and

   c)   Concurrent Undergraduate Certificate (15 units).

STAND-ALONE UNDERGRADUATE CERTIFICATE

28.   Stand-Alone Undergraduate Certificate (including Post-Baccalaureate Certificates) may be focused primarily upon academic or professional development objectives, but all must meet the minimum criterion of academic content (**15 units**). Stand-Alone Undergraduate Certificates serve such functions as bridging into undergraduate degree programs, professional preparation or upgrading, and study complementary to degree studies.

Academic Course Requirements

29.   All Stand-Alone Undergraduate Certificates must include academic credit courses equivalent to at least **15 units** (half a year) of undergraduate study at McMaster. In addition to their academic content, Stand-Alone Undergraduate Certificate programs may include courses and other forms of learning which are not suitable for academic credit.

30.   Up to 100% of the academic credit courses completed toward undergraduate diploma and certificate programs may be used for credit toward another credential at the discretion of and in accordance with the normal academic rules specified by the academic unit offering the subsequent credential.

Admission Requirements

31.   There are two sets of admission requirements:

   General Requirements

   a)   students who wish to enter a Stand-Alone Undergraduate Certificate program must have at least one of:

      (i)   an Ontario Secondary School Diploma or equivalent;

      (ii)   be a mature student as defined in the *Undergraduate Calendar* of McMaster University; or

      (iii)   be deemed an exceptional case by the admissions committee for the certificate.

   b)   these requirements ensure that students have the basic capabilities necessary to deal with the academic credit courses in Undergraduate Certificate programs and take into account the bridging function that some certificates perform; and

Additional Requirements

c)   any particular Stand-Alone Undergraduate Certificate program may have other admission requirements which are appropriate to its learning objectives. These requirements may include prerequisite courses or degrees specific to the particular certificate.

STAND-ALONE CERTIFICATE OF PROFESSIONAL LEARNING

32.   Stand-Alone Certificate of Professional Learning enables learners to complete an academic program of study (**9 units**) with a professional focus. It will include academic development objectives targeting the learner's growth in a professional area and will meet the minimum criterion of academic content. Stand-Alone Certificates of Professional Learning serve the function of bridging into undergraduate degree programs and professional enhancement.

Academic Course Requirements

33.   All Stand-Alone Certificates of Professional Learning must include academic credit courses equivalent to **9 units** of undergraduate study at McMaster. Up to 100% of the academic credit courses completed toward undergraduate diploma and certificate programs may be used for credit toward another credential at the discretion of and in accordance with the normal academic rules specified by academic unit offering the subsequent credential.

Admission Requirements

34.   There are two sets of admission requirements:

General Requirements

a)   students who wish to enter a Stand-Alone Certificate of Professional Learning program must have at least one of:

(i)   an Ontario Secondary School Diploma or equivalent;

(ii)   be a mature student as defined in the *Undergraduate Calendar* of McMaster University; or

(iii)   be deemed an exceptional case by the admissions committee for the certificate.

b)   these requirements ensure that students have the basic capabilities necessary to deal with the academic credit courses in Undergraduate Certificate programs and take into account the bridging function that some certificates perform; and

Additional Requirements

c)   any particular Undergraduate Stand-Alone Certificate of Professional Learning program may have other admission requirements which are appropriate to its learning objectives. These requirements may include prerequisite courses or degrees specific to the particular certificate.

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CONCURRENT UNDERGRADUATE CERTIFICATE

35. A Concurrent Undergraduate Certificate shall be focused primarily upon academic development objectives and must meet the minimum criterion of academic content (**15 units**). This type of Certificate sets out a plan of study complementary to degree studies and will provide added value to degree studies.

Academic Course Requirements

36. All Concurrent Undergraduate Certificates must include academic credit courses equivalent to at least 15 units (half a year) of undergraduate study at McMaster.

37. In addition to their academic content, concurrent certificate programs may include courses and other forms of learning which are not suitable for academic credit. Up to 100% of the requirement for the concurrent certificate may overlap with degree courses.

Admission Requirements

38. Students who wish to enter a Concurrent Undergraduate Certificate program must be enrolled in an undergraduate degree program at McMaster.

39. Any particular Concurrent Undergraduate Certificate program may have other admission requirements, such as prerequisite courses, which are appropriate to its learning objectives.

SECTION VI: GRADUATE CERTIFICATES

40.   A Graduate Certificate is a program of study coherently organized around clear learning objectives and having academic content equivalent to a minimum of three graduate courses at McMaster.

Academic Course Requirements

41.   All Graduate Certificates must include academic credit courses equivalent to at least three courses at the graduate level at McMaster. Up to 100% of the certificate course requirements may overlap with graduate degree courses. (Courses may or may not be unique to the certificate.)

Admission Requirements

42.   There are two sets of admission requirements:

General Requirements

a)   students who wish to enter a Graduate Certificate program must meet the admission requirements of a Master's level program. These requirements ensure that students have the basic capabilities necessary to deal with the academic credit courses in Graduate Certificate programs; and

Additional Requirements

b)   any particular Graduate Certificate program may have other admission requirements which are appropriate to its learning objectives. These requirements may include prerequisite courses or degrees specific to the particular certificate.

SECTION VII: OTHER CERTIFICATES

43. There are two types of non-academic programs:

a) Certificates of Completion: and

b) Certificates of Attendance.

44. These non-academic programs are distinct and differentiated from Certificates and Diplomas. The term "Certificate" shall only be used by McMaster courses and programs within the guidelines of this Policy.

CERTIFICATE OF COMPLETION

45. A Certificate of Completion acknowledges that an individual has completed a course or program at McMaster that does not have the status of an academic program.

46. A Certificate of Completion can be issued when a non-academic course or program includes a minimum of **30 contact hours** and **evaluation** of the learner's learning. Certificates of Completion may include academic content if the course or courses have been approved for credit toward another credential.

47. The learner must demonstrate competency in the material as determined by evaluation methods which may include an exam, paper, project, presentation, etc. This will normally be recorded as a pass or fail, and records will be kept by the unit offering the program.

48. This category will be suitable for various types of life-long learning courses and programs. The Certificate of Completion is not an academic certificate and as such shall not be categorized as undergraduate or graduate level.

Admission Requirements

49. Normally, there are no specific admission requirements.

Credit Toward Another Credential

50. Normally, there is no credit granted towards degree program studies, unless the course or courses making up the Certificate of Completion have been approved for credit as part of a degree, diploma or certificate.

51. A series of Certificates of Attendance (see below) cannot make up the components of a Certificate of Completion.

Approval Criteria

52. Although administrative and academic units at McMaster do not need permission from Undergraduate Council to issue Certificates of Completion, they are required, at minimum, to report new Certificates of Completion and revisions to existing Certificate of Completion programs to Undergraduate Council on an annual basis.

53. However, if new **fees** are being charged to learners, the Faculty proposing the Certificate of Completion program must follow the process for approval of academic certificates and diplomas.

54. It is expected that Certificates of Completion will be granted only when the activities are of benefit and/or interest to the community and are consistent with the objectives of McMaster University.

Guidelines and Limitations

55. Clarity and the protection of the McMaster certificate brand are paramount. Thus, any courses or programs that issue a Certificate of Completion shall not use the term Certificate in their title, unless it is part of the term "Certificate of Completion." Exceptions may occur when a program is provided as contract training to a company (i.e. not a public program) and the program name is determined jointly with the client.

56. The course description should include the credit or non-credit status of the course, that there will be learner evaluation, how the learner shall be graded (i.e., pass/fail or a letter grade), and that a "Certificate of Completion" will be awarded for successful completion.

CERTIFICATE OF ATTENDANCE

57. A Certificate of Attendance acknowledges that an individual has participated in a set of activities at McMaster that does not have the status of an academic program as there is no academic content and no evaluation of learning.

58. Such activities are designed to meet the interests and objectives of participants who may want to acquire general knowledge or training for general interest purposes, but who neither require nor seek any form of professional or academic recognition. As such a Certificate of Attendance shall not be categorized as undergraduate or graduate level. This category will be suitable for various types of life-long learning courses and programs.

Admission Requirements

59. Normally, there are no specific admission requirements.

Credit Toward Degree or Other Program Studies

60. There is no credit granted toward additional credentials.

Approval Criteria

61. Although administrative and academic units at McMaster do not require approval from Undergraduate Council to issue Certificates of Attendance, they are required, at minimum, to report to Undergraduate Council on an annual basis new Certificates of Attendance programs and revisions to existing Certificate of Attendance programs.

62. However, if new **fees** are being charged to learners, administrative and/or academic units proposing the Certificate of Attendance program must follow the process for approval of academic certificates and diplomas.

63. It is expected that Certificates of Attendance will be granted only when the activities are of benefit and/or interest to the community and are consistent with the objectives of McMaster University.

<u>Guidelines and Limitations</u>

64. Clarity and the protection of the McMaster certificate brand are paramount. Thus, any courses or programs that issue a Certificate of Attendance shall not use the term Certificate in their title, unless it is part of the term "Certificate of Attendance."

NON-MCMASTER CERTIFICATES

65. McMaster collaborates with other organisations and institutions to offer programming toward a credential that is issued by that other entity. Such externally issued credentials are outside the scope of this Policy.

SECTION VIII: PROCEDURES FOR APPROVAL

66. The Faculty or Centre for Continuing Education will present the proposal for undergraduate diplomas, undergraduate academic certificates and undergraduate-level academic credit courses to the Undergraduate Council Certificates and Diplomas Committee. Once approved, the Certificates and Diplomas Committee will then make a recommendation to Undergraduate Council.

67. In the case of graduate certificates and graduate-level academic courses, the Faculty will present proposals to Graduate Council.

68. The relevant Council shall report to the Senate the establishment, closure, and/or substantial revisions of academic certificate and diploma programs.

69. The academic unit is responsible for providing a complete proposal. In addition to the program proposal, the complete submission must include a statement of academic merit from the office of the Dean, as described below.

70. Graduate Diplomas are approved through the process outlined in the *Policy on Academic Program Development and Review.*

71. The approval and reporting processes for Certificates of Completion and Certificates of Attendance are outlined in Section VII above.

Statement of Academic Merit

72. The statement of academic merit is normally an attestation from a Faculty, at McMaster University, confirming that the Faculty has vetted the proposed program and found that it meets the criteria for the designation proposed. That statement will also include a general description of how the academic merit of the proposal was evaluated, including such things as which academic departments were involved and the procedures used.

73. Proposals for new academic credit courses, which are intended to be part of a certificate or diploma program, and which are not to be part of any degree program, will include the following:

   a) a paragraph-long course description along with a statement of the number of units of academic credit provided by the course; and

   b) a statement of how the course contributes to the learning objectives of the program(s) of which it will be a part.

Financial Viability and Resource Implications

74. The financial viability of a certificate and diploma program is evaluated through other mechanisms within the University. All programs should follow these approval processes and ensure they are complying with financial policies, which may include returning a portion of revenue to the University.

75. Diploma and academic certificate programs, as well as non-academic certificates for which fees are charged, must submit fee proposals to the University Student Fees Committee for approval. Normally, this approval

should be sought prior to submission of the academic proposal to Undergraduate Council or Graduate Council. Please note that fees are approved by the Board of Governors for the subsequent academic year, so approvals should be sought in sufficient time to launch programs as planned.

76. Following approval by Undergraduate Council or Graduate Council (as applicable), the completed *Financial Viability and Resource Implications template* for new certificate and diploma programs must be reviewed, prior to submission of the business case to the University Planning Committee, as per the *Academic Revenue Activity Policy for Revenue Generating Certificate and Diploma Programs Administered through a Faculty* by the:

    a) Executive Director Finance and Administration (Academic); and

    b) Vice-Provost (Faculty) or Vice-Provost and Dean of Graduate Studies.

77. It is expected that **additional fees will not** be charged for Undergraduate Concurrent Certificates and Graduate Certificates, and that such programs will not generate additional revenue for the University, and therefore do not normally require approval from the University Planning Committee.

APPENDIX A: SAMPLE PARCHMENTS

The Chancellor and Senate of

McMaster University

award

Firstname Lastname

the graduate diploma in

Advanced Neonatal Nursing

Dated this 20th day of November, 2015 at Hamilton, Ontario.

McMaster University   Certificate of Completion

is hereby presented to

Firstname Lastname

to recognize the successful completion of the

Project Management Program

delivered by <Faculty/Dept>
<enter optional information re: hours>

Name of Credential

is hereby presented to

Firstname Lastname

to recognize the successful completion of the

Program Title

delivered by the <CCE or Partner> in partnership with <CCE or Partner> and <CCE or Partner>

_____   _____
       Signature   Date

McMaster University

Name of Credential

is hereby presented to

Firstname Lastname

to recognize the successful completion of the

Program Title

delivered by the Centre for Continuing Education

_____   _____
       Signature   Date

McMaster University

Name of Credential

is hereby presented to

Firstname Lastname

to recognize the successful completion of the

Program Title

delivered by the <CCE or Partner> in partnership with <CCE or Partner>

_____   _____
Signature   Date

Campus Store

McMaster University

Name of Credential

is hereby presented to

Firstname Lastname

to recognize the successful completion of the

Program Title

delivered by the <Name of Faculty or Department>

_____   _____
Signature   Date

McMaster University

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

FOR APPROVAL

a. <u>Addenda to</u> <u>Curriculum Revisions for Inclusion in the *2021-2022 Undergraduate Calendar*</u>

At its April 6, 2021 meeting, the Undergraduate Council Curriculum and Admissions Committee approved, for recommendation to Undergraduate Council, the following curriculum revisions for inclusion in the *2021-2022 Undergraduate Calendar.*

i. Faculty of Engineering
ii. Faculty of Science
iii. Faculty of Health Sciences

MOTIONS:

The Undergraduate Council Curriculum and Admissions Committee now recommends,

Motion 1:
that the Undergraduate Council approve curriculum revisions for inclusion in the 2021-2022 *Undergraduate Calendar*, as recommended by the Faculties of Engineering, and Health Sciences and set out in the attached.

Motion 2:
that the Undergraduate Council approve, for recommendation to Senate, revisions to *Application Procedures* for inclusion in the *2021-2022 Undergraduate Calendar*, as recommended by the Faculty of Engineering, and set out in the attached.

Motion 3:
that the Undergraduate Council approve, for recommendation to Senate, major revisions to the *Honours Biochemistry Programs* for inclusion in the *2021-2022 Undergraduate Calendar*, as recommended by the Faculty of Science, and set out in the attached.

Motion 4:
that the Undergraduate Council approve, for recommendation to Senate, major revisions to the *Honours Biochemistry – Biomedical Research Specialization (B.Sc.) Program* for inclusion in the *2021-2022 Undergraduate Calendar*, as recommended by the Faculty of Science, and set out in the attached.

Undergraduate Council
April 20, 2021

Admission Requirements

1. Admission from Secondary Schools

All Level I programs have enrollment limits and admission is by selection.

A. Ontario

General Requirements (For all Level I Programs)

To be considered for admission, you must satisfy the general requirements of the university and the specific subject requirements for the program to which you applied plus any specified supplementary application/on-line assessment/audition/portfolio required by some programs at the university.

If you are an applicant from an Ontario secondary school you must meet the following minimum requirements:

1. An Ontario Secondary School Diploma (OSSD) with acceptable standing; AND
2. An overall average in completed Grade 12 U and/or M courses which meets or exceeds the minimum set by the specific program to which you applied; AND
3. Satisfactory completion of six Grade 12 U and/or M courses including the subject requirements for your chosen program.

Note: Co-op courses are not included in any admission or final admission average calculations. Music External (Conservatory) 4M is acceptable as a credit and the mark obtained can be included in the calculation of your admission average. Alternatively, you may submit certificates from a recognized conservatory of music in Grade 8 practical and Grade 2 theory to your secondary school for one Grade 12M credit.

Admission Average Range

The Admission Average Range used to determine eligibility for consideration is calculated using the best six Grade 12 U and/or M grades, including those for all of the required subjects. **McMaster calculates averages to two decimal points and we do not round up averages. Please Note:** Grade 12 Co-op courses are not eligible to be used as one or more of the required prerequisite courses used to calculate admissibility and/or the admission average. See *Early Conditional Admission* and *Final Admission* below for specific details. Estimated admission average ranges for our Level I Programs can be found at: http://future.mcmaster.ca and click on *Admission Requirements*.

Early Conditional Admission

Early **conditional** admission may be granted annually to qualified applicants with strong academic standing. Early **conditional** admission is based on:

1. six appropriate midterm/interim Grade 12 U and/or M grades, OR
2. at least three final Grade 12 U and/or M grades PLUS enrollment in the appropriate additional three Grade 12 U and/or M courses.
3. In some cases, Grade 11 marks may be considered in extending early conditional offers of admission.

If you do not receive an offer of admission in March, you will automatically be reassessed for admission until May 15 after additional Grade 12 U and/or M grades are received from your secondary school. Due to enrollment limits, McMaster may not be able to consider additional grade data for admission purposes received after May 15.

The University reserves the right to withdraw a conditional offer of admission due to any of the following:

1. You do not meet the minimum final average prescribed for your chosen program; OR
2. You do not receive an OSSD; OR
3. You do not complete six Grade 12 U and/or M courses including all required subjects; OR
4. You do not successfully accept your offer of admission at the Ontario Universities' Application Centre (OUAC) by the response deadline indicated on your offer letter; OR
5. You do not meet any other condition stipulated on your conditional offer of admission; OR
6. You attend a post-secondary institution prior to beginning your studies at McMaster; OR
7. Your offer of admission to the university was secured through fraudulent means. **Please note the University's statements regarding application fraud at the end of the Admission section of this calendar.**

Minimum Final Average

If you are a secondary school applicant who receives a conditional offer of admission, you will be required to achieve an overall average calculated to two decimal points (on six (6) final grades including all required courses for your desired program) as indicated on your offer of conditional admission.

If your final average falls below this level (or its equivalent), your offer of admission will be rescinded/revoked and your registration will be cancelled.

The required minimum final average will vary from year to year and by program. This average will be stated clearly on the offer of conditional admission.

Supplementary Application Forms and Extenuating Circumstances Situations

Certain Level I programs including Arts & Science, Bachelor of Health Sciences (Honours), Integrated Business and Humanities (IBH), Integrated Biomedical Engineering & Health Sciences (iBioMed) (regular and co-op), Engineering 1 (regular and coo-p), Honours Integrated Science, and Nursing have **mandatory online supplementary application forms or online assessments** which must be completed by specific deadline dates. Applicants to Nursing must complete a **mandatory on-line assessment (CASPer™)** on the dates specified each year. See *Application and Documentation Deadlines*, for specific deadline dates. Applicants to Engineering 1 (regular and co-op) and Integrated Biomedical Engineering and Health Sciences (regular and co-op) must complete a **mandatory on-line assessment (2016 © Kira Talent)** by February 1 each year. See *Application and Documentation Deadlines*, for specific deadline dates. Applicants to Integrated Business and Humanities must complete a **mandatory on-line assessment (2016 © Kira Talent) and**

submit a personal resume by February 1 each year. Applicants to Business 1 may elect to complete an optional supplemental form prior to February 1 to let the program know more about themselves.

McMaster does not normally use **optional** supplementary application forms. Applicants will be notified if the program they applied to decides to use an optional supplementary application form.

Applicants with special circumstances whose average falls slightly below the required admission average range may forward a letter to the Office of the Registrar, **Admissions** explaining the nature of their extenuating circumstances.

In some cases, the university may request letters of recommendation, personal history or other additional information to aid in the admission process.

Offers of Admission for Secondary School Graduates

Applicants may be eligible for final admission if they have fulfilled the requirements for their OSSD and have final grades in six Grade 12 U and/or M courses. If you fulfill the requirements for your chosen program by the end of February, you may be granted an offer of **final admission**.

The University reserves the right to withdraw an offer of final admission due to any of the following:

1. You do not successfully accept your offer of admission at the Ontario Universities' Application Centre (OUAC) by the response deadline indicated on your offer letter; OR
2. You attend a post-secondary institution prior to beginning your studies at McMaster.
3. Your offer of admission to the university was secured through fraudulent means. **Please note the University's statements regarding application fraud at the end of the Admission section of this calendar.**

Deferral of Admission

McMaster does not normally grant a deferral of an offer of admission unless special extenuating circumstances exist. Each case is evaluated on its own merits.

All requests for deferral of both admission and scholarship should be made in writing to:

> **Office of the Registrar, Admissions**
> McMaster University
> Gilmour Hall 109, 1280 Main St. W.
> Hamilton, Ontario L8S 4L8

by September 1 of the application year, outlining the reasons for the request. If a deferral is granted, it is conditional upon the student not attending a secondary or post-secondary institution during the deferral period.

Subject Requirements for Specific Level I Programs

McMaster University offers the following Level I programs:

Arts & Science I, Automation Engineering Technology 1 (B.Tech.), Automotive and Vehicle Engineering Technology I (B.Tech.), Biotechnology I (B.Tech.), Business I, Chemical & Physical Sciences Gateway, Computer Science I (regular and co-op), Economics I, Engineering I (regular and co-op), Environmental and Earth Sciences Gateway, Honours Health and Society I, Health Sciences I, Humanities I, Honours Integrated Science (Level I), Honours Kinesiology (Level I), Integrated Biomedical Engineering & Health Sciences I (regular and co-op), Integrated Business & Humanities I, Life Sciences Gateway, Mathematics and Statistics Gateway, Medical Radiation Sciences (Level I), Midwifery I, Music I, Nursing I, Social Sciences I, and Studio Art I.

ARTS & SCIENCE I

You are required to complete a **mandatory Supplementary Application Form** which must be submitted electronically via the web at https://artsci.mcmaster.ca/prospective-students/supplementary-application/. The information provided enters into the selection process. A minimum overall average of 88% or higher is required for application consideration.

The following are the minimum Grade 12 U and M requirements:

1. English U
2. One of Advanced Functions U or Calculus and Vectors U (Calculus and Vectors U is strongly recommended)
3. Completion of four additional U or M courses, to total six courses, of which two must be at the U level

AUTOMATION ENGINEERING TECHNOLOGY I CO-OP (B.TECH.), AUTOMOTIVE AND VEHICLE ENGINEERING TECHNOLOGY I CO-OP (B.TECH.), BIOTECHNOLOGY I CO-OP (B.TECH.)

Admission to Automation Engineering Technology I, Automotive and Vehicle Engineering Technology I, and Biotechnology is by selection. A minimum average range in the low 80s is required for application consideration. Applicants must complete a **mandatory on-line assessment (2016 © Kira Talent)** by the deadline as specified each year. See *Application and Documentation Deadlines*, for specific deadline dates.

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Calculus and Vectors U
3. Chemistry U
4. Physics U
5. Completion of two additional U or M courses to total six courses

Note: *Applicants are also expected to have completed Advanced Functions U.*

BUSINESS I

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Advanced Functions U
3. Calculus and Vectors U
4. Completion of three additional U or M courses to total six courses

Note: *Applicants to Business I may elect to complete an optional supplemental form prior to February 1 to let the program know more about themselves.*

<u>COMPUTER SCIENCE I, COMPUTER SCIENCE I CO-OP</u>

==Admission to Computer Science I (regular and co-op) is by selection. A minimum average range in the low 90s is required for application consideration. Applicants must complete a **mandatory on-line assessment (2016 © Kira Talent)** by the deadline as specified each year. See *Application and Documentation Deadlines*, for specific deadline dates.==

The following are the minimum Grade 12 U and M requirements:
1. English U
2. Calculus and Vectors U
3. Two of: Biology U, Chemistry U, Physics U, Earth and Space U, Computer and Information Science M (or Computer Science U), or Computer Engineering M (or Computer Engineering Technology M)
4. Completion of two additional U or M courses to total six courses

Note: *Applicants are also expected to have completed Advanced Functions U.*

<u>ECONOMICS I</u> (Effective September 2019)

The following are the minimum Grade 12 U and M requirements:
1. English U
2. Two of Advanced Functions U, Calculus and Vectors U, and Mathematics of Data Management U
3. Completion of three additional U or M courses to total six courses

Note: Applicants without Calculus and Vectors 4U will be required to take an equivalent Calculus course in Level I. Applicants without Data Management U will be required to take an equivalent Stats course in Level I.

<u>ENGINEERING I, ENGINEERING I CO-OP</u>

Admission to Engineering 1 (regular and co-op) is by selection. A minimum average range in the high 80s is required for application consideration. Applicants must complete a **mandatory on-line assessment (2016 © Kira Talent)** by the ~~February 1~~ deadline as specified each year. See *Application and Documentation Deadlines*, for specific deadline dates.

The following are the minimum Grade 12 U and M requirements:
1. English U
2. Calculus and Vectors U
3. Chemistry U
4. Physics U
5. Completion of two additional U or M courses to total six courses

Note: *Applicants are also expected to have completed Advanced Functions U.*

<u>ENVIRONMENTAL AND EARTH SCIENCES GATEWAY</u>

The following are the minimum Grade 12 U and M requirements:
1. English U
2. One of Advanced Functions U or Calculus and Vectors U
3. One of Biology U, Chemistry U
4. One of Advanced Functions U, Biology U, Calculus and Vectors U, Chemistry U, Physics U
5. Completion of two additional U or M courses to total six courses

<u>HONOURS HEALTH AND SOCIETY I</u> (Effective September 2019)

The following are the minimum Grade 12 U and M requirements:
1. English U
2. Completion of five additional U or M courses to total six courses

<u>HONOURS HEALTH SCIENCES I</u>

The selection method is by consideration of academic and a **mandatory on-line Supplementary Application Form (due mid-February) submitted electronically via the web; details at https://bhsc.mcmaster.ca/.** A minimum overall average of 90% or higher is required for application consideration. The Supplementary Application must be completed and submitted on-line by the specified deadline date. A review of the mandatory Supplementary Application is a very important component of the admission process. Applicants who do not complete the Supplementary Application will not be considered for admission.

The following are the minimum Grade 12 U and M requirements:
1. English U
2. One of Advanced Functions U, Calculus and Vectors U, or Mathematics of Data Management U
3. Biology U
4. Chemistry U
5. One U or M non-math/non-science course (**Note:** courses in technological education, science or mathematics are not acceptable)
6. Completion of one additional U or M course in any subject area to total six courses

<u>HUMANITIES I</u>

The following are the minimum Grade 12 U and M requirements:
1. English U
2. Completion of additional U or M courses to total six courses

The Faculty of Humanities strongly recommends that you select at least one Grade 12 U or M course from Humanities subjects (Art, Drama, English, French, Français, other languages, History and Music). **Note:** In addition to Requirement 1 above, Biology U is strongly recommended for students planning to enter a Cognitive Science of Language program.

<u>HONOURS INTEGRATED SCIENCE (Level I)</u>

Candidates are required to complete a mandatory **Supplementary Application Form** which must be submitted electronically via the web at **http://www.science.mcmaster.ca/isci/prospective-students**. The information provided in the supplementary application

enters into the selection process. Only applicants with high academic standing will be selected. Successful candidates must present a minimum average in the high 80's.
The following are the minimum Grade 12 U and M requirements:
1. English U
2. Advanced Functions U
3. Calculus and Vectors U
4. Two of Biology U, Chemistry U, Physics U
5. Completion of one additional U or M course to total six courses

HONOURS KINESIOLOGY (Level I)
The following are the minimum Grade 12 U and M requirements:
1. English U
2. Calculus and Vectors U
3. Biology U
4. Completion of three additional Grade 12 U or M courses to total six courses. Introductory Kinesiology U is strongly recommended.

INTEGRATED BIOMEDICAL ENGINEERING AND HEALTH SCIENCES (IBEHS) I /
INTEGRATED BIOMEDICAL ENGINEERING AND HEALTH SCIENCES (IBEHS) I CO-OP
Admission to Integrated Biomedical Engineering and Health Sciences 1 (regular and co-op) is by selection. A minimum overall average of 90% or higher is required for application consideration. Applicants must complete a **mandatory on-line assessment (2016 © Kira Talent)** by February 1 as specified each year. See *Application and Documentation Deadlines*, for specific deadline dates. The following are the minimum Grade 12 U and M requirements:
1. English U
2. Calculus and Vectors U
3. Biology U
4. Chemistry U
5. Physics U
6. Completion of one additional U or M course to total six courses

INTEGRATED BUSINESS AND HUMANITIES I
Admission to Integrated Business and Humanities 1 is by selection. A minimum overall average of 88% or higher is required for application consideration. Applicants must complete a **mandatory on-line assessment (2016 © Kira Talent)** by February 1 each year.
The following are the Minimum Grade 12 U and M requirements:
1. English U
2. Calculus and Vectors U
3. Data Management U
4. Completion of three additional U and M courses to total six courses.
Note: Applicants are also expected to have completed Advanced Functions U.

LIFE SCIENCES GATEWAY
The following are the minimum Grade 12 U and M requirements:
1. English U
2. Advanced Functions U or Calculus and Vectors U
3. Biology U
4. One of Advanced Functions U, Calculus and Vectors U, Chemistry U or Physics U
5. Completion of two additional U or M courses to total six courses

MATHEMATICS AND STATISTICS GATEWAY
The following are the minimum Grade 12 U and M requirements:
1. English U
2. Advanced Functions U
3. Calculus and Vectors U
4. Completion of three additional U or M courses to total six courses

MEDICAL RADIATION SCIENCES (Level I)
Students considering the Medical Radiation Sciences I program should refer to the *Regulations for License to Practice and Functional Demands* in the Medical Radiation Sciences program in the *Faculty of Science* section of this calendar.
The following are the minimum Grade 12 U and M requirements:
1. English U
2. Advanced Functions U
3. Calculus and Vectors U
4. Biology U
5. Chemistry U
6. Completion of one additional U or M course to total six courses

MIDWIFERY I
Places in the Midwifery program are very limited and the admission process is highly competitive. Admission to the Midwifery Education Program is by selection. **Application to the Midwifery program must be completed by February 1**. In recent years an average range in the mid to high 80's has been required to move forward to the admissions interview stage. Interviews are by-invitation only.
The following are the minimum Grade 12 U and M requirements:
1. English U
2. Biology U
3. Chemistry U

4. Completion of additional U or M courses to total six courses
5. To be eligible to apply students must obtain a minimum grade of 75% in each of the three required courses listed in points 1, 2, and 3 above AND an overall average, including the required courses, that is acceptable to the Program.
6. Current (Ontario) secondary students may apply if one or more of the three (3) mandatory prerequisite courses are in progress at the time of application; however, the grade 11 prerequisite(s) in the same subjects must be completed at the time of application so that a preliminary assessment of the subject area(s) can be made. Admission is based on in-progress secondary school subjects for current secondary students only if the grade 11 prerequisite in that subject area has been completed with a minimum grade of at least 75%.

MUSIC I
The academic requirements are the same as for Humanities I. In addition, applicants to Music I or to the B.A. in Music must successfully complete a **music audition/examination** consisting of:
1. Demonstration of technique (a level equivalent to at least honours standing in Grade 8 of the Royal Conservatory of Music)
2. Performance (approximately 20 minutes' duration) of two or three varied pieces of your choice (approximately Grade 8 honours level), including at least one from the 20th century
3. Ear test appropriate to the Grade 8 performance level
4. Written examination on rudiments of theory (Grade 2 level)
5. Interview

For comprehensive details, visit **https://sota.humanities.mcmaster.ca/undergraduate-programs/music/**
Auditions take place between February and April. You must make arrangements with the School of the Arts for your audition at **sota@mcmaster.ca.**

NURSING I
NURSING CONSORTIUM (CONESTOGA)
NURSING CONSORTIUM (MOHAWK)
Students interested in a McMaster (B.Sc.N.) Nursing degree have **three location options: McMaster University, Mohawk College or Conestoga College**. Each of the three sites offers the four-year program which uses the problem-based learning and small group tutorial educational model. For more information about the Mohawk and Conestoga College sites refer to the B.Sc.N. (A) Stream the School of Nursing, *Faculty of Health Sciences* portion of the Calendar. For full application instructions see http://fhs.mcmaster.ca/nursing/education_undergrad_bscn.html as well as the *Application Procedures* section of this Calendar. Admission to Nursing 1 at all sites is by selection. A minimum overall average of 85% or higher is normally required for application consideration. Additionally, applicants to Nursing must complete a **mandatory on-line assessment (CASPer™)** on the dates in February as specified each year.
The following are the minimum Grade 12 U and M requirements:
1. English U
2. One of Advanced Functions U, Calculus and Vectors U, Mathematics of Data Management U
3. Biology U
4. Chemistry U
5. Completion of two additional U or M courses to total six courses

The selection method is by academic qualifications (minimum overall average range of 85% or higher is required for consideration) and a **mandatory, online, 90-minute computer-based assessment of personal characteristics called CASPer™**. Applicants who do not complete the CASPer™ test will not be considered for admission.
Health requirements for admission to Nursing 1: During the registration process, you must file with the University information pertaining to your state of health and immunization. Detailed instructions will be provided after acceptance into the program.
Students considering the Nursing 1 program should refer to the document Requisite Skills and Abilities for nursing practice in Ontario at the College of Nurses of Ontario www.cno.org.

CHEMICAL & PHYSICAL SCIENCES GATEWAY
The following are the minimum Grade 12 U and M requirements:
1. English U
2. Advanced Functions U
3. Calculus and Vectors U
4. Chemistry U
5. Physics U
6. Completion of one additional U or M courses to total six courses

SOCIAL SCIENCES I
The following are the minimum Grade 12 U and M requirements:
1. English U
2. Completion of additional U or M courses to total six courses

Advanced Functions U or Calculus and Vectors U is strongly recommended for students planning to enter programs in Economics or Psychology, Neuroscience and Behaviour. Biology U is recommended for students planning to enter a program in Psychology, Neuroscience and Behaviour.

STUDIO ART I
The following are the minimum Grade 12 U and M requirements:
1. English U
2. Completion of additional U or M courses to total six courses

McMaster offers Studio Art as a direct-entry Level I program leading to a Bachelor of Fine Arts (BFA) degree. Admission to this program is by selection and requires a **mandatory portfolio interview** with the School of the Arts http://sota.mcmaster.ca/undergraduate/studio_art.html.
You must make arrangements for your portfolio interview with the School of the Arts at **sota@mcmaster.ca.**

B. Other Canadian Provinces and Territories
Subject Requirements for Level I Programs

In addition to the minimum requirements below, satisfactory completion of the specified subject requirements for the program to which you applied is also required. Please refer to our website **http://future.mcmaster.ca** for more details.

Averages used to determine eligibility for admission and residence are calculated to two decimal points based on the minimum provincial requirements, including the prerequisite courses for the program to which you have applied.

Early Conditional Admission

Applications are reviewed for conditional admission as soon as all required documents, with sufficient course and grade data, are received by the Office of the Registrar, Admissions. All Canadian applicants should ensure that their **schools** (vs. the Provincial Ministry for those provinces where transcripts are issued by the Ministry), **forward interim/midyear school grade reports** showing **marks for all courses taken during the Grade 11 and 12 years as well as all course registrations for the current academic year**, as soon as they are available. The terms and conditions of the offer of admission are stated clearly on the offer letter. The Provincial Ministry final transcript confirming final grades and graduation status will be required at the end of the school year. **Students from all other provinces where transcripts are issued by their high schools should have their schools forward the appropriate interim mid-year transcripts and final transcripts confirming graduation.**

Applicants are required to meet the following minimum requirements including the specified subject requirements (not listed below) for their chosen program. For a complete listing of our specific course requirements by province and Level I program you may refer to our web site: http://future.mcmaster.ca/admissions/admission-requirements/.

Alberta, Northwest Territories and Nunavut

Grade 12 high school diploma with five acceptable academic courses numbered 30 or 31, including English Language Arts 30-1.

British Columbia and Yukon

Grade 12 high school diploma with four acceptable Grade 12 academic courses (or equivalent), including English 12 or English 12 First Peoples.

Manitoba

Grade 12 high school diploma with five acceptable Grade 12 academic courses numbered 40A or 40S, including one of English 40S or Anglais 40S.

New Brunswick

Grade 12 high school diploma with five acceptable Grade 12 academic courses numbered 120, 121, or 122, including English 121 or 122.

Newfoundland and Labrador

Grade 12 high school diploma with eleven acceptable Grade 12 academic credits at the 3000 level, including English 3201.

Nova Scotia

Grade 12 high school diploma with five acceptable Grade 12 academic courses (university preparatory Academic or Advanced), including English 12.

Prince Edward Island

Grade 12 high school diploma with five acceptable Grade 12 academic courses numbered 611 or 621, including English 621.

Québec

Grade 12 Diploma with six acceptable Grade 12 academic courses in the 600 series including English
OR
Year I CEGEP with twelve appropriate academic courses, including two English/Anglais 603 or two English 604 courses. Students completing Year II or III CEGEP who will or have achieved the DEC may be considered for advanced credit in their chosen program. The *côte de rendement* (R Score) is used for admission consideration.

Saskatchewan

Grade 12 high school diploma with five acceptable Grade 12 academic courses numbered 30, including both English A30 and B30.

C. International Baccalaureate Diploma

Applicants who have completed or will be completing the International Baccalaureate Diploma will be considered for admission to Level I, provided the completed diploma program includes the subject requirements of the program desired. Advanced credit of up to 18 units of study will be considered for Higher Level (HL) courses based on the achievement of final IB Diploma grades of 5 or greater.
For more information please refer to http://future.mcmaster.ca/admission/admission-requirements/.

D. Advanced Placement (A.P.) Courses/Examinations

Applicants who have completed AP courses will be considered for admission to a Level I program. Applicants who have completed A.P. exams through the College Board in acceptable courses and achieve a minimum grade of 4 will be considered for up to 18 units of advanced credit. For all students who have completed AP examinations through the College Board, an official copy of the final *Advanced Placement Examination Results Report* from the College Board is required as part of the admission and advanced credit evaluation process. For more information please refer to https://future.mcmaster.ca/admission/requirements/.

E. Other International Secondary School Qualifications

See the admission requirements for applicants from the more common international educational systems below. For all other education systems from around the world, please visit our website for the specific minimum requirements for your country's educational system.

Required subjects would be the same as required for Ontario and other Canadian students: https://future.mcmaster.ca/admission/requirements/.
Applicants must arrange for official high school transcripts to be sent to McMaster University directly from their high school well in advance of the session to which they are applying. The equivalent of first-class standing will be required for admission consideration. Documents in a language other than English should be accompanied by notarized English translations. You will be considered for admission on an individual basis and you will not be allowed to attend the University until we have received official evidence that all conditions attached to your Offer of Admission have been fulfilled.

McMaster University may require students presenting documents that will form the basis of their admission to the university, from schools outside of North America, to have those documents authenticated via WES Canada http://www.wes.org/ca/index.asp. Students will be supplied with specific information in their official Offer of Admission letter.

American High School Curriculum

American Curriculum High School applications are reviewed for admission based on McMaster's own calculation of the admission average. McMaster's calculations of the admission averages may vary from those used at other institutions.

Applicants from an American high school curriculum must satisfactorily complete a secondary school diploma with a minimum overall average of at least 80% in a Grade 12 academic program from an accredited American high school/International American Curriculum high school AND must present all prerequisite courses for their chosen program(s).

Admission is competitive and many programs will require grades/averages well above the minimum 80% for admission consideration. For complete requirements for American Curriculum applicants, please visit our website: https://future.mcmaster.ca/admission/requirements/.

General Requirements

High school Diploma from an accredited school with prerequisite subjects including English completed at the AP or Senior Grade 12 academic level.

Students may be required to satisfy our English language proficiency requirements: https://future.mcmaster.ca/admission/language/

McMaster will consider a minimum of five Senior Grade 12 academic courses including all prerequisite subjects for the applicant's selected program(s). **Students applying to programs in Engineering, Science, Health Sciences, Economics and Business programming that have mandatory Science and/or Mathematics prerequisites should note the following requirements for each subject:**

- **Biology** - 2 years/ 2 full credits (Junior and Senior) or AP Biology (or equivalent)
- **Physics** - 2 years/2 full credits (Junior and Senior) or AP Physics (or equivalent)
- **Chemistry** - 2 years/ 2 full credits (Junior and Senior) or AP Chemistry (or equivalent)
- **Calculus** - 4 years of high school Mathematics including Pre-Calculus and AP Calculus or equivalent.

McMaster University will accept the results of an equivalent **AP challenge examination** in lieu of ONE of the science/math prerequisites for your chosen subject if your school does not offer the subject. A minimum score of 4 or 5 will be required for AP challenge exams.

Students who are presenting AP courses that are prerequisite to their selected program(s) will be required to complete and submit the AP Examination(s) via the College Board and minimum grades of at least 3 will be required from the examinations to meet admission conditions.

SAT II Subject Test with a score of at least 670 or higher may be considered on a case-by-case basis in lieu of ONE of the science/math prerequisites for your chosen program.

For claimed equivalencies, detailed syllabi including all topics covered, total hours and textbooks used are required for our evaluation and should be submitted alongside official high school transcripts/reports.

Students in continental US high schools must supply results from either the **SAT** or **ACT** testing. The SAT Essay and the ACT Writing Test are optional for McMaster. All other applicants in American Style Curriculum schools outside of the US are also encouraged to submit the results of SAT/ACT tests as admission to all of McMaster's undergraduate programs is highly competitive and preference may be given to applicants presenting excellent scores.

Students in **China** and who are completing an International hybrid curriculum (National curriculum concurrent with an AP/American style curriculum are required to supply results from either SAT or ACT testing:

- **SAT** - minimum overall score of 1200 or greater (Reading/Math sections only) with minimum scores of 600 in each section. (Institutional Code for SAT/AP 0936)
- **ACT** - minimum composite score of 27 or greater (Institutional Code 5326)

High scores in external tests such as SAT, SATII Subject Tests, ACT and AP may help your applications to be more competitive for your selected program.

General Certificate of Education (G.C.E.)

Applicants from the General Certificate of Education system require a minimum of five G.C.E. subjects **at least** two of which must be at the Advanced A2 Level with the balance of the subjects at the IGCSE/GSCE (Ordinary Level). Advanced Level subjects must be appropriate to your chosen program.

Note: Many programs may require a minimum of **three** Advanced A2 Level courses.

For program specific requirements please refer to https://future.mcmaster.ca/admission/requirements/.

Other Countries or Educational Systems

For admission requirements from other education systems, please visit https://future.mcmaster.ca/admission/requirements/ to view our country-specific Admissions Requirements.

F. Home Schooled Applicants

Home schooled applicants who in addition to their home schooling experience have completed six Grade 12 U and M courses at an Ontario Ministry of Education inspected and approved school, or equivalent courses from another recognized academic jurisdiction may be considered for their program of choice providing they present the appropriate prerequisite courses on official transcripts from accredited schools and meet the required admission average. McMaster University is the sole arbiter of what is considered as equivalent level education and equivalent courses.

All other home schooled applicants may apply for admission consideration to Humanities I or Social Sciences I by presenting the following:

1. List of home school credentials including but not limited to structured curriculum completed through ACE (Accelerated Christian Education Program) or other such programs.
2. Portfolio of written work; normally, evidence of appropriate intellectual maturity is expected.
3. Results of standardized tests such as SAT, ACT. Applicants must also present results from the Critical Reading and Mathematics components of **SAT I** with a minimum combined score of 1200 (minimum 580 Critical Reading, 520 Mathematics) OR a minimum combined score for the **Redesigned SAT** result of at least 1200 as a combined score with a minimum of 600 in each section OR from **ACT** with a minimum composite score of 27.

Interested applicants should contact the Office of the Registrar for further information regarding admission criteria.

G. Prior-Year Secondary School Graduates

Applicants who have previously completed a secondary school diploma and have not attended a post-secondary institution since graduation, may be considered for admission by presenting satisfactory standing in six required Grade 12 U and M courses (or equivalent) as identified in the *Subject Requirements For Specific Level I Programs* section in this calendar.

If you have attended a post-secondary institution after high school graduation, you would not be considered as an applicant from secondary school. See *Admission/Transfer From Post-Secondary Institutions* section in this calendar.

2. Admission/Transfer from Post-Secondary Institutions

A. From Universities

Most McMaster programs have enrollment limits and admission is by selection. Possession of the minimum admission requirements does not guarantee admission. Admission will be considered on a case by case basis and is not guaranteed.

When you transfer to McMaster University, you will normally receive credit for courses in which you have obtained at least a C-standing (as per the McMaster grading scale). Assessment of courses for transfer credit is subject to the guidelines of the individual Faculties.

As a transfer student, you must also satisfy the Residence Requirements set out in the General Academic Regulations section of this Calendar. **The University will not accord to you privileges which would not be granted by your own university.**

Grades obtained in courses taken at another university will not be included in McMaster's Grade Point Average, and, therefore, cannot be used to raise your standing.

If you have been required to withdraw from another university and have fulfilled your period of suspension, you may apply for admission. However, you must present a letter of explanation and clarification concerning your past academic performance. You may also be asked to provide academic documentation for proof of further academic achievement which is both current and relevant. For full transfer information see our website: https://future.mcmaster.ca/admission/transfer-student-information/.

B. From Colleges of Applied Arts and Technology

Most McMaster programs have enrollment limits and admission is by selection. Possession of the minimum admission requirements does not guarantee admission. Admission will be considered on a case by case basis and is not guaranteed.

See the minimum admission requirements for Level I programs as listed below. You are considered for admission on an individual basis.

For information regarding the amount of available transfer credits when transferring from a College of Applied Arts and Technology please visit https://future.mcmaster.ca/admission/college-transfer-student-information/.

C. University Graduates Applying for a Second Bachelor's Degree

All programs have enrollment limits and admission is by selection. If you have a first non-Honours degree, you may apply to take an Honours second degree in the same subject area or a second degree in another discipline. Please note the following exceptions: B.Arts Sc.(Arts & Science), B.Com. (Bachelor of Commerce), B.Com. (Honours), B.H.Sc. (Bachelor of Health Sciences (Honours)), B.Sc. (Honours) in Integrated Science (ISCI), Honours B.Sc. Kinesiology, Integrated Biomedical Engineering and Health Sciences, Integrated Business and Humanities cannot be done as second degree programs. Honours Music is only available as a second degree to students whose first degree is not a BA in Music. The requirements are set out in the *General Academic Regulations* section of this Calendar.

If you wish to enter a Second Bachelor's Degree in a subject area from the Faculty of Science, please note that admission to all limited enrollment programs, with the exception of Medical Radiation Sciences I, may not be possible. Second Degree applicants to all Science programs, except Medical Radiation Sciences I, are not eligible to apply to or be admitted to any of the other first year Science programs. Second Degree applicants must have already completed all first year requirements for the second year program they wish to apply to, with the exception of Medical Radiation Sciences I. See *Limited enrollment Programs* in the *Faculty of Science* section of this Calendar for a list of programs. Please contact the Office of the Associate Dean of Science (Academic) for further information (see the *Application Procedures* section).

If you are a McMaster graduate or potential graduate, you may be able to use the *McMaster University Returning Student Application* (see the *Application Procedures* section).

D. Continuing Students

At McMaster, a *Continuing Student* is defined as a graduate from an undergraduate program, who wishes to take more undergraduate courses, either out of general interest or to upgrade or obtain courses required for future applications to graduate studies or other

professional programs. To be eligible to take courses as a Continuing Student you will be expected to have an undergraduate university degree and at least a C average, with no failures, in your final year's work (or the equivalent, in the case of a degree taken through part-time studies), and academic records which are satisfactory to the Department and the Office of the Associate Dean of the appropriate Faculty. *Please Note: not all courses are available to Continuing students and course prerequisites for selected courses must be met. Also note that admission as a Continuing student does not guarantee registration in courses of interest to the student.

McMaster Graduates

If you are a graduate of a McMaster undergraduate degree program and wish to become a Continuing Student, you do not need to apply for admission. Graduates who have not attended courses for more than two years will need to contact the Office of the Registrar prior to attempting to enrol for courses.

Graduates from Other Universities

As a Continuing Student with a non-McMaster degree, you must apply formally for admission in the first instance. In subsequent sessions, you will only be required to enrol.

Acceptance as a Continuing Student carries no implications with respect to acceptance in the School of Graduate Studies. If you plan to proceed to a graduate degree you should apply directly to the specific department of your program of interest.

E. From Six Nations Polytechnic

McMaster University, along with four other universities, partnered with Six Nations Polytechnic to offer university courses in the community of Six Nations. The courses offered are eligible for transfer credit at any of the universities within the consortium. For more information please contact the Indigenous Student Services at 905-525-9140, ext. 27459 or indigservices@mcmaster.ca.

F. From Post-Secondary Institutions with Religious Affiliation

Undergraduate general academic studies taken at colleges with religious affiliation that are member institutions of specific accredited associations will be considered for admission and transfer credit on a case by case basis. Applicants from a non-accredited postsecondary institution with religious affiliation will be considered for admission based on completion of a Grade 12 high school diploma.

3. Other Categories of Admission

A. Part-time Admission

Students interested in beginning studies on a part-time basis should review the requirements and information found in the following sections of this Calendar:

- Admission Requirements
- Application Procedures
- General Academic Regulations
- Sessional Dates
- Program descriptions found in the specific Faculty sections

Applicants who wish to pursue undergraduate studies on a part time basis at McMaster must meet one of the admissions criteria outlined in the sections above. If applicants do not meet any of these criteria, they may qualify for *Mature Student Admission* as outlined under the heading *Mature Student Admission* below.

 Detailed information can be found on our website: **http://future.mcmaster.ca/admission/process/105pt**.

B. Mature Students (Admission)

If you do not qualify for admission consideration under one of the above categories, McMaster will assess your eligibility as a mature student. You may be considered for limited admission, provided both of the following conditions are satisfied:

1. You have not attended secondary school or college on a full-time basis for at least two years.
2. You have never attended university.

Applicants admitted as mature students will not be granted transfer credit. Programs in the Faculties of Humanities and Social Sciences have no specific course requirements for mature student admission. The following Level I programs have specific course requirements that mature applicants must present from secondary school, as outlined:

- **Business I:** requires one Grade 12 U Mathematics course (or equivalent).
- **Chemical and Physical Sciences Gateway:** requires satisfactory standing in four Grade 12 U mathematics and science courses (or equivalent) as specified under the heading *Subject Requirements For Specific Level I Programs*.
- **Environmental and Earth Sciences Gateway:** requires satisfactory standing in three Grade 12 U mathematics and science courses (or equivalent) as specified under the heading *Subject Requirements For Specific Level I Programs*.
- **Life Sciences Gateway:** requires satisfactory standing in three Grade 12 U mathematics and science courses (or equivalent) as specified under the heading *Subject Requirements For Specific Level I Programs*.
- **Mathematics and Statistics Gateway:** requires satisfactory standing in two Grade 12 U mathematics courses -- Advanced Functions U and Calculus and Vectors U as specified under the heading *Subject Requirements For Specific Level I Programs*.
- **Midwifery I: does not offer mature admission directly to the program.** However, students interested in Midwifery may be admitted as a mature student to another program in order to complete a minimum of six university courses (18 units) in their program of admission before applying to the Midwifery Education Program.
- **Nursing I does not offer mature admission directly to the program.** However, students interested in Nursing may be admitted as a mature student to another program in order to complete university prerequisite courses for later consideration for admission to Nursing I. Possession of the minimum admission requirements does not guarantee an offer of admission. Contact the School of Nursing for more details.

The following programs do not admit under the category of Mature Students: Arts & Science I, Automotive and Vehicle Technology I (B.Tech.), Biotechnology I (B.Tech.), Computer Science I, Engineering I, Health Sciences I, Honours Integrated Science (Level I), Honours Kinesiology (Level I), Integrated Biomedical Engineering and Health Sciences I, Integrated Business and Humanities I, Medical Radiation Sciences (Level I), Midwifery I, Nursing I, and Process Automation Technology I (B.Tech.).

If admitted to a program as a mature student, you may register to take up to 18 units of course work (normally Level I courses) during the Fall/Winter session with no more than nine units in each term (three courses). Within the first 18 units, mature students will be limited to taking three units in each term of the Spring/Summer session.

Upon completion of 18 units, your performance will be reviewed according to the general academic regulations of the university. (See Level I *Registration and Academic Standing Requirements under General Academic Regulations*).

C. Visiting Students (Letter of Permission - For Credit at Another University)

If you are a student currently attending another university, you may apply to take McMaster courses for credit at your own/home institution. Please note, not all courses are available for credit outside McMaster and all are subject to enrollment limits, so it is important that all applicants adhere to McMaster application deadlines.

You must initially apply through the Ontario Universities' Application Centre (OUAC) and **send your Letter of Permission and an official transcript from your home institution directly to the Office of the Registrar, Admissions**. Upon receipt, your transcript will be reviewed to ensure you have met the prerequisites for courses you plan to take at McMaster. **Approval of your application as a Visiting Student does not guarantee your enrollment in a course**.

Subsequent requests to take courses on a Letter of Permission do not require another application; however you must send an updated Letter of Permission and a current official transcript from your home institution to the Office of the Associate Dean of the Faculty offering the course at McMaster. If you are attempting to register in courses offered by more than one Faculty, you must obtain approval from each Office of the Associate Dean.

D. Graduates of McMaster Certificate/Diploma Programs

If you have completed certificate or diploma programs from McMaster, you may be granted advanced credit up to maximum specified by Undergraduate Council upon successful completion of the certificate/diploma program. Faculties will take into account the subject matter of both the certificate and degree programs. The credit will normally be applied against your elective courses. For more information concerning the amount of advanced credit granted, please refer to the *Certificate and Diploma Programs* section of this Calendar.

E. Post-Degree Students

If you are a university graduate or a person with professional qualifications who wishes to take one or more graduate courses but not proceed to an advanced degree, you may apply to McMaster as a post-degree student. To enroll as a post-degree student, you must apply to the appropriate departments and have your admission and registration approved by the School of Graduate Studies for each session in which you wish to take courses. You will register and pay fees as a graduate student.

Acceptance as a post-degree student carries no implications with respect to admission to advanced degrees, and even if such admission is granted subsequently, credit toward the advanced degree will not normally be granted for the work previously taken.

F. Listeners

If you are uncertain about degree courses, you may register as a listener in a degree course, but not for credit. You attend all classes, but do not complete any of the essays, tests and other formal requirements. You do not receive a grade for courses that you attend. Some students have eased their way into degree study with this option, subsequently applying for admission and enrolling in further courses for credit. Please note not all courses are available to Listeners. Please see

http://www.mcmaster.ca/bms/student/index.htm for any applicable fees. For more information please contact the Office of the Registrar.

Written permission to attend must be obtained from the instructor delivering the course. An I.D. card cannot be issued until permission has been obtained.

G. Enrichment Program for Secondary School Students

If you are an outstanding Grade 12 student and wish to enroll in a university-level course while completing Grade 12 U and M courses in your final year of study, you may apply for the Enrichment Program. For more information contact the Office of the Registrar at (905) 525-4600.

H. Former McMaster Degree Students (Returning Students)

Readmission

If you are a former McMaster student who voluntarily withdrew from an undergraduate program **more than five years ago** (and have not attended another university or completed a college diploma elsewhere) and you wish to return to your studies, then you must apply for Readmission. Students from the School of Nursing must apply for Readmission regardless of time elapsed following voluntary withdrawal.

If you were enrolled (have a record of course enrolment) within the last five years and you left the university in good academic standing (and have not attended another university or completed a college diploma elsewhere), then it is not necessary for you to apply for Readmission. Normally, you will be permitted to enrol in your previous program or another program for which you qualify. You must contact the Office of the Registrar directly in order to have your status reactivated prior to enrollment: (905) 525-4600.

Reinstatement

See the *General Academic Regulations* section in this Calendar.

Second McMaster Degree
See *University Graduates Applying for a Second Bachelor's Degree* in this section of the Calendar.

Continuing Studies
See *Continuing Students* in this section of the Calendar.

4. Transfer Credits

A. General Policy on the Transfer of University Course Credits
To facilitate program completion by undergraduate students seeking to transfer course credit from an accredited university to McMaster, the University has implemented the following principles:

1. Acceptance of transfer credits from accredited universities shall be based on the recognition that, while learning experiences may differ in a variety of ways, their substance may be essentially equivalent in terms of their content and rigour. Insofar as possible, acceptance of transfer credit shall allow for the maximum recognition of previous learning experience in university-level courses;
2. Subject to degree, grade and program requirements, any course offered for credit by an accredited university shall be accepted for credit by McMaster when there is an essential equivalency in course content. However, no course for which a grade of less than C- (60%) has been achieved will be considered.
3. Evaluation of all possible transfer credits available at the time of admission must be completed within one year of the date of admission to the University.

B. From Colleges of Applied Arts and Technology
Normally, if you are a well-qualified graduate of a three-year program and the college work is appropriate to your chosen university program, you could receive up to 30 units of transfer credit. If you have completed a two-year program and performed well, transfer credit will be reviewed on a case-by-case basis.

Credit beyond this may be given on an individual basis where the college and university programs are in similar areas, and where your academic record warrants special consideration.

In the granting of credit, attention will be given to:

1. your performance in the college program;
2. the duration of the college program;
3. the program taken at the college and the program to which entry is sought;
4. your secondary school record.

Each case will be considered individually on its own merits for the program desired.

C. Advanced Credit
Subject to the discretion of the Faculty, advanced credit may be granted if you have completed the International Baccalaureate (I.B.) Diploma, the Advanced Placement (A.P.) Program and the College Board examinations or the General Certificate of Education (G.C.E.) and you have met the minimum requirements prescribed. Advanced credit may shorten your degree program at McMaster.

D. Credit in Courses by Special Assessment (Challenge Examinations)
Students who have acquired knowledge at a different type of institution or in a manner that makes assessment of their qualifications difficult are permitted to seek degree credit through special assessment (Challenge for Credit).

Challenge for credit is not intended to give credit for skills or knowledge gained through high school, college or previous university instruction. The special assessment may include one or more of the following: written examinations, papers, essays, submissions of a substantial body of work, or portfolios, or laboratory tests. Credit can be granted only for those courses listed in the current McMaster calendar. Not all courses in all disciplines are available for challenge. Faculties and departments are free to determine which, if any, of their courses are open for special assessment. Challenges are assessed on a pass/fail basis. The passing grade for a challenge appears on the transcript as COM (Complete) and is not used in computing averages or evaluating honours or scholarship standing, but is counted as a course attempt. Unsuccessful attempts will be noted on the transcript as a grade of F. Special Assessment is not available for a course taken previously and a course may be attempted only once by special assessment. Once you have registered for a course by such means (known as challenge exams) the registration may not be cancelled and you may not withdraw from the course. Waivers of prerequisites only (ie. no degree credit) will be at the discretion of the department.

5. English Language Proficiency
If you have been asked to meet our English Language Proficiency requirement, you must demonstrate English language proficiency by achieving the minimum requirements as specified by McMaster. The university reserves the right to require applicants with an English Language Proficiency score disparate from their English prerequisite subject grade to present further evidence of achievement. You may review acceptable tests of English Language Proficiency and minimum score requirements on our web site **http://future.mcmaster.ca/admission/admission-requirements/language/**. It is your responsibility to make all arrangements regarding the writing of the English Language Proficiency tests and to have the official score report forwarded to the Office of the Registrar, Admissions directly from the testing center in a timely manner.

At the discretion of the university, you may be exempted from this requirement if you meet one of the following requirements:

i. Attended immediately prior to application to McMaster, in full-time academic studies (non-ESL), an accredited Secondary School (High School) or Post-Secondary College in an English-speaking country for at least four years, **OR**
ii. Attended immediately prior to application to McMaster, in full-time academic studies (non-ESL), an accredited English medium Secondary School (High School) or Post-Secondary College for at least four years,* **OR**
iii. Attended immediately prior to application to McMaster, in full-time academic studies (non-ESL), an accredited English medium University for at least one year, **OR**

iv.   Resided in an English speaking country for at least four years immediately prior to application to McMaster.

*Please note that the Undergraduate MD program requires a minimum of three years of study at an English-medium university. More information about the admission requirements for Medicine at McMaster can be found at: **http://www.fhs.mcmaster.ca/mdprog**.

Statements for Application Fraud

If McMaster concludes based on reasonable grounds that the applicant has falsified any information presented to the University as part of his or her application, without limiting any other rights of McMaster available at law, McMaster reserves the right to revoke the offer and, subject to applicable law and University Policy, to terminate a student's registration.

Without limiting McMaster's General Statement on Collection of Personal Information and Protection of Privacy, please take note that McMaster University collects and retains personal information of applicants for admissions to McMaster University under the authority of The McMaster University Act, 1976. This information may be used for the administration of admissions and registration and, subject to McMaster University policies (as may be amended or revoked from time to time), McMaster may disclose any evidence of misrepresentation, fraud or falsification of admissions documentation to other educational institutions, to government agencies, to law-enforcement agencies and to other relevant third parties. The information you provide on any application for admissions will be protected and used in compliance with *Ontario's Freedom of Information and Protection of Privacy Act (RSO 1990)* and will be disclosed only in accordance with this Act. If you have any questions about the collection and use of this information please contact the University Registrar, University Hall, Room 209, Student Records, Gilmour Hall, Room 108, or the University Secretary, Gilmour Hall, Room 210, McMaster University.

McMaster English Language Development Diploma (MELD)

Department of Linguistics and Languages (Faculty of Humanities)
Phone: (+1) 905.525.9140 Ext. 23718

Email: meld@mcmaster.ca
Web: http://meld.mcmaster.ca

Students who meet the academic admission requirements for their choice of Level 1 program, but do not meet McMaster's English Language Proficiency requirement may be admitted to the MELD bridging program which has been developed for international students, providing them with a supportive environment in which they can succeed. The diploma is a two-term, full-time intensive bridging program in English language development, acculturation and engagement.

Students accepted into MELD are given a conditional offer of admission to their program of choice, pending successful completion of the MELD diploma. Once the diploma in MELD has been successfully completed, the student may register in the program to which he/she was given conditional admission and will have completed 6 units of degree credit courses in Linguistics that may be applied as electives to that program. In exceptional circumstances, MELD will consider transfers from other McMaster programs.

Please visit meld.mcmaster.ca for more information or email meld@mcmaster.ca.

Fall Term

(September - December)

- MELD 1A03 - Academic Writing and Integrity
- MELD 1B03 - English Phonetics and Pronunciation
- MELD 1C03 - Academic Reading Skills
- MELD 1D03 - Social Perspectives on Language
- MELD 1L00 - Linguistics Lab 1
- MELD 1M00 - Mentorship Lab 1
- LINGUIST 1Z03 - Structure of Modern English I (degree credit course)

Winter Term

(January - April)

- MELD 1AA3 - Advanced Academic Writing
- MELD 1BB3 - Advanced Speaking and Presentation Skills
- MELD 1CC3 - Advanced Academic Reading Skills
- MELD 1DD3 - Advanced Academic Listening Skills
- MELD 1LL0 - Linguistics Lab 2
- MELD 1MM0 - Mentorship Lab 2
- LINGUIST 1ZZ3 - Structure of Modern English II (degree credit course)

McMaster English Readiness for Graduate Excellence Certificate

https://meld.humanities.mcmaster.ca/merge/

MERGE (the McMaster English Readiness for Graduate Excellence Certificate) is an intensive 10-week summer Academic English preparatory program, intended for graduate and professional students. Admission requirements include successful completion of an undergraduate degree and English language proficiency minimum requirements of **TOEFL iBT 90** or **IELTS 6.5** (with minimum category requirements). Target English proficiency upon program completion will be an **IELTS score of 7-7.5** or **Common European Framework Reference for Languages (CEFR) level C2.1**, in keeping with graduate English proficiency admission requirements. Students in MERGE will complete a program that includes intensive practice of academic English (listening, reading, writing, speaking), with an emphasis on professional development. The MERGE certificate does not require current or conditional admission to a McMaster University graduate program and program completion does not guarantee admission to a graduate program of study in and of itself. As a stand-alone program, the MERGE certificate coursework cannot be utilized for advanced standing or credit towards degree studies.

Certificate Requirements

- MERGE 100 - Advanced Reading and Writing for Graduate Studies (6 units)
- MERGE 200 - Advanced Listening and Speaking for Graduate Studies (3 units)
- MERGE 300 - Presentation Skills & Lecture Series (3 units)
- MERGE 400 - Professional Development (3 units)

Application Procedures

HOW TO APPLY
1. Determine the appropriate application form and/or procedures. (See *Categories of Admission* below.)
2. Determine application deadline. (See *Application and Documentation Deadlines* in this section.)
3. Refer to the Admission Requirements and specific Faculty sections of this Calendar for further information.
4. Complete and submit your application as directed.
5. Submit all required documentation to McMaster. (See *Documents* in this section.)
6. Once your application has been received, McMaster's Office of the Registrar, Admissions will provide you with an acknowledgment of receipt of your application plus further instructions/details about tracking your application.

1. Categories of Admission
A. Current Ontario High School Students
You should complete the 101 application if you meet ALL of the following requirements:

- You are taking courses during the day at an Ontario secondary school (this includes students returning for second semester and graduated students returning to upgrade one or more courses)
- You have not, at some point, been out of secondary school for more than seven consecutive months
- You will have received or expect to receive your Ontario Secondary School diploma (OSSD) with six 4U/M courses at the end of the current year
- **You have not attended a postsecondary (college/university/career college) institution**
- You are applying to the first year of an undergraduate degree program or diploma program at an Ontario university
- You are under 21 years of age.

Use the Undergraduate 101 on-line application at **www.ouac.on.ca/101/**. Please consult with your secondary school guidance office regarding this application process.

B. All Other Canadian High School Students
If you are currently attending secondary school outside of Ontario or have recently completed a secondary school diploma in any Canadian province or territory

- Use the OUAC 105D on-line application at **www.ouac.on.ca/105/**.

C. High School Students with International Qualifications
If you are currently attending or have recently completed a secondary school program outside of Canada, and you are not a Canadian citizen nor Permanent Resident of Canada

- Use the OUAC 105F on-line application at **www.ouac.on.ca/105/**.

D. University/College Transfer/Continuing Students
If you are currently registered in or have completed an undergraduate degree program at another university and wish to attend McMaster **OR**

If you are currently registered in or have attended or completed a college diploma program and wish to attend McMaster

- Use the OUAC 105 on-line application at **www.ouac.on.ca/105/**. Applicants residing in Canada (Canadian citizens, permanent residents or applicants studying in Canada on a student permit or other visa) should use the **105D** form. Applicants currently residing outside of Canada who are not Canadian citizens nor Permanent Residents should use the **105F** form.

E. Nursing Consortium Programs
If you are interested in applying to McMaster's Nursing (B.Sc.N). program at the Mohawk College or Conestoga College sites

- Apply on-line through the Ontario College Application Services (OCAS) at **www.ocas.on.ca/**.

F. Previous McMaster Degree Students (Returning Students)
1. **Readmission:** If you are a former McMaster student with a record of course enrolment, who was in good standing and who voluntarily withdrew from an undergraduate program more than five years ago (providing you have not attended another university nor received a college diploma since last registered at McMaster). If you are a former Nursing student, you must apply for readmission regardless of the amount of time that has elapsed. Apply on-line at: **future.mcmaster.ca/admission/process/returning/**
2. **McMaster Second Degree:** If you are a McMaster graduate or potential graduate at the end of your current academic term and wish to pursue a second undergraduate degree (providing you have not attended another university nor received a college diploma since last registered at McMaster).
   - Use the McMaster Returning Student Application to apply on-line at **future.mcmaster.ca/admission/process/returning/**
3. **Reinstatement:** If you are a former McMaster student who was required to withdraw from studies at McMaster.
   - Obtain the *Reinstatement Request Form* from the Office of the Registrar, Gilmour Hall, Room 108, McMaster University, Hamilton, Ontario, L8S 4L8.
4. **Continuing Student:** If you are a McMaster graduate from an undergraduate program and wish to become a Continuing Student.
   - You do not need to apply for admission.

G. Visiting Students (Letter of Permission - For Credit at Another University)

If you are currently enrolled at another university and wish to attend McMaster to take courses on a Letter of Permission for credit at that university
- Use the OUAC 105 on-line application at www.ouac.on.ca/105/

H. Part-Time Degree Studies at McMaster Only

If you wish to begin undergraduate studies on a part-time basis (enrolled in less than 18 units of study)
- Use the OUAC 105 on-line application at www.ouac.on.ca/105/.

I. Post-Degree Studies

If you wish to register as a post-degree student (taking graduate courses but not proceeding to an advanced degree)
- Contact the Graduate Studies Office, Gilmour Hall, Room 212, McMaster University, Hamilton, Ontario, L8S 4L8 for information on how to apply to the appropriate academic department(s).

J. Medical Program

See the heading *Admission Policy for the Medical Program* in the *Faculty of Health Sciences* section of this Calendar.

2. Documents
A. Required Documents

A complete application includes: an application form, relevant transcripts and all other documentation stipulated in the *Admission Requirements* and specific Faculty sections of this Calendar, in letters from the appropriate Faculty and/or in letters from Office of the Registrar, Admissions.

You must provide McMaster with transcripts of marks and/or certificates from all secondary and post-secondary institutions you have attended. When you are requested to provide an **official** transcript, then an official transcript is a signed and sealed record of all academic achievement **issued and sent by an academic institution directly to McMaster University, Office of the Registrar, Admissions**.

If you are currently attending secondary school, please see your guidance counselor to request that your current Grade Report showing all courses you will be completing in Grade 12 be sent by your school to McMaster. If you have previously attended secondary school in another province, you may need to submit a request for a transcript containing your secondary school marks from the Ministry or Department of Education in that province if it is not normally provided by your high school..

Where documentation from a school outside of Canada is in a language other than English, you must provide official transcripts in the original language as well as official, notarized English translations.

For specific document submission requirements and processes/procedures, please review: https://future.mcmaster.ca/admission/documents/.

If McMaster concludes based on reasonable grounds that the applicant has falsified any information presented to the University as part of his or her application, without limiting any other rights of McMaster available at law, McMaster reserves the right to revoke the offer and and, subject to applicable law and University Policy, to terminate a student's enrolment.

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B. Retention of Documents

All documentation submitted in support of your application for admission **becomes the property of the University and is not returnable**.

If you are not accepted, or you fail to enroll following acceptance, your documentation will be destroyed at the end of the admissions cycle. If you reapply, you must submit any new academic information in addition to the documentation submitted previously.

3. Application and Documentation Deadlines

McMaster University reserves the right, at its sole discretion, not to accept, process or adjudicate applications or amendments to applications to any program at any time. Meeting minimum application requirements does not guarantee admission to any program at McMaster University. **Application fees are non-refundable so we strongly advise you to review our admission requirements carefully before applying**, to determine your academic eligibility for consideration for admission. Please see the *Admission Requirements* section of this calendar for general information. University transfer applicants should review programs by Degree and Minors requirements before applying.

McMaster University has a number of highly competitive by-selection programs that require a mandatory supplementary application/assessment, and all of these programs have early application and supplementary submission deadlines, as specified in the chart below. Failure to apply on time or to submit the required supplementary application/assessment by the specified dates will

automatically disqualify consideration for these specified programs. You are advised to submit your application and/or amendments well in advance of the deadlines listed below.

Fall and Winter Terms

The dates and deadlines listed below are for applications submitted for the 2020-2021 academic year. Please refer to http://future.mcmaster.ca for the date and deadline information for new applications.

PROGRAM	APPLICATIONS	MANDATORY SUPPLEMENTARY APPLICATIONS
Arts & Science	February 1	February 1
Actuarial & Financial Mathematics (Above Level 1) Regular and Co-op Programs	April 1	April 30 For information see: https://www.math.mcmaster.ca/index.php/undergraduate-studies/undergraduate-programs/41-undergraduate-studies/1758-afm-supplementary-application.html
AUTOMATION ENGINEERING TECHNOLOGY I CO-OP (B.TECH.), AUTOMOTIVE AND VEHICLE ENGINEERING TECHNOLOGY I CO-OP (B.TECH.), BIOTECHNOLOGY I CO-OP (B.TECH.)	January 15	End of January Kira© Assessment Details at https://www.eng.mcmaster.ca/future-students/supplementary-application
Bachelor of Technology Degree Completion (Above Level 1)	April 1 (May intake) July 15 (September intake) November 1 (January intake)	Must be completed by the application deadline. View more information about the mandatory supplementary application for the Bachelor of Technology degree.
Biomedical Discovery & Commercialization (Level 3 entry)	February 1	February 1
Computer Science I (Regular and Co-op)	January 15	End of January Kira© Assessment Details at https://www.eng.mcmaster.ca/future-students/supplementary-application
Engineering 1 (Regular and Co-op)	January 15	End of January Kira© Assessment Assessment dates available February 1 to February 14 after payment via: http://www.eng.mcmaster.ca/future/apply.html Details at https://www.eng.mcmaster.ca/future-students/supplementary-application
Health Sciences I (Honours)	January 15	Early February Details at bhsc.mcmaster.ca
Health Sciences (Honours) (Above Level 1)	April 1	Early May Details at bhsc.mcmaster.ca
Health Sciences (Above Level 2) Biomedical Discovery & Commercialization	February 1	February 1 Details at: https://bdcprogram-mcmaster.ca/
Honours Biology and Pharmacology Co-op (Above Level 1)	February 1	February 1 Mandatory Letter of Intent specifying reasons for applying and applicant suitability for the program. Email biophrm@mcmaster.ca by February 1.
Honours Integrated Science I	February 1	February 1
Integrated Biomedical Engineering & Health Sciences 1 (Regular and Co-op)	January 15	February 1 End of January Online Kira© Assessment Details at https://www.eng.mcmaster.ca/future-students/supplementary-application
Integrated Business & Humanities	February 1	February 1 Online Kira© Assessment

PROGRAM	APPLICATIONS	MANDATORY SUPPLEMENTARY APPLICATIONS
Justice, Political Philosophy & Law	April 1	April 1 For more information see: https://www.humanities.mcmaster.ca/programs/undergraduate-programs/justice-political-philosophy-law/
Midwifery (including submission of all transcripts)	February 1	N/A
Physician Assistant (including submission of all official transcripts) **Note:** This program is not open to International Applicants. This program is open to Canadian citizens and present Permanent Residents of Canada only.	February 1	February 1
Social Work	December 1	February 1
Nursing I: Secondary School Applicants	February 1	Mandatory Supplementary application information is available on the CASPer™ website.
Nursing 1 (university transfer applicants from programs other than Nursing and applicants from college pre-health programs) (including submission of all official transcripts)	February 1	Mandatory Supplementary application information is available on the CASPer™ website.
Transfer from another Nursing program to the McMaster site.		Students from other university Nursing programs should contact the McMaster Nursing program office at 905-525-9140, ext. 22232, for information about transfer options and application procedures. McMaster will not typically accept transfer applications from students already in a Nursing program elsewhere.
Nursing Basic-Accelerated Stream (above level 1) (including submission of all official transcripts)	February 1	Mandatory Supplementary application information is available on the CASPer™ website.

Application Deadlines for All Other McMaster Programs for Fall and Winter Terms

*February 1 - Applications received on or before February 1 with all supporting official documentation received no later than February 15 from applicants with no postsecondary experience will be reviewed for admission pending space availability in the program. All applications received after February 1 will be considered only if there is space available in the program.

April 1 - The final date to apply for admission and submit all required documentation for admission consideration is April 1. This final deadline applies to all international and domestic applicants.

	APPLICATION DEADLINE	SUPPORTING DOCUMENTATION DEADLINE
Ontario High School Applicants (Recommended)	January 15	April 1
Early Deadline* (see above)	February 1	February 15
Final Deadline Domestic Applicants	April 1	April 1
Final Deadline International Applicants	April 1	April 1
B.Tech. Degree Completion Program Only - January Entry	November 15	November 15

Spring/Summer Term

	DOMESTIC DEADLINE	INTERNATIONAL DEADLINE
May Entry (Term 1 or 3)	April 1	April 1
Supporting Documentation for May Entry	April 1	April 1

June Entry (Term 2)	May 15	May 15
Supporting Documentation for June Entry	May 15	May 15

Former McMaster Students: Re-admission / Re-instatement Deadlines for Fall and Winter Terms

	DOMESTIC DEADLINE	INTERNATIONAL DEADLINE
Re-instatement Deadline	June 30	June 30
Re-admission Deadline	July 15	July 15
Nursing Deadline	February 1	February 1

Academic Counselling for Admitted Students

If you are offered admission to a program at McMaster, you will be asked to confirm that you have accepted the offer of admission and will attend the University. Your admission will include information regarding acceptance procedures for the offer of admission, specified deadline for your acceptance and registration procedures. Offer of admission acceptance deadlines specified in your Offer of Admission letter are strictly enforced. Please ensure that you accept your offer of admission as directed well before the specified deadline date.

If you are admitted to Level 1, your Faculty may also arrange a visit to the University so you may meet with a Faculty advisor to set up your program. Although attendance at the summer counselling and registration sessions is not compulsory, you are strongly advised to participate. If you cannot attend one of these sessions, counselling will be provided in September.

If you are offered admission above Level 1, you may arrange for academic counselling with the Office of the Associate Dean of the Faculty offering the program, or the Office of the Director of the program.

4. Review of Admission and Re-Admission Decisions

No appeal procedure shall be available for decisions on admission or re-admission to the University. Such decisions may be reviewed within the following framework:

a. An applicant to the University who believes that the admission or re-admission decision, or, in the case of a transfer student the decision to grant credits, is incorrect, or based on incorrect or incomplete information, may, **within one week of receiving the decision,** request a review of that decision by writing to the Senior Associate Registrar, Undergraduate Admissions, stating why she/he thinks the decision should be reviewed.

b. The Senior Associate Registrar, Undergraduate Admissions, shall determine whether the information on which the decision was based was incomplete or incorrect and, if so, shall refer the request for review to the appropriate Faculty Committee. That Committee shall make a final decision and report it to the Senior Associate Registrar, Undergraduate Admissions, who shall then convey the decision in writing to the student. The Senior Associate Registrar, Undergraduate Admissions may, at his/her discretion, supply reasons.

Enquiries: Application Procedures

Please direct your enquiries about Application Procedures to:

Office of the Registrar, Admissions
Gilmour Hall, Room 109
McMaster University
Hamilton, Ontario, L8S 4L8
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McMaster
University

SCIENCE

Report to Undergraduate
Council for the 2021-2022
Undergraduate Calendar

April 2021

FACULTY OF SCIENCE

Curriculum Revisions for 2021-22

Addendum

1.0   MAJOR REVISIONS:
1.1 Notes Applicable to all Honours Biochemistry Programs
- In addition to the Honours Biochemistry program, the Department offers a Specialization in Biomedical Research. The Honours program has a specified set of basic requirements and a wide choice of electives (including those from outside the Faculty of Science), allowing for interdisciplinary studies or the opportunity to complete a Minor in another subject. Alternatively, students may wish to apply to the Biomedical Research Specialization which is strongly recommended for students intending to pursue graduate studies.
- **Admission to the Honours Biochemistry program is limited.** Selection is based on academic achievement but requires, as a minimum, completion of the Level I requirements listed below.
- **Admission to the Honours Biochemistry - Biomedical Research Specialization program is limited.** ~~Effective September 2021, a~~Admission to this program will begin at Level III and will require, as a minimum, completion of Level II Honours Biochemistry and completion of a supplementary application. ~~Last cohort of students to enter at Level II will be in September 2019 and selection is based on academic achievement but requires, as a minimum, completion of the Level I requirements listed below.~~
- Transfer between programs is possible at any time, subject to satisfying the admission requirements and availability of space.
- Students considering graduate studies in Biochemistry are recommended to complete one of BIOCHEM 4F09 A/B or 4T15 A/B.

1.2 Honours Biochemistry – Biomedical Research Specialization (B.Sc.)

~~Admission Note~~
~~Effective September 2021, admission to this program will be at Level III. Last cohort of students to enter at Level II was September 2019.~~
Admission (Effective September 2021)
Effective September 2021, admission to this program will begin at Level III. ~~Therefore, no admissions at Levels II or III will be assessed in September 2020~~ **Enrolment in this program is limited** and possession of the published minimum requirements does not guarantee admission. Admission is by selection and is based on completion of a supplementary application by the stated deadline and academic achievement, but requires, as a minimum, completion of Level II Honours Biochemistry with a Grade Point Average of at least 5.0 and completion of the following courses:

12 units
·   BIOCHEM 2B03 - Nucleic Acid Structure and Function
·   BIOCHEM 2BB3 - Protein Structure and Enzyme Function
•   BIOCHEM 2L06 A/B - Inquiry in Biochemical Techniques
3 units
·   BIOLOGY 2C03 - Genetics
3 units from
·   the *Biochemistry Course List* (See *Program Note 4* below.)
6 units
·   CHEM 2OA3 - Organic Chemistry I
·   CHEM 2OB3 - Organic Chemistry II

Program Notes
1.   There are Level II and III prerequisites for many Level III and IV courses. The prerequisites should be considered when choosing Level II and III courses.

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2.   Completion of one of BIOCHEM 4F09 A/B, 4T15 A/B or 4Z03 is required in Level IV.
3.   A 'research intensive' option, available to students registered in this Specialization, offers additional laboratory research experience through completion of BIOCHEM 3R06 A/B S and 4T15 A/B. This option is intended for students planning to pursue graduate studies or a career in research and development. Enrolment in the courses is limited and admission is by selection.
4.   Both CHEMBIO 2A03 and 2P03 are highly recommended for students interested in pursuing an undergraduate thesis or graduate studies in biophysical chemistry.
Biochemistry Course List
·   ANTHROP 2U03 - Plagues and People
·   ANTHROP 3BD3 - The Black Death
·   BIOCHEM 3BP3 - Practical Bioinformatics in the Genomics Era
·   BIOCHEM 3CB3 – Emerging Discovery in Cell Biology
·   BIOCHEM 3EE3 - Research Advances in Cell Biology and Biochemistry
·   BIOCHEM 3H03 - Clinical Biochemistry
·   BIOCHEM 3LA3 - Advanced Biochemistry Techniques
·   BIOCHEM 3MI3 - Microbial Interactions
·   BIOCHEM 3X03
·   BIOCHEM 3Y03
·   BIOCHEM 3Z03 - Structural Determination and Analysis of Macromolecules
·   BIOCHEM 4EA3
·   BIOCHEM 4H03 - Biotechnology and Drug Discovery
·   BIOCHEM 4J03 - Immunological Principles in Practice
·   BIOCHEM 4M03 - Cellular and Integrated Metabolism
·   BIOCHEM 4N03 - Molecular Membrane Biology
·   BIOCHEM 4Q03 - Biochemical Pharmacology
·   BIOCHEM 4S03 - Introduction to Molecular Biophysics
·   BIOCHEM 4Y03
·   BIOLOGY 2B03 - Cell Biology
·   BIOLOGY 2EE3 - Introduction to Microbiology and Biotechnology
·   BIOMEDDC 2C03 - Exploring Careers in Biomedical Sciences
·   BIOMEDDC 2W03 - Write Right for Your Science: Scientific Writing for the Biomedical Sciences
·   CHEM 2A03 - Quantitative Chemical Analysis
·   CHEM 2AA3
·   CHEMBIO 2A03 - Introduction to Bio-Analytical Chemistry
·   CHEMBIO 2P03 - Physical Chemistry Tools for Chemical Biology
·   CHEMBIO 3OA3 - Organic Mechanistic Tools for Chemical Biology
·   MOLBIOL 3O03 - Microbial Genetics

Requirements
120 units total (Levels I to IV), of which no more than 48 units may be Level I

Level I: 30 Units
30 units
·   Completed prior to admission to the program
Level II: 30 Units
30 units
·   Completion of Level II Honours Biochemistry
Level III: 30 Units
3 units
·   BIOCHEM 3D03 - Metabolism and Regulation
3-6 units from
·   BIOCHEM 3A03 - Biochemical Research Practice
·   BIOCHEM 3LA3 - Advanced Biochemistry Techniques
·   BIOCHEM 3R06 A/B S - Research Project
12 units from
·   the *Biochemistry Course List* (See *Program Note 4* above.)

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3 units
·   STATS 2B03 - Statistical Methods for Science
6-9 units
·   Electives
Level IV: 30 Units
3 units
·   BIOCHEM 4E03 - Gene Regulation in Stem Cells and Development
9 units from
·   the *Biochemistry Course List* (See *Program Note 4* above.)
12-15 units from
·   Levels III, IV Biochemistry, Biology, Chemical Biology, Chemistry, Molecular Biology courses
·   HTHSCI 3I03 - Introductory Immunology
·   HTHSCI 3K03 - Introductory Virology
·   HTHSCI 4II3 - Advanced Concepts in Immunology
·   HTHSCI 4O03 - Principles of Virus Pathogenesis
which must include one of:
·   BIOCHEM 4F09 A/B - Senior Thesis
·   BIOCHEM 4T15 A/B - Senior Thesis
·   BIOCHEM 4Z03 - Senior Project
(See *Program Note 2* above.)
3-6 units
- **Electives**

Requirements For Students Who Entered Prior to September 2020
120 units total (Levels I to IV), of which no more than 48 units may be Level I

Level I: 30 Units
30 units
·   Completed prior to admission to the program
Level II: 30 Units
12 units
·   BIOCHEM 2B03 - Nucleic Acid Structure and Function
·   BIOCHEM 2BB3 - Protein Structure and Enzyme Function
·   BIOCHEM 2L06 A/B - Inquiry in Biochemical Techniques
3 units
·   BIOLOGY 2C03 - Genetics
3 units from
·   the *Biochemistry Course List* (See *Program Note 4* above.)
6 units
·   CHEM 2OA3 - Organic Chemistry I
·   CHEM 2OB3 - Organic Chemistry II
6 units
·   Electives
Level III: 30 Units
3 units
·   BIOCHEM 3D03 - Metabolism and Regulation
3-6 units from
·   BIOCHEM 3A03 - Biochemical Research Practice
·   BIOCHEM 3LA3 - Advanced Biochemistry Techniques
·   BIOCHEM 3R06 A/B S - Research Project
15 units from
·   the *Biochemistry Course List* (See *Program Note 4* above.)
3 units
·   STATS 2B03 - Statistical Methods for Science
3-6 units
·   Electives

Level IV: 30 Units
3 units
·   BIOCHEM 4E03 - Gene Regulation in Stem Cells and Development
9 units from
·   the *Biochemistry Course List* (See *Program Note 4* above.)
12-15 units from
·   Levels III, IV Biochemistry, Biology, Chemical Biology, Chemistry, Molecular Biology courses
·   HTHSCI 3I03 - Introductory Immunology
·   HTHSCI 3K03 - Introductory Virology
·   HTHSCI 4II3 - Advanced Concepts in Immunology
·   HTHSCI 4O03 - Principles of Virus Pathogenesis
which must include one of:
•   BIOCHEM 4F09 A/B - Senior Thesis
·   BIOCHEM 4T15 A/B - Senior Thesis
·   BIOCHEM 4Z03 - Senior Project
(See *Program Note 2* above.)
3-6 units
  ·   **Electives**

Justification 1.1 & 1.2: Alerting students interested in Honours Biochemistry – Biomedical Research Specialization to a mandatory supplementary application.

4

NEW COURSE:

NURSING 3IH3 - Introduction to Indigenous Health Policy and Practice for Nursing

3 unit(s).

This course is designed to introduce several indigenous health policy and practice topics. This includes the factors and context, both historical and current that determine the health of indigenous populations locally and beyond. The role of the nurse, particularly in providing care for indigenous peoples will be integrated. The components of the course include an overview of indigenous health policy, an analysis of the health care system and the distal determinants of health for indigenous peoples, and interventions, strategies and approaches that impact health outcomes of indigenous people.

Lecture or equivalent (2 hours), self-study (1 hour). One term.

RATIONALE: The indigenous nursing course is an important addition for BScN learner. The content of this course is essential to enhance understanding of indigenous health policy and related nursing care.

McMASTER UNIVERSITY: SESSIONAL DATES 2021-2022

Fall and Winter Terms 2021-2022
(Revised as of April 2021)

	Fall Term (62 days)	**Winter Term** (62 days)	**Courses Spanning both Terms** (124 days)
Enrolment begins	*To be announced*		
Classes begin	Tuesday, September 7	Monday, January 10	Tuesday, September 7
Last day for enrolment and adding or dropping courses	Wednesday, September 15	Tuesday, January 18	Wednesday, September 15
Mid-Term Recess(es)	Monday, October 11 to Sunday, October 17	Monday, February 21 to Sunday, February 27	Monday, October 11 to Sunday, October 17 and, Monday, February 21 to Sunday, February 27
Last day for withdrawing from courses without failure by default	Friday, November 19	Friday, March 18	Friday, March 18
Test and Examination Restriction	Thursday, December 2 to Wednesday, December 8	Wednesday, April 6 to Wednesday, April 13	Wednesday, April 6 to Wednesday, April 13
Classes end	Wednesday, December 8	Tuesday, April 12	Tuesday, April 12
Mid-Term Tests Level (I)	--	--	Thursday, December 9 to Wednesday, December 22
Good Friday Break: No classes or examinations	--	Friday, April 15 and Saturday, April 16	Friday, April 15 and Saturday, April 16
Final Examinations	Thursday, December 9 to Wednesday, December 22	Thursday, April 14 to Friday, April 29	Thursday, April 14 to Friday, April 29
Deferred examinations	Tuesday, February 21 to Friday, February 25	Monday, June 20 to Friday, June 24	Monday, June 20 to Friday, June 24

2022 Spring/Summer Term

	Spring Session (34 days)	Summer Session (33 days)	Full-Term Courses (67 days)	Intersession
Classes begin	Monday, May 2	Monday, June 20	Monday, May 2	Monday, May 2
Last day for enrolment and adding or dropping courses (drop/add deadline)	Monday, May 9	Monday, June 27	Monday, May 9	Monday, May 9
Victoria Day: No classes	Monday, May 23	--	Monday, May 23	Monday, May 23
Canada Day: No classes	--	Friday, July 1	Friday, July 1	-
Last day to withdraw from courses without failure by default	Wednesday, June 1	Wednesday, July 20	Wednesday, July 20	Wednesday, May 13
Civic Holiday: No classes	--	Monday, August 1	Monday, August 1	-
Classes end	Friday, June 17	Friday, August 5	Friday, August 5	Friday, May 27
Final Examinations	*As arranged by instructor in class time*			
Deferred Examinations	Tuesday, October 11 to Friday, October 14, 2022			

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McMaster University

April 2021

TO: Undergraduate Council

FROM: Kim Dej
               (Acting) Vice-Provost, Faculty

RE: 2018 - 2020 IQAP Undergraduate Cyclical Program Reviews

INTRODUCTION

The purpose of Institutional Quality Assurance Process (IQAP) program reviews is to assist academic units in clarifying their objectives and to assess curriculum and pedagogical policies, including desirable changes for future academic development. Although the primary objective for these reviews is the improvement of our academic programs, the processes that we adopt are also designed to meet our responsibility to the government on quality assurance. The process by which institutions meet this accountability to the government is outlined in the Quality Assurance Framework (QAF), developed by the Ontario Councils of Academic Vice-Presidents (OCAV). Institutions' compliance with the QAF is monitored by the Ontario Universities Council on Quality Assurance, also known as the Quality Council, which reports to OCAV and the Council of Ontario Universities.

The goal of McMaster's IQAP is to facilitate the development and continued improvement of our undergraduate and graduate academic programs, and to ensure that McMaster continues to lead internationally in its reputation for innovation in teaching and learning and for the quality of its programs. McMaster's IQAP is intended to complement existing mechanisms for critical assessment and enhancement, including departmental reviews and accreditation reviews. The uniqueness of each program emerges through the self-study.

All program review reports (including self studies, review team recommendations, departmental responses, and dean's implementation plans) are submitted to McMaster's Quality Assurance Committee, a joint committee of Undergraduate and Graduate Councils. The Quality Assurance Committee assesses all submitted reports and prepares a Final Assessment Report (FAR) for each program review conducted during the previous academic session. Each FAR:

- Identifies significant strengths of the program;
- Addresses the appropriateness of resources for the success of the program;
- Identifies opportunities for program improvement and enhancement;
- Identifies and prioritizes the recommendations;

Undergraduate Council and/or Graduate Council will review this report to determine if it will make additional recommendations.

2018 -2019 IQAP CYCLICAL PROGRAM REVIEWS

The following programs were reviewed during 2018-19:

Undergraduate Programs
Kinesiology
Bachelor of Commerce
Midwifery Education Program
Indigenous Studies Program

2019 – 2020 IQAP CYCLICAL PROGRAM REVIEWS

Undergraduate Programs
Social Psychology

The Final Assessment Reports for the reviews are attached.

Institutional Quality Assurance Program (IQAP) Review

Kinesiology – B.Sc., M.Sc., Ph.D.

Date of Review: April 23 – 24, 2019

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate and graduate programs delivered by the Department of Kinesiology. This report identifies the significant strengths of the programs, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Department of Kinesiology submitted two self-studies, one for the undergraduate program and one for the graduate program, in March 2019 to the Vice-Provost, Faculty and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its undergraduate and graduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-studies contained all course outlines associated with the program and the CVs for each full-time member in the department.

Two arm's length external reviewers from Ontario and one internal reviewer were endorsed by the Dean, Faculty of Science and selected by the Vice-Provost, Faculty and Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on April 23 – 24, 2019. The visit included interviews with the Provost and Vice-President (Academic); Vice-Provost, Faculty, Vice-Provost and Dean of Graduate Studies, Associate Dean (Academic), Associate Dean, Grad Studies and Research, Chair of the department and meetings with groups of current students, full-time faculty and support staff.

The Chair of the department and the Dean of the Faculty of Science submitted responses to the Reviewers' Report (July 2019). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

The reviewers' report was deemed to be extremely positive overall, and it provided a concise and accurate summary of the present state of the unit.

Strengths

The program strengths highlighted included:

- the undergraduate (UG) and graduate program attract excellent students
- excellent researchers within the faculty complement
- outstanding laboratories and the PACE facilities, which facilitate excellent research training and experiential learning opportunities
- collegial culture and transparent system of governance

Areas for Enhancement or Improvement

The areas for improvement are largely reflected in the recommendations listed below, but included:

- an increasing trend of dissatisfaction by undergraduate students owing largely to an inability to enrol in high demand, upper-level courses
- under-resourcing in terms of the capacity for the FTE to deliver the undergraduate curriculum in the medium term (next 3 – 5 years)
- further leveraging the PACE experiential learning opportunities and other revenue-generating efforts

Summary of the Reviewers' Recommendations with the Department's and Dean's Responses

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
1) Monitor GPA and retention rates of undergraduate students given the change in admission requirements	The department will endeavour to monitor retention rates as recommended, as well as incoming admission averages and overall performance metrics as students progress through the program.	Associate Chair (Undergraduate Studies), in consultation with the unit Executive Committee with the Office of the Associate Dean of Science (Academic)	Implement monitoring with first incoming class affected and continue annual monitoring thereafter.
2) Consider recruitment strategies for graduate students,	Recommendation to be considered by unit Graduate Curriculum and Policy Committee,	Associate Chair (Graduate Studies), in consultation with the unit Executive	2018-19 academic year

	particularly international students.	which included elected graduate student representatives.	Committee and the Office of the Associate Dean of Science (SGA)	
3)	Retain the current budget for CLAs and sessional for another three years	The Chair will seek approval from the Dean to retain the current budget. (A recent request by the unit for a 2-year CLA appointment was recently approved by the Dean and Provost and a search is currently underway.	Chair in consultation with Dean of Science.	Next three years
4)	Consider the use of Post-Doc Fellows and effective teachers within the PhD pool of students to increase capacity to offer more upper year courses, thus addressing student demand and reducing upper year class sizes	The department will consider this recommendation with the goal of implementing the suggestions and facilitation opportunities for senior trainees in appropriate circumstances.	Chair, in consultation with the unit Executive Committee and Dean of Science (given potential budgetary impacts), and with input from relevant faculty supervisors.	First consideration in early 2020 as part of initial planning for 2020-2021 curriculum cycle
5)	Increase the course weight of the undergraduate thesis from the current 6 units to 9 units	Recommendation to be considered by the unit Undergraduate Curriculum and Policy Committee, which includes elected undergraduate student representatives	Associate Chair (Undergraduate Studies) in consultation with the unit Executive Committees	2019-20 academic year
6)	Consider a strategic vertical undergraduate curriculum strand of experiential education	Recommendation to be considered by unit Undergraduate Curriculum and Policy Committee, which includes elected graduate student representatives	Associate Chair (Undergraduate Studies)	2019-20 academic year
7)	Revisit the purpose and format of the comprehensive	Recommendation to be considered by unit Graduate Curriculum and Policy Committee,	Associate Chair (Graduate Studies)	2019-20 academic year

examination process	which includes elected graduate student representatives		
8) Consider methods of delivery for graduate level advanced statistical analyses	Review of the issue already has been initiated, and the recommendation will be further considered by the unit's Graduate Curriculum and Policy Committee during 2019-20 year.	Associate Chair (Graduate Studies)	2019-20 academic year
9) Continue growing assessment protocols related to demonstration of practical skills/observations, reflective learning, laboratory sessions and written reports and research papers with either individual or group presentations.	The unit will make every effort to continue growing assessment protocols as recommended in this regard, and develop a strategy to monitor appropriate metrics in this regard.	Associate Chair (Undergraduate Studies)	2019-20 academic year, and ongoing thereafter
10) Conduct and disseminate an equipment inventory	Current equipment inventory lists to be reviewed, updated, and a master list disseminated	Administrator, in consultation with administrative and laboratory staff	2019-20 academic year
11) Consider having the current Chair lead the next academic planning process	The current Chair recently facilitated a unit retreat for faculty and staff (June 2019) and one of the primary objectives was to inform the unit's next academic plan. Given recent direction received from the Faculty, it is expected that the unit's next academic plan will be finalized in early 2020 and thus the process is likely to be led by the current Chair	Chair, in consultation with the Dean of Science and Department of Kinesiology Executive Committee	2019-20 academic year

Dean's Response, Faculty of Science:

The Dean notes that the review team report accurately highlights the strengths of the undergraduate and graduate programs in Kinesiology in the Faculty of Science, and in the broader University, as well as the challenges presented. During the period of time leading up to the review, the Faculty of Science experienced very difficult resourcing decisions in many units and approached the subsequent academic and operational issues in an equitable and prioritized fashion. The capacity to address faculty renewal simply did not exist for a number of years and it is now being addressed through a broad consultation process that involves participation of representatives from all academic units in the Faculty of Science.

The course of action the Department has proposed in response to the specific recommendations is appropriate and reasonable, and there are several areas central Faculty and University initiatives are aligning with the action plan developed within the Department of Kinesiology, including continued assessment of space requirements, faculty renewal, and unit level participation in faculty wide finance and academic appointments considerations. With respect to specific recommendations, the Dean would like to highlight that item 7 (consideration of the purpose and format of the comprehensive examination process) is one that is currently being considered by a university committee and the outcomes will likely inform unit level decisions to some degree.

It is noted that the Program level response did not include an implementation plan for the 3 items included in the external report related to program enhancement and potential areas of improvement. These were not specific recommendations and while an implementation plan is not required, the Dean notes that she will work with the unit to ensure that the recommendations to 1. Leverage the PACE, 2. Consider the development of a professional Master's degree, and 3) Consider enhancing the continuing education/professional development offerings, are all included in the strategic planning process that will be undertaken in the 2019-20 academic year.

The academic programs in Kinesiology are clearly excellent and the IQAP process has provided the unit with an opportunity to benchmark their progress and reflect on their programs. The Faculty of Science will continue to provide support to the unit to ensure that the quality is maintained and a focus on improvement and reflection is sustained.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation, and the committee recommends that the program should follow the regular course of action with a progress report and subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Bachelor of Commerce Program

Date of Review: April 22 – 23, 2019

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate program delivered by DeGroote School of Business. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

<u>**Executive Summary of the Review**</u>

In accordance with the Institutional Quality Assurance Process (IQAP), DeGroote School of Business submitted a self-study in April 2019 to the Vice-Provost, Faculty to initiate the cyclical program review of its undergraduate program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

Two arm's length external reviewers, one from Manitoba and the other from Alberta, and one internal reviewer were endorsed by the Dean, DeGroote School of Business and selected by the Vice-Provost, Faculty. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on April 22 – 23, 2019. The visit included interviews with the Provost and Vice-President (Academic); Associate Vice-President, Faculty, Associate Dean, and meetings with groups of current students, full-time faculty and support staff.

The Associate Dean and the Dean of the DeGroote School of Business submitted responses to the Reviewers' Report (June 2019). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

The review team provided a comprehensive report with actionable recommendations for the Bachelor of Commerce (Honours) Program. The recommendations focus on improving student learning and

student experience. For student learning, recommendations relate to the number of required courses both inside and outside of the faculty as well as processes for better coordination and staffing of courses. For student experience, recommendations relate to the uneven student engagement in the program and extra-curricular activities.

The DeGroote School of Business is very appreciative of the reviewers and their recommendations. DeGroote is in the beginning stages of a B.Com Curriculum Redesign, thus, these recommendations are extremely relevant and timely. The Associate Dean along with the Decanal Team and Student Experience Office will begin working on the implementation of the recommendations over the next year.

Strengths

- Direct entry for students from high school
- Attracts high quality domestic and international students
- Capable and energized faculty; outstanding support staff
- The faculty provides a wide range of experiential learning opportunities (e.g. internships, case competitions, 24 hour case, career counselling)
- Programs are accredited by external professional/business organizations (e.g., BTM, CHRP, CPA)
- New building under construction will significantly enhance the physical teaching and student engagement environment

Areas for Enhancement or Improvement

- More emphasis needed on strategically developing online/blended learning courses. The program office should strategically identify courses where online/blended learning will be most useful and then convert courses into this format, and provide financial resources to help instructors make the transition
- More systematic focus on developing general (and discipline specific) data analytics capabilities. Students should be able to create a minor in data analytics, or at least have some systematic exposure to data analytics in their area of expertise
- Be more responsive to new (e.g., digital marketing, sustainability, soft skills) and broader contextual developments in the business environment (e.g., corporate social responsibility, sustainability, entrepreneurship).

Summary of the Reviewers' Recommendations with the Department's and Dean's Responses

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
1. The number of courses students are <u>required</u> to take <u>outside</u> the	The curriculum committee is reviewing the degree requirements as part of	Associate Dean (Academic)	This recommendation is being addressed as part of the B.Com Curriculum Redesign

			Process. The B.Com redesign will be incremental with a goal of major components being implemented within the next 4 years.
2. The number of courses students are <u>required</u> to take <u>inside</u> the faculty should be scaled back.	The curriculum committee is reviewing the degree requirements as part of an overall B.Com Redesign. The appropriate number of required courses inside of the faculty will be a key discussion point.	Associate Dean (Academic)	This recommendation is being addressed as part of the B.Com Curriculum Redesign Process. The B.Com redesign will be incremental with a goal of major components being implemented within the next 4 years.
3. The sequence of courses needs to be reconfigured. Right now students take too many breadth courses and not enough courses in their area of specialization during the first two years of the program.	The curriculum committee is reviewing the program sequencing as part of the overall B.Com Redesign. Discussions will include allowing for more business courses in level 1 and then opportunity for business electives in level 2.	Associate Dean (Academic)	This recommendation is being addressed as part of the B.Com Curriculum Redesign Process. The B.Com redesign will be incremental with a goal of major components being implemented within the next 4 years.
4. Student Engagement is uneven (bimodal with some students engaging extensively in various extra-curricular activities, and some being disengaged). Students could be assigned to cohorts and/or required to engage in at least on additional extra-curricular activity.	The Associate Dean, Student Experience Office, DeGroote Commerce Society and Faculty are collaborating to increase student engagement. Mandatory experiential learning activities have been added to level 1 and will added to level 2. The curriculum committee is addressing student engagement as part of the B.Com Redesign –	Associate Dean (Academic) Student Experience Office DeGroote Commerce Society	New initiatives to increase student engagement will be implemented for level 2 and levels ¾ students in the 2019/20 school year. Additional initiatives will be created and added over the next 4 years.

	cohorts and other avenues to promote student engagement are being discusses.		
5. There is a need for more formal co-ordination of multiple sections of required classes, sequences of courses in a particular area (e.g. financial accounting), and a more formal plan for how different types of faculty (permanent and non-permanent) are assigned to courses and extra-curricular activities.	The Dean and Decanal Team will work with Area Chairs to provide formal coordination of multiple sections of required classes. In addition, the Areas will be asked to review and report on the sequencing of courses in a particular area, with recommendations and implementation plans for any necessary changes to sequencing. The Dean and Decanal Team will work with the Area Chairs to develop a process for assigning faculty to courses and extra-curricular activities.	Dean and Decanal Team and Area Chairs	The Dean and Decanal Team will work with the Area Chairs over the next 2 years to ensure coordination of multiple section classes. The Dean and Decanal Team will ask the Areas to review and report on the sequencing of courses in a particular area over the next year, with a plan for changes to be implemented over the next 2 years.
6. There are too many departments, and there is need for more tenure track/tenured faculty for the size and complexity of the teaching programs. The number of departments should be reduced substantially.	The Dean will consult with the Provost on the need for more faculty and the number of departments.	Dean	The Dean will consult with the Provost over the next year regarding the number of faculty and departments.
7. The faculty needs more and better data for internal decision making. The faculty should benchmark itself against	DeGroote has hired an analytics officer to provide better data and analysis to support internal decision making. Metrics are being developed and	Associate Dean with Analytics Office and Student Experience Office	The Analytics Officer has been hired. Development of metrics and initial data gathering has begun. The metric development and data

peers/closest competitors on both curriculum and extra-curricular activities	data is beginning to be gathered for all aspects of the B.Com program. This data and analysis will be used for key strategic decisions as well as for benchmarking analysis.		gathering process will continue to evolve to support internal decision making with a goal of the initial key metrics being complete within the next year.

Dean's Response, DeGroote School of Business:

The Dean would like to thank the external reviewers and the internal reviewer. Their review was extensive and most helpful to the School going forward.

The comprehensive and actionable assessment of the B.Com program is very timely and valuable as the School begins a curriculum redesign. The Associate Dean (Academic) has addressed the recommendations via the above implementation plan. The majority of the recommendations will provide guidance for the curriculum redesign.

The Dean would like to highlight that recommendation 6 related to the number of departments and need for more faculty will require consultation with the Provost and President. This recommendation is not directly relevant to the B.Com program and thus will be discussed in a broader context and not as part of the curriculum redesign.

<div align="center">

Quality Assurance Committee Recommendation:

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McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommends that the program should follow the regular course of action with a progress report and subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Midwifery Education Program

Date of Review: April 29 – 30, 2019

*In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate program delivered by the **Midwifery Education Program**. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.*

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

<u>**Executive Summary of the Review**</u>

In accordance with the Institutional Quality Assurance Process (IQAP), the Midwifery Education Program submitted a self-study in April 2019 to the Vice-Provost, Faculty to initiate the cyclical program review of its undergraduate program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Executive Vice-Dean, Faculty of Health Sciences and selected by the Vice-Provost, Faculty. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on April 29 – 30, 2019 The visit included interviews with the Provost and Vice-President (Academic); Vice-Provost, Faculty, Vice-Dean, Health Professional Education, Assistant Dean of the department and meetings with groups of current students, full-time faculty and support staff.

The Chair of the department and the Vice-Dean, Health Professional Education of the Faculty of Health Sciences submitted responses to the Reviewers' Report (June 2019). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

Strengths

- Alignment with the McMaster university mission with commitment to research, student experience, tradition of PBL, community engagement, and alignment with indigenous efforts
- Alignment of outcomes between undergraduate Degree Level Expectations and competencies for practice
- Well-defined admission requirements that include the established MMI
- Collaboration with the regulatory body to provide educational opportunities that support expansion of the scope of midwifery and ensure advanced skills are included in curriculum
- Required courses in indigenous health and interprofessional learning
- Contributions to the development of the profession and innovation by creating the McMaster Midwifery Research Centre, interactive e-books, and a continuing education program
- Having a vision to create a Master of Midwifery program and a School of Midwifery Staff who provide critical support to students, faculty, and the Assistant Dean
- Encouragement for students to access to university centres for success, wellness, chaplaincy, and library resources
- Support for students and preceptors through the student workload review, student advocacy group, faculty advisors, communication through website and student and preceptor newsletters, preceptor support team and implementation of practice education coordinator role
- Implementation of new 90-unit BHS degree option for students not able to complete the MEP
- Support for learning with classroom resources, an impressive anatomy lab, and simulation centre
- Clinical experiences are generous, and expectations are published and reviewed regularly
- Assessment measures are appropriate and clearly described in the syllabi
- Graduand surveys were favorable for readiness to practice, enhanced oral and written skills, quality of course materials and teaching, availability of instructors and fairness of evaluation

Areas for Enhancement or Improvement

- Continue to be sensitive to the relationship with Six Nations in Indigenization efforts including the Facilitated Indigenous Admissions Process to avoid negatively impacting the Six Nations MEP
- Examine the relationship between admission grades in required courses and success in the MEP
- Update the mapping of midwifery core competencies to courses
- Develop an evaluation plan that includes course evaluations
- Include students in website design and increase clarity about staff support roles
- Develop internationalization initiatives in research and leadership in midwifery globally
- Develop faculty and staff complement plan
- Continue to develop continuing education programming

- Develop a plan for financial sustainability
- Identify/implement steps for becoming a school and developing a Master of Midwifery Program
- Clarify role of Assistant Dean with respect to hiring, teaching assignments, and tenure & promotion, and move faculty appointments to one department

Summary of the Reviewers' Recommendations with the Department's and Dean's Responses

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Continue to be sensitive to the relationship with Six Nations in Indigenization efforts	Continue communications with Educators of Six Nations MEP that respect the Indigenous MEP and support indigenous applicants who choose not to apply to Six Nations.	L Darling	Now and ongoing
Examine the relationship between grades in required courses and success in the MEP	We are currently reviewing of admissions data to look at predictors of success. We are unsure of our ability to link grades for specific courses with long term performance.	L Darling/ S Israr	Now and ongoing
Map course content to core midwifery competencies	Original mapping document (attached) exists but requires updating. Course outlines will be revised to include specific competencies addressed in each (summary attached).	A Malott	September 2019
Develop an evaluation plan for the MEP (including course evaluations, survey and student feedback, and how these are used for program revision)	Develop an internal plan for evaluation. Post information for students regarding the plan in A2L with forms and documents. Communicate relevant details to preceptors (in program newsletter) and students (e.g., in year one orientation)	A Malott/L Darling/ S Israr	September 2019
Involve students in website design	Continue to use student advocacy group to gather student feedback regarding website design and accessibility of resources	L Darling/ S Israr	Ongoing
Increase clarity about staff support roles	" Staff Spotlight" in monthly newsletter where a staff person is featured and describes a situation where they helped a student	S Israr/M Lynch	September 2019 and ongoing

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Develop internationalization initiatives that position the MEP as global leaders	Prepare strategies for supporting research and midwifery leadership globally	B Murray Davis/ L Darling	December 2019
Develop faculty and staff complement plan	Develop a plan for growth/replacement of faculty and staff as part of our Diversity Strategy	L Darling/ S Israr	Fall 2019
Continue to develop courses for Continuing Professional Development (CPD)	List of courses has already been developed. Overarching coordination of CPD is being assigned. Course development, coordination and teaching is being organized	B Murray Davis/ A Malott/ K Demers	Now and ongoing
Develop a plan for financial sustainability	We will leverage work being done within Health Science Education to streamline resources	L Darling/ S Israr	Now and ongoing
Identify/implement steps toward becoming a School	Steps have already been identified and are now being implemented	L Darling/ S Israr	Now and ongoing
Identify/implement steps toward development of graduate program	Steps have already been identified and are now being implemented	L Darling/ S Israr	Now and ongoing
Clarify role of Assistant Dean with respect to faculty oversight and move faculty appointments to one department	We will continue discussions to explore options	L Darling	During 2019-2020 academic year

Dean's Response, Faculty of Health Sciences:

The Vice Dean, Health Professional Education submitted a response as the Dean's delegate.

The Faculty appreciates that the Review Team identified that the many strengths of the program align with McMaster's mission. In particular, the commitment to research, student experience, tradition of PBL, community engagement and alignment with Indigenous Efforts were all highlighted. It was noted that the admission requirements to the program were well defined and there was clear consistency between the undergraduate degree expectations and competencies required for the clinical practice of Midwifery.

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As a Faculty of Health Sciences, we are proud of the contribution of the Midwifery program to research in the Faculty, particularly through the creation of the McMaster Midwifery Research Centre. As well as commitment to research, it was clear to the reviewers that the Midwifery Education Program is dedicated to supporting the students in organization of the curriculum, Student Support Services and the teaching resources provided for the students.

The Faculty and Program have carefully reviewed the recommendations for improvement in the report. As with all education programs in the Faculty of Health Sciences, we are sensitive to our relationship with Six Nations, particularly in regard to the admission of Indigenous students to our Health Professional Programs and will continue to work with Indigenous leaders to optimize our processes.

The Midwifery Education program accepts the suggestion of developing a revised mapping document for linking the courses in the curriculum to professional core competencies and this should be available in course syllabi beginning September 2018.

Program evaluation with input from evaluations and student feedback will be revised and improved and efforts made to share details of program evaluation activities with preceptors via the preceptor newsletter.

The program clearly encouraged by reviewers to involve students more in developing the program website. In addition, the Midwifery Education Program newsletter will regularly feature individual staff to outline the role that they play to support students to make it more obvious how each staff position is designed to support and advise students. We note comments in the IQAP report that have identified both fiscal sustainability issues and the desire of the Midwifery Education Program to become a School. Both of these issues are under active discussion in the Faculty as the Faculty of Health Sciences reviews its entire budgeting process. Finally, we will support the Midwifery Education Program, Assistant Dean as the program considers moving all of their faculty appointments into one department and clarifies the role of the Assistant Dean with respect to the hiring of new faculty as well as teaching assignments and Tenure and Promotion.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommends that the program should follow the regular course of action with a progress report and subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Indigenous Studies Program

Date of Review: February 28, March 1, 2019

*In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate and graduate programs delivered by the **Indigenous Studies Program**. This report identifies the significant strengths of the programs, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.*

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

<u>**Executive Summary of the Review**</u>

The Indigenous Studies Program submitted a self-study in January 31 2019 to the Associate Vice-President, Faculty to initiate the cyclical program review of its undergraduate program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self- study contained all course outlines associated with the program and the CVs for each member in the program.

Two arm's length external reviewers, both from Ontario and one internal reviewer were endorsed by the Dean, Faculty of Social Sciences, and selected by the Associate Vice- President, Faculty and Associate Vice-President. The review team reviewed the self-study

documentation and then conducted a site visit to McMaster University on February 28th and March 1st 2019. The visit included meetings in the Indigenous Student Services facilities, brief visits to a number of areas including the library and archives, meetings with Indigenous Studies faculty and students and members of the pertinent administrative units.

The Director of the Indigenous Studies Program and the Dean of the Faculty of Social Sciences submitted responses to the Reviewers' Report (August 2019). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

Strengths

In their report (May 2019), the Review team stated that they are very impressed with the program's accomplishments, especially considering its small faculty complement and the practical challenges that developments such as the Calls to Action of the Truth and Reconciliation Commission final report have generated. The reviewers noted the responsiveness to Indigenous community needs and the integration of community-based pedagogies.

The reviewers highlighted the following strengths of the program:

1. Its faculty have exemplary records in terms of both the scholarly work they do, and the rootedness of the faculty in the Indigenous community.

   The curriculum delves into most of the topics that constitute the discipline.

2. The program is cognizant of the source of Indigenous knowledge and ensures this is reflected in its pedagogy. Students' community-based learning activities – an integral feature of any Indigenous studies program -- focus mainly on the First Nations proximate to McMaster and involve land-based experiential learning.

   The faculty are extremely resourceful in providing current students and alumni with opportunities to acquire research skills through service as research assistants or project officers.

3. The program provides excellent support by virtue of Indigenous Student Services and the facilities it offers students.

Areas for Improvement

The review team had no major concerns but did identify some suggestions for alterations and a few observations of the program as a whole.

- The full-time faculty complement warrants enhancement in order to ensure that students doing an honours thesis receive proper support and also that input from the Indigenous standpoint is provided in the numerous governance forums discussing matters that potentially have ramifications for Indigenous students.
- There is a need to build greater recognition on the part of the ISP faculty members' home departments the breadth and types of activities that constitute Indigenous scholarship, more specifically that it is not limited to academic publications.
- Tenure and promotion criteria need to be made more flexible in order that the kinds of vital research in which ISP faculty engage are recognized.
- While the self-study indicates the Indigenous language resources that have been developed, it does not address the extent of the institutional commitment required if the program is to contribute substantively to the preservation and revitalization of the languages. It does recognize the role of Six Nations Polytechnic with respect to the languages offered there. The commitment required of the ISP is development of a cohesive set of curriculum resources that

give learners the solid foundation in the language(s) concerned that will allow them to continue building on their proficiency. This can be achieved only if full-time faculty complement includes members with the relevant expertise.

Summary of the Reviewers' Recommendations with the Department's and Dean's Responses

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
More courses should be offered in order for students to have greater choice of upper-year electives. The program lists many courses but the number offered is limited.	Adding more faculty members to the Indigenous Studies Program will allow for this.	Director; Dean, Social Sciences	Long term goal
That the program examine the language component of its curriculum in order to determine its principal goal: to introduce cultural traditions, values, beliefs and customs, or to facilitate actual revitalization of the Indigenous languages the program offers.	Indigenous languages are in turmoil. Some languages in Canada now have fewer than 10 speakers who grew up with the language and many of these speakers are elderly. Because of this, most individuals that the Indigenous Studies Program have been able to hire are second language learners. In the future, we will look to hire a faculty member(s) with the relevant language expertise. In the short term, we will adjust the calendar to include a broader area of study to include language and culture.	Director	July 1, 2020
That hiring a mid-career tenured faculty member be strongly considered in order to ensure program delivery and to bridge the gap between the more junior and senior level career faculty members.	The Indigenous Studies Program and the Department of History hired a mid-career scholar July 1, 2018. A memo was drafted on March 1, 2019 to the Dean, Social Sciences outlining the urgency for a need for a second faculty hire. A job ad has been created and the Indigenous Studies	Director, Dean of Social Sciences	July 1, 2020

Final Assessment Report – Indigenous Studies Program

	Program is in the process of recruiting an established scholar. The appointment will be joint between the Indigenous Studies Program and a relevant department. This position will help respond to our need for more mid-career tenured faculty members.		
That the university move to create a department of Indigenous Studies	The ISP has added a number of junior and senior faculty in the last couple of years with the intent to continue further hires. Additionally, a long term goal would be to move Indigenous Studies from a program to a department.	Director; Dean of Social Sciences	Long term goal
That the space for faculty offices in the L.R. Wilson Hall building area be increased.	Forward this recommendation to Senior Administration	Director; Dean of Social Sciences	Long term goal
That courses in years 2, 3, and 4 of the program be reviewed with the intention of adding relevant prerequisites so that students taking these courses are not burdened by others in the class who do not understand the basics of Indigenous studies.	We adjusted the cross list for this calendar year. The Arts & Science course, 1C03, was previously cross listed with 2MM3 (Research and Methods) and now with 1AA3 to ensure that those students are getting an introductory level understanding.	Director, Staff	July 1, 2019
Given the growth in the program, it is recommended that the ISP, once a department, look at developing a graduate level program.	Similar to recommendation 4, with the continued growth of the program which includes more faculty hires, the creation of a graduate program is an additional long term goal.	Director	Long term goal
That the program director be a tenured faculty member.	For a number of years, junior faculty have taken on a leadership role of the program. A tenured faculty	Director; Dean of Social Sciences	July 1, 2019

Final Assessment Report – Indigenous Studies Program

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member would not face the added burden of having to juggle the governance responsibilities along with the research demands that are especially pressing for tenure-stream faculty members. As noted in recommendation #3, the Indigenous Studies Program is in the process of recruiting an established scholar which will add to our number of 5 tenured positions (these positions are cross appointed in Indigenous Studies and other disciplines). We are now better situated and have enough tenured faculty where this should no longer be an issue. These positions will help respond to our need for stability in the leadership of the program.		

Dean's Response, Faculty of Social Sciences:

Overall, the review team provides a highly positive assessment of the program and particularly praised the commitment and scholarly records of our Indigenous faculty, the strong community orientation of the ISP, the integration of Indigenous knowledge and ways of knowing, and the space in Wilson Hall, and the services available to Indigenous students.

The review naturally also identified areas for improvement, and made a set of specific recommendations in this regard. The Program's response outlines specific steps that it will take in response to these recommendations. Below I offer some comments on each of the major recommendations and on the program's response to the recommendation.

That more courses be offered in order that students have a greater choice of upper-year electives. The program lists many courses but the number offered is limited.

This can be addressed in a few ways. One is recruitment of additional Indigenous faculty into the ISP. For instance, the ISP is recruiting a new faculty member (with rank open) this year with an expected start of July 1, 2020. A second is the recruitment of Indigenous faculty to other Faculties at McMaster as part of McMaster's overall commitment to expand the complement of Indigenous faculty. Although much of their teaching will be in the specialized area associated with the Faculty/Department of appointment, in some cases an affiliation with the ISP would be of interest and they may be keen to deliver an upper-

Final Assessment Report – Indigenous Studies Program

year course suitable for the ISP. Finally, given the community focus of the ISP, in some cases it would be desirable for a knowledgeable Indigenous community member to present a course within the ISP (as already occurs). As Dean I am more than willing to work with the ISP to pursue all these strategies so as to strengthen the upper-year offerings within the program, which will only grow more important as enrolment expands.

That the program examine the language component of its curriculum in order to determine its principal goal: to introduce cultural traditions, values, beliefs and customs, or to facilitate actual revitalization of the Indigenous languages the program offers.

This recommendation implicitly includes two components. The first is to examine the curriculum to be clear about the goal of the language component of the ISP. This seems especially important given the close proximity of Six Nations Polytechnic and its language programs. The second is to design the curriculum (and ensure faculty resources) to achieve this goal. The two are linked: while one wants to be aspirational, it makes no sense to set a goal that is not achievable given the various constraints on the curriculum and resources. I, along with my Associate Dean-Academic, will work with the ISP faculty to support this examination and help ensure that the ISP's curriculum and resources are adequate to achieve the goal.

That hiring a mid-career tenured faculty member be strongly considered in order to ensure program delivery and to bridge the gap between the more junior and senior level career faculty members.

As the program response notes, the ISP recruited a new faculty member at the level of Associate Professor effective July 1, 2018, and the ISP program is undertaking a recruitment for an appointment at an open rank to start July 1, 2020. The intention is to hire at the level of Associate or Full Professor. The Indigenous scholars at McMaster are currently engaged in a strategic planning exercise that will include an analysis and recommendations regarding the complement of Indigenous faculty at McMaster. This planning exercise can consider this recommendation as part of its deliberations.

That the university move to create a department of Indigenous Studies.

Given the goals and interdisciplinary, inter-faculty nature of the ISP, creation of a Department of Indigenous Studies not surprisingly has advantages and disadvantages. These would have to be weighed carefully by the Program faculty in particular. Further, such a recommendation has to be placed in the broader university vision for Indigenous programming and activities, and any such decision would involve the Provost and other senior decision-makers. Again, it would appear appropriate that this recommendation be considered as part of the Indigenous strategic planning exercise currently underway.

That the space for faculty offices in the L.R. Wilson Hall building area be increased.

Space is at a premium within the Indigenous Centre, which houses both the ISP and the Indigenous Student Services (ISS). We have been looking this past year at how we can organize people and activities in a way that makes better use of the current space. Options are limited for expanding space contiguous to (or even near) their current location in Wilson Hall. The Faculty and the Assistant Vice-President Student Affairs will work with the ISP and the ISS to address space challenges for these units.

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That courses in years 2, 3 and 4 of the program be reviewed with the intention of adding relevant pre-requisites so that students taking these courses are not burdened by others in the class who do not understand the basics of Indigenous studies.

This issue has been flagged by Indigenous students for the last few years as interest and enrolments in ISP courses have grown. The program has already made an adjustment to the curriculum that will help address this problem.

Given the growth in the program, it is recommended that the ISP, once a department, look at developing a graduate level program.

Creation of a department and creation of a graduate program raise different issues and challenges, and offer distinct advantages to students and Indigenous faculty. I would uncouple them: it is possible to create a graduate program without first becoming a department. Working with my Associate Dean, Graduate Studies, I would be happy work with Indigenous faculty to examine this recommendation. We have exceptional Indigenous scholars at McMaster and the desire to work with graduate students is understandable. Two things suggest that timing of any such expansion would be important. As emphasized by the review, faculty resources are already a challenge for delivering the undergraduate program alone. While further investment as described in this response can address this, one would want to ensure that creation of a graduate program would not over-burden Indigenous faculty or compromise the undergraduate program. Second, provincial funding for graduate students at McMaster is currently capped, so creation of a new graduate program would not attract associated new funding.

That the program director be a tenured faculty member.

With the relatively small complement of Indigenous faculty, the last few years have been particularly challenging for filling the Directorship due to the configuration of research leaves and other demands. The university has recently recruited a tenured Indigenous faculty member, the ISP is currently recruiting a new faculty member to an open-rank position with the intention to hire at the rank of Associate or Full Professor, and some current members will naturally progress to tenured status in the near future. The strengthening of the complement and career-stage of Indigenous faculty at McMaster should enable the appointment of tenured faculty members to the directorship in the future.

<u>**Quality Assurance Committee Recommendation:**</u>

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommends that the program should follow the regular course of action with a progress report and subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Social Psychology Program

Date of Review: March 3 - 4, 2020

*In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate and graduate programs delivered by the **Social Psychology Program**. This report identifies the significant strengths of the programs, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.*

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

<u>**Executive Summary of the Review**</u>

The Social Psychology Program submitted a self-study in January 2020 to the Vice-Provost, Faculty to initiate the cyclical program review of its undergraduate program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self- study contained all course outlines associated with the program and the CVs for each member in the program.

Two arm's length external reviewers, both from Ontario and one internal reviewer were endorsed by the Dean, Faculty of Social Sciences, and selected by the Vice-Provost, Faculty. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on March 3 – 4, 2020. The visit included meetings with the Provost, Vice-Provost, Faculty, Dean of Social Sciences, Director, faculty, staff and, students.

The Director of the Social Psychology program and the Dean of the Faculty of Social Sciences submitted responses to the Reviewers' Report (August 2020). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

Strengths

The program furnishes a richly interdisciplinary, innovative, and intellectually rewarding experience. Students learn about a variety of methodologies and receive hands-on research experience in the capstone course. Satisfaction with the program is high amongst both current students and alumni; they strongly identify with the program and feel that it has prepared them well for launching their careers. Program faculty are committed and have made the most of the resources they have been allocated. Return on investment in the program has been high.

Areas for Improvement

The curriculum needs to be indigenized and decolonized. Students require further academic skills training in writing, reviewing literature, and research methods. The program relies too heavily on sessional instructors and CLAs and would benefit from hiring tenure-stream or tenured faculty who can contribute expertise both in sociological and psychological social psychology.

Summary of the Reviewers' Recommendations with the Department's and Dean's Responses

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
1. PROGRAM **(a) Indigenization**			
1.1 Address issues of Indigenization and de-colonialization throughout the discussions arising from this report. 3.2. The program hold a retreat to develop ideas about how to work toward Indigenizing and decolonizing the social psychology curriculum.	We will hold a faculty retreat to discuss changes to the social psychology curriculum, including issues of Indigenization and de-colonization.	Program faculty	2020-21
3.11. Program members jointly undertake a curricular review to ensure that the broader considerations	We will discuss these issues at our faculty retreat (see section 1.1).	Program faculty	2020-21

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captured by "diversity" are addressed throughout the curriculum.			
3.1. The institutional template for the IQAP self-study and review report be revised to foreground Indigenization and decolonization.	We will make these recommendations to the MacPherson Institute.	Tara Marshall	Fall 2020
1. PROGRAM			
(b) Program vs Department			
1.3. Develop a multi-year plan to either strengthen social psychology as an undergraduate program or develop an academic plan for the departmentalization of the program.	The program faculty will discuss the possibility of departmentalization at a faculty retreat. The faculty will continue to work on strengthening the program and will discuss next steps with the Dean.	Program faculty	Fall 2020
1.4. Rather than undertaking an undergraduate journal initiative, enhance the dissemination of undergraduate research by highlighting and archiving student poster presentations on the program's website	We have archived the poster presentations on our website and plan to do so every year from now on. Our undergraduate journal is modest in scope and facilitated by the library, so there is little additional labour required by the faculty to implement the journal. We have posted guidelines on the journal website (hosted by the library) that indicate that (a) only capstone projects that receive a mark of at least 85% will be considered for publication; (b) there will be no additional peer review for submissions, since final capstone papers already go	Sarah Clancy	Poster presentations: achieved Undergraduate journal: first issue will be published in summer 2020

	through multiple stages of review by the instructor. This type of student journal is consistent with those developed in other departments at McMaster.		
3. CURRICULUM **(a) Course offerings**			
1.2. Explore future practicum/placement opportunities to enhance community engagement.	We will meet with representatives of Experiential Education and explore ways to augment our experiential provision. We currently do not have the capacity to include a practicum/placement course but remain highly interested if given an opportunity to allocate the necessary resources to such a course.	Tara Marshall	2020-2021
3.3. A mechanism be provided for students to apply to have courses not presently on the multidisciplinary list be counted toward their multidisciplinary course requirement. This mechanism should be made prominent in the calendar and on the program website.	Currently, students who take a course not on the multidisciplinary list can have it counted towards their multidisciplinary course requirement after discussing it with the Academic Advising office and then obtaining permission from the Social Psychology Program Director. We can make this process more transparent on our program website and ask for it to be added to the calendar when we present program changes at the Undergraduate Curriculum meeting in the fall.	Emma Pechmann	Fall 2020
3.4. The multidisciplinary course list be reviewed with the goal of reducing the number	Our Program Administrator will review the course list and identify courses with prerequisites. The Program Director will then review	Emma Pechmann, Tara Marshall, and the Social Psychology faculty	Fall 2020

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of courses with prerequisites.	these courses, flag any that might be removed, and present these removals to the rest of the Social Psychology faculty for feedback. If we agree on courses to be removed from the multidisciplinary list, we will present the changes at the Undergraduate Curriculum meeting in the fall.		
3.7. The methods/statistics requirements be increased by one 3-credit course, at Level III. The SOCPSY 3L03 course to be introduced in 2020/2021 would be one course that could fulfill this requirement.	SOCPSY 3L03 is being introduced as an optional course in 2020-21. This course is cross-listed with Health, Aging & Society, so it is not possible to offer it as a requirement for Social Psychology students (HAS feels that making it a required course for Social Psychology would dramatically increase the class size, thereby detracting from the quality of learning for HAS students). We anticipate that Social Psychology students who wish to pursue research-based graduate studies may take this course. Nonetheless, we may work towards offering a required Level III course in methods/statistics solely for Social Psychology students within the coming years, provided we have the teaching staff to do so.	Tara Marshall	2020-2025
8. A qualitative methods course that could fulfill a new Level III methods requirement should be introduced. Ethnography would be	While SOCPSY 3L03 covers both quantitative methods and qualitative methods, we agree that it would be ideal to develop a new course focusing exclusively on qualitative methods. This may	Tara Marshall	2025

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a promising subject for it, given current expertise in the program.	become feasible once we have more permanent faculty members contributing to our program.		
3. CURRICULUM **(b) Capstone**			
3.5. The capstone course size be capped, conceivably by dividing it into two sections.	Given increasing student enrollments, it is no longer feasible for the capstone course to be delivered by one instructor only. In fall 2020, we will request additional teaching resources so that we may divide this course into two sections as of 2021-22.	Tara Marshall and Sarah Clancy	Fall 2020
3.6. The ethics training in the capstone course be simplified and streamlined. For example, instead of having each group independently prepare iterations of the ethics documents, a single ethics document could be prepared that would cover all groups wishing to survey the general student body – a popular choice of method in the posters we viewed. Each such group could simply contribute questions to an "omnibus" survey questionnaire. Groups wishing to use other methods, such as in-depth interviews for other populations, could still do group-specific ethics paperwork, but could	Currently, templates for ethics documents are provided for the students, and the instructor provides an in-class seminar to go over the completion of said documents. We appreciate the reviewers' suggestion for an omnibus questionnaire and will keep it in mind when there are very similar student projects (and those similar projects are quantitative in nature). This would likely result in a reduction of workload for the instructor, while at the same time ensuring groups contribute equitably and equally to the project design and there is no discrepancy between groups.	Sarah Clancy	Fall 2020

be provided with typical language and a "fill in the blank" format for incorporating their own plans.			
3.9. Students be required to have completed the Level II methods and statistics requirements before taking the capstone course. Further, we recommend that students be advised to complete the new Level III methods requirement prior to taking the capstone course	We will add the methods course (SOCPSY 2K03) as a prerequisite for the capstone course. We will inform the Associate Dean's Office and present the change at the Undergraduate Curriculum meeting. Until we have a required Level III methods course in place, we will encourage our students to take the optional methods course (SOCPSY 3L03) before taking the capstone course.	Tara Marshall, Emma Pechmann, and the Associate Dean's Office	Fall 2020
3.10. The program consider developing an alternative to the capstone, one in which students can explore the relationship between social psychology and community placements.	(See response to 1.2). We will meet with representatives of Experiential Education and explore ways to augment our experiential provision. However, we have reservations about this possibility on two fronts: (1) placements would require additional resources offered by the Faculty, and (2) the capstone course is consistently rated one of the top features of our program, and we are reluctant to make changes that might harm its standing. We think a practicum/placement course at Level III might better satisfy the experiential education component of our program than in lieu of the capstone.	Tara Marshall	Fall 2020

	However, we will discuss this possibility at a faculty retreat.		
4. TEACHING AND ASSESSMENT			
4.1. The program identify opportunities to develop literature review skills (including referencing), beginning in the lower years of the program.	Currently, students learn how to write literature reviews for SOCPSY 1Z03 and 2B03, but we think it would be worthwhile to incorporate a literature review assessment into SOCPSY 2YY3 (Theories in Social Psychology), which is a required course. While our sessional instructors have done an excellent job teaching this course over the last few years, we believe it should be taught by permanent faculty to ensure consistency in teaching foundational skills such as reviewing literature. We will discuss further ways to develop literature review skills at the curriculum review faculty retreat.	Program faculty	2020-21
5. RESOURCES TO MEET PROGRAM REQUIREMENTS			
5.1. Reduce the number of units of instruction taught by faculty with contractually limited or sessional positions to afford the program greater stability in course offering and staffing.	Plans are afoot to convert Sarah Clancy's CLA to a teaching professor position by July 2021. We seek additional tenure-stream faculty to teach units in our department that, at present, are taught by sessional instructors. These teaching units are germane to our program (Theories in Social Psychology, Self & Identity) and are best taught by a sociological social	CLA conversion: Tara Marshall, Jim Dunn (Chair of Health, Aging & Society), and the Dean. Hiring additional tenure-track faculty: we will discuss this with the Dean.	July 2021 (CLA conversion) 2021-2025: hire additional tenure-track faculty

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	psychologist with expertise in symbolic interactionism. To satisfy the student desire for additional psychological social psychology, we seek to hire a tenure-stream experimental social psychologist who could teach units that are essential to a well-grounded education in psychological social psychology (e.g., intergroup relations, close relationships). We are particularly keen on hiring at least one BIPOC individual for these positions.		
5.2. Consider both the conversion of the current CLA to continuing status and an increased, ongoing commitment from the departments of Sociology and Psychology to contribute teaching power in support of this program.	As noted in 5.1, Sarah Clancy's position will be converted to a teaching professor position by July 2021. Rather than an increased commitment from Sociology, we would prefer to decrease Sociology's 9-unit commitment to our program. Until we have permanent staff to teach these units, we could hire sessional instructors or a CLA. While the teaching provided by Sociology faculty has been excellent, we do not know on a year-to-year basis who will be teaching these units, and there have been years that Sociology was unable to deliver on this commitment due to a lack of available faculty. We have similar misgivings about seeking a teaching commitment from the Department of Psychology, Neuroscience, and Behaviour (PNB). They do	We will discuss this with the Dean.	2020-2021

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	not have any research-stream faculty who specialize in social psychology and might not be able to teach units in our program. Rather than seeking a commitment of additional teaching units from Sociology or PNB, we would prefer to discuss the possibility of a joint appointment for a CLA or tenure-stream professor.		
5.3. Review space issues with the goal of ending the program's reliance on "borrowed space" for core operations.	We are in complete agreement with this recommendation.	We will discuss this with the Dean.	2020-2025
5.4. Critically review the annual budget to ensure that funding of the student experience in smaller programs and departments is reasonably comparable to that of larger departments. This is not simply a resources issue: it is an equity issue.	We are in complete agreement with this recommendation.	We will discuss this with the Dean.	2020-21
7. PROGRAM ENHANCEMENT			
7.1. Track the numbers of students enrolling in independent study courses and the projects they work on. The application form for such courses should collect data	Our program administrator will track independent study students and put the titles of their studies on our website. We will also devise a survey to ask these students about their motives for doing the independent study.	Emma Pechmann and Tara Marshall	2020

about the students' motivations.			
7.2. Identify the kinds of inconsistency in SOCPSY 2K03 that have proven troublesome in the past, and accordingly amend the Curriculum Map, as well as any longer, internal course description document that the program may use.	There has been inconsistency in who has taught this course due to faculty unavailability (e.g., parental leave). We will ask the course instructor to look over the course description and make amendments if necessary and change the Curriculum Map accordingly.	Paul Glavin	Fall 2020
7.3. Develop more precise learning outcomes for SOCPSY 2K03.	We will ask the faculty member who regularly teaches this course to provide more detail on the course outline for SOCPSY 2K03. Along these lines, we will ask all instructors to incorporate Program learning outcomes into their outlines for 2020-21.	Paul Glavin	2020
7.4. Use program faculty meetings or a teaching retreat to continue to discuss the connections among courses in support of the learning objectives. Use syllabi as resources in these discussions.	We will discuss connections among courses in support of learning objectives at a faculty retreat in fall 2020 focused on curriculum development.	Program faculty	Fall 2020
7.5. Experiment with a Level II orientation to paths through the program.	To reach all Level II students, we will introduce an orientation to paths through the program as part of a required course - SOCPSY 2YY3. Tara Marshall delivered an orientation along these lines for students taking	Tara Marshall	Fall 2020

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	SOCPSY 2B03 in fall 2019; however, 2B03 is not mandatory for all Level II students and would be better delivered in SOCPSY 2YY3.		
7.6. Compare students' views of multidisciplinarity by level of study.	We will develop a short online survey that asks students in each level of study about their views of multidisciplinarity.	Tara Marshall and Emma Pechmann	2020-21
7.7. Track changes in the Level I GPA of entering students.	We agree with this recommendation and will do so over the coming years.	Tara Marshall and Emma Pechmann	2020-2027
7.8. Partner with the Academic Skills unit and Student Success Center to provide enhanced support for under-prepared learners.	We will liaise with the Student Success Center to see what support they can provide for our students.	Tara Marshall	2020-21
7.9. Create a Faculty Advisor role.	The faculty will discuss this role at a retreat.	Program faculty	2020-21
7.10. Publicize student research by exhibiting posters from the capstone course on the program website.	In March 2020, Sarah Clancy created a virtual slideshow of the capstone poster session (cancelled due to the COVID-19 pandemic). We have posted it on our website and have decided to do this every year from now on to highlight the projects that our students work so hard on.	Sarah Clancy, Emma Pechmann	We will do this every year from now on
7.11. Investigate whether the Social Psychology Student Society's Facebook page could be used to track the careers of a greater number of alumni.	We will investigate the possibility of posting a link to an online survey on the Student Society's Facebook page that asks alumni about their careers.	Tara Marshall, Emma Pechmann	2020

7.12. Revise the careers information in the program website to better reflect the diversity of graduates' career paths.	We have recently collected information on career paths from over a dozen alumni and will revise the careers information on our program website in accordance with this information.	Tara Marshall, Sarah Clancy, Emma Pechmann	Fall 2020
7.13. Seek out an opportunity for the curriculum to address how responses to traumatic course material can be understood using social psychological concepts.	We will discuss this issue at our faculty retreat focused on curriculum development.	Program faculty	Fall 2020
7.14. Preserve the expertise in sociological social psychology (symbolic interaction) being lost through retirement via a targeted hiring in the area and ensure that the terms and conditions of employment for this appointment include the teaching of 6-9 units of instruction in SOCPSY.	We agree with this recommendation, but the details of faculty hires must be negotiated at the Faculty level.	We will discuss this with the Dean.	2020-2025
7.15. If there is a move to departmentalize the program, then an expansionary position in psychological social psychology would be beneficial.	We agree with this recommendation, but the details of faculty hires must be negotiated at the Faculty level.	We will discuss this with the Dean.	2020-2025
7.16. Expand the number of faculty	As suggested in section 5.2, we wish to hire program-	We will discuss this with the Dean.	2020-2025

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members contributing to the program and teaching SOCPSY courses.	specific faculty rather than to "borrow" teaching units from other departments on an ad hoc basis. The details of faculty hires must be negotiated at the Faculty level.		
7.17. Review the academic calendar and web-based resources that address progress from this program to potential graduate study and careers for transparency, accuracy, constancy of message and completeness.	We appreciate this recommendation and will review these sources.	Tara Marshall and Emma Pechmann	Fall 2020
8. SYSTEM OF GOVERNANCE			
8.1. The complement of faculty members who have "cross-appointments" to Social Psychology be increased over time for the purpose of providing curricular stability to the program and decreasing the program's reliance on a contingent/sessional faculty.	We partially addressed this point in section 5.2. Part of the problem is that there are few existing faculty members outside of our program who do any research, teaching, or practice related to social psychology. Non-specialists can deliver classes on research methods/statistics or content more peripheral to social psychology, but core content should be taught by social psychologists. We prefer to hire social psychologists who self-identify as social psychologists.	We will discuss this with the Dean.	2020-21
8.2. While we address this issue elsewhere in the report, as a governance matter, the program	We are in complete agreement that the program coordinator should not have to "beg and borrow" for teaching resources. However,	We will discuss this with the Dean.	2020-21

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coordinator should have access to increased teaching resources that are not contingent on having to "beg and borrow" resources from department Chairs. This does not require an expansion of faculty complement in the Social Sciences but a firm commitment to the allocation (or potential reallocation) of teaching workload.	we would rather hire self-identified social psychologists than have our units taught by redeployed faculty whose disciplinary identification and teaching preferences lie within their home department.		
8.3. Program members should adopt a more "department-like" schedule of meetings to address curricular and program-related matters to enhance collegial governance practices and to increase the extent to which those teaching within the program interact with each other on that basis.	At a faculty retreat, we will discuss the possibility of introducing more "department-like" meetings during the fall and winter terms. We are mindful of balancing the goal of faculty interaction with not over-burdening faculty with additional labour.	Program faculty	2020-21
4. Service to the Social Psychology program should be fully considered by the home department during evaluative processes.	We agree with this recommendation and further propose that any new roles we add to the program (e.g., Faculty Advisor role) should come with a reduced service commitment in the home department.	We will discuss this with the Chairs of the respective home departments and with the Dean.	2020-21

Dean's Response, Faculty of Social Sciences:

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The reviewers offered high praise for the program. They noted the high level of student engagement and commitment, the high level of student identification with the program, and the consistently positive comments by program alumni. They highlighted a number of innovative aspects of the curriculum, including the group-and project-based capstone course (which students consistently praised as well), the extent to which the program enabled students to think creatively about multi-disciplinarity alongside the inherently interdisciplinary nature of social psychology, and the commitment of the faculty to the program and the students. Clearly the program is doing many things "right" — enrolment has grown steadily since the program was introduced seven years ago. The review confirms that it is a program of which the Faculty of Social Sciences can be very proud.

Naturally, the reviewers also identified areas for enhancement, many of them linked to the tremendous growth of the program, which is creating strains, and to the status of Social Psychology as a free-standing program outside a department or school. The reviewers provided over 40 specific recommendations addressing matters ranging from relatively minor issues to those vital for the continued success of the program. The program has provided a detailed response to all the reviewer recommendations, groups into thematic areas. Through its response, the program clearly demonstrates its commitment to thoughtfully considering all the recommendations, and to taking specific actions to address them as appropriate in a timely manner. I focus my comments on those recommendations that bear on actions that must be taken by the Dean or which are of particular importance to the continued success of the program.

1. **Curriculum**

Capstone Project

- The reviewers emphasize the success of the capstone project in addressing numerous program learning objectives, and the high regard with which the capstone course is held among students. The capstone course occupies a pivotal place in the curriculum. But the growth of the program enrolment means that it is no longer tenable to offer a single course section taught by a single instructor. The obvious solution is to offer multiple sections of the capstone course. The Faculty will support this change with the resources necessary to implement it.
- The reviewers offer some recommendations regarding design enhancements to the curriculum that the program will consider, perhaps the most significant of which is creating the option to do a community placement rather than the capstone course. I will leave it to the program to consider the merits of this suggestion given the overall learning goals of the program and the role of the capstone course in meeting those goals, but the Faculty's Office of Experiential Education, which facilitates internships and placement for students in the Faculty of Social Sciences stands ready to work with the program to create this option if desired. The introduction of such an option is consistent with the Faculty's growing emphasis on experiential learning. In my view, the capstone course and a placement are not either/or—it may be possible and desirable to create a placement option even for those who take the regular capstone course.

Diversity and Indigenization of the Curriculum

- The program will take up these recommendations at a retreat to be held this academic year. These issues have become more important in these last few months, and the revisions can be undertaken as part of a larger initiative of the Faculty to examine program curricula and course content through a diversity lens. As the reviewers note, it is essential that this work be undertaken in a manner that fully respects the history and cultures of Indigenous peoples and people of colour, but that it also does not place unreasonable demands upon them to "do the work" of revising curricula.
- The Faculty will recommend to the MacPherson Institute that the IQAP template be modified to address the absence of a component that asks programs to address issues of Indigenization of its curriculum.

Methods Training

- The program has identified an interim measure to address the recommendation that a 3rd-year methods course be introduced. The interim measure, however, does not fully address the problem as it does not allow the program to make the 3rd-year methods course mandatory. A full resolution requires additional instructor resources for the program. There are multiple for options for this, and this issue has to be integrated into the large discussion of additional faculty resources for the program. The Faculty will work with the program to find a suitable resolution. While awaiting resolution of the larger faculty-resource issue, this issue can be brought forward this coming fall as part of the program's teaching-resources request to the Faculty.

2. Faculty Resources

This is perhaps the most vital issue for the program and underlies many of the more-specific issues raised in the review. As the reviewers note, the program is under-resourced with permanent program faculty. The Faculty began to address this issue two years ago with the recruitment of two new faculty members with specific teaching and service commitments to the Social Psychology program, and it acknowledges that additional work remains to stabilize this popular, high-quality, growing program.

I would like to clarify one point of misunderstanding: the program director does have teaching workload under their control. The director can control the teaching assignments within the program of those faculty with explicit commitments to teaching in the Social Psychology program as part of their letters of appointment. The amount of workload under their control may be too little currently, but it is present.

Increase permanent faculty affiliated with the program

- The Faculty has obtained approval to convert the contractually limit appointment of Dr. Sarah Clancy to a teaching-stream position, which offers permanence conditional adequate performance in the role. Dr. Clancy plays a pivotal role in the program as instructor of the 1st-year program and of the 4th year capstone course. Solidifying her status is essential.

- Hiring additional faculty affiliated with the program is a priority of the Faculty. The COVID pandemic has introduced greater uncertainty regarding the ability of the Faculty to undertake new faculty recruitment in the near-term as the pandemic will affect enrolments in (and therefore the funding to) the Social Sciences as McMaster. The Faculty will work with the program and the Office of the Provost (which must approve all hires) to facilitate such a hire in the context of the Faculty's overall hiring priorities and budget resources.
- The reviewers recommend that additional current permanent faculty in social sciences become affiliated with the program so as to increase the number of courses that can be offered through the social psychology program. As the reviewers note, this will take some creativity to identify inducing arrangements, but the Faculty will work with the program to do this as feasible with faculty it identifies as desirable to have affiliated with the program. Not surprisingly, no other program in the Faculty currently volunteers that it has a surplus of teaching resources available to be re-allocated to another unit, so doing this will likely require net new teaching resources for the Faculty. But there may be situations in which it is advantageous to the program to enter such arrangements rather than getting resources directly.

Program/Department Status

The reviewers argue that the social psychology program is at a crossroads and that it requires either a firm commitment as a non-department program or a signal that it can transition to a department. Implicit in the way the former option is raised is the notion that it may still be perceived as "experimental." This is unequivocally not case: it is now a core program of the Faculty of Social Sciences and absent some dramatic change will continue indefinitely. Indeed, as emphasized by the reviewers, it is one of the most popular programs that offers an exceptional student experience.

The option of transitioning to a department brings with it both advantages and disadvantages from both the program and the Faculty perspectives. While it does create greater flexibility in certain respects (e.g., in principle with respect to recruitment, since faculty can be appointed to a department but not a program), being a small department does not resolve many of the challenges currently associated with being a small program and it introduces some new challenges. As Dean, I am open to considering this option, but any such a decision will not be taken lightly. The question must be carefully and thoroughly studied and we all must understand exactly what we expect to gain by such a transition that will benefit both the program and the Faculty.

These two, of course, are not the only options. One could consider, for instance, creating a School of Interdisciplinary Studies in the Faculty of Social Sciences that houses multiple interdisciplinary programs (the Faculty has others) within a structure that has all the attributes of a department and which allows the constituent programs to retain their distinctive identities but which captures many of the benefits of a larger administrative unit. Such an option (along with other possibilities) needs to be considered along with becoming a stand-alone department.

Finally, a small matter, but I would note that the program is not located in "borrowed space" on loan from the Department of Health, Aging and Society. While located on the same floor as Health, Aging and Society, the space it occupies is the program's space, not Health, Aging and Society's.

Summary Comments

This review has been timely. The program recently transitioned from leadership under its founding Director, Dr. Dorothy Pawluch, who deserves rich praise for creating such a strong program, to a new Director, Dr. Tara Marshall. The program has grown to the point where some aspects of the original design need to be reconsidered to accommodate increased program enrolment. And with two recent hires affiliated with the program, there is new energy and scope for modifications that build on the successes to date. I want to again thank the reviewers for their detailed, thoughtful, and comprehensive recommendations. It is not often that reviewers engage in such a way so as to offer their best recommendations to improve a program. They are to be commended. Finally, as Dean, I am committed to work with the program to implement the many valuable recommendations of the review.

<u>Quality Assurance Committee Recommendation:</u>

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommends that the program should follow the regular course of action with a progress report and subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.