UNDERGRADUATE COUNCIL
Tuesday, December 8, 2020 at 2:30 p.m.
Videoconference via Zoom

AGENDA

b. BACHELOR OF HEALTH SCIENCES (HONOURS) BHSC PROGRAM - BLACK STUDENT ADMISSIONS PILOT

Approval

8. REVISIONS TO THE POLICY ON ACADEMIC PROGRAM REVIEW AND DEVELOPMENT

Approval

9. OTHER BUSINESS

REPORT TO UNDERGRADUATE COUNCIL
from the
UNDERGRADUATE COUNCIL EXECUTIVE COMMITTEE

FOR INFORMATION

I   Revised 2020-2021 Sessional Dates
On November 19, 2020, the Undergraduate Council Executive Committee approved, on behalf of the Undergraduate Council, the revised 2020-2021 Sessional Dates. Further details regarding the revised 2020-2021 Sessional Dates are available within the circulated report.

Undergraduate Council
December 8, 2020

McMASTER UNIVERSITY: SESSIONAL DATES 2020-2021 *(Revised*
November 2020) *--DRAFT--*
Fall and Winter Terms 2020-2021

	Fall Term (62 days)	**Winter Term** (62 days)	**Courses Spanning both Terms** (124 days)
Enrolment begins	*To be announced*		
Classes begin	Tuesday, September 8	~~Wednesday, January 6~~ Monday, January 11	Tuesday, September 8
Last day for enrolment and adding or dropping courses	Wednesday, September 16	~~Thursday, January 14~~ Tuesday, January 19	Wednesday, September 16
Mid-Term Recess(es)	Monday, October 12 to Sunday, October 18	Monday, February 15 to Sunday, February 21	Monday, October 12 to Sunday, October 18 and, Monday, February 15 to Sunday, February 21
Last day for withdrawing from courses without failure by default	Friday, November 13	~~Friday, March 12~~ Friday, March 19	~~Friday, March 12~~ Friday, March 19
Good Friday: No classes or examinations	--	Friday, April 2	Friday, April 2
Test and Examination Restriction	Thursday, December 3 to Wednesday, December 9	~~Monday, April 5 to Monday, April 12~~ Thursday, April 8 to Wednesday, April 14	~~Monday, April 5 to Monday, April 12~~ Thursday, April 8 to Wednesday, April 14
Classes end	Wednesday, December 9	~~Friday, April 9~~ Wednesday, April 14	~~Friday, April 9~~ Wednesday, April 14
Mid-Term Tests Level (I)	--	--	Thursday, December 10 to Wednesday, December 23
Final Examinations	Thursday, December 10 to Wednesday, December 23	~~Tuesday, April 13 to Wednesday, April 28~~ Thursday, April 15 to Friday, April 30	~~Tuesday, April 13 to Wednesday, April 28~~ Thursday, April 15 to Friday, April 30

Deferred examinations	Tuesday, February 16 to Friday, February 19	Monday June 21 to Thursday June 24	Monday June 21 to Thursday June 24

2021 Spring/Summer Term

	Spring Session (34 days)	Summer Session (33 days)	Full-Term Courses (67 days)	Intersession
Classes begin	Monday, May 3	Monday, June 21	Monday, May 3	Monday, May 3
Last day for enrolment and adding or dropping courses (drop/add)	Monday, May 10	Monday, June 28	Monday, May 10	Monday, May 10
Victoria Day: No classes	Monday, May 24	--	Monday, May 24	Monday, May 24
Canada Day: No classes	--	Thursday, July 1	Thursday, July 1	-
Last day withdrawing from courses without failure by default	Wednesday, June 2	Wednesday, July 21	Wednesday, July 21	Wednesday, May 19
Civic Holiday: No classes	--	Monday, August 2	Monday, August 2	-
Classes end	Friday, June 18	Friday, August 6	Friday, August 6	Friday, May 28
Final Examinations	*As arranged by instructor in class time*			
Deferred Examinations	Tuesday October 12 to Friday, October 15, 2021			

REPORT TO UNDERGRADUATE COUNCIL
from the
UNDERGRADUATE COUNCIL AWARDS COMMITTEE

FOR APPROVAL

I <u>Terms of Award</u>
At its November 10, 2020 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 Del Harnish Award
   The Kalani Family Scholarship

   ii. <u>Changes to Award Terms</u>
   The McIvor Medal

   iii. <u>New Bursaries</u>
   The Faculty of the Department of History Bursary
   The Patricia Ann French Bursary
   The Humanities Black Student Bursary
   The Svadjian Bursary

   iv. <u>Changes to Bursary Terms</u>
   The McMaster Association of Part-Time Students 25th Anniversary Bursaries

   It is now recommended,

   that the Undergraduate Council approve two new awards, changes to one award, four new bursaries, and changes to one bursary, as set out in the attached.

II <u>Revisions to the University Aid and Awards Policy</u>
At the same meeting, the Awards Committee approved, for recommendation to Undergraduate Council, revisions to the University Aid and Awards Policy. Details of the proposed revisions are contained within the circulated report.

   It is now recommended,

   that the Undergraduate Council approve, for recommendation to Senate, revisions to the University Aid and Awards Policy, as set out in the attached.

Undergraduate Council
December 8, 2020

OFFICE OF THE REGISTRAR, AID & AWARDS
To Undergraduate Council
From Undergraduate Council Awards Committee
December 8, 2020

PROPOSED NEW AWARDS FOR APPROVAL

In-Course and Renewal Awards

The Del Harnish Award
Established in 2020 in memory of Del Harnish, former Assistant Dean of the BHSc (Hons) Program, and an educator who embodied 'teh' spirit of inquiry (*this is not a typo! Del had a longstanding joke with students of deliberately typing 'teh' instead of 'the').
Requirements: To be awarded to students who have completed Level 1 of the Bachelor of Health Sciences (Honours) program who, in the judgment of the program, demonstrate the spirit of inquiry in their learning.
Typically Available: 1 x $800

The Kalani Family Scholarship
Established in 2020 by the Kalani Family.
Requirements: To be awarded to undergraduate students enrolled in any program who identify as racialized students, attain high averages, and who demonstrate a commitment to sustainability through community involvement.
Typically Available: 1 x $2,500

CHANGES TO AWARD TERMS FOR APPROVAL

The McIvor Medal
Established by the Faculty of Social Sciences in 1982 in recognition of Professor R.C. McIvor, former Dean of the Faculty, for his outstanding contributions to the Faculty and the University during 35 years of service.
Requirements: To be awarded on the recommendation of the Faculty of Social Sciences to the a student in the Faculty of Social Sciences graduating class who, on the basis of scholarship, is judged to be the outstanding member of the class of Social Sciences graduands. attained high averages.

PROPOSED NEW BURSARIES FOR APPROVAL

Submitted by the Office of Student Financial Aid & Scholarships

The Faculty of the Department of History Bursary
Established in 2020 by the Faculty members of the Department of History.
Requirements: To be granted to undergraduate students enrolled in a History program who identify as Black or Indigenous students and demonstrate financial need.

The Patricia Ann French Bursary
Established in 2020 by Chris French, B.Sc. Hons. (Class of '94) and his wife Jennifer Prihoda French, B.Com. (Class of '97), in recognition of Patricia and the passion for science that she instilled in her son.
Requirements: To be granted to students enrolled in a Biology program who demonstrate financial need.

The Humanities Black Student Bursary
Established in 2020.
Requirements: To be granted to undergraduate students enrolled in the Faculty of Humanities who identify as Black students and demonstrate financial need. Preference will be given to students in a Communication Studies or Multimedia program.

The Svadjian Bursary
Established in 2020 by Victoria Joseph.
Requirements: To be granted to undergraduate students enrolled in any program who identify as racialized students and demonstrate financial need.

CHANGES TO BURSARY TERMS

The McMaster Association of Part-Time Students 25th Anniversary Bursaries
Established in 2004 by the McMaster Association of Part-Time Students (MAPS) to commemorate its silver anniversary.
Requirements: To be granted to students currently enrolled, on a part-time basis, in a degree, diploma or certificate program who demonstrate financial need.

MEMORANDUM

To: Undergraduate Council Awards Committee

From: Tracie Long
           Senior Associate Registrar
           Office of the Registrar, Aid & Awards

Date: October 23, 2020

Re: 2020 Review of the University Aid and Awards Policy

The University Aid and Awards Policy is scheduled for its triennial review and approval this academic year. The most recent version of the policy was approved in May 2017.

I have provided a draft of the suggested policy updates for review and discussion at our November UCAC meeting. The revisions were drafted with the assistance of the Equity and Inclusion Office, Aid & Awards, the School of Graduate Studies and University Advancement.

Key changes include –

- The extension of the mandatory policy review cycle from every three years to every five. Calendar regulations will continue to be reviewed on an annual basis.

- Equity and inclusion principles to formalize the policy framework, as well as guide development and implementation of aid and award regulations and procedures

- An increased award by application minimum of $3000. The increase reflects applicant and selection committee efforts, as well as increasing administrative and education costs.

- Other revisions to improve readability and clarify policy intent

I look forwarding to discussing the proposed changes at our next meeting.

With thanks,
Tracie

BRIGHTER WORLD

Policies, Procedures and Guidelines

Complete Policy Title

University Aid and Awards Policy

Policy Number (if applicable)

Approved by

Senate

Date of Most Recent Approval

TBD

Date of Original Approval(s)

April 12, 1989

Supersedes/Amends Policy dated

Undergraduate Award Policy, 2007
Undergraduate and Graduate Awards Policy, 1989

Responsible Executive

Senior Associate Registrar, Student Financial Aid and Scholarships

Associate Registrar & Graduate Secretary

Policy Specific Enquiries

Office of the Registrar - Student Services

School of Graduate Studies

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. McMaster University supports the financial wellbeing of students in the delivery of aid and award programs. This Policy provides the foundation for equity, consistency, and transparency in the administration of student aid and award programs.

SCOPE

2. This Policy provides the framework through which all University-established aid and award programs must be approved and administered. Established aid and award programs include academic awards, community contribution awards, academic grants, bursaries and work programs.

3. This Policy does <u>not</u> apply to aid and awards established outside the University including, but not limited to, those offered by federal and provincial governments, the Tri-Council Agencies and private organizations. This Policy does not cover departmental financial awards. For further information about the administration of these types of awards please contact the external organization or the administering department.

PURPOSE

4. This Policy defines how aid and award programs are established and administered and describes the responsibilities and accountabilities of the University community in the provision these programs including:

    a) principles that govern aid and award programs;

    b) establishing minimum eligibility requirements; and

    c) establishing and amending fund terms.

PRINCIPLES

5. University aid and award programs encourage and support diversity and inclusivity in the recruitment, retention and recognition of students, including those from equity-seeking groups historically underrepresented.

6. University aid programs assist students who demonstrate the greatest financial need. Need-based aid may be delivered in the form of bursaries and/or work programs.

7. University award programs encourage and recognize the achievement of entering, enrolled, and graduating students. University award programs include:

    a) academic awards which recognize high levels of scholarship, and in some cases other forms of earned merit, in the form of awards and prizes;

    b) academic grants which recognize high academic achievement and demonstrated financial need; and

    c)   community contribution awards, which recognize non-academic achievement, such as service to the University or community at large.

8.   The University administers aid and award programs in accordance with Canadian law, trust law and the Ontario Human Rights Commission *Policy on Scholarships and Awards*.

9.   Undergraduate Council and Graduate Council, on behalf of the Senate, approve the granting of aid and awards, as recommended by the Registrar, and, in the case of School of Medicine administered aid and awards, the Program Manager of the Undergraduate Medical Program.

10.   To ensure an equitable and transparent allocation of aid and awards, the Registrar:

    a)   maintains, through an annual review process, the current University Calendars as the primary source of aid and award program information;

    b)   updates the *Regulations for Aid and Awards* in the University Calendars to confirm the availability of aid and award programs, to define all aid and award program eligibility criteria, and to identify any restrictions on the number and value of awards that a student may receive;

    c)   restricts the allocation of aid and awards, to remain compliant with external regulating bodies (e.g. Tri-Council Agencies);

    d)   restricts second baccalaureate Undergraduate degree students from receiving any academic award or academic grant, unless the terms of a particular donor award specify eligibility and the student has not received the award previously;

    e)   restricts the allocation of aid and awards according to the fund terms imposed by a donor (e.g. higher academic average requirement);

    f)   may choose not to grant aid or awards in the absence of a suitable candidate;

    g)   may choose to limit the number of recipients selected where funding is limited;

    h)   may choose to limit the number of recipients selected where too few suitable candidates exist;

    i)   may choose to generate applicant pools for awards by application, where complete applications have not been received;

    j)   may revise the terms and stated value and/or suspend the granting of aid and award funds (e.g., donor funds);

    k)   will make aid and award program information widely available to students through the University Calendars, websites and other means, as appropriate;

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l)   will comply with other University approved by-laws and policies (e.g., *Senate By-Laws*; *Operational Policy and Procedures for Trust and Endowed Fund Management*; *Field Trips, Student Placements and Research Activity Planning and Approval Program*, etc.).

POLICY AMENDMENTS AND EXCEPTIONS

11.   This Policy is reviewed every five years by the Undergraduate Council Awards Committee and Graduate Council. Recommended amendments must be approved by the Undergraduate Council Awards Committee, Undergraduate Council, Graduate Council, and Senate prior to implementation.

12.   The University may amend, from time to time, the general requirements to be met by all recipients of University aid and award programs. This may include, but is not limited to, the attainment of some overall level of scholarships, independent of the terms of an individual award. See the Senate By-Laws.

13.   The University may amend this Policy, as recommended, from time to time, by the Registrar to the Undergraduate Council Awards Committee, Undergraduate Council, Graduate Council, and Senate.

SECTION II: GLOSSARY

14.   For the purpose of interpreting this Policy the following glossary of terms and definitions applies:

Aid Program	An established framework to allocate funding to students on the basis of demonstrated financial need.
Academic Award	An award that recognizes academic excellence and, in some cases, other forms of earned merit. Academic awards are assigned to categories such as *Entrance*, *In-Course*, *Graduating Student Awards*, *Travel and Exchange*.
Academic Grants	A hybrid of aid <u>and</u> award funding that recognizes academic excellence and, in some cases, other forms of earned merit, and demonstrated financial need.
	In-course academic grants are awarded based on academic achievement in degree work completed at the University.
	Entrance academic grants are awarded to students entering Level 1, based on the academic achievement in the studies which qualified them for admission to their program.
Award Program	An established framework to allocate funding to students on the basis of academic excellence or earned merit.
Bursary	Aid funding provided to students in the form of a non-repayable grant. A bursary may include a minimum expectation of academic achievement or other miscellaneous criteria.
Community Contribution Awards	Non-monetary, non-academic awards, that are allocated based on demonstrated qualities of leadership or innovative skills, service to the University or community at large, or outstanding athletic or artistic participation.
	Recipients of community contribution awards receive letters of recognition.
Department Financial Awards	Funding that supports students in a manner consistent with the goals of the University.
	Department Financial Awards do not meet all approved regulations through which University-established aid and award programs are administered (e.g. assessment of financial need or merit).
	Departmental financial awards are administered by designated representatives at the University (e.g. Athletics and Recreation) that have established their own processes for identifying recipients.
	These types of awards do not have "*University*" or "*McMaster University*" in the name of the award and contain words such as "*Faculty of xxx Financial Award*" or "*Department of xxx Financial Award*" or "*Athletic Financial Award*".
	Departmental financial awards are not Senate- approved awards and thus are not included on University transcripts, in University Calendars or recognized at University Convocations.

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Equity-Seeking Groups Equity-seeking groups include Indigenous persons, members of racialized communities, women, and persons with disabilities. Indigenous, Black and Latinx students, students with disabilities, and women in STEM fields are most underrepresented in universities as a consequence of individual bias and systemic barriers.

Funds The financial resources supporting aid and award programs. Funds may be directed from operating, research and/or donor gifts (trust funds) for awards, academic grants, bursaries and work programs.

Fund Terms The criteria, typically specified by a donor, that a student must meet in order to receive the proceeds of a fund.

Level Typically used to describe a student's progression through a School of Medicine, Undergraduate or MBA program. Term count is used to describe graduate student progression through a program. Level may be used in establishing fund terms.

Prizes Academic awards, with a monetary value of $100 or less, and those with no disbursed monetary value (e.g. books, medals, letters of recognition, etc.).

Registrar The Office of the Registrar, Aid & Awards in reference to Undergraduate Aid and Award Programs, and the School of Graduate Studies in reference to Graduate Aid and Award Programs.

Student An individual recorded by the University Registrar as enrolled in an educational course of study recognised by the Senate and for whom the University maintains an education record.

University Calendars The current versions of the *Undergraduate Calendar* and *Graduate Calendar*. See https://academiccalendars.romcmaster.ca/index.php

Work Programs An aid program providing employment opportunities to students demonstrating financial need.

Part-time opportunities are available during the fall and winter terms, while both part-time and full-time opportunities are available during the summer term.

Students earn at least minimum wage. Work programs provide partial reimbursement of an approved student's salary to employers who hired students into approved work program positions.

SECTION III: ELIGIBILITY FOR AID AND AWARD PROGRAMS

15. This Policy identifies the minimum eligibility requirements for student aid and award programs:

a) to receive the monetary value of aid and awards, students must be enrolled at the University;

b) upon request of the student, and with the express permission of the Registrar, aid and awards may be deferred up to one academic year, unless otherwise specified in the Regulations for Aid and Awards or in the specific fund terms in the University Calendars;

c) a student who withdraws, is on approved leave, changes academic load from full to part-time, reduces course load or units, has approved to graduate status or otherwise alters their program of study may be required to forfeit all or part of their funding, per the Regulations for Aid and Award programs in the University Calendars. The decision to rescind or reduce funding will be made by the Registrar and will consider the Regulations for the Aid and Award programs, the specific terms of the aid/award funding, the circumstances leading to the student's decision (e.g. compassionate grounds), the educational costs already incurred and other relevant information;

d) if the University concludes, based on reasonable grounds, that an aid or award applicant or recipient has falsified or withheld information as part of an application or misrepresented oneself or achieved academic results through dishonest means (see the *Academic Integrity Policy*) the student may have their application removed from consideration and/or be required to forfeit all or part of their funding and/or be restricted from receiving further funding by the Registrar;

e) where selection of an aid or award recipient requires judgment, faculty representatives, and/or department representatives, a Faculty Selection Committee and/or a University-wide Selection Committee may be asked to rank and/or recommend eligible students. The Registrar and, in the case of School of Medicine administered funds, the Program Manager of the Undergraduate Medical Program, will review the returned rankings/recommendations and make the final funding decision. Recipient selections will be made in full compliance with the approved terms of reference;

f) allocation of aid is completed according to the Regulations for Aid and Awards in the University Calendars and is dependent on demonstrated financial need;

g) financial need must be determined on the basis of one or more of the following:

(i) Canadian federal and/or provincial government student aid applications (e.g. OSAP);

(ii) U.S. Direct Loans Program Applications;

(iii) completion of a standard University Need Profile;

(iv) student discussions with designated staff on campus (e.g. Student Services Professional, Indigenous Student Counsellor, Case Manager, etc.) who confirm the need for emergency or special consideration funding;

h) in determining need, and the allocation of University administered funds, the Registrar must also comply with the policies, procedures and guidelines provided by the Ministry of Colleges and Universities

(MCU)This includes, but is not limited to, the Ministry's Student Access Guarantee, which mandates the institutional aid obligation (payment amount and deadline date) for a student;

i) allocation of awards is completed according to the Regulations for Aid and Awards in the University Calendars;

j) all awards must be granted on the basis of one or more of the following:

(i) overall academic performance;

(ii) academic performance in a particular program, course, project or thesis using one or more of the following criteria including, but not limited to, work completed (e.g. essay, project, thesis, placement, research, research potential, etc.), grades, averages or standing;

(iii) achievement in a skill related to academic studies;

(iv) non-academic achievement(s) and/or the display of qualities deemed worthy of consideration;

(v) demonstrated financial need in the case of academic grants (see g above);

k) all awards have a minimum academic requirement. The minimums are defined in the Regulations for Aid and Awards in the University Calendars. Donor funds may have additional academic requirements noted in the University Calendars and/or fund documentation.

APPEAL PROCEDURES

16. The University has a responsibility to provide fair and equitable procedures for student appeals relating to aid and award programs. These appeal procedures are outlined in the Regulations for Aid and Awards in the University Calendars.

PRIVACY

17. The University and its employees and agents will protect personal information and handle records in accordance with the *Freedom of Information and Protection of Privacy Act (FIPPA)*.

18. Applications for aid and awards, supporting documentation (e.g. transcripts, letters of reference, income tax notices of assessment, student loan entitlements, etc.) and responses to applications shall be held by the Registrar and, in the case of School of Medicine administered aid and awards, the Program Manager of the Undergraduate Medical Program.

19. When providing information to donors and others concerning award recipients (including publications such as convocation programs and award booklets), the release of such information shall comply with FIPPA and the University's Notice of Collection statement.

REPORTING REQUIREMENTS

20. Mandatory annual reporting to the Undergraduate Council Awards Committee, Undergraduate Council and Graduate Council, include identification of award recipients, aid and award summary information and recognition of selection committee members.

SECTION IV: ESTABLISHING FUNDS TO SUPPORT AID AND AWARD PROGRAMS

21.   When establishing funds, to support aid and award programs, the Registrar:

a)   ensures that the fund terms benefit students and are written with a minimum of limiting criteria.

b)   seeks approval of the fund terms through the Undergraduate Council Awards Committee and Undergraduate Council, or the Graduate Council.

c)   ensures all necessary approvals are in place prior to publicizing the fund terms, making application forms available, receiving applications, selecting recipients and/or disbursing funds.

d)   determines the manner in which recipients will be selected, for example, on the basis of calculated financial need or average, or on the basis of an application or nomination, ensuring processes are equitable, consistent and transparent.

e)   determines whether an application is needed to support the evaluation of non-academic criteria, such as community involvement, recognizing that historically underrepresented students' experiences of bias and barriers affecting numeric grades may be discovered through opportunities to provide narrative contextual information about their lived experiences, leadership and community service involvements, and both academic accomplishments and potential.

f)   where an application is required, determines the content, deadlines, and supporting documentation requirements to support the evaluation and selection process (e.g. reference letters, curriculum vitae, University transcript, statement of interest, essay, etc.), and provides a rubric with clear and consistent inclusive excellence criteria for assessing the quality and eligibility of candidates

g)   establishes gender and racially representative University-wide Selection Committees, ensuring a minimum of three members, including at least one faculty member, or at the graduate level a minimum of one Associate Dean or the Dean of Graduate Studies, are involved in the selection processes to rank and/or recommend students for University-wide funding where use of judgment is required. Additionally, the Registrar will provide a list of University-wide Selection Committees and participating members to the Undergraduate Council Awards Committee, Undergraduate Council and Graduate Council on an annual basis.

h)   oversees the University-wide Selection Committees ensuring the members receive inclusive excellence training to mitigate personal bias and systemic inequities. If the funding is open to students from more than one career (i.e. students enrolled in Graduate, Medicine, Undergraduate degrees), the Registrar ensures that the committee has representation from each area (i.e. Graduate, Medicine and Undergraduate).

i)   establishes faculty and department contacts where faculty- or department-specific award adjudication is required. Where faculty, school and/or department nomination is required, a defined equitable, consistent and transparent procedure for securing those nominations from their internal departments will exist and meet the approval of the Faculty Award Chair, or the Program Manager of the Undergraduate Medical Program for the School of Medicine, or at the graduate level the Faculty Graduate Associate Dean. Where Faculty-specific Selection Committees are involved in the assessment, ranking and/or selection of recipients, a minimum of three members must serve on the

selection committee, with the same requirements for diverse representation as in (g) and for training as in (h).

j)   protects the University's academic integrity and autonomy as it relates to funding decisions. In no case shall a donor and/or their representatives select, vote or have a veto over the recipients of funding. The final choice of recipients rests solely in hands of McMaster University.

k)   requires a minimum donor contribution to support aid and awards (these minimums may be reviewed from time to time by the Undergraduate Council Awards Committee, Undergraduate Council and Graduate Council and adjusted appropriately). With the approval of this Policy:

   (i)   The minimum value to establish an endowed fund that supports University aid and awards is $25,000. This commitment, at the current expenditure policy rate of 4%, generates $1000 annually.

   (ii) The minimum value to establish a fund that is not endowed that will support University aid and awards is $3000 (a minimum commitment of $1000 per year for three years).

   (iii) The minimum value to establish a fund that is not endowed that will support University aid and awards by application is $9000 (a minimum commitment of $3000 per year for three years). The minimum value to establish an endowed fund that will support university aid and awards by application is $75000. This commitment, at the current expenditure rate of 4%, generates $3000 annually.

l)   undertakes to abide by the terms attached to trust funds received through bequests and gifts, provided that such terms are consistent with this Policy. See also the *Operational Policy and Procedures for Trust and Endowed Fund Management*.

m) includes only Senate approved awards (i.e. approved through the Undergraduate Council Awards Committee and Undergraduate Council and/or Graduate Council) on University transcripts.

n)   includes only Senate approved awards in the University Calendars.

o)   includes only Senate approved graduating student awards in University Convocation publications, and of these, recognizes only the top University and Faculty awards, at University Convocations.

p)   considers the potential for emerging gift types that do not meet current University-established aid and award program policy. University Advancement may also recommend to the Registrar, the Undergraduate Awards Committee, Undergraduate Council and Graduate Council that new aid and award programs and/or policies, be established to meet the requirements of emerging gift types.

SECTION V: GUIDELINES FOR WRITING FUND TERMS

22.   When writing fund terms to support new aid and awards, the following guidelines apply (see Appendix A for further information):

a) **Name**
The name could be representative of the donor and the aid or award program (e.g. The McMaster Alumni Association Bursary).

b) **Descriptive Sentence 1**
The first sentence typically identifies the year in which the award was established, the donor name(s), degree awarded, class year (e.g. Class of '50 (for 1950) and Class of 2020), or anonymous request, and the reason for its establishment.

c) **Descriptive Sentence 2**
The second sentence identifies the specific criteria (need-based, academic and/or other form of earned merit) that must be met by the student for whom the funding is intended. Note: the fund terms should be as broad as possible to ensure administrative sustainability and disbursement of funding as intended.

d) **Preference Statement**
The third sentence may confirm a donor's preference (if applicable). "Preference will be given to ..." confirms that attempts will be made to identify a student meeting the donor preference after all conditions specified in the descriptive sentences have been met. Preference statements should only be used in funding terms for aid programs. Often preference statements require a student to self-identify (e.g. "Preference to a sole support parent" requires a student to declare "I am a sole support parent"), to be considered for funding. Preference statements are treated as self-declarations and are not necessarily verified by the Registrar. In the case of bursaries, preference statements typically affect the source of a student's bursary funding, not the amount.
Note: Preference statements should be as broad as possible to ensure administrative sustainability and disbursement of funding as intended.

e) **Award Value**
An initial award value is typically specified for awards and academic grants. The value may be specified as total dollars and duration. Award values may also be non-monetary, as is the case for prizes (e.g. books, medals, etc.) or community contribution awards (e.g. letters of recognition).

f) **Number of Recipients**
Wherever possible, a fixed number of recipients should not be specified, to allow the Registrar to set the number based on available funding.

23.   Wherever possible, bursary values should not be specified, to allow the Registrar to set bursary values annually, in accordance with the Regulations for Aid and Award programs.

SECTION VI: AMENDING TERMS OF ESTABLISHED FUNDS

24. The terms of established funds, supporting aid and awards, represent a formal agreement, whether funded through an operating or research account or donor trust fund. When a donor establishes aid or award funding it takes the form of a trust fund administered by McMaster as trustee. Trust funds hold gifts (donations and bequests) that have been *designated* according to terms and conditions agreed upon by a donor and the University. Trust funds may only be altered in accordance with their original purpose, and generally may only be altered if the original purpose is impossible or impracticable to administer. Superficial changes (such as changes to a name or value of an award) are allowed.

25. Where amendment to terms become necessary, due to changes such as cancellations of courses or programs which have been named in the terms, or when there are no longer eligible students, the University may propose to revised terms to carry out the nearest possible original intent of the donor.

26. When aid and awards are no longer available (e.g. operating or research funding no longer exists or a trust fund has been closed) they will be discontinued and removed from publications such as the University Calendars.

27. Changes to aid and award fund names and terms, as well as discontinuation of aid and awards funding must be approved through the Undergraduate Council Awards Committee and Undergraduate Council or Graduate Council.

28. Changes to aid and award values are managed by the Registrar based on available funding and the *Operational Policy and Procedures for Trust and Endowed Fund Management* and do not require Undergraduate Council Awards Committee and Undergraduate Council or Graduate Council approval. Changes to aid and award values are reported to the Undergraduate Council Awards Committee, Undergraduate Council and Graduate Council for information.

APPENDIX A: COMMONLY USED PHRASES IN FUND TERMS

"Students enrolled in Level x"
Example: " Students enrolled in Level 1"refers to students who are enrolled in the first year of a program, while "Students enrolled in Level 2 or above" refers to students who are enrolled above Level 1. Note: This phrase should not be used where level is not a factor in determining the aid or award recipient, or where student progression is not dependent on level (e.g. Graduate Studies programs).

"Students graduating"
refers to students who are in their graduating year and will be assessed for an award at the completion of their graduating term. Example - "… to be awarded to students graduating from an Engineering and Management program."

"Students enrolled in any undergraduate degree program…".
This phrase maximizes the pool of undergraduate students who qualify for the funding.

"Students enrolled in a Sociology program…"
allows students in all B.A., Honours and Combined Honours Sociology programs to be considered. Where any undergraduate degree is not possible, the use of major subject minimizes the risk associated with specific programs no longer being offered.

"Students enrolled in a graduate program in Chemistry…"
allows graduate students enrolled in programs offered by the Department of Chemistry to be considered. This includes both Master's and Ph.D. students.

"Students enrolled in the English Ph.D. program…"
allows only students enrolled in the specified Ph.D. program to be considered.

"To be awarded to graduate students in the Faculty of Health Sciences. Preference to be given to graduate students pursuing research in preventative medicine…"
allows Master's and Ph.D. students in the Faculty of Health Sciences, who are pursuing research in preventative medicine, to be considered for the award. If the administrator is unable to first identify an eligible student pursuing research in preventative medicine, the award may then be granted to eligible graduate students enrolled in Master's or Ph.D. programs in the Faculty of Health Sciences.

"…based on high averages…'
confirms the merit-based award considers one or more available averages, including but not limited to cumulative grade point average (GPA), fall-winter average, final admission average, etc.

"In the judgment of ..."
means that judgment will be used to select students who have fulfilled the minimum aid or award program requirements and other criteria as noted in the fund terms. An application process and/or selection committee may be required.

"Penultimate"
means the second to last level of a program. Example: "To be awarded to students who have completed the penultimate year at the most recent spring review, and who ranks highest in scholarship, leadership and influence."

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Policies, Procedures and Guidelines

Complete Policy Title

University Aid and Awards Policy

Policy Number (if applicable)

Approved by

Senate

Date of Most Recent Approval

TBD

Date of Original Approval(s)

April 12, 1989

Supersedes/Amends Policy dated

Undergraduate Award Policy, 2007
Undergraduate and Graduate Awards Policy, 1989

Responsible Executive

Senior Associate Registrar, Student Financial Aid and Scholarships

Associate Registrar & Graduate Secretary

Policy Specific Enquiries

Office of the Registrar - Student Services

School of Graduate Studies

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. McMaster University ~~(the University)~~ supports the financial wellbeing of students in the delivery of aid and award programs. ~~seeks to maximize aid and award funding opportunities for studile ensuring equity in competition and consistency in administration. In doing so, t~~The ~~is Policy~~University operates within the *University Aid and Awards Policy* to provides the ~~framework~~foundation for ~~ensures~~ equity, consistency, and transparency in the administration of student aid and award programs. ~~its responsibilities to students and donors are met.~~

SCOPE

2. Th~~e University Aid and Awards~~ is Policy provides the framework through which all University-established aid and award programs must be approved and administered. Established aid and award programs include academic awards, community contribution awards, academic grants, bursaries and work programs.

3. This Policy does not ~~cover~~ apply to aid and awards established outside the University including, but not limited to, those offered by federal and provincial governments, the Tri-Council Agencies and private organizations. This Policy does not cover departmental financial awards. For further information about the administration of these types of awards ~~outside this policy,~~ please contact the external organization or the administering department.

    ~~This Policy is reviewed every three five years by the Undergraduate Council Awards Committee, Undergraduate Council, and Graduate Council.~~

PURPOSE

4. This Policy ~~provides~~ defines ~~the framework through which~~how aid and award programs are established and administered. ~~It~~ and describes the responsibilities and accountabilities~~guidance and consistency for~~ of ~~members of~~ the University community in the provision ~~of aid and award~~these programs including:

    a) principles that govern aid and award programs~~;~~;

    b) establishing minimum eligibility requirements~~.~~; and

    c) establishing and amending fund terms.

PRINCIPLES

5. ~~McMaster~~ University aid and award programs encourage and support diversity and inclusivity in the recruitment, retention and recognition of students, including those from equity–seeking groups historically ~~and contemporarily~~ underrepresented.

6. ~~The~~ University ~~offers~~ aid programs ~~to~~ assist students who demonstrate the greatest financial need. Need-based aid may be delivered in the form of bursaries and/or work programs.

7. ~~The~~ University ~~offers~~ award programs ~~to~~ encourage and recognize the achievement of entering, enrolled, and graduating students. University award programs include:

   a) ~~Academic~~ academic awards which recognize high levels of scholarship, and in some cases other forms of earned merit, in the form of awards and prizes;

   b) ~~Academic~~ academic grants which recognize high academic achievement and demonstrated financial need; and

   c) ~~Community~~ community contribution awards, which recognize non-academic achievement, such as service to the University or community at large.

8. The University administers aid and award programs ~~according~~ in accordance with ~~to~~ Canadian law, trust law and the Ontario Human Rights Commission *Policy on Scholarships and Awards*.

9. Undergraduate Council and Graduate Council, on behalf of the Senate, approve the granting of aid and awards, as recommended by the Registrar, and, in the case of School of Medicine administered aid and awards, the Program Manager of the Undergraduate Medical Program.

10. To ensure an equitable and transparent allocation ~~fair and wide allocation~~ of aid and awards, the Registrar:

   a) ~~Maintains~~maintains, through an annual review process, the current University Calendars as the primary source of aid and award program information~~.~~;

   b) ~~Updates~~ updates the *~~General~~ Regulations for Aid and Awards* ~~of aid and award programs~~ in the University Calendars to confirm the availability of aid and award programs, to define all aid and award program eligibility criteria, and to identify any restrictions on the number and value of awards that a student may receive~~.~~;

   c) ~~Restricts~~ restricts the allocation of aid and awards, to remain compliant with external regulating bodies (e.g. Tri-Council Agencies~~).~~);

   d) ~~Restricts~~ restricts second baccalaureate Undergraduate degree students from receiving any academic award or academic grant, unless the terms of a particular donor award specify eligibility and the student has not received the award previously~~.~~;

   e) ~~Restricts~~ restricts the allocation of aid and awards according to the fund terms imposed by a donor (e.g. higher academic average requirement);

   f) ~~May~~ may choose not to grant aid or awards in the absence of a suitable candidate;

   g) may choose to limit the number of recipients selected where funding is limited;

   h) may choose to limit the number of recipients selected where too few suitable candidates exist; ~~and/or~~

f)i)   may choose to generate applicant pools for awards by application, where complete applications have not been received-;

g)j)   May may revise the terms and stated value and/or suspend the granting of aid and award funds (e.g., donor funds)-);

h)k) Will will make aid and award program information widely available to students through the University Calendars, websites and other means, as appropriate-;

i)I)   ~~Will~~ will not ~~violate~~comply with other University approved by-laws and policies (e.g., *Senate By-Laws*; *Operational Policy and Procedures for Trust and Endowed Fund Management*; *Freedom of Information and Protection of Privacy Act*; *Field Trips, Student Placements and Research Activity Planning and Approval Program*, etc.).

POLICY AMENDMENTS AND EXCEPTIONS

11.   Th~~e *University Aid and Awards Policy*~~is Policy is reviewed every ~~three~~ five years by the Undergraduate Council Awards Committee and Graduate Council. Recommended amendments must be approved by the Undergraduate Council Awards Committee, Undergraduate Council, Graduate Council, and Senate prior to implementation.

12.   The University may amend, from time to time, the general requirements to be met by all recipients of University aid and award programs. This may include, but is not limited to, the attainment of some overall level of scholarships, independent of the terms of an individual award. See the ~~By-Laws- Senate~~ Senate By-Laws~~(Article XI, 164, (f) and (g))~~.

13.   The University may amend this Policy, as recommended, from time to time, by the Registrar to the Undergraduate Council Awards Committee, Undergraduate Council, Graduate Council, and Senate.

SECTION II: GLOSSARY

14.   For the purpose of interpreting this Policy the following glossary of terms and definitions applies:

Aid Program	An established fFramework to allocate funding unding allocated to students on the basis of demonstrated financial need.
Academic Award	An award program that recognizes academic excellence and, in some cases, other forms of earned merit. Academic awards are assigned to categories such as *Entrance, In-Course, Graduating Student Awards, Travel and Exchange*.
Academic Grants	A hybrid of aid and award program funding that recognizes academic excellence and, in some cases, other forms of earned merit, and demonstrated financial need.
	In-course academic grants are awarded based on academic achievement in degree work completed at the University.
	Entrance academic grants are awarded to students entering Level 1, based on the academic achievement in the studies which qualified them for admission to their program.
Award Program	An established framework to Funding allocate funding allocated to students on the basis of academic excellence or earned merit.
Bursary	An aid program providingAid funding provided to students in the form of a non-repayable grant. A bursary may include a minimum expectation of academic achievement or other miscellaneous criteria.
Community Contribution Awards	Non-monetary, non-academic awards, that are allocated on the basis ofbased on demonstrated qualities of leadership or innovative skills, service to the University or community at large, or outstanding athletic or artistic participation.
	Recipients of community contribution awards receive letters of recognition.
Department Financial Awards	Funding that sSupports students in a manner consistent with the goals of the University.
	Department Financial Awards , but do not meet all approved regulations through which University-established aid and award programs are administered (e.g. assessment of financial need or merit).
	Departmental financial awards are administered by designated representatives at the University (e.g. Athletics and Recreation) that have established their own processes for identifying recipients.
	Financial These types of awards do not have "*University*" or "*McMaster University*" in the name of the award and contain words such as "*Faculty of xxx Financial Award*" or "*Department of xxx Financial Award*" or "*Athletic Financial Award*".

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Departmental financial awards are not Senate- approved awards and thus are not included on University transcripts, in University Calendars or recognized at University Convocations.

Equity--Seeking Groups	Equity--seeking groups include Indigenous persons, members of racialized communities, women, and persons with disabilities. Indigenous, Black and Latinx students, students with disabilities, and women in STEM fields are most underrepresented in universities as a consequence of individual bias and systemic barriers.
Funds	The financial resources supporting aid and award programs. Funds may be directed from operating, research and/or donor gifts (trust funds) for awards, academic grants, bursaries and work programs.
Fund Terms	The criteria, typically specified by a donor, that a student must meet in order to receive the proceeds of a fund.
Level	Typically used to dDescribes a student's progression through a School of Medicine, Undergraduate or MBA program. Term count is used to describe graduate student progression through a program. Level may be used in establishing fund terms.
Prizes	Academic awards, with a monetary value of $100 or less, and those with no disbursed monetary value (e.g. books, medals, letters of recognition, etc.).
Registrar	The Office of the Registrar, Aid & Awards in reference to Undergraduate Aid and Award Programs, and the School of Graduate Studies in reference to Graduate Aid and Award Programs.
Student	Any individual recorded by the University Registrar as enrolled in an educational course of study recognised by the Senate and for whom the University maintains an education record.An individual enrolled in a course or program of study approved by the Senate.
University Calendars	The current versions of the *Undergraduate Calendar* and *Graduate Calendar*. See http://academiccalendars.romcmaster.ca.https://academiccalendars.romcmaster.ca/index.php
Work Programs	An aid program providing employment opportunities to students demonstrating financial need.
	Part-time opportunities are available during the fall and winter terms, while both part-time and full-time opportunities are available during the summer term.
	Students earn at least minimum wage. Work programs provide partial reimbursement of an approved student's salary to employers who hired students into approved work program positions.

A hybrid aid and award program for students that recognizes academic excellence and, in some cases, other forms of earned merit, and demonstrated financial need.

In-course academic grants are awarded based on academic achievement in degree work completed at the University.

Entrance academic grants are awarded to students entering Level 1, based on the academic achievement in the studies which qualified them for admission to their program.

The current versions of the *Undergraduate Calendar* and *Graduate Calendar*. See http://academiccalendars.romcmaster.ca.

Work Programs An aid program providing on-campus employment opportunities for students. Part-time opportunities are available during the fall and winter terms, while both part time and full-time opportunities are available during the summer term. Students earn at least minimum wage. Work programs provide partial reimbursement of an approved student's salary to employers who hired students into approved work program positions.

SECTION III: ELIGIBILITY FOR AID AND AWARD PROGRAMS

14.15.   This Policy identifies the minimum eligibility requirements for student aid and award programs:

a)   To to receive the monetary value of aid and awards, students must be enrolled at the University.;

b)   Upon upon request of the student, and with the express permission of the Registrar, aid and awards may be deferred up to one academic year, unless otherwise specified in the General Regulations for Aaid and Aawards programs or in the specific fund terms in the University Calendars.;

c)   A a student who withdraws, is on approved leave, changes academic load from full to part-time, reduces course load or units, has approved to graduate status or otherwise alters their program of study may be required to forfeit all or part of their funding, per the General Regulations for of the A aid and Aaward programs in the University Calendars. The decision to rescind or reduce funding will be made by the Registrar and will consider the General Regulations for of the Aaid and Aaward programs, the specific terms of the aid/award funding, the circumstances leading to the student's decision (e.g. compassionate grounds), the educational costs already incurred and other relevant information.;

d)   If if the University concludes, based on reasonable grounds, that an aid or award applicant or recipient has falsified or withheld information as part of an application or misrepresented oneself or achieved academic results through dishonest means (see the *Academic Integrity Policy*) the student may have their application removed from consideration and/or be required to forfeit all or part of their funding and/or be restricted from receiving further funding by the Registrar.;

e)   Where where selection of an aid or award recipient requires judgment, faculty representatives, and/or department representatives, a Faculty Selection Committee and/or a University-wide Selection Committee may be asked to rank and/or recommend eligible students. The Registrar and, in the case of School of Medicine administered funds, the Program Manager of the Undergraduate Medical Program, will review the returned rankings/recommendations and make the final funding decision. Recipient selections will be made in full compliance with the approved terms of reference.;

f)   Allocation allocation of aid is completed according to the General Regulations for Aid and Awards of the aid program in the University Calendars and is dependent on demonstrated financial need.;

g)   Financial financial need must be determined on the basis of one or more of the following:

(i)   Canadian federal and/or provincial government student aid applications (e.g. OSAP);,

(ii)   U.S. Direct Loans Program Applications;

(i)(iii)   Ccompletion of a standard University Need Profile.;

(ii)(iv)   student discussions with designated staff on campus (e.g. Student Loans Officer Student Services Professional, Indigenous Student Counsellor, Case Manager, etc.) who confirm the need for emergency or special consideration funding.;

h)   In in determining need, and the allocation of University administered funds, the Registrar must also comply with the policies, procedures and guidelines provided by the Ministry of Colleges and Universities

(MCU)Advanced Education and Skills Development (MAESD). This includes, but is not limited to, the Ministry's Student Access Guarantee, which mandates the institutional aid obligation (payment amount and deadline date) for a student.;

i)   Allocation allocation of awards is completed according to the General Regulations for Aid and Awards of the award program in the University Calendars.;

j)   All all awards must be granted on the basis of one or more of the following:

(i)   Overall overall academic performance;

(ii)   Academic academic performance in a particular program, course, project or thesis using one or more of the following criteria including, but not limited to, work completed (e.g. essay, project, thesis, placement, research, research potential, etc.), grades, averages or standing;

(iii) Achievement achievement in a skill related to academic studies;

(iv)   Nonnon-academic achievement(s) and/or the display of qualities deemed worthy of consideration;

(v)   Demonstrated demonstrated financial need in the case of academic grants (see g above).);

k)   All all awards have a minimum academic requirement. The minimums are defined in the General Regulations for Aid and Awards of the award program in the University Calendars. Donor funds may have additional academic requirements noted in the University Calendars and/or fund documentation.

APPEAL PROCEDURES

15.16.   The University has a responsibility to provide fair and equitable procedures for student appeals relating to aid and award programs. These appeal procedures are outlined in the General Regulations for Aid and Awards in the University Calendars.

PRIVACY

17.   The University and its employees and agents will protect personal information and handle records in accordance with the *Freedom of Information and Protection of Privacy Act (FIPPA).*

16.18.   Applications for aid and awards, supporting documentation (e.g. transcripts, letters of reference, income tax notices of assessment, student loan entitlements, etc.) and responses to applications shall be held by the Registrar and, in the case of School of Medicine administered aid and awards, the Program Manager of the Undergraduate Medical Program in accordance with the *Freedom of Information and Protection of Privacy Act (FIPPA);.*

17.19.   That *Act* and McMaster University's Notice of Collection statement shall govern the information When providing informationprovided to donors and others concerning award recipients, (including publications such as convocation programs and award booklets), the release of such information shall comply with FIPPA and the University's Notice of Collection statement.

REPORTING REQUIREMENTS

18.20.   Mandatory annual reporting to the Undergraduate Council Awards Committee, Undergraduate Council and

Graduate Council, include identification of award recipients, aid and award ~~performance summaries~~ summary information and ~~identification~~ recognition of ~~participating~~ selection committee members.

SECTION IV: ESTABLISHING FUNDS TO SUPPORT AID AND AWARD PROGRAMS

19.21.   When establishing funds, to support aid and award programs, the Registrar:

a) ~~Ensures~~ ensures that the fund terms benefit students and are written with a minimum of limiting criteria.

b) ~~Seeks~~ seeks approval of the fund terms through the Undergraduate Council Awards Committee and Undergraduate Council, or the Graduate Council.

c) ~~Ensures~~ ensures all necessary approvals are in place prior to publicizing the fund terms, making application forms available, receiving applications, selecting recipients and/or disbursing funds.

d) ~~Determines~~ determines the manner in which recipients will be selected, for example, ~~mathematically~~ on the basis of calculated financial need or average, ~~or judgmentally, or~~ on the basis of an application or nomination, ensuring processes are equitable, consistent and transparent.

e) ~~Determines~~ determines whether an application is needed to support the evaluation of non-academic criteria, such as community involvement, recognizing that historically ~~and contemporarily~~ underrepresented students' experiences of bias and barriers affecting numeric grades may be ~~surfaced~~ discovered through opportunities to provide narrative contextual information about their lived experiences, leadership and community service involvements, and both academic accomplishments and potential.~~.~~

f) ~~Where~~ where an application is required, determines the content, deadlines, and supporting documentation requirements to support the evaluation and selection process (e.g. reference letters, curriculum vitae, University transcript, statement of interest, essay, etc.), and provides a rubric with clear and consistent inclusive excellence criteria for assessing the quality and eligibility of candidates~~.~~

g) ~~Establishes~~ establishes gender and racially representative University-wide Selection Committees, ensuring a minimum of three members, including at least one faculty member, or at the graduate level a minimum of one Associate Dean or the Dean of Graduate Studies, are involved in the selection processes to rank and/or recommend students for University-wide funding where use of judgment is required. Additionally, the Registrar will provide a list of University-wide Selection Committees and participating members to the Undergraduate Council Awards Committee, ~~and~~ Undergraduate Council and Graduate Council on an annual basis.

h) ~~Oversees~~ oversees the University-wide Selection Committees ensuring the members receive inclusive excellence training to mitigate personal bias and systemic inequities~~a minimum of three members, including at least one faculty member, are involved in the funding recommendations~~. If the funding is open to students from more than one career (i.e. students enrolled in Graduate, Medicine, Undergraduate degrees), the Registrar ensures that the committee has representation from each area (i.e. Graduate, Medicine and Undergraduate).

i) ~~Establishes~~ establishes faculty and department contacts where faculty- or department-specific award adjudication is required. Where faculty, school and/or department nomination is required, a defined equitable, consistent and transparent procedure for securing those nominations from their internal departments will exist and meet the approval of the Faculty Award Chair, or the Program Manager of the

Undergraduate Medical Program for the School of Medicine, or at the graduate level the Faculty Graduate Associate Dean. Where Faculty-specific Selection Committees are involved in the assessment, ranking and/or selection of recipients, a minimum of three members must serve on the selection committee, with the same requirements for diverse representation as in (g) and for training as in (h).

j) ~~Protects~~ protects the University's academic integrity and autonomy as it relates to funding decisions. In no case shall a donor and/or their representatives select, vote or have a veto over the recipients of funding. The final choice of recipients rests solely in hands of McMaster University.

k) ~~Requires~~ requires a minimum donor contribution to support aid and awards *T (these minimums ~~will~~ may be reviewed from time to time by the Undergraduate Council Awards Committee, Undergraduate Council and Graduate Council and adjusted appropriately). With the approval of this pPolicy~~Currently~~:

   (i) The minimum value to establish an endowed fund that supports University aid and awards is $25~~0~~,000. This commitment, at the current expenditure policy rate of 4%, generates $~~8~~1~~0~~00 annually.

   (ii) The minimum value to establish a fund that is not endowed that will support University aid and awards is $3000 (a minimum commitment of $1000 per year for three years).

   (iii) The minimum value to establish a fund that is not endowed that will support University aid and awards by application is $~~75~~90~~0~~00 (a minimum commitment of $~~25~~30~~0~~00 per year for three years). The minimum value to establish an endowed fund that will support university aid and awards by application is $~~62,5~~75~~0~~00. This commitment, at the current expenditure rate of 4%, generates $~~25~~30~~0~~00 annually.

l) ~~Undertakes~~ undertakes to abide by the terms attached to trust funds received through bequests and gifts, provided that such terms are consistent with this Policy. See also the *Operational Policy and Procedures for Trust and Endowed Fund Management*.

m) ~~Includes~~ includes only Senate approved awards (i.e. approved through the Undergraduate Council Awards Committee and Undergraduate Council and/or Graduate Council) on University transcripts.

n) ~~Includes~~ includes only Senate approved awards in the University Calendars.

o) ~~Includes~~ includes only Senate approved gradua~~ting student~~ ~~nd~~ awards in University Convocation publications, and of these, recognizes only the top University and Faculty awards, at University Convocations.

p) ~~Considers~~ considers the potential for emerging gift types that do not meet current University-established aid and award program policy. University Advancement may also recommend to the Registrar, the Undergraduate Awards Committee, Undergraduate Council and Graduate Council that new aid and award programs and/or policies, be established to meet the requirements of emerging gift types.

SECTION V: GUIDELINES FOR WRITING FUND TERMS

20.22.   When writing fund terms to support new aid and awards, the following guidelines apply (see Appendix A for further information):

a) **Name**
The name could be representative of the donor and the aid or award program (e.g. The McMaster Alumni Association Bursary).

b) **Descriptive Sentence 1**
The first sentence typically identifies the year in which the award was established, the donor name(s), degree awarded, class year (e.g. Class of '50 (for 1950) and Class of 2020), or anonymous request, and the reason for its establishment.

c) **Descriptive Sentence 2**
The second sentence identifies the specific criteria (need-based, academic and/or other form of earned merit) that must be met by the student for whom the funding is intended. Note: the fund terms should be as broad as possible to ensure administrative sustainability and disbursement of funding as intended.

d) **Preference Statement**
The third sentence may confirm a donor's preference (if applicable). "Preference will be given to ..." confirms that attempts will be made to identify a student meeting the donor preference after all conditions specified in the descriptive sentences have been met. For award purposes, this usually means that the award is judgmental in nature. Preference statements are for themayshould only be used in funding terms for purpose of a aid programs. Often preference statements require id andFor aid purposes, it may means that a student must to self-identify (e.g. "Preference to a sole support parent" requires a student to declare "I am a sole support parent"), to be allocatedbe considered for particular funding. Preference statements are treated as self-declarations and are not necessarily verified by the Registrar. In the case of bursaries, preference statements typically affect the source of a student's bursary funding, not the amount.
Note: Pthe preference statements should be as broad as possible to ensure administrative sustainability and disbursement of funding as intended.

e) **Award Value**
An initial award value is typically specified for awards and academic grants. The value may be specified as total dollars and duration. Award values may also be non-monetary, as is the case for prizes (e.g. books, medals, etc.) or community contribution awards (e.g. letters of recognition).

f) **Number of Recipients**
It is preferable that theWherever possible, a fixed number of intended recipients should not be specified, to allow the Registrar to set the number based on available funding.

21.23.   It is also preferable that Wherever possible, bursary values should not be specified, to allow the Registrar to set bursary values annually, in accordance with the General Regulations for Aid and Award of the bursary programs.

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SECTION VI: AMENDING TERMS OF ESTABLISHED FUNDS

22.24.   The terms of established funds, supporting aid and awards, represent a formal agreement, whether funded through an operating or research account or donor trust fund. When a donor establishes aid or award funding it takes the form of a trust fund administered by McMaster as trustee. Trust funds hold gifts (donations and bequests) that have been *designated* according to terms and conditions agreed upon by a donor and the University. Trust funds may only be altered in accordance with their original purpose, and generally may only be altered if the original purpose is impossible or impracticable to administer. Superficial changes (such as changes to a name or value of an award) are allowed.

23.25.   Where aAmendment to terms may, however, become necessary, due to changes such as cancellations of courses or programs which have been named in the terms, or when there are no longer eligible students, t. The University may propose to amend therevised terms to carry out the nearest possible original intent of the donor.

24.26.   When aid and awards are no longer available (e.g. operating or research funding no longer exists or a trust fund has been closed) they need towill be discontinued and removed from publications such as the University Calendars.

25.27.   Changes to aid and award fund names and terms, as well as discontinuation of aid and awards funding must be approved through the Undergraduate Council Awards Committee and Undergraduate Council or Graduate Council.

26.28.   Changes to aid and award values are managed by the Registrar based on available funding and the *Operational Policy and Procedures for Trust and Endowed Fund Management* and do not require Undergraduate Council Awards Committee and Undergraduate Council or Graduate Council approval. Changes to aid and award values are reported to the Undergraduate Council Awards Committee, Undergraduate Council and Graduate Council for information.

APPENDIX A: COMMONLY USED PHRASES IN FUND TERMS

"~~A student~~ Students ~~who have~~has completed enrolled in Level x"
Example: "~~A student~~ Students ~~who have~~s completedenrolled in Level 1"refers to ~~a~~ students who ~~are~~is enrolled ~~above Level 1~~in the first year of a program, while "~~A S~~students ~~who have~~s completedenrolled in Level 2 or above" refers to ~~a~~ students who ~~are~~is enrolled ~~above Level 2~~above Level 1. Note: This phrase should not be used where level is not a factor in determining the aid or award recipient, or where student progression is not dependent on level (e.g. Graduate Studies programs).

"~~A graduating student" or "s~~Students graduating"
refers to ~~a~~ students who ~~are~~is in their graduating year and will be assessed for an award at the completion of their graduating term. Example - "… to be awarded to ~~a~~ students graduating from an Engineering and Management program."

"Students enrolled in any undergraduate degree program…".
This phrase maximizes the pool of undergraduate students who qualify for the funding.

"~~A student~~Students enrolled in a Sociology program…"
allows students in all B.A., Honours and Combined Honours Sociology programs to be considered. Where any undergraduate degree is not possible, the use of major subject ~~This open language is preferred~~minimizes the risk associated with specific programs no longer being offered.~~.~~

~~" Students enrolled in an Honours program in Sociology..." allows students in both a single Honours program and Combined Honours programs in Sociology to be considered.~~
~~" Students enrolled in Level 3 of the Honours Sociology program..." allows students in Level 3 of the specified Honours program and will not include Combined Honours programs. This is typically as narrow as terms should be written as it increases the unsustainability.~~

"Students~~A student currently~~ enrolled in a graduate program in Chemistry…"
allows graduate students enrolled in programs offered by the Department of Chemistry to be considered. This includes both Master's and Ph.D. students.

~~**"A student Students enrolled in in an Honours program in Sociology..."** allows students in both a single Honours program and Combined Honours programs in Sociology to be considered.~~
~~**"A student Students enrolled in Level 3 of the Honours Sociology program..."** allows a students in Level 3 of the specified Honours program and will not include Combined Honours programs. This is typically as narrow as terms should be written. Note: The inclusion in the terms of a program description, rather than a specific program name or course number, is strongly encouraged to avoid a future problems where programs and/or courses are no longer offered.~~
"~~A student~~Students enrolled ~~registered~~ in the English Ph.D. program…"
allows only students enrolled in the specified Ph.D. program to be considered.

"To be awarded to ~~a~~ graduate students in the Faculty of Health Sciences. Preference to be given to ~~a~~ graduate students pursuing research in preventative medicine…"
allows Master's and Ph.D. students in the Faculty of Health Sciences, who are pursuing research in preventative medicine, to be considered for the award. If the administrator is unable to first identify an eligible student pursuing research in preventative medicine, the award may then be granted to eligible graduate students enrolled in Master's or

Ph.D. programs in the Faculty of Health Sciences.

"…based on high averages…'
confirms the merit-based award considers one or more available averages, including but not limited to cumulative grade point average (~~gpa~~GPA), fall-winter average, final admission average, etc.

~~**Most notable"** or **"high standing"** or **"excellence in"** or **"outstanding academic achievement"** or **"on the basis of scholarship"** does not mean "highest mathematical standing"~~is not based on a calculated average ~~and must be used in conjunction with **"in the judgment of …".**~~
"In the judgment of …"
means that judgment will be used to select ~~a~~ student<u>s</u> who ha<u>ve</u>~~s~~ fulfilled the minimum aid or award program requirements and other criteria as noted in the fund terms. <u>An application process and/or s</u>~~S~~election ~~by~~ committee may be required.

"Penultimate"
means the second to last level of a program. Example: "To be awarded to ~~the~~ student<u>s</u> who ha<u>ve</u>~~s~~ completed the penultimate year at the most recent spring review, and who ranks highest in scholarship, leadership and influence."

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

FOR APPROVAL

I. Establishment of New Certificate and Diploma Programs
At its November 10, 2020 meeting, the Certificates and Diplomas Committee approved, for recommendation to Undergraduate Council, the establishment of the following Certificate programs. Details of the proposed Certificates are contained within the circulated report.

   a. Certificate of Professional Learning in Foundations in Management of Human Resources
   b. Certificate of Professional Learning in Foundations in Workplace Health and Safety
   c. Certificate of Professional Learning in Foundations in Talent Planning and Acquisition
   d. Certificate of Professional Learning in Intercultural Competency

   It is now recommended,

   that the Undergraduate Council approve, for recommendation to Senate, the establishment of the Certificate of Professional Learning in Foundations in Management of Human Resources, 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 Foundations in Workplace Health and Safety, 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 Foundations in Talent Planning and Acquisition, 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 Intercultural Competency, as set out in the attached.

II. Closure of Certificate and Diploma Programs
At the same meeting, the Certificates and Diplomas Committee approved, for recommendation to Undergraduate Council, the closure of the following Certificate and Diploma programs. Details of the proposed closures are contained within the circulated report.

a. **Certificate in Advanced Accounting and Finance**
   b. **Diploma in Advanced Accounting and Finance**

   It is now recommended,

   that the Undergraduate Council approve, for recommendation to Senate, the closure of the Certificate in Advanced Accounting and Finance, effective December 2020, as set out in the attached.

   It is now recommended,

   that the Undergraduate Council approve, for recommendation to Senate, the closure of the Diploma in Advanced Accounting and Finance, effective December 2020, as set out in the attached.

Undergraduate Council
December 8, 2020

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Foundations in Management of Human Resources
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Nathalie Vallée
Effective Date:	2021-01-01
Date of Submission:	2020-11-10

Academic Merit (complete all fields; write "not applicable" as needed):	
Program Overview:	The purpose of this program is to provide learners with a condensed program specific to a professional skill area in Human Resources Management. The program is comprised of three courses essential to leadership and management strategies applicable to many workplace settings. These courses are taken from the Continuing Education's Human Resources Management diploma program. Learners must complete all three courses: - Human Resources Management (3 units) - Principles and Practices in Supervision (3 units) - Labour Relations (3 units) The program will be open enrolment with courses offered in multiple terms. Completed courses from the Certificate in Professional Learning program may be applied to the Human Resources Management diploma or the Business Administration diploma with a Concentration in Human Resources Management following the *Certificate and Diploma Policy*.
Learning Objectives:	Upon completion of the program, learners will be able to: - Outline the specific functional areas in HRM and describe the knowledge required for a practitioner in each one. - Identify the concepts and techniques involved in meeting human resource requirements including

	attracting, hiring, and keeping the right talent for the organization.
	• Review the history of the establishment of labour unions in Canada and discuss their overall impact on labour relations, including current trends and contextual factors.
	• Describe the legal framework governing labour and employment
	• Apply an interest-based approach to enable an effective partnership between the employer and union in administering the collective agreement, handling grievances, negotiating agreements, and resolving disputes.
	• Examine relevant features and models of leadership, supervision and management.
	• Analyze processes for evaluating employee strengths and discuss strategies for team building and supervision within the organization.
	• Explore your preferred style of supervision and management
	The following objectives will be threaded within each course:
	• Demonstrate an awareness of ethical practices and professional standards applicable to the field of human resources
	• Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills
	• Employ effective communication practices
	• Collaborate with peers on real-life human resources projects, dilemmas and exercises
Meeting Learning Objectives:	The Foundations in Management of Human Resources program will use a series of courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
Program Admission Requirements:	The program will be open enrolment; no application is required.
Program Pre-requisites (if applicable):	Recommended program requirements will be posted to Continuing Education's website: "In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the

	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. Courses will include an experiential learning component to combine theory with a real company project or scenario. group projects will enable students to apply their knowledge in solving an industry problem.
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, experiential projects, quizzes, application activities, individual or group projects, class participation, or a combination thereof. Evaluations will be structured to 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:	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 the completed Foundations in Management of Human Resources courses (9 units) to the Human Resources Management Diploma program, or the Business Administration Diploma with a concentration in Human Resources Management.

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, Continuing Education

Statement of Administrative Responsibilities:

Statement of Faculty Alignment:

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

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

The DeGroote School of Business will act as an academic liaison and is charged with the responsibility of 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
HRM 901 Human Resources Management	**Required**	**3.0**	**Winter 2021**
Course Description: This course provides an overview of the fundamentals of human resources management by introducing key components of its function, relevance, and impact in an organization. It is designed to build a broad foundation of knowledge and skills required for managing human resources in the current business environment. The course uses case studies, as well as other tools and resources, to engage learners and help them apply theoretical concepts to practical situations in human resource management.			
BUS 847 Principles and Practices of Supervision	**Required**	**3.0**	**Winter 2021**
Course Description: This course is designed to develop and improve the supervisory skills necessary for achieving increased productivity by effectively managing allocated human resources. Topics include motivation, delegation, leadership style, implementing change, setting and achieving standards and performance management. The emphasis of this course is on practical skills, supported by academic theory and research. The assignments and exercises will also support the development of monitoring, and staff development skills.			
HRM 899 Labour Relations	**Required**	**3.0**	**Winter 2021**
Course Description: This course provides the student with an overall understanding of the importance of a partnership between employers and unions in labour relations. This course explores: the historical challenges and foundational interests of labour unions within the Canadian context; the social and economic impact unions have had in workplaces and our society; current trends and contextual factors impacting labour relations; the legal framework governing labour and employment in Ontario, including an overview of the Ontario Labour Relations Act, the Employment Standards Act, 2000, the Human Rights Code, and other relevant legislation; the processes for establishing a union and engaging in collective bargaining; the critical importance of effective workplace investigations; and the practical application of effective partnership between the employer and union in administering the collective agreement, handling grievances, negotiating agreements, and resolving disputes.			

DATE: October-30-20
TO: Certificate & Diploma Committee
FROM: Dr. Sue McCracken, Associate Dean, DeGroote School of Business
RE: Proposal for Certificates of Professional Learning for Human Resources
Management

I have reviewed the program submission documents presented by Continuing Education
(CE) for the establishment of three Certificates in Professional Learning within the field
of Human Resources Management. The specific program titles are as follows:

- Certificate of Professional Learning in the Foundations of Health and Safety
- Certificate of Professional Learning in the Foundations of Human Resources
  Management
- Certificate of Professional Learning in the Foundations of Talent Planning and
  Acquisition

I have determined that the proposed programs 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 DeGroote School of Business.

The submission documents provide specific course requirements, descriptions, and
program learning outcomes for each program. Each program is composed of academic
credit courses from Continuing Education's Human Resources Management Diploma
program. This diploma program is aligned with and supported by the DeGroote School of
Business; therefore, the involved courses for each 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 DeGroote School of Business is pleased to have these high-quality programs
available for individuals to meet their academic and professional goals. We support these
three Continuing Education programs 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 possible use of advanced standing rules when students enter our degree programs with credits from completion of the above programs.

Sincerely,

Dr. Sue McCracken
Associate Dean
DeGroote School of Business

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

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Foundations in Workplace Health and Safety
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Nathalie Vallée
Effective Date:	2021-01-01
Date of Submission:	2020-11-10
Academic Merit (complete all fields; write "not applicable" as needed):	
Program Overview:	The purpose of this program is to provide learners with a condensed program specific to a professional skill area in Human Resources. The program is comprised of three courses essential to understanding workplace health and safety guidelines, policies, procedures and programming. The courses for this program are taken from the Continuing Education's Human Resources Management diploma program. Learners must complete all three courses: • Human Resources Management (3 units) • Occupational Health & Safety (3 units) • Wellness in the Workplace The program will be open enrolment with courses offered in multiple terms. Completed courses from the Certificate in Professional Learning program may be applied to the Human Resources Management diploma or the Business Administration diploma with a Concentration in Human Resources Management following the *Certificate and Diploma Policy*.
Learning Objectives:	Upon completion of the program, learners will be able to: • Outline the specific functional areas in HRM and describe the knowledge required for a practitioner in each one. • Identify the concepts and techniques involved in meeting human resource requirements including

	attracting, hiring, and keeping the right talent for the organization.
• Explain the connection between human resource management and occupational health and safety.
• Outline the regulatory framework surrounding occupational health and safety.
• Analyze health and safety training program design, implementation and effectiveness.
• Curate a library of resources that can be used to promote and develop workplace health promotion programs.
• Plan the design, delivery, management and evaluation of a workplace health promotion program.

The following objectives will be threaded within each course:
• Demonstrate an awareness of ethical practices and professional standards applicable to the field of human resources.
• Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills.
• Employ effective communication practices.
• Collaborate with peers on real-life human resources projects, dilemmas and exercises. |
| Meeting Learning Objectives: | The Foundations in Workplace Health and Safety program will use a series of courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives. |
| Program Admission Requirements: | The program will be open enrolment; no application is required. |
| Program Pre-requisites (if applicable): | Recommended program requirements will be posted to Continuing Education's website: "In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the 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. Courses will include an experiential learning component to combine theory with a real company project or scenario. group projects will enable students to apply their knowledge in solving an industry problem.
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, experiential projects, quizzes, application activities, individual or group projects, class participation, or a combination thereof. Evaluations will be structured to 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:	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 the completed Foundations in Health and Safety courses (9 units) to the Human Resources Management Diploma program, or the Business Administration Diploma with a concentration in Human Resources Management.

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, Continuing Education

Statement of Administrative Responsibilities:

Statement of Faculty Alignment:

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

Continuing Education program responsibilities:

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

The DeGroote School of Business will act as an academic liaison and is charged with the responsibility of 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
HRM 901 Human Resources Management	**Required**	**3.0**	**Winter 2021**
Course Description: This course provides an overview of the fundamentals of human resources management by introducing key components of its function, relevance, and impact in an organization. It is designed to build a broad foundation of knowledge and skills required for managing human resources in the current business environment. The course uses case studies, as well as other tools and resources, to engage learners and			

help them apply theoretical concepts to practical situations in human resource management.			
HRM 921 Occupational Health & Safety	**Required**	**3.0**	**Winter 2021**
Course Description: The major objective of this course is to introduce Human Resources professionals to the broad and ever-changing field of Occupational and Safety, an inherently technical subject area far broader than legislation only. The multiple dimensions of the various issues technical, legislative, political and personal safety at work or in your home are a required part of the training for a professional in this field or for someone who is involved with this kind of operation? How to deal with consultants in the workplace. Occupational Health (or Hygiene) cannot be separated from Occupational Safety because of the many overlapping requirements and because the well-being of the worker must be first and foremost. The course is designed to be very informative and fun with full class involvement. This course of study has been arranged in five separate subject areas as they concern the practitioner. Within each section, a series of topics will be examined, supported by readings from the text and other references of interest. The text and the various reference materials would constitute a valuable subject library for the practitioner.			
HRM 941 Wellness in the Workplace	**Required**	**3.0**	**Winter 2021**
Course Description: This course will focus on health promotion concepts, program management strategies, interventions and perspectives of health promotions in the workplace. We will examine why health promotions make sense as a return on investment for employers and provide insight into the process of designing, managing, and evaluating a program. We will explore strategies that impact health promotions and identify the types of programs used to operationalize a health promotions program.			

DATE: October-30-20
TO: Certificate & Diploma Committee
FROM: Dr. Sue McCracken, Associate Dean, DeGroote School of Business
RE: Proposal for Certificates of Professional Learning for Human Resources
Management

I have reviewed the program submission documents presented by Continuing Education
(CE) for the establishment of three Certificates in Professional Learning within the field
of Human Resources Management. The specific program titles are as follows:

- Certificate of Professional Learning in the Foundations of Health and Safety
- Certificate of Professional Learning in the Foundations of Human Resources
  Management
- Certificate of Professional Learning in the Foundations of Talent Planning and
  Acquisition

I have determined that the proposed programs 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 DeGroote School of Business.

The submission documents provide specific course requirements, descriptions, and
program learning outcomes for each program. Each program is composed of academic
credit courses from Continuing Education's Human Resources Management Diploma
program. This diploma program is aligned with and supported by the DeGroote School of
Business; therefore, the involved courses for each 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 DeGroote School of Business is pleased to have these high-quality programs
available for individuals to meet their academic and professional goals. We support these
three Continuing Education programs 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 possible use of advanced standing rules when students enter our degree programs with credits from completion of the above programs.

Sincerely,

Dr. Sue McCracken
Associate Dean
DeGroote School of Business

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

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Foundations in Talent Planning and Acquisition
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Nathalie Vallée
Effective Date:	2021-01-01
Date of Submission:	2020-11-10
Academic Merit (complete all fields; write "not applicable" as needed):	
Program Overview:	The purpose of this program is to provide learners with a condensed program specific to a professional skill area in Human Resources. The program is comprised of three courses essential to building foundational knowledge and skills for strategically planning an organization's talent needs, recruiting and hiring talent, all while taking an organization's culture and teams in mind. The courses for this program are taken from the Continuing Education's Human Resources Management diploma program. Learners must complete all three courses: • Human Resources Planning (3 units) • Talent Acquisition (3 units) • Organizational Behaviour (3 units) The program will be open enrolment with courses offered each academic term. Completed courses from the Certificate in Professional Learning program may be applied to the Human Resources Management diploma or the Business Administration diploma with a Concentration in Human Resources Management following the *Certificate and Diploma Policy.* Please refer to the "Program Advanced Standing" section of this document.
Learning Objectives:	Upon completion of the program, learners will be able to: • Analyze how individual and group behaviours and traits, organizational culture, communication processes and

	leadership styles can have impacts on individual behaviour, employees, organizational effectiveness and success
	• Detail the key considerations in the HR planning process and the Talent Acquisition process, and how these processes support the achievement of organizational goals and objectives.
	• Identify and describe an effective recruitment strategy, candidate sourcing methods, screening, testing, interviewing and decision-making processes and activities that support diversity and equal opportunity mandates.
	• Assess how job design, performance analysis, organizational design and total rewards programs can enhance and constrain employee and organizational success.
	• Develop a robust HR plan supported by effective workforce planning, performance management programs and talent management strategies.
	• Identify appropriate data and information required for HR planning and recruitment strategies.
	The following objectives will be threaded within each course:
	• Demonstrate an awareness of ethical practices, legal, social and professional standards applicable to the field of HR planning and acquisition
	• Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills.
	• Employ effective communication practices.
	• Collaborate with peers on real-life human resources projects, dilemmas and exercises.
Meeting Learning Objectives:	The Foundations in Talent Planning and Acquisition program will use a series of courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
Program Admission Requirements:	The program will be open enrolment; no application is required.
Program Pre-requisites (if applicable):	Recommended program requirements will be posted to Continuing Education's website: "In compliance with the Certificates and Diploma, admission policy from

	Undergraduate Council, students who wish to enter the 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. Courses will include an experiential learning component to combine theory with a real company project or scenario. group projects will enable students to apply their knowledge in solving an industry problem.
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, experiential projects, quizzes, application activities, individual or group projects, class participation, or a combination thereof. Evaluations will be structured to 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:	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 the completed Foundations in Talent Planning and Acquisition courses (9 units) to the Human Resources Management Diploma program, or the Business Administration Diploma with a concentration in Human Resources Management.

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, Continuing Education

Statement of Administrative Responsibilities:

Statement of Faculty Alignment:

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

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

The DeGroote School of Business will act as an academic liaison and is charged with the responsibility of 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
HRM 923 Human Resources Planning	**Required**	**3.0**	**Winter 2021**
Course Description: Participants will learn the theory, best practices and industry trends behind Human Resource Planning. Specific areas of discussion include setting the foundation for strategic human resource planning, job analysis, forecasting and workforce planning, talent management, compensation, international HR and program development and implementation.			
HRM 897 Talent Acquisition	**Required**	**3.0**	**Winter 2021**
Course Description: This course will introduce students to the world of talent acquisition, key components, and methodologies of recruitment and selection, and how talent acquisition can be a strategic enabler of organizational success. The course will focus on recruitment marketing, candidate sourcing and selection, job analysis, candidate screening, interviewing and decision making.			
HRM 821 Organizational Behaviour	**Required**	**3.0**	**Winter 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.			

DATE: October-30-20
TO: Certificate & Diploma Committee
FROM: Dr. Sue McCracken, Associate Dean, DeGroote School of Business
RE: Proposal for Certificates of Professional Learning for Human Resources
Management

I have reviewed the program submission documents presented by Continuing Education
(CE) for the establishment of three Certificates in Professional Learning within the field
of Human Resources Management. The specific program titles are as follows:

- Certificate of Professional Learning in the Foundations of Health and Safety
- Certificate of Professional Learning in the Foundations of Human Resources
  Management
- Certificate of Professional Learning in the Foundations of Talent Planning and
  Acquisition

I have determined that the proposed programs 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 DeGroote School of Business.

The submission documents provide specific course requirements, descriptions, and
program learning outcomes for each program. Each program is composed of academic
credit courses from Continuing Education's Human Resources Management Diploma
program. This diploma program is aligned with and supported by the DeGroote School of
Business; therefore, the involved courses for each 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 DeGroote School of Business is pleased to have these high-quality programs
available for individuals to meet their academic and professional goals. We support these
three Continuing Education programs 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 possible use of advanced standing rules when students enter our degree programs with credits from completion of the above programs.

Sincerely,

Dr. Sue McCracken
Associate Dean
DeGroote School of Business

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

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Intercultural Competency
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Lorraine Carter
Effective Date:	February 1, 2021
Date of Submission:	November 10, 2020
Academic Merit (complete all fields; write "not applicable" as needed):	
Program Overview:	The increase in global collaboration and connectivity among clients and employees in organizations has led human resources professionals, managers, and business leaders to recognize the need to develop intercultural awareness, knowledge, skills, and attitudes. Intercultural competence involves "(a) awareness of one's own cultural assumptions, values, beliefs, and biases, (b) understanding of the worldview and expectations of culturally different interaction partners, and (c) developing and deploying appropriate strategies to relate to an interaction partner in a successful manner"[1]. The effect of increasing intercultural competency is a more diverse, competitive, and innovative workplace.
	The proposed program will focus on the theories, best practices, and application of intercultural competence, and include three 3-unit courses. Students will begin the program with a foundational course while subsequent courses will build on this knowledge.

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[1] Kemmelmeier M., Kusano K. (2018) Intercultural Competence: Teaching It Is Worthwhile. In: Frisby C., O'Donohue W. (eds) *Cultural Competence in Applied Psychology*. Springer, Cham. https://doi.org/10.1007/978-3-319-78997-2_25.

	A Certificate of Professional Learning in Intercultural Competency will attract participants seeking to add to their studies and professional development goals. Linking the foundational course to other certificate and diploma programs as an elective course has the potential to increase student interest in the full program. Furthermore, there is potential to cluster the program with other potential new programs such as workplace communication, career development, community engagement, etc.
Learning Objectives:	Upon completion of the program, students will be able to: • Demonstrate self-awareness of their personal cultural norms and values • Recognize commonality and differences within people and communities • Understand how diverse viewpoints influence relationships with others • Develop effective strategies to communicate respectfully with diverse audiences, both orally and in writing • Apply strategies to establish, interpret, and manage intercultural employee teams • Identify the impact of cultural structures within the workplace and between employees The following objectives will be threaded within each course: • Demonstration of an awareness of ethical practices and professional standards applicable to a field of employment and/or academic study • Exemplification of the knowledge, skills, attitudes, and behaviours required to work and collaborate with people from different cultural backgrounds and to develop effective personal management skills
Meeting Learning Objectives:	The Intercultural Competency program will incorporate three 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. 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 Intercultural Competency program should meet the following requirements based on their education and work experience: • 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 • Be knowledgeable with basic computer program applications and skills, such as Word, PowerPoint, web browsing, email • 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):	N/A
Program Completion Requirements:	To qualify for a Certificate of Professional Learning, students must successfully complete the three courses of the program.
Program Delivery Format:	Program courses may be delivered in-person, online, and/or 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, reflection journals, 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. 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 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, 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 courses are taught according to program requirements and standards
- Marketing and Promotions

The Faculty of Humanities 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
Intercultural Foundations	**Required**	**3.0**	**Spring 2021**
Course Description: This course is about becoming a more culturally aware person and is designed to build a solid foundation based on concepts of culture, diversity, and cultural competence. By exploring concepts of culture and the terminology typically associated with culture, you will discover the various roles that culture plays in our personal and professional communities and why intercultural fluency is an important skill in modern society. The course will enable you to develop your capacity for self-reflection through awareness and understanding of your cultural norms and values along with your ability to identify how they may differ from other worldviews.			
Intercultural Communication	**Required**	**3.0**	**Spring 2021**
Course Description: This course enables you to understand your cultural communication skills. Through course activities, you will explore your perspectives about culture and learn to recognize how these perspectives affect your communications. You will examine challenges associated with cross-cultural communication and explore strategies for becoming a better communicator in our intercultural society. By selecting and using various communications media, you will compose intercultural messages for a variety of audiences. In the course, you will also assess examples and approaches to intercultural communications applicable to the workplace with particular emphasis on communicating in a diverse team.			
Intercultural Workplaces	**Required**	**3.0**	**Spring 2021**
Course Description: In this course, you will explore the multicultural workplace including how your understanding of cultural competency and your skills in intercultural communication affect the workplace. You will examine why an intercultural team may go awry and how manager/employee relationships are affected by culture. You will explore how hierarchical and egalitarian organizations differ in structure, and how to be successful in both types of organizations. Discrete aspects of the workplace and how underlying cultural attributes present between workers, leadership, and teams are likewise explored. You will acquire understanding of the challenges associated with establishing and managing intercultural teams and the importance of communication in this process.			

McMaster University | HUMANITIES

DATE: October-26-20

TO: Certificate & Diploma Committee

FROM: Dr. Sean Corner, Associate Dean – Academic, Faculty of Humanities

RE: Proposal for Certificate of Professional Learning, Intercultural Competency

I have reviewed the Intercultural Competency program submission presented by Continuing Education (CE). I have determined that it meets 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 Humanities

At my request, this program proposal was reviewed by Dr. Anna Moro. Her conclusion is that the objectives of the proposed program are viable. Further, the courses included in the program will fulfill the stated objectives, and the program meets the Undergraduate Council's criteria for the designation of Certificate of Professional Learning.

The Faculty of Humanities is pleased to support a program such as Intercultural Competency. As well, we support Continuing Education as its academic affiliate for the program, carrying out both review of the initial submission and ongoing expertise in relation to curriculum development and/or revisions. Additionally, we have provided Continuing Education with advanced standing guidelines for possible use by students entering our degree programs with credits earned from the completion of this program.

Sincerely,

Sean Corner, PhD
Associate Dean – Academic, Faculty of Humanities

cc. Lorraine Carter, Director
Dan Piedra, Assistant Director

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

Centre for   One James North   Phone 905.525.9140
Continuing   3rd Floor   Ext. 24321
Education   Hamilton, Ontario   Fax 905.546.1690
    L8S 4L8 Canada   www.mcmastercce.ca

Date: October 14, 2020

To: Dr. Tracy Prowse, Chair, Certificates and Diplomas Committee

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

Cc: Dr. Kim Dej, Associate Vice Provost (Faculty)
    Dan Piedra, Assistant Director, McMaster Continuing Education
    Anne Dwyer, Program Manager, McMaster Continuing Education

Re: Certificate/Diploma in Advanced Accounting & Finance (AAFDIPL and AAFCERT)

I am writing to share information about the closure of the Diploma in Advanced Accounting and Finance (AAFDIPL) and the Certificate in Advanced Accounting and Finance (AAFCERT) offered through McMaster Continuing Education (MCE).

History

Launched in September 2018, the Certificate/Diploma in Advanced Accounting and Finance (CPA ACAF Equivalents) pathways were developed to align with the Chartered Professional Accountants' (CPA) Advanced Certificate in Accounting and Finance program for the sole purpose of preparing learners to write the CPA's ACAF Final National Exam.

Learners were given the option of completing either a Diploma in Advanced Accounting and Finance or a Certificate in Advanced Accounting and Finance.

In total, seven (7) new courses were introduced, as follows:

ACC 940 Ethics & Workplace Skills
ACC 945 Business Applications
ACC 946 Accounting Software Application
ACC 944 Applied External Audit
ACC 943 Applied Personal and Corporate Taxation
ACC 941 Public Sector Financial Management Practices
ACC 942 Not-for-Profit Accounting and Related Topics

1

Remaining program requirements comprised courses already existing under MCE's Diploma in Accounting program.

Current Situation

Due to insufficient interest in the CPA's ACAF program, CPA Canada announced in June 2019 that the ACAF would be discontinued after the final ACAF National Examination is delivered in February 2021.

With the CPA's discontinuation of the national certificate, enrolment in ACAF course equivalencies offered under MCE's Diploma/Certificate in Advanced Accounting and Finance has been low to non-existent. Since all courses are offered in an online self-study format, MCE has been able to run courses with as few as one (1) registrant which has proven helpful to the few who have shown interest in the ACAF certificate.

In addition, MCE continues to explore other possible markets for the applied ACAF equivalencies. While there may be a future for a few of the courses, it is anticipated that any courses that continue will be added under the existing list of 'basic' courses available to those pursuing MCE's Diploma in Accounting and Certificate in Advanced Accounting programs.

Communication and Transition Plan

Upon receiving word from CPA Canada of the plans to discontinue the ACAF, the following measures were taken:

- Students enrolled in the ACAF program pathways were notified in June 2019 of the decision, as well as MCE's commitment to ensure that students enrolled in the program would have the opportunity to complete the certificate or diploma.
- MCE's website was updated with a note of discontinuation, including details on the last semester in which ACAF course equivalencies would be offered via MCE (September 2020).
- Students will receive a final email notice in Fall 2020 that outlines additional options, including pursuing the Diploma in Accounting or Certificate in Advanced Accounting, as appropriate.

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

Lorraine Carter

Sincerely,
Lorraine Carter, Centre for Continuing Education
McMaster University

2

![McMaster University logo]

UNIVERSITY SECRETARIAT
- **Board of Governors**
- **Senate**

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

FOR APPROVAL

I   Curriculum Revisions for Inclusion in the 2021-2022 Undergraduate Calendar
At its November 23, 2020 and November 25, 2020 meetings, 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.*

Arts & Science Program
Faculty of Business
Faculty of Engineering
Faculty of Health Sciences
Faculty of Humanities
Faculty of Science
Faculty of Social Sciences
Glossary, General Academic Regulations

It is now recommended,

Motion 1:
that the Undergraduate Council approve, for recommendation to Senate, major revisions to the
Bachelor of Arts in Music **program for inclusion in the *2021-2022 Undergraduate Calendar,* as**
recommended by the Faculty of Humanities, and set out in the attached.

Motion 2:
that the Undergraduate Council approve, for recommendation to Senate, the change in name
of the *Honours Bachelor of Arts in Multimedia* program to the *Honours Bachelor of Arts in*
***Media Arts* program, effective September 2021, as recommended by the Faculty of Humanities,**
and set out in the attached.

Motion 3:
that the Undergraduate Council approve, for recommendation to Senate, the change in
name of the *Combined Honours Bachelor of Arts in Multimedia and Another Subject*
program to the *Combined Honours Bachelor of Arts in Media Arts and Another Subject*
program, effective September 2021, as recommended by the Faculty of Humanities, and
set out in the attached.

Motion 4:
that the Undergraduate Council approve, for recommendation to Senate, the change in
name of the *Combined Honours Bachelor of Arts in Peace Studies and Another Subject*

program to the *Combined Honours Bachelor of Arts in Global Peace and Social Justice and Another Subject* program, effective September 2021, as recommended by the Faculty of Humanities, and set out in the attached.

Motion 5:
that the Undergraduate Council approve, for recommendation to Senate, the change in name of the *Honours Bachelor of Science in Biology – Discovery Sub-Plan* program to the *Honours Bachelor of Science in Biology Research Specialization* program, effective September 2022, as recommended by the Faculty of Science, and set out in the attached.

Motion 6:
that the Undergraduate Council approve, for recommendation to Senate, the change in name of the *Honours Bachelor of Science in Biology – Physiology* program to the *Honours Bachelor of Science in Biology – Physiology Research Specialization* program, effective September 2022, as recommended by the Faculty of Science, and set out in the attached.

Motion 7:
that the Undergraduate Council approve, for recommendation to Senate, the change in name of the *Honours Bachelor of Science in Molecular Biology and Genetics* program to the *Honours Bachelor of Science in Molecular Biology and Genetics Research Specialization,* effective September 2022, as recommended by the Faculty of Science, and set out in the attached.

Motion 8:
that the Undergraduate Council approve, for recommendation to Senate, the change in name of the *Honours Bachelor of Science in Molecular Biology and Genetics Co-op* program to the *Honours Bachelor of Science in Molecular Biology and Genetics Research Specialization Co-op* program, effective September 2022, as recommended by the Faculty of Science, and set out in the attached.

Motion 9:
that the Undergraduate Council approve, for recommendation to Senate, the change in name of the *Honours Bachelor of Applied Science in Human Behaviour* program to the *Honours Bachelor of Applied Science in Applied Psychology in Human Behaviour,* effective September 2022, as recommended by the Faculty of Science, and set out in the attached.

Motion 10:
that the Undergraduate Council approve, for recommendation to Senate, the change in name of the *Honours Bachelor of Applied Science in Human Behaviour – Autism and Behavioural Science Specialization* program to the *Honours Bachelor of Applied Science in Applied Psychology in Human Behaviour – Autism and Behavioural Science Specialization,* effective September 2022, as recommended by the Faculty of Science, and set out in the attached.

Motion 11:
that the Undergraduate Council approve, for recommendation to Senate, the change in name of the *Honours Bachelor of Applied Science in Human Behaviour – Early Childhood Education Specialization* program to the *Honours Bachelor of Applied Science in Applied Psychology in Human Behaviour – Early Childhood Studies Specialization* program,

effective September 2022, as recommended by the Faculty of Science, and set out in the attached.

Motion 12:
that the Undergraduate Council approve the establishment of the Minor in Social Problems, Social Policy and the Law, for inclusion in the *2021-2022 Undergraduate Calendar*, as recommended by the Faculty of Social Sciences, and set out in the attached.
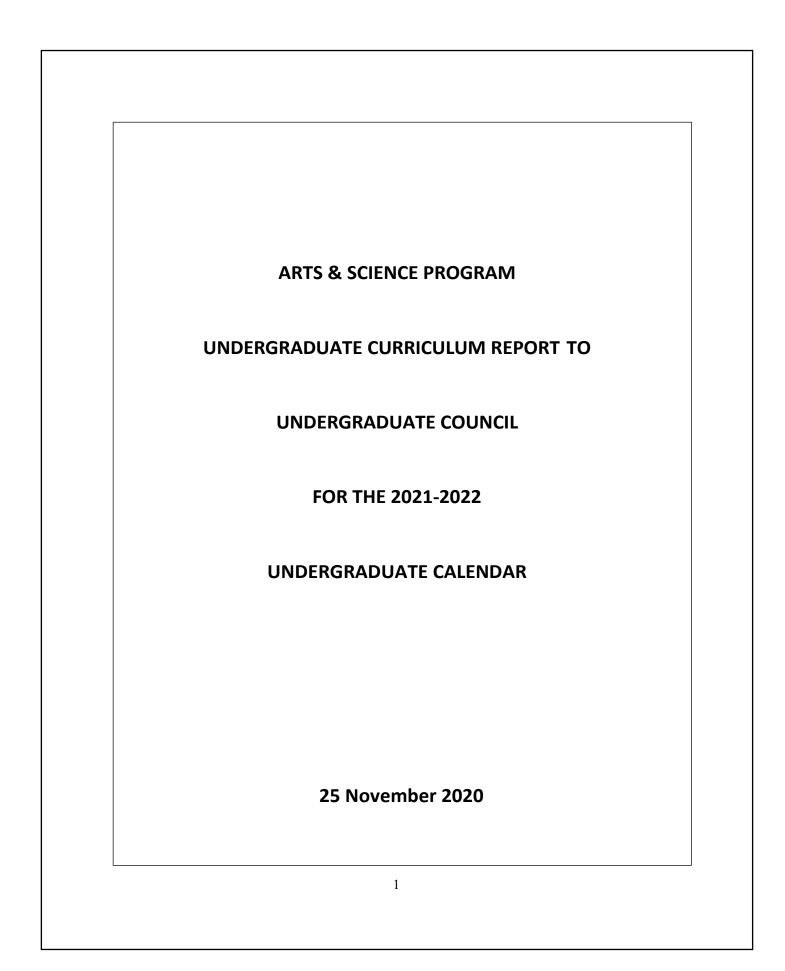
Motion 13:
that the Undergraduate Council approve, for recommendation to Senate, revisions to the Glossary and General Academic Regulations, for inclusion in the *2021-2022 Undergraduate Calendar*, as recommended by the Office of the Registrar, and set out in the attached.

Motion 14:
that the Undergraduate Council approve curriculum revisions for inclusion in the *2021-2022 Undergraduate Calendar*, as set out in the attached.

II   <u>Bachelor of Health Sciences (Honors) BHSc Program – Black Student Admissions Pilot</u>
At the same meeting, the Curriculum and Admissions Committee approved, for recommendation to Undergraduate Council, the Equitable Admissions for Black Applicants – Bachelor of Health Sciences (Honours) Pilot Program. Details of the proposal are contained within the circulated report.

It is now recommended,

that the Undergraduate Council approve, for recommendation to Senate, the Equitable Admissions for Black Applicants Pilot for the Bachelor of Health Sciences (Honours) program, as recommended by the Faculty of Health Sciences, and set out in the attached.

Undergraduate Council
December 8, 2020

ARTS & SCIENCE PROGRAM

UNDERGRADUATE CURRICULUM REPORT TO

UNDERGRADUATE COUNCIL

FOR THE 2021-2022

UNDERGRADUATE CALENDAR

25 November 2020

1

REPORT TO SENATE

ARTS & SCIENCE PROGRAM
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2021-2022

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the November 2020 Arts & Science Program Report to Undergraduate Council for changes to the 2021-2022 Undergraduate Calendar, found at https://artsci.mcmaster.ca/app/uploads/2020/11/2021-22-Arts-Science-Undergraduate-Curriculum-Report_10-Nov-2020.pdf.

<u>NEW PROGRAMS:</u>
N/A

<u>PROGRAM CLOSURES:</u>

N/A

<u>MAJOR REVISIONS:</u>
N/A

2

REPORT TO UNDERGRADUATE COUNCIL

ARTS & SCIENCE PROGRAM
SUMMARY OF CURRICULUM CHANGES FOR 2021-2022

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the November 2020 Arts & Science Program Report to Undergraduate Council for changes to the 2021-2022 Undergraduate Calendar, found at https://artsci.mcmaster.ca/app/uploads/2020/11/2021-22-Arts-Science-Undergraduate-Curriculum-Report_10-Nov-2020.pdf.

ARTS & SCIENCE PROGRAM

- New cross-listing of one course
- Housekeeping changes

INTERDISCIPLINARY MINOR IN SUSTAINABILITY

- Twelve new courses
- Eight deleted courses
- Housekeeping changes

INTERSESSION

- Four new courses
- Housekeeping changes

3

FACULTY OF BUSINESS

UNDERGRADUATE CURRICULUM REPORT TO

UNDERGRADUATE COUNCIL

FOR THE 2021-2022

UNDERGRADUATE CALENDAR

NOVEMBER 2020

Summary of Proposed Changes

Approved by Faculty Council: November 5th, 2020

FACULTY OF BUSINESS
REPORT TO SENATE
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2021-2022
ACADEMIC CALENDAR

NOVEMBER 2020

This report highlights substantive changes being proposed to the Undergraduate curriculum. For a complete review of all changes, please refer to the Faculty of Business Curriculum Report for Changes to the 2021-2022 Undergraduate Calendar, located electronically at: http://ug.degroote.mcmaster.ca/curriculum-report/

New Programs
None

Program Closures
None

Major Revisions
None

FACULTY OF BUSINESS
REPORT TO UNDERGRADUATE COUNCIL
SUMMARY OF CURRICULUM CHANGES FOR 2021-2022 ACADEMIC CALENDAR

NOVEMBER 2020

This report highlights substantive changes being proposed to the Undergraduate curriculum. For a complete review of all changes, please refer to the Faculty of Business Curriculum Report for Changes to the 2021-2022 Undergraduate Calendar, located electronically at: http://ug.degroote.mcmaster.ca/curriculum-report/

Below is a summary of the proposed changes for approval by the Faculty of Business. Full proposals and course outlines can be found in the appendices beginning on page 12.

REVISIONS TO ADMISSION REQUIREMENTS

- None

REVISIONS TO MCMASTER GENERAL ACADEMIC REGULATIONS

- None

REVISIONS TO DEGROOTE SCHOOL OF BUSINESS (FACULTY OF BUSINESS) – ACADEMIC REGULATIONS

- None

REVISIONS TO EXISTING MINORS

- Minor in Accounting and Financial Management Services
    - Removing a deleted course
    - Note on updated admission process.
- Minor in Finance
    - Note on updated admission process.
- Minor in Information Systems
    - Note on updated admission process.
    - Update to reflect course code change from Economics

- Specialized Minor in Commerce for Students Completing a Single Honours B.A. in Humanities
    - Include reference to Media Arts (name change from Multimedia) in Faculty Note 2.

REVISIONS TO EXISTING CERTIFICATES

- None

NEW COURSES

- Commerce 3FM3 – The History of Finance

REVISIONS TO EXISTING COURSES

- **IBH 1AB3** – Perspectives on Canadian Business
  - Update anti-requisite.

- **IBH 1BA3** – Leadership Coaching 1
  - Remove reference to Commerce 4BN3 from anti-requisite.

- **IBH 4BA3** – Leadership Effectiveness: Building Personal and Organizational Success
  - Update prerequisite and anti-requisite.

- **COMMERCE 2OC3** – Operations Management
  - Updated prerequisite.

- **COMMERCE 3MC3** – Applied Marketing Management
  - Updated course description and remove IBH 2AA3 prerequisite

- **COMMERCE 3MD3** – Introduction to Contemporary Applied Marketing
  - Remove "relevant minor" from pre-requisite. Only open to students outside DSB.

- **COMMERCE 4BE3** – Strategic Compensation / Reward Systems
  - Add Labour Studies program to pre-requisite.

- **COMMERCE 4BI3 –** Training and Development
  - Add Labour Studies program to pre-requisite.

- **COMMERCE 4BM3** – Strategic Human Resource Planning
  - Add Labour Studies program to pre-requisite.

- **COMMERCE 4BN3** – Leadership Development
  - Update prerequisite and anti-requisite.

- **COMMERCE 4MA3** – Advertising and Integrated Marketing Communication
  - Update pre-requisite.

- **COMMERCE 4ME3** – Sales Management
  - Update pre-requisite.

- **COMMERCE 4MH3** – Electronic Marketing
  - Update pre-requisite.

COURSE DELETION

- None

FACULTY OF ENGINEERING

UNDERGRADUATE CURRICULUM REPORT

TO UNDERGRADUATE COUNCIL

FOR THE 2021 – 22 CALENDAR

Approved November 24, 2020, at Faculty Meeting

FACULTY OF ENGINEERING
REPORT TO SENATE
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2020-21

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Engineering Curriculum Report for changes to **2021-22 Engineering Undergraduate Curriculum Report.docx** on MacDrive:
https://macdrive.mcmaster.ca/f/59e77149fdad428ebb8c/?dl=1

NEW PROGRAMS

None

PROGRAM CLOSURES

None

MAJOR REVISIONS

None

FACULTY OF ENGINEERING
REPORT TO UNDERGRADUATE COUNCIL
SUMMARY OF CURRICULUM CHANGES FOR 2021-22

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Engineering Curriculum Report for changes to the 2021-22 Undergraduate Calendar, found at:
https://macdrive.mcmaster.ca/f/59e77149fdad428ebb8c/?dl=1

FACULTY OF ENGINEERING (General)
- Revisions in Faculty information

Engineering
- Two new courses
- Three course description changes

CHEMICAL ENGINEERING
- Revision of program requirements
- Eleven course description changes

CIVL ENGINEERING
- Revision of program requirements
- Two course description changes
- One new course
- Two course deletions

COMPUTING AND SOFTWARE
- Computer Science
  - Revision of program requirements
  - Twenty-three course description changes
  - Five course deletions

- Mechatronics
  - Revision of program requirements
  - Four course description changes
  - Three new courses

- Software Engineering
  - Revision of program requirements
  - Sixteen course description changes
  - Four new courses
  - Five course deletion

ELECTRICAL AND COMPUTER ENGINEERING
- Revision of program requirements
- Fourteen course description changes
- Six new courses
- Two courses unit change
- Six course deletions

ENGINEERING PHYSICS
- Revision of program requirements
- Twenty-seven course description changes
- One new course

- One course deletion

ENGINEERING AND MANAGEMENT
- Three course description changes
- Revision of program requirements

   Minor in Innovation
   - One new course
   - Six course description changes
   - Revision to the minor requirements

ENGINEERING AND SOCIETY
- Two new courses
- Revision to program requirements

MATERIALS ENGINEERING
- Four course descriptions revisions
- Three new course
- Five course deletions
- Three new courses

MECHANICAL ENGINEERING
- Ten course description revisions
- One new course

W. BOOTH SCHOOL OF ENGINEERING PRACTICE AND TECHONOLOGY
- 4 – year programs
  - Minor revision of program requirement

- Degree Completion programs (DCP)
  - Minor revision of program requirements

- Fifteen description changes
- Four course deletions
- 2 course level changes

INTEGRATED BIOMEDICAL ENGINEERING HEALTH SCIENCES
- Revision of program requirements – Each of the department specific Engineering and Biomedical programs are listed under each department
- Nine course description changes
- Eight new courses
- Two course deletions

FACULTY OF HEALTH SCIENCES

UNDERGRADUATE CURRICULUM REPORT

**TO UNDERGRADUATE COUNCIL
CURRICULUM AND ADMISSIONS COMMITTEE**

FOR THE 2021-2022 CALENDAR

November 30, 2020

**HSEC approved November 16, 2020
Faculty Executive Council approved November 19, 2020**

REPORT TO SENATE

FACULTY OF HEALTH SCIENCES
SUMMARY OF CURRICULUM CHANGES FOR 2021-2022

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Health Sciences Curriculum Report for changes to the 2021-2022 Undergraduate Calendar, found at:
https://macdrive.mcmaster.ca/f/e61194e13e5a46218d54/

NEW PROGRAMS
NONE

PROGRAM CLOSURES
NONE

MAJOR REVISIONS
NONE

REPORT TO UNDERGRADUATE COUNCIL

FACULTY OF HEALTH SCIENCES
SUMMARY OF CURRICULUM CHANGES FOR 2021-2022

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Health Sciences Curriculum Report for changes to the 2021-2022 Undergraduate Calendar, found at:
https://macdrive.mcmaster.ca/f/e61194e13e5a46218d54/

FACULTY OF HUMANITIES

UNDERGRADUATE CURRICULUM REPORT

TO UNDERGRADUATE COUNCIL

FOR THE 2021 CALENDAR

NOVEMBER 2020

Approved by the Faculty of Humanities November 11, 2020

NEW PROGRAMS

> • Addition of new Concurrent Certificate in Creative Writing and Narrative Arts *(as submitted to the Certificates and Diplomas Committee)*

MAJOR REVISIONS

> • Revision to the requirements of the Music (B.A.) program:

Music (B.A.)

Students who entered the Music (B.A.) program prior to September 2018 should refer to the 2018-2019 Undergraduate Calendar and their individual advisement report for their program requirements.

Notes
1. Completion of a Music degree requires considerable daytime attendance.
2. Students with more theory background than Level 8 RCM should consult the program regarding alternate theory equivalencies to either Music 1CR3 or 1CB3.
3. Those students entering the Music (B.A.) program having taken only Music 1CR3 for admission will be required to complete an additional three units of Music 1CB3.
4. Students who begin in the Music (B.A.) program wishing to transfer to the Honours Music (B. Mus.), Honours Music Cognition (B. Mus.) or Combined Honours Music (B.A.) program should note that a successful audition and completion of Music I with a GPA of at least 5.0 are first required.

Admission
~~Completion of Music 1 and a Grade Point Average of at least 3.5.~~
Completion of a level I program with a Grade Point Average of at least 3.5, including a grade of at least C- in Music 1E06 A/B or 1EE6 A/B and a grade of at least C- in Music 1CR3 or 1CB3 *(see Notes 2 and 3).*

Program Notes

1. ~~Students from another Level I program may be admitted with a Grade Point Average of at least 3.5, a weighted average of 4.0 in MUSIC 1A03 and 1AA3, and a successful audition.~~
2. ~~Students in the B.A. in Music program can only use a total of 12 units from *Course List 2* as credit toward their degrees.~~

Course List A
• Music 1MH3 - Music History I: Music and Culture
• MUSIC 2A03 - Music of the World's Cultures
• MUSIC 2B03 - Music History: Music in Western Culture from c. 1750 to the Present
• MUSIC 2CA3 - Theory and Analysis II
• MUSIC 2CB3 - Theory and Analysis III
• MUSIC 2E06 A/B - Solo Performance
• MUSIC 2EE6 A/B - Solo Performance
• MUSIC 2II3 - Popular Music in North America and the United Kingdom: Post-World War II
• MUSIC 2MH3 - Music History: Music in Western Culture from Antiquity to c. 1750
• MUSIC 2MT3 - Introduction to the Practice of Music Therapy
• MUSIC 2MU3 - Introduction to Music Therapy Research

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- MUSIC 2TT3 - Broadway and the Popular Song
- MUSIC 2U03 - Jazz
- MUSIC 3E03 - Solo Performance
- MUSIC 3E06 A/B - Solo Performance
- MUSIC 3EE3 - Solo Performance
- MUSIC 3EE6 A/B - Solo Performance
- MUSIC 4E03 - Solo Performance
- MUSIC 4E06 A/B - Solo Performance
- MUSIC 4EE3 - Solo Performance
- MUSIC 4EE6 A/B - Solo Performance

Course List B

- MUSIC 2GB3 A/B - Ensemble Performance: McMaster Concert Band
- MUSIC 2GC3 A/B - Ensemble Performance: McMaster University Choir
- MUSIC 2GF3 A/B - Ensemble Performance: David Gerry Flute Ensemble
- MUSIC 2GJ3 A/B - Ensemble Performance: McMaster Jazz Band
- MUSIC 2GP3 A/B - Ensemble Performance: McMaster Percussion Ensemble
- MUSIC 2GR3 A/B - Ensemble Performance: McMaster ~~Chamber~~ Symphony Orchestra
- MUSIC 2GW3 A/B - Ensemble Performance: McMaster Cantemus Vocal Ensemble
- MUSIC 3GA3 A/B - Ensemble Performance: Accompanying
- MUSIC 3GB3 A/B - Ensemble Performance: McMaster Concert Band
- MUSIC 3GC3 A/B - Ensemble Performance: McMaster University Choir
- MUSIC 3GF3 A/B - Ensemble Performance: David Gerry Flute Ensemble
- MUSIC 3GJ3 A/B - Ensemble Performance: McMaster Jazz Band
- MUSIC 3GP3 A/B - Ensemble Performance: McMaster Percussion Ensemble
- MUSIC 3GR3 A/B - Ensemble Performance: McMaster ~~Chamber~~ Symphony Orchestra
- MUSIC 3GW3 A/B - Ensemble Performance: McMaster Cantemus Vocal Ensemble
- MUSIC 4GA3 A/B - Ensemble Performance: Accompanying
- MUSIC 4GB3 A/B - Ensemble Performance: McMaster Concert Band
- MUSIC 4GC3 A/B - Ensemble Performance: McMaster University Choir
- MUSIC 4GF3 A/B - Ensemble Performance: David Gerry Flute Ensemble
- MUSIC 4GJ3 A/B - Ensemble Performance: McMaster Jazz Band
- MUSIC 4GP3 A/B - Ensemble Performance: McMaster Percussion Ensemble
- MUSIC 4GR3 A/B - Ensemble Performance: McMaster ~~Chamber~~ Symphony Orchestra
- MUSIC 4GW3 A/B - Ensemble Performance: McMaster Cantemus Vocal Ensemble

Course List C

- MUSIC 2MC3 - Psychology of Music
- MUSIC 2MH3 - Music History: Music in Western Culture from Antiquity to c. 1750
- MUSIC 2SI3 – Singing
- MUSIC 2WW3 A/B – Woodwinds
- MUSIC 3AA3 - Elementary Music Education
- MUSIC 3CP3 - Constructing Counterpoint
- MUSIC 3J03 - Orchestration and Arranging
- MUSIC 3JJ3 - Topics in Music History: Music Before c. 1750
- MUSIC 3K03 - Brass Methods
- MUSIC 3KK3 - Topics in Music History: Music from c. 1750-c. 1900
- MUSIC 3M03 A/B - String Methods
- MUSIC 3O03 - Conducting

- 2 -

- MUSIC 3SI3 - Vocal Pedagogy
- MUSIC 3V03 - Foundations of Music Education
- MUSIC 3WW3 A/B - Woodwind Pedagogy
- MUSIC 4C03 - Advanced Studies in Harmony and Counterpoint
- MUSIC 4H03 - ~~Advanced Studies in Analysis~~ Investigating Music
- MUSIC 4K03 - Brass Methods
- MUSIC 4M03 A/B - String Methods
- MUSIC 4N03 - Choral Methods
- MUSIC 4OC3 - Advanced Conducting: Choral
- MUSIC 4OI3 - Advanced Conducting: Instrumental
- MUSIC 4V03 - Current Issues in Music Education
- MUSIC 4Y03 - Topics in Music History: Advanced Musicology Seminar
- MUSIC 4Z03 - ~~Composition~~ Composing Music
- MUSIC 4ZZ3 - Advanced Composition

Requirements for Students who Entered 2021-2022 or Later

90 units total (Levels I to III), of which 42 units may be Level I

30 units

- Completion of a level I program, including successful completion of Music 1CR3 or 1CB3 and Music 1E06 A/B or 1EE6 A/B.

0-3 units

- MUSIC 1CB3 - Theory and Analysis I *(see Note 3)*

3 units
from

- MUSIC 1MH3 - Music History I: Music and Culture
- MUSIC 2B03 - Music History: Music in Western Culture from c. 1750 to the Present
- MUSIC 2MH3 - Music History: Music in Western Culture from Antiquity to c. 1750

6 units

- from Course List A

12 units

- from Course List A, B

6 units

- from Course List C

30-33 units

- Electives

- 3 -

Requirements for Students who Entered Prior to 2018-2019
90 units total (Levels I to III), of which 45 units may be Level I

33 units

- Music 1 program

21 units from

- MUSIC 2B03 - Music History: Music in Western Culture from c. 1750 to the Present
- MUSIC 2BB3
- MUSIC 2CC3 A/B
- MUSIC 2D03 A/B
- MUSIC 2E06 A/B - Solo Performance
- MUSIC 2H03

9 units

- from *Course List 1*

27 units

- Electives, including no more than 6 units from *Course List 2*

Rationale: *The changes to the B.A. Music program are to enable students who begin outside of Music I a more efficient means of transferring directly into the B.A. program. These changes will also allow for more ready access to the B.A. for those students wishing to pursue a second or concurrent degree in Music. Additionally, this will align degree expectations with other Humanities B.A. degree programs.*

• Revision of program name, from Multimedia, to Media Arts:
- **Combined Honours in ~~Multimedia~~ Media Arts and Another Subject (B.A.)**
- **Honours ~~Multimedia~~ Media Arts (B.A.)**

Rationale: *The present delivery of the Multimedia program culminates in a studio production thesis project that draws upon one or more of the following areas of concentration: audio, still and moving images, interactive graphics, digital games, performance, and installation. There is now a growing consensus among institutions, galleries, curators, and practitioners engaged with these artforms to identify them collectively as 'Media Arts'. The term 'multimedia' has largely been abandoned due to its imprecision, having undergone multiple redefinitions since it was first coined in 1966. Calling our program 'Multimedia' results in confusion for marketing to potential students, especially because other Canadian and International baccalaureate programs have adopted the contemporary 'Media Arts' title for their production-oriented programs featuring theory and practice of these related and often integrated digital mediums.*
With this change of name, effective for students entering as of September 2021, the program is also implementing a change of subject code (from MMEDIA to MEDIAART).

• Revision of program name, from Peace Studies, to Global Peace and Social Justice:

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- **Combined Honours in ~~Peace Studies~~ Global Peace and Social Justice and Another Subject (B.A.)**

Rationale: *The program title is being changed from Peace Studies to "Global Peace and Social Justice" in order to implement IQAP recommendations to change the program name to reflect student interest, student demographic, courses already in the program curriculum, and faculty expertise in Humanities. A recent survey was conducted where students overwhelmingly supported this program name change and expressed interest in registering in a renamed program. This change will be implemented for those beginning in the program as of September 2021. Under the new name, courses have been organized into thematic lists to highlight the core areas of program strength to help students choose courses and to offer coherence to program offerings. One third-year core course has been added. All other changes reflect a change of course code (from PEACEST to PEACJUST), to align with the program name change, and current course offerings.*

DELETION OF A PROGRAM   n/a

▲ ▲ ▲ ▲ ▲ ▲

For a complete review of all changes, please refer to the November 2020 Faculty of Humanities Report to Undergraduate Council for changes to the 2021-2022 Undergraduate Calendar, found at
https://www.humanities.mcmaster.ca/about-the-faculty-of-humanities/faculty-meetings/

REPORT TO UNDERGRADUATE COUNCIL

FACULTY OF HUMANITIES
SUMMARY OF CURRICULUM CHANGES FOR 2021-22

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the November 2020 Faculty of Humanities Report to Undergraduate Council for changes to the 2021-2022 Undergraduate Calendar, found at https://www.humanities.mcmaster.ca/about-the-faculty-of-humanities/faculty-meetings/

1. **SCHOOL OF THE ARTS**

    - **Studio Art**:
      ○ Updating of program course lists and notes
      ○ Addition of 2 new courses (ART 3EA3, 4AP3)
      ○ Revision to 3 existing courses (ART 2DP3, 3PB3, 3VA3)
      ○ Deletion of 2 courses (ART 3IP3, 4CA3)

    - **Art History:**
      ○ Updating of program course options
      ○ Addition of 2 new courses (ARTHIST 4AP3, 4Z03)
      ○ Revision to 2 existing courses (ARTHIST 3Z03, 4E03)
      ○ Deletion of 4 courses (ARTHIST 3H03, 4BB3, 4CA3, 4C03)

    - **Music:**
      ○ Revision of program requirements for the B.A.
      ○ Removal of pre-2018 requirement terms from calendar copy
      ○ Updating of all program course lists
      ○ Minor revision to Music Cognition option
      ○ Addition of 5 new courses (MUSIC 2SI3, 2WW3, 3CP3, 3SI3, 3WW3)
      ○ Revision to 30 existing courses (MUSIC 1CB3, 1CR3, 1DA3, 1DB3, 1GR3/2GR3/3GR3/4GR3, 1MH3, 2B03, 2DA3, 2MC3, 2MH3, 3EE3, 3J03, 3JJ3, 3KK3, 3O03, 3V03, 4C03, 4EE3, 4H03, 4N03, 4OC3, 4OI3, 4V03, 4Y03, 4Z03, 4ZZ3, MUSICCOG 2MP3)
      ○ Deletion of 6 courses (MUSIC 3CM3, 3CT3, 3H03, 3L03, 3N03, 4L03)

    - **Theatre & Film Studies:**
      ○ Updating of program course lists, and course notes
      ○ Clarification of minor requirements
      ○ Addition of 4 new courses (THTRFLM 1FT3, 2J03, 2JJ3, 3QA3)
      ○ Revision to 3 existing courses (THTRFLM 3P03, 3PR3, 3PS3)

2. **CLASSICS**

    - Updating of course list for Concurrent Certificate in the Language of Medicine and Health
      (as submitted to the Certificates and Diplomas Committee)
    - Addition of 3 new courses (CLASSICS 2BB3, 2CC3, 3N03)
    - Revision to 4 existing courses (CLASSICS 2B03, 2C03, 3S03, 4FP3)
    - Deletion of 3 courses (CLASSICS 3H03, 4BB3)
    - Updating to course notes listing

3. **COMMUNICATION STUDIES AND MULTIMEDIA**

    - **Communication Studies:**
      ○ Updating of program notes and course lists

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○ Addition of 3 new courses (CMST 3DJ3, 3PM3,3WC3)
○ Revision to 18 existing courses (CMST 2BB3, 2DD3, 2G03, 2H03, 2K03, 2LW3, 2PR3, 3B03, 3CY3, 3II3, 3JJ3, 3K03, 3RR3, 3S03, 3SM3, 3WR3, 3Z03, 4P03)
○ Deletion of 1 course (CMST 3H03)

● **Multimedia**:
○ Revision of program name to Media Arts, and subject code to MEDIAART
○ Updating of program notes and course lists
○ Addition of 1 new course (MEDIAART 3EW3)
○ Revision to 21 existing courses (MMEDIA/MEDIAART 1A03, 2A06, 2B06, 2G03, 3AN3, 3B03, 3BB3, 3C03, 3EE3, 3H03, 3I03, 3K03, 3L03, 3MU3, 3PC3, 3Q03, 3S03, 3VA3, 3X03, 4F03, 4ST6)

4. **DEPARTMENT OF ENGLISH AND CULTURAL STUDIES**
● Addition of new Concurrent Certificate in Creative Writing and Narrative Arts *(as submitted to the Certificates and Diplomas Committee)*
● Updating of program notes and course lists
● Addition of 5 new courses (ENGLISH 2CW3, 3CP3, 3CR3, 3NH3, 4CC3)
● Revision to 9 existing courses (ENGLISH 2BB3, 3CW3, 3GG3, 3NN3, 3SS3, 3V03, 3W03, 3X03, 4E03)
● Deletion of 10 courses (ENGLISH 2D03, 2NH3, 3F03, 3PT3, 3WP3, 4CB3, 4DD3, 4KK3, 4VL3, 4WL3)

5. **DEPARTMENT OF FRENCH**
● Updating of program course lists, and department notes
● Minor revision to Honours B.A. program requirements
● Minor revisions to Concurrent Certificates in Essential French and Professional French *(as submitted to the Certificates and Diplomas Committee)*
● Revision to 12 existing courses (FRENCH 1A06, 1Z06, 2B03, 2BB3, 2G03, 2M06, 2Z06, 3C03, 3CC3, 3GG3, 4A03, 4P06)

6. **DEPARTMENT OF HISTORY**
● Updating of program course lists
● Addition of 7 new courses (HISTORY 1Q03, 2PP3, 2ST3, 2XX3, 3AR3, 3TC3, 3TR3)
● Revision to 5 existing courses (HISTORY 2GW3, 2IS3, 3XX3, 4G03, 4RR3)
● Deletion of 5 courses (HISTORY 2EE3, 4CZ3, 4H03, 4LJ3, 4SC3)

7. **FACULTY OF HUMANITIES**
● Updating of Humanities I course lists, and program listings
● Addition of 1 new course (HUMAN 2CP2)
● Revision to 1 existing course (HUMAN 2DH3)
● Deletion of 1 course (HUMAN 1QU3)

8. **DEPARTMENT OF LINGUISTICS AND LANGUAGES**
● Updating of Linguistics programs course lists and notes
● Addition of 5 new courses (GERMAN 2KK3, LINGUIST 1E03, 1EE3, 3AS3, 3E03)
● Revision to 7 existing courses (GERMAN 2P03, LINGUIST 1Z03, 1ZZ3, 2S03, 3NL3, 4LC3, 4TE3)
● Deletion of 2 courses (GERMAN 4RC6, LINGUIST 4E03)

9. **PEACE STUDIES**
● Revision of program name to Global Peace and Social Justice, and subject code to PEACJUST
● Minor change to requirements, and updating of course lists

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● Addition of 5 new courses (PEACJUST 1VM3, 2CS3, 3CY3, 3RR3, 3V03)
● Revision to 25 existing courses (PEACEST/PEACJUST 1A03, 2A03, 2B03, 2C03, 2E03, 2GW3, 2LS3, 3B03, 3C03, 3D03, 3GG3, 3P03, 3Q03, 3W03, 3X03, 3XX3, 3Y03, 4B03, 4FC3, 4G03, 4GG3, 4J03, 4L03, 4RR3, 4ST3)
● Deletion of 2 courses (PEACEST 2BB3, 4MA3)

10. **DEPARTMENT OF PHILOSOPHY**
● Minor changes to all program requirements
● Updating of course lists and program notes
● Addition of 5 new courses (PHILOS 3GH3, 3SR3, 3T03, 4JP3, 4T03)
● Revision to 5 existing courses (PHILOS 3C03, 3I03, 3Q03, 3YY3)
● Deletion of 2 courses (PHILOS 4Q03, 4XX3)

11. **WOMEN'S STUDIES**
● Revision of minor title to Gender Studies, and subject code to GENDRST
● Updating of course lists and notes
● Revision to 8 existing courses (WOMENST/GENDRST 1A03, 1AA3, 2AA3, 2B03, 2BB3, 3BB3, 3BW3, 3FF3)

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McMaster University

SCIENCE

Report to Undergraduate Council
for the 2021-2022
Undergraduate Calendar

Approved by the General Faculty
of the Faculty of Science

November 20, 2020

FACULTY OF SCIENCE REPORT TO SENATE

SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2021-2022

Following, is the summary of substantive curriculum changes being proposed by the Faculty of Science. For a complete review of all changes, refer to the November 19, 2020, Report of the Academic Planning and Policy Committee for changes to the 2021-2022 Undergraduate Calendar, found at:

https://macdrive.mcmaster.ca/f/c26cb4489b004ea8a74b/?dl=1

1.0   MAJOR REVISIONS:

1.1.   Honours Biology - Discovery Sub-Plan (B.Sc.)
Effective September 2022, this program will be renamed Honours Biology Research Specialization (B.Sc.). Students who enrolled prior to September 2022 will be given the choice to remain in Honours Biology – Discovery Sub-Plan or transfer to Honours Biology Research Specialization.
Admission
Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a Grade Point Average of at least 5.0 including:
6 units
from the following courses, where an average of at least 6.0 (between the courses) is required
- BIOLOGY 1A03 - Cellular and Molecular Biology
- BIOLOGY 1M03 - Biodiversity, Evolution and Humanity
6 units
- CHEM 1A03 - Introductory Chemistry I
- CHEM 1AA3 - Introductory Chemistry II
3 units from
- MATH 1A03 - Calculus For Science I
- MATH 1LS3 - Calculus for the Life Sciences I
3 units from
- PHYSICS 1A03 - Introductory Physics
- PHYSICS 1C03 - Physics for the Chemical and Physical Sciences
6 units from
- the Science I Course List
Program Notes
1.   The Honours Biology –Discovery Sub-Plan program allows students to choose Biology courses which reflect their own interests and includes additional lab and/or field and research experience as compared to the Honours Biology program. Students are encouraged to discuss their course selections with a Biology undergraduate counsellor.
2.   Students who wish to take Level III or IV Biochemistry and Chemistry courses should take both CHEM 2OA3 and 2OB3. Students are advised to check prerequisites carefully.
3.   Students must complete nine units from BIOLOGY 2A03, 2B03, 2D03, 2EE3, 2F03. Additional units from this list may be used towards the Biology course list requirement.
4.   Completion of STATS 2B03 by the end of Level III is required.
5.   Students interested in microbiology and biotechnology and especially those considering postgraduate studies in this area should take the following courses: BIOLOGY 2EE3, 4PP3, MOL BIOL 3CC3, 3O03, 3V03, 4P03.
6.   Students interested in biodiversity and especially those considering postgraduate studies in this area should take the following courses: BIOLOGY 2C03, 2D03, 2F03, 3DD3, 3ET3, 3FF3, 3PG3, 4AA3, ENVSOCTY 2EI3.

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7.	Discovery Sub-Plan students are required to complete nine units from the list of lab and field offerings listed below, however, additional units are recommended. When completed, the additional units may be used towards the Level III and IV Biology and Molecular Biology program requirements.

8.	Discovery Sub-Plan students must complete one of BIOLOGY 4C12 A/B S or 4F06 A/B S. Students who have not obtained the minimum Grade Point Average as stated in the prerequisite, may request a requisite waiver from the Undergraduate Associate Chair. Students denied permission may not continue in the program and must apply to transfer to the Honours Biology program.

Biology Course List
- ANTHROP 2U03 - Plagues and People
- ANTHROP 3FA3 - Forensic Anthropology
- ARTSSCI 4CF3 - How Science Speaks to Power
- all Biology and Molecular Biology Level II, III and IV courses
- BIOPHYS 2A03 - Biophysics of the Cell and Living Organisms
- BIOPHYS 3D03 - Origin of Life
- CHEMBIO 2A03 - Introduction to Bio-Analytical Chemistry
- CHEMBIO 2P03 - Physical Chemistry Tools for Chemical Biology
- CHEMBIO 3BM3 - Implanted Biomaterials
- CHEMBIO 3OA3 - Organic Mechanistic Tools for Chemical Biology
- CHEMBIO 4OA3 - Natural Products
- CHEMBIO 4OB3 - Medicinal Chemistry: Drug Design and Development
- ~~EARTHSC 2B03~~
- ~~EARTHSC 2C03~~
- EARTHSC 2E03 - Earth History
- ~~EARTHSC 2EI3~~
- ~~EARTHSC 2GI3~~
- ~~EARTHSC 2W03~~
- ~~EARTHSC 3B03~~
- ~~EARTHSCI 3GI3~~
- ~~EARTHSCI 4C03~~
- ~~EARTHSC 4EA3~~
- EARTHSC 4FF3 - Topics of Field Research
- ENVIRSC 2B03 - Soils and the Environment
- ENVIRSC 2C03 - Surface Climate Processes and Environmental Interactions
- ENVIRSC 2Q03 - Introduction to Environmental Geochemistry
- ENVIRSC 2W03 - Physical Hydrology
- ENVIRSC 3B03 - Ecosystems and Global Change
- ENVIRSC 3MB3
- ENVIRSC 4C03 - Advanced Physical Climatology
- ENVIRSC 4EA3 - Environmental Assessment
- ENVIRSC 4GA3
- ENVSOCTY 2EI3 - Environment & Society: Challenges and Solutions
- ENVSOCTY 2GI3 - Geographic Information Systems
- ENVSOCTY 3GI3 - Advanced Raster GIS
- GEOG 2EI3
- GEOG 2GI3
- GEOG 3GI3
- HTHSCI 3I03 - Introductory Immunology
- HTHSCI 3K03 - Introductory Virology
- HTHSCI 4II3 - Advanced Concepts in Immunology
- LIFESCI 2D03 - Behavioural Processes
- LIFESCI 3AA3 - Human Pathophysiology
- LIFESCI 3K03 - Neural Control of Human Movement
- MEDPHYS 4B03 - Radioactivity and Radiation Interactions
- MEDPHYS 4U03 - Radiation Biology

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- NEUROSCI 3SN3 - Neural Circuits
- PSYCH 2E03 - Sensory Processes
- PSYCH 2GG3 - Learning, Measuring, and Shaping Behaviour
- PSYCH 2NF3 - Clinical Neuropsychology
- PSYCH 3A03 - Audition
- PSYCH 3F03 - Evolution and Human Behaviour
- PSYCH 3FA3 - The Neurobiology of Learning and Memory
- PSYCH 3SE3 - Comparative Social Evolution
- PSYCH 3SN3
- PSYCH 3T03 - Behavioural Ecology
- PSYCH 4R03 - Special Topics in Animal Behaviour
- PSYCH 4Y03
- SCIENCE 2P03 - Impactful Initiatives in Health

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

(See *Admission* above.)

Levels II-IV: 90 Units

3 units

- BIOLOGY 2C03 - Genetics

3 units

- STATS 2B03 - Statistical Methods for Science

(See *Program Note 4* above.)

9 units from

- BIOLOGY 2A03 - Integrative Physiology of Animals
- BIOLOGY 2B03 - Cell Biology
- BIOLOGY 2D03 - Plant Biodiversity and Biotechnology
- BIOLOGY 2EE3 - Introduction to Microbiology and Biotechnology
- BIOLOGY 2F03 - Fundamental and Applied Ecology

(See *Program Note 3* above.)

3 units from

- CHEM 2E03 - Introductory Organic Chemistry
- CHEM 2OA3 - Organic Chemistry I
- CHEM 2OC3
- CHEM 2OG3 - Structure and Reactivity of Organic Molecules

12 units from

- the *Biology Course List* (See *Program Notes 3* and *7* above.)

18 units from

- Levels III, IV Biology and Molecular Biology courses

which must include one of

- BIOLOGY 4C09 A/B S
- BIOLOGY 4C12 A/B S - Senior Thesis
- BIOLOGY 4F06 A/B S - Senior Project

(See *Program Notes 7* and *8* above.)

3 units from

- Level IV Biology and Molecular Biology courses

9 units from the following list of lab and field placement offerings

- BIOLOGY 2L03 - Experimental Design in Biology
- BIOLOGY 2L06 A/B
- BIOLOGY 3B03 - Plant Physiology
- BIOLOGY 3IR3 A/B S - Independent Research Project
- BIOLOGY 3JJ3 - Field Methods In Ecology
- BIOLOGY 3MM3 - Invertebrate Form and Function
- BIOLOGY 3R03 - Field Biology I /BIOLOGY 3RF0 - Field Work I
- BIOLOGY 3U03 - Animal Physiology - Homeostasis

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- BIOLOGY 3VV3 - Laboratory Methods in Molecular Biology
- BIOLOGY 3XL3 - Comparative Vertebrate Anatomy & Physiology
- BIOLOGY 4J03 - Field Biology II /BIOLOGY 4JF0 - Field Work II
- MOLBIOL 3D03 - Experimental Approaches in Cell Biology
- MOLBIOL 3M03 - Fundamental Concepts of Development
- MOLBIOL 3V03 - Techniques in Molecular Genetics

(See *Program Note 7* above.)

30 units
- Electives (See *Program Note 2* above.)

1.2. **Honours Biology – Physiology**
Effective September 2022, this program will be renamed Honours Biology - Physiology Research Specialization (B.Sc.) Students who enrolled prior to September 2022 will be given the choice to remain in Honours Biology - Physiology or transfer to Honours Biology - Physiology Research Specialization

Admission Note

One of PHYSICS 1A03 or 1C03 is required for admission. Completion of PHYSICS 1AA3 or 1CC3 is also recommended.

Admission

Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a Grade Point Average of at least 5.0 including:

6 units

from the following courses, where an average of at least 6.0 (between the courses) is required
- BIOLOGY 1A03 - Cellular and Molecular Biology
- BIOLOGY 1M03 - Biodiversity, Evolution and Humanity

6 units
- CHEM 1A03 - Introductory Chemistry I
- CHEM 1AA3 - Introductory Chemistry II

3 units from
- MATH 1A03 - Calculus For Science I
- MATH 1LS3 - Calculus for the Life Sciences I

3 units from
- PHYSICS 1A03 - Introductory Physics
- PHYSICS 1C03 - Physics for the Chemical and Physical Sciences

6 units from
- the Science I Course List

Program Notes

1.   It is recommended that students take both PSYCH 1X03 and 1XX3 if they are interested in upper level Psychology courses.

2.   All students must take BIOLOGY 2A03 in Level II.

3.   Completion of BIOLOGY 4C12 A/B S or 4F06 A/B S is required in Level IV. Students who do not obtain the minimum Grade Point Average as stated in the prerequisite, may request a requisite waiver from the Undergraduate Associate Chair. Students denied permission may not continue in the program and must apply to transfer to the Honours Biology program.

4.   Completion of STATS 2B03 by the end of Level III is required.

5.   Completion of BIOLOGY 3ZZ3 by the end of Level III is recommended.

6.   ~~Students who previously completed KINESIOL 3Y03 may use these units toward the Physiology Course List requirement~~.

7.   Students are strongly encouraged to complete two of BIOLOGY 3XL3, 4T03, 4X03.

Physiology Course List
- BIOCHEM 4M03 - Cellular and Integrated Metabolism
- BIOCHEM 4N03 - Molecular Membrane Biology
- BIOLOGY 2L03 - Experimental Design in Biology
- BIOLOGY 2L06 A/B
- BIOLOGY 3AA3 - Fundamental Concepts of Pharmacology

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- BIOLOGY 3B03 - Plant Physiology
- BIOLOGY 3DD3 - Communities and Ecosystems
- BIOLOGY 3EP3 A/B S - Applied Biology Placement
- BIOLOGY 3FF3 - Evolution
- BIOLOGY 3IR3 A/B S - Independent Research Project
- BIOLOGY 3MM3 - Invertebrate Form and Function
- BIOLOGY 3R03 - Field Biology I
- BIOLOGY 3S03 - An Introduction to Bioinformatics
- BIOLOGY 3SS3 - Population Ecology
- BIOLOGY 3XL3 - Comparative Vertebrate Anatomy & Physiology
- BIOLOGY 4C12 A/B S - Senior Thesis
- BIOLOGY 4F06 A/B S - Senior Project
- BIOLOGY 4T03 - Molecular and Cellular Neuroscience
- BIOLOGY 4X03 - Environmental Physiology
- BIOPHYS 2A03 - Biophysics of the Cell and Living Organisms
- KINESIOL 2C03 - Neuromuscular Exercise Physiology
- KINESIOL 2CC3 - Cardiorespiratory and Metabolic Exercise Physiology
- KINESIOL 4C03 - Integrative Physiology of Human Performance
- ~~KINESIOL 4CC3~~
- LIFESCI 3AA3 - Human Pathophysiology
- MEDPHYS 4B03 - Radioactivity and Radiation Interactions
- MOLBIOL 3M03 - Fundamental Concepts of Development
- NEUROSCI 3J03 - Visual Neuroscience
- NEUROSCI 3SN3 - Neural Circuits
- PSYCH 2E03 - Sensory Processes
- PSYCH 2NF3 - Clinical Neuropsychology
- PSYCH 3A03 - Audition
- PSYCH 3F03 - Evolution and Human Behaviour
- PSYCH 3FA3 - The Neurobiology of Learning and Memory
- PSYCH 3J03
- PSYCH 3SN3
- PSYCH 3T03 - Behavioural Ecology
- PSYCH 4Y03

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

(See *Admission* above.)

Levels II-IV: 90 Units

12 units

- BIOLOGY 2A03 - Integrative Physiology of Animals
- BIOLOGY 2B03 - Cell Biology
- BIOLOGY 2C03 - Genetics
- BIOLOGY 2F03 - Fundamental and Applied Ecology

(See *Program Note 2* above.)

6 units

- CHEM 2OA3 - Organic Chemistry I
- CHEM 2OB3 - Organic Chemistry II

3 units

- STATS 2B03 - Statistical Methods for Science

(See *Program Note 4* above.)

3 units

- BIOCHEM 3G03 - Proteins and Nucleic Acids

12 units

- BIOLOGY 3P03 - Cell Physiology

6

- BIOLOGY 3U03 - Animal Physiology - Homeostasis
- BIOLOGY 3UU3 - Animal Physiology - Regulatory Systems
- BIOLOGY 3ZZ3 - Topics in Physiology

(See *Program Note 5* above.)
6 units from
- the *Physiology Course List*

which must include at least one of:
- BIOLOGY 3XL3 - Comparative Vertebrate Anatomy & Physiology
- BIOLOGY 4T03 - Molecular and Cellular Neuroscience
- BIOLOGY 4X03 - Environmental Physiology

(See *Program Note 7* above.)
27 units from
- the *Physiology Course List*

which must include one of:
- BIOLOGY 4C12 A/B S - Senior Thesis
- BIOLOGY 4F06 A/B S - Senior Project

(See *Program Notes 3* and *6* above.)
21 units

1.3. **Honours Molecular Biology and Genetics (B.Sc.)**
Effective September 2022, this program will be renamed Honours Molecular Biology and Genetics Research Specialization (B.Sc.). Students who enrolled prior to September 2022 will be given the choice to remain in Honours Molecular Biology and Genetics or transfer to Honours Molecular Biology and Genetics Research Specialization.
Admission Note
One of PHYSICS 1A03 or 1C03 is required for admission. Completion of PHYSICS 1AA3 or 1CC3 by the end of Level II is also recommended.
Admission
Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a Grade Point Average of at least 5.0 including:
6 units from the following courses, where an average of at least 6.0 (between the courses) is required
- BIOLOGY 1A03 - Cellular and Molecular Biology
- BIOLOGY 1M03 - Biodiversity, Evolution and Humanity

6 units
- CHEM 1A03 - Introductory Chemistry I
- CHEM 1AA3 - Introductory Chemistry II

3 units from
- MATH 1A03 - Calculus For Science I
- MATH 1LS3 - Calculus for the Life Sciences I

3 units from
- PHYSICS 1A03 - Introductory Physics
- PHYSICS 1C03 - Physics for the Chemical and Physical Sciences

(See *Admission Note* above.)
6 units from
- the Science I Course List (See *Admission Note* above.)

Program Notes
1. BIOLOGY 2B03, 2EE3 and MOLBIOL 2C03 must be completed in Level II.
2. Six units of BIOLOGY 2A03, 2D03, 2F03, 3FF3 are required. However, completion of at least nine units is recommended.
3. Completion of STATS 2B03 is required for admission to the Honours Molecular Biology and Genetics (Co-op) program and therefore, students intending to apply for the Co-op option must complete STATS 2B03 in Level II.
4. Students interested in microbiology and biotechnology and especially those considering postgraduate studies in this area should take the following courses: BIOLOGY 4PP3, MOLBIOL 3CC3, 4P03.

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5.	BIOLOGY 2L03 (or 2L06 A/B), MOLBIOL 3A03 and 3I03 A/B S are recommended as preparatory courses for ~~BIOLOGY 4C12 A/B S, 4F06 A/B S or~~ MOLBIOL 4G12 A/B S.
6.	Completion of ~~BIOLOGY 4C12 A/B S, 4F06 A/B S or~~ MOLBIOL 4G12 A/B S is required in Level IV. Students who have not obtained the minimum Grade Point Average as stated in the prerequisite, may request a requisite waiver from the Undergraduate Associate Chair. Students denied permission may not continue in the program and must apply to transfer to the Honours Biology program.

Molecular Biology and Genetics Course List I
•	BIOLOGY 4C09 A/B S
•	BIOLOGY 4C12 A/B S - Senior Thesis
•	BIOLOGY 4F06 A/B S - Senior Project
•	MOLBIOL 3A03 - Current Topics in Molecular Biology and Genetics
•	MOLBIOL 3CC3 - Genomics and Systems Biology (or 4CC3)
•	MOLBIOL 3D03 - Experimental Approaches in Cell Biology
•	MOLBIOL 3I03 A/B S - Independent Research Project
•	MOLBIOL 3M03 - Fundamental Concepts of Development
•	MOLBIOL 3Y03 - Plant Responses to the Environment
•	MOLBIOL 4BB3 - Plant Metabolism and Molecular Biology
•	MOLBIOL 4DD3 - Molecular Evolution
•	MOLBIOL 4ED3 - Evolutionary Developmental Biology
•	MOLBIOL 4G12 A/B S - Senior Thesis
•	MOLBIOL 4H03 - Molecular Biology of Cancer
•	MOLBIOL 4K03 - Research Advances in Biology of Aging
•	MOLBIOL 4P03 - Medical Microbiology
•	MOLBIOL 4RR3 - Human Genetics

Molecular Biology and Genetics Course List II
•	BIOCHEM 2B03 - Nucleic Acid Structure and Function
•	BIOCHEM 2BB3 - Protein Structure and Enzyme Function
•	BIOCHEM 2EE3 - Metabolism and Physiological Chemistry
•	BIOCHEM 3G03 - Proteins and Nucleic Acids
•	BIOCHEM 4E03 - Gene Regulation in Stem Cells and Development
•	BIOLOGY 2A03 - Integrative Physiology of Animals
•	BIOLOGY 2D03 - Plant Biodiversity and Biotechnology
•	BIOLOGY 2F03 - Fundamental and Applied Ecology
•	BIOLOGY 2L03 - Experimental Design in Biology
•	BIOLOGY 2L06 A/B
•	BIOLOGY 3FF3 - Evolution
•	BIOLOGY 3PG3 - Population Genetics
•	BIOLOGY 4ED3 ~~- Evolutionary Developmental Biology~~
•	BIOLOGY 4EE3 - Human Diversity and Human Nature
•	BIOLOGY 4PP3 - Environmental Microbiology and Biotechnology
•	BIOPHYS 2A03 - Biophysics of the Cell and Living Organisms
•	BIOPHYS 3G03 - Modelling Life
•	CHEMBIO 2A03 - Introduction to Bio-Analytical Chemistry
•	CHEMBIO 2P03 - Physical Chemistry Tools for Chemical Biology
•	CHEMENG 3BK3 - Bio-Reaction Engineering
•	CHEMENG 3BM3 - Bioseparations Engineering
•	HTHSCI 3I03 - Introductory Immunology
•	HTHSCI 3K03 - Introductory Virology
•	HTHSCI 4II3 - Advanced Concepts in Immunology
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
(See *Admission* above.)

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Levels II-IV: 90 Units
6 units
- CHEM 2OA3 - Organic Chemistry I
- CHEM 2OB3 - Organic Chemistry II
3 units
- STATS 2B03 - Statistical Methods for Science
(See *Program Note 3* above.)
6 units from
- BIOLOGY 2A03 - Integrative Physiology of Animals
- BIOLOGY 2D03 - Plant Biodiversity and Biotechnology
- BIOLOGY 2F03 - Fundamental and Applied Ecology
- BIOLOGY 3FF3 - Evolution
(See *Program Note 2* above.)
24 units
- BIOLOGY 2B03 - Cell Biology
- BIOLOGY 2EE3 - Introduction to Microbiology and Biotechnology
- BIOLOGY 3S03 - An Introduction to Bioinformatics
- MOLBIOL 2C03 - Genetics
- MOLBIOL 3B03 - Advanced Cell Biology
- MOLBIOL 3II3 - Molecular Genetics of Eukaryotes
- MOLBIOL 3O03 - Microbial Genetics
- MOLBIOL 3V03 - Techniques in Molecular Genetics
(See *Program Note 1* above.)
18 units from
- the *Molecular Biology and Genetics Course List I*
which must include one of:
- ~~BIOLOGY 4C09 A/B S~~
- ~~BIOLOGY 4C12 A/B S - Senior Thesis~~
- BIOLOGY 4F06 A/B S - Senior Project
- MOLBIOL 4G12 A/B S - Senior Thesis

(See *Program Note 6* above.)
3 units from
- Level IV courses from the *Molecular Biology and Genetics Course List I*, excluding BIOLOGY 4C12 A/B S, 4F06 A/B S and MOLBIOL 4G12 A/B S
6 units from
- the *Molecular Biology and Genetics Course List I or II*
24 units
- Electives (See *Program Note 2* above.)

1.4.   **Honours Molecular Biology and Genetics Co-op (B.Sc.)**
Effective September 2022, this program will be renamed Honours Molecular Biology and Genetics Research Specialization Co-op (B.Sc.). Students who enrolled prior to September 2022 will be given the choice to remain in Honours Molecular Biology and Genetics Co-op or transfer to Honours Molecular Biology and Genetics Research Specialization Co-op.
Admission
Enrolment in this program is limited. Selection is based on academic achievement and an interview but requires, as a minimum, submission of the on-line application by the stated deadline, completion of Level II of the Honours Molecular Biology and Genetics program with a Grade Point Average of at least 5.0 and completion of the following courses:
9 units
- BIOLOGY 2B03 - Cell Biology
- BIOLOGY 2EE3 - Introduction to Microbiology and Biotechnology
- MOLBIOL 2C03 - Genetics
6 units from
- BIOLOGY 2A03 - Integrative Physiology of Animals

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- BIOLOGY 2D03 - Plant Biodiversity and Biotechnology
- BIOLOGY 2F03 - Fundamental and Applied Ecology

6 units
- CHEM 2OA3 - Organic Chemistry I
- CHEM 2OB3 - Organic Chemistry II

3 units
- STATS 2B03 - Statistical Methods for Science

3 units from
- PHYSICS 1A03 - Introductory Physics
- PHYSICS 1C03 - Physics for the Chemical and Physical Sciences

1 course
- SCIENCE 2C00 - Skills for Career Success in Science

Notes

1. Admission is by selection, and possession of the published minimum requirements does not guarantee admission. (It is anticipated that a Grade Point Average of at least 8.0 will be required.) Information about this program and the selection procedure can be obtained from Science Career and Cooperation Education Office.
2. BIOLOGY 2A03 is only available as a Winter Term offering and, therefore, completion in Level II (prior to admission to the Co-op program) is strongly recommended for students who intend to complete this course.

Program Notes

1. This is a five-level (year) co-op program, which includes two eight-month work terms which must be spent in molecular biology and genetics related placements.
2. Students must be registered full-time and take a full academic workload as prescribed by Level and Term.
3. Students are required to complete SCIENCE 2C00 and SCIENCE 3C00 before the first work placement and are strongly recommended to complete SCIENCE 2C00 in Level II.
4. Students should seek academic advising for this program in the Department of Biology.
5. Completion of BIOLOGY 2B03 and MOLBIOL 2C03 is required prior to admission to this program.
6. STATS 2B03 is required for admission. Students who enrol in the program in September 2016 (or earlier) must complete the requirement by the end of Level III.
7. Completion of MOLBIOL 4G12 A/B is required for this program. Students should consult the MOLBIOL 4G12 A/B S Course Coordinator regarding supervision arrangements. Students are strongly encouraged to carry out their thesis in an academic lab.
8. Students must take a minimum of 15 units from the *Molecular Biology and Genetics Co-op Course Lists I* and *II*, at least 12 of these units must be from *Course List I*, and at least 3 of these units must be at Level IV.
9. Six units from BIOLOGY 2A03, 2D03, 2F03 are required for admission, however, students are encouraged to complete each of these courses. When more than six units are completed, these will count toward the *Molecular Biology and Genetics Co-op Course List II* program requirement.

Molecular Biology and Genetics Co-op Course List I
- MOLBIOL 3A03 - Current Topics in Molecular Biology and Genetics
- MOLBIOL 3CC3 - Genomics and Systems Biology
- MOLBIOL 3D03 - Experimental Approaches in Cell Biology
- MOLBIOL 3I03 A/B S - Independent Research Project
- MOLBIOL 3M03 - Fundamental Concepts of Development
- MOLBIOL 3Y03 - Plant Responses to the Environment
- MOLBIOL 4BB3 - Plant Metabolism and Molecular Biology
- MOLBIOL 4DD3 - Molecular Evolution
- MOLBIOL 4ED3 - Evolutionary Developmental Biology
- MOLBIOL 4H03 - Molecular Biology of Cancer
- MOLBIOL 4K03 - Research Advances in Biology of Aging
- MOLBIOL 4P03 - Medical Microbiology
- MOLBIOL 4RR3 - Human Genetics

Justification: Course changed to molbiol from biology

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Molecular Biology and Genetics Co-op Course List II
- BIOCHEM 2B03 - Nucleic Acid Structure and Function
- BIOCHEM 2BB3 - Protein Structure and Enzyme Function
- BIOCHEM 2EE3 - Metabolism and Physiological Chemistry
- BIOCHEM 3G03 - Proteins and Nucleic Acids
- BIOCHEM 4E03 - Gene Regulation in Stem Cells and Development
- BIOLOGY 2A03 - Integrative Physiology of Animals
- BIOLOGY 2D03 - Plant Biodiversity and Biotechnology
- BIOLOGY 2F03 - Fundamental and Applied Ecology
- BIOLOGY 2L03 - Experimental Design in Biology
- BIOLOGY 2L06 A/B
- BIOLOGY 3FF3 - Evolution
- BIOLOGY 3PG3 - Population Genetics
- BIOLOGY 4ED3 - ~~Evolutionary Developmental Biology~~
- BIOLOGY 4EE3 - Human Diversity and Human Nature
- BIOLOGY 4PP3 - Environmental Microbiology and Biotechnology
- BIOPHYS 2A03 - Biophysics of the Cell and Living Organisms
- BIOPHYS 3G03 - Modelling Life
- CHEMBIO 2A03 - Introduction to Bio-Analytical Chemistry
- CHEMBIO 2P03 - Physical Chemistry Tools for Chemical Biology
- CHEMENG 3BK3 - Bio-Reaction Engineering
- CHEMENG 3BM3 - Bioseparations Engineering
- HTHSCI 3I03 - Introductory Immunology
- HTHSCI 3K03 - Introductory Virology
- HTHSCI 4II3 - Advanced Concepts in Immunology

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 Molecular Biology and Genetics program, including:
9 units
- BIOLOGY 2B03 - Cell Biology
- BIOLOGY 2EE3 - Introduction to Microbiology and Biotechnology
- MOLBIOL 2C03 - Genetics

6 units from
- BIOLOGY 2A03 - Integrative Physiology of Animals
- BIOLOGY 2D03 - Plant Biodiversity and Biotechnology
- BIOLOGY 2F03 - Fundamental and Applied Ecology

(See *Program Note 9* above.)
6 units
- CHEM 2OA3 - Organic Chemistry I
- CHEM 2OB3 - Organic Chemistry II

3 units
- STATS 2B03 - Statistical Methods for Science

(See *Program Note 6* above.)
1 course
- SCIENCE 2C00 - Skills for Career Success in Science

Level III
Consists of academic studies (Fall Term), Co-op Work Term (Winter Term), and Co-op Work Term (Spring/Summer Term)
Fall Term: 15 units:
9 units
- BIOLOGY 3S03 - An Introduction to Bioinformatics

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- MOLBIOL 3O03 - Microbial Genetics
- MOLBIOL 3V03 - Techniques in Molecular Genetics

3 units from
- the *Molecular Biology and Genetics Co-op Course Lists I and II* (See *Program Notes 8 and 9* above.)

3 units
- Electives

2 courses
- SCIENCE 2C00 - Skills for Career Success in Science (if not already completed)
- SCIENCE 3C00 - Advanced Job Search Skills For Science Co-op Students

Winter Term:
Work Term
1 course
- SCIENCE 3WT0 - Science Co-op Work Term

Spring/Summer Term:
Work Term
1 course
- SCIENCE 3WT0 - Science Co-op Work Term

Level IV
Consists of academic studies (Fall and Winter Terms) and Co-op Work Term (Spring/Summer Term)
Fall and Winter Terms: 30 units:
6 units
- MOLBIOL 3B03 - Advanced Cell Biology
- MOLBIOL 3II3 - Molecular Genetics of Eukaryotes

3 units from
- the *Molecular Biology and Genetics Co-op Course Lists I and II* (See *Program Note 8* above.)

12 units
- MOLBIOL 4G12 A/B S - Senior Thesis

(See *Program Note 7* above.)
9 units
- Electives

Spring/Summer Term:
Work Term
1 course
- SCIENCE 4WT0 - Science Co-op Work Term

Level V
Consists of Co-op Work Term (Fall Term) and academic studies (Winter Term)
Fall Term:
Work Term
1 course
- SCIENCE 5WT0 - Science Co-op Work Term

Winter Term: 15 units:
9 units from
- the *Molecular Biology and Genetics Co-op Course Lists I and II* (See *Program Note 8* above.)

6 units
- Electives

Co-op Program Chart

	FALL TERM **(September to December)**	**WINTER TERM** **(January to April)**	**SPRING/SUMMER TERM** **(May to August)**
Level III	15 units from Academic Level III + SCIENCE 2C00 (f not completed) and SCIENCE 3C00	Work Term SCIENCE 3WT0	Work Term SCIENCE 3WT0

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Level IV	15 units from Academic Level III including MOLBIOL 4G12 A/B S	15 units from Academic Level IV including MOLBIOL 4G12 A/B S	Work Term SCIENCE 4WT0
Level V	Work Term SCIENCE 5WT0	15 units from Academic Level IV	

Justification (1.1 - 1.4):
> *The Biology Department has renamed the above programs to better reflect the requirements and learning outcomes. Specialization options will require completion of lab and thesis courses. During the 2021-22 curriculum cycle, the Department will propose non-specialization options for these programs which will allow students to enrol in and graduate from programs that reflect their interests and area of study. The introduction of these notes provide students with sufficient warning of the changes that will take effect in September 2022. Other changes include updates to Course Lists and program requirements to reflect changes to offerings. List of course-based thesis options have been updated to reflect prerequisites and common practice.*

1.5.   Honours Human Behaviour (B.A.Sc.)
Program offered by the Department of Psychology, Neuroscience & Behaviour.
Effective September 2022, this program will be renamed Honours Applied Psychology in Human Behaviour (B.A.Sc.) Students who enrolled prior to September 2022 will be given the choice to remain in Honours Human Behaviour or transfer into Honours Applied Psychology in Human Behaviour.
Admission
Completion of any Level I program with a Grade Point Average of at least 5.0 including:
6 units from the following courses, where an average of at least 5.0 (between the courses) is required:
- PSYCH 1F03 - Survey of Psychology
or
- PSYCH 1X03 - Introduction to Psychology, Neuroscience & Behaviour
and
- PSYCH 1FF3 - Survey of Biological Basis of Psychology
or
- PSYCH 1XX3 - Foundations of Psychology, Neuroscience & Behaviour
0-3 units
- BIOLOGY 1P03 - Introductory Biology (or SBI4U - Biology)
0-3 units from
- MATH 1F03 - Introduction to Calculus and Analytic Geometry
- MATH 1K03 - Advanced Functions ~~& Introductory Calculus for Humanities and the Social Sciences~~
- STATS 1L03 ~~– Probability and Linear Algebra~~
- STATS 1LL3 – Introduction to Probability and Statistics
(or one of MHF4U - Advanced Functions, MCV4U - Calculus and Vectors, MDM4U - Data Management)

Program Notes
~~1.   Students who entered prior to September 2019, may use PNB 3Q03 A/B S towards the units required from the *Human Behaviour Course List* and PNB 4Q03 A/B S towards the Level IV requirements.~~
~~2.~~   1. Students interested in pursuing post-graduate studies are encouraged to take HUMBEHV 3MD3 in Level III or IV.
~~3.~~   2. The Bachelor of Arts in Psychology is considered the equivalent of the three-level degree in the same subject for students wishing to pursue Honours Human Behaviour (B.A.Sc.) as a second degree.

Human Behaviour Course List
- HUMBEHV 3IP3 A/B S - Inquiry Project
- HUMBEHV 4HB3 - Seminar I for Honours Human Behaviour (B.A.Sc.)
- HUMBEHV 4HC3 - Seminar II for Honours Human Behaviour (B.A.Sc.)
- HUMBEHV 4HD3 – Advanced Seminar in Applied Psychology

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- HUMBEHV 4IP3 A/B S - Senior Inquiry Project
- LINGUIST 3C03 - Child Language Acquisition
- MUSICCOG 2MP3 - Introduction to Music Cognition
- MUSICCOG 3SP3 - The Science of Performance
- MUSICCOG 4MP3 - Neuroscience of Music
- PSYCH 2AA3 – Child Development
- PSYCH 2AP3 – Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 2B03 - Personality
- PSYCH 2C03 - Social Psychology
- PSYCH 2E03 - Sensory Processes
- PSYCH 2GG3 – Learning, Measuring, and Shaping Behaviour
- PSYCH 2H03 – Human Learning and Cognition
- PSYCH 2MP3 - Introduction to Music Cognition
- PSYCH 2NF3 - Clinical Neuropsychology
- PSYCH 3A03 - Audition
- PSYCH 3AB3 - Adolescent Psychology
- PSYCH 3AC3 - Human Sexuality
- PSYCH 3AG3 - Aging
- PSYCH 3B03 - Special Populations
- PSYCH 3BA3 - Positive Psychology
- PSYCH 3BN3 - Cognitive Neuroscience I
- PSYCH 3C03 - Child Language Acquisition
- PSYCH 3CB3 - Attitudes and Persuasion
- PSYCH 3CC3 - Forensic Psychology
- PSYCH 3CD3
- PSYCH 3D03 - The Multisensory Mind
- PSYCH 3EV3 - Evolution and Mental Health
- PSYCH 3F03 - Evolution and Human Behaviour
- PSYCH 3FA3 - The Neurobiology of Learning and Memory
- PSYCH 3H03 - The Arts and The Brain
- PSYCH 3JJ3 - Socio-Emotional Development
- PSYCH 3M03 - Motivation and Emotion
- PSYCH 3MT3 - Psychometrics
- PSYCH 3SP3 - The Science of Performance
- PSYCH 3T03 - Behavioural Ecology
- PSYCH 3UU3 - Psychology of Language
- PSYCH 3VV3 - Human Memory
- PSYCH 3WA3 - The Mind as a Work of Art
- PSYCH 4MP3 - Neuroscience of Music
- SOCPSY 3M03 – Counselling & Psychotherapy

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
(See *Admission* above.)
Level II: 30 Units
3 units
     HUMBEHV 2AP3 A/B – Introduction to Applied Psychology
6 units from
- PSYCH 2AA3 - Child Development
- PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 2C03 - Social Psychology
6 units from
- PSYCH 2GG3 - Learning, Measuring, and Shaping Behaviour

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- PSYCH 2H03 - Human Learning and Cognition
- PSYCH 2NF3 - Clinical Neuropsychology

15 units
- Electives

Level III: 30 Units

6 units
- HUMBEHV 3AP3 A/B – Advanced Applied Psychology
- HUMBEHV 3MD3 - Research Methods for Human Behaviour

3 units from
- HUMBEHV 3HB3
- HUMBEHV 3ST3 - Statistics for Human Behaviour
- STATS 2B03 - Statistical Methods for Science

6 units from
- the *Human Behaviour Course List*

15 units
- Electives

Level IV: 30 Units

9 units from
- the *Human Behaviour Course List*, which must be Level III, IV

6 units from
- HUMBEHV 4HB3 - Seminar I for Honours Human Behaviour (B.A.Sc.)
- HUMBEHV 4HC3 - Seminar II for Honours Human Behaviour (B.A.Sc.)
- HUMBEHV 4HD3 – Advanced Seminar in Applied Psychology
- HUMBEHV 4IP3 A/B S - Senior Inquiry Project
- HUMBEHV 4RP6 A/B - Independent Research Project
- HUMBEHV 4SC6 A/B - Science Communication in the Behavioural Sciences

15 units
- Electives

Requirements For Students Who Entered Prior To September 2021
120 units total (Levels I to IV), of which no more than 48 units may be Level I

Level I: 30 Units

30 units

(See *Admission* above.)

Level II: 30 Units

18 units
- PSYCH 2AA3 - Child Development
- PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 2C03 - Social Psychology
- PSYCH 2GG3 - Learning, Measuring, and Shaping Behaviour
- PSYCH 2H03 - Human Learning and Cognition
- PSYCH 2NF3 - Clinical Neuropsychology

12 units
- Electives

1 course
- HUMBEHV 2HB0 - ~~Human Behaviour Professional Development~~

Level III: 30 Units

3 units
- HUMBEHV 3MD3 - Research Methods for Human Behaviour

3 units from
- HUMBEHV 3HB3
- HUMBEHV 3ST3 - Statistics for Human Behaviour
- STATS 2B03 - Statistical Methods for Science

9 units from
- the *Human Behaviour Course List*

15 units

15

-          Electives

Level IV: 30 Units

9 units from

-          the *Human Behaviour Course List*, which must be Level III, IV

6 units from

-          HUMBEHV 4HB3 - Seminar I for Honours Human Behaviour (B.A.Sc.)
-          HUMBEHV 4HC3 - Seminar II for Honours Human Behaviour (B.A.Sc.)
-          HUMBEHV 4HD3 – Advanced Seminar in Applied Psychology
-          HUMBEHV 4IP3 A/B S - Senior Inquiry Project
-          HUMBEHV 4RP6 A/B - Independent Research Project
-          HUMBEHV 4SC6 A/B - Science Communication in the Behavioural Sciences

15 units

-          Electives

Requirements For Students Who Entered Prior To September 2019

120 units total (Levels I to IV), of which no more than 48 units may be Level I

Level I: 30 Units

30 units

(See *Admission* above.)

Level II: 30 Units

18 units

-          PSYCH 2AA3 - Child Development
-          PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders
-          PSYCH 2C03 - Social Psychology
-          PSYCH 2GG3 - Learning, Measuring, and Shaping Behaviour
-          PSYCH 2H03 - Human Learning and Cognition
-          PSYCH 2NF3 - Clinical Neuropsychology

12 units

-          Electives

1 course

-          HUMBEHV 2HB0 - Human Behaviour Professional Development

Level III: 30 Units

6 units

-          PSYCH 3B03 - Special Populations
-          PSYCH 3JJ3 - Socio-Emotional Development

3 units from

-          HUMBEHV 3ST3 - Statistics for Human Behaviour
-          STATS 2B03 - Statistical Methods for Science

9 units from

-          the *Human Behaviour Course List* (See *Program Notes 1* and *2* above.)

12 units

-          Electives

Level IV: 30 Units

9 units from

-          the *Human Behaviour Course List,* which must be Level III, IV (See *Program Notes 1* and *2* above.)

6 units from

-          HUMBEHV 4HB3 - Seminar I for Honours Human Behaviour (B.A.Sc.)
-          HUMBEHV 4HC3 - Seminar II for Honours Human Behaviour (B.A.Sc.)
-          HUMBEHV 4IP3 A/B S - Senior Inquiry Project
-          HUMBEHV 4RP6 A/B - Independent Research Project
-          HUMBEHV 4SC6 A/B - Science Communication in the Behavioural Sciences

(See *Program Note 1* above.)

15 units

-          Electives

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The Department of Psychology, Neuroscience and Behaviour has changed the name of this program to provide clarification that it is a psychology degree program. Program requirements have been amended to include HUMBEHV 2AP3 and HUMBEHV 3AP3 - designed to train students to consistently think about their psychology education in the appropriate, applied manner. HUMBEHV 2HB0 has been replaced with HUMBEHV 2AP3. HUMBEHV 4HD3 is a necessary additional capstone offering to accommodate increasing numbers of students in the program. Other adjustments allow for completion of new courses in Levels II and III, provide students more opportunity to design their own programs in that they will have more choice in which PNB and PSYCH courses they take, and more opportunities to take courses outside of the department, thereby expanding learning opportunities in a way that reflects the program's focus on helping students discover which types of applied career options are available to them. Admission requirement adjusted to reflect course change being proposed by Department of Math & Stats.

1.6. **Honours Human Behaviour - Autism and Behavioural Science Specialization (B.A.Sc.)**
Effective September 2022, this program will be renamed Honours Applied Psychology in Human Behaviour - Autism and Behavioural Science Specialization (B.A.Sc.) Students who enrolled prior to September 2022 will be given the choice to remain in Honours Human Behaviour - Autism and Behavioural Science Specialization or transfer into Honours Applied Psychology in Human Behaviour - Autism and Behavioural Science Specialization.

The program is offered jointly in partnership by Mohawk College of Applied Arts and Technology and the Department of Psychology, Neuroscience & Behaviour, McMaster University. Students pursue two qualifications simultaneously, and graduates receive the Ontario College Graduate Certificate from Mohawk and the McMaster Honours Bachelor of Applied Science degree.

Admission
Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a Grade Point Average of at least 5.0 including:
6 units
from the following courses, where an average of at least 5.0 (between the courses) is required:
- PSYCH 1F03 - Survey of Psychology
or
- PSYCH 1X03 - Introduction to Psychology, Neuroscience & Behaviour
and
- PSYCH 1FF3 - Survey of Biological Basis of Psychology
or
- PSYCH 1XX3 - Foundations of Psychology, Neuroscience & Behaviour
0-3 units
- BIOLOGY 1P03 - Introductory Biology (or SBI4U - Biology)
0-3 units from
- MATH 1F03 - Introduction to Calculus and Analytic Geometry
- MATH 1K03 - Advanced Functions ~~& Introductory Calculus for Humanities and the Social Sciences~~
- STATS 1L03 ~~- Probability and Linear Algebra~~
- STATS 1LL3 – Introduction to Probability and Statistics
(or one of MHF4U - Advanced Functions, MCV4U - Calculus and Vectors, MDM4U - Data Management)

Program Notes
1. The timing of the Spring/Summer sessions may not adhere to the Sessional Dates as published in this Calendar.
2. ~~Students who enrolled in this program prior to September 2019, may use PNB 3Q03 A/B S towards the units required from the Human Behaviour (Autism and Behavioural Science) Course List.~~
~~3.~~ Students interested in pursuing post-graduate studies are encouraged to take HUMBEHV 3MD3 in Level III or IV.

Field Placement Notes

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1.   Applying for Placements - Prior to the start date of a placement, students are required to submit a completed Field Placement Request Form to the Program Coordinator.
2.   Placements will be with agencies that have contracted in advance with Mohawk College. The College cannot accommodate any student requests for special consideration.
3.   Students are responsible for arranging their own travel to and from assigned placements.
4.   Eligibility for Placements - All students must meet academic, social, and health requirements before they can attend a site for field placement.
o   Non-Violent Crisis Intervention - All Level II students are required to have obtained a current certificate in Non-Violent Crisis Intervention in order to attend their placements. Failure to meet this requirement will result in loss of placement. Additionally, students will be required to complete a refresher half-day workshop in Non-Violent Crisis Intervention prior to their Spring/Summer placement between Levels III and IV.
o   Health Requirements - In the interest of the student and the placement, students are required to submit documentation (e.g., Health Record Form) that they have had a satisfactory physical examination including many routine vaccinations. All students must submit this documentation prior to placement or the student will not start the placement. Students should refer to their field placement coordinator to determine health requirements specific to their college and placement agency.
o   Police Reference Check - All students are required to have a Police Reference Check prior to the commencement of their field placement. Registered students who have been convicted of an offense under the Criminal Code of Conduct for which they have not been pardoned may be denied the opportunity for placement at the discretion of the agency.
5.   All costs associated with pre-placement requirements are the responsibility of the student.

Student Conduct in the Program
The University reserves the right to cancel the academic privileges of a student at any time should the student's scholastic record or conduct warrant so doing. The Honours Human Behaviour - Autism and Behavioural Science Specialization (B.A.Sc.) program reserves the right to remove a student from a placement at any point during the term if the student exhibits unsafe practice or behaviour that places others at risk or is deemed a serious breach of professional behaviour. Such removal may result in the student receiving a grade of F in the course and may result in dismissal from the program.

Human Behaviour (Autism and Behavioural Science) Course List
- HUMBEHV 2AP3 A/B – Introduction to Applied Psychology
- HUMBEHV 3AP3 A/B – Advanced Applied Psychology
- HUMBEHV 3IP3 A/B S - Inquiry Project
- HUMBEHV 3MD3 - Research Methods for Human Behaviour
- HUMBEHV 4HB3 - Seminar I for Honours Human Behaviour (B.A.Sc.)
- HUMBEHV 4HC3 - Seminar II for Honours Human Behaviour (B.A.Sc.)
- HUMBEHV 4HD3 – Advanced Seminar in Applied Psychology
- HUMBEHV 4IP3 A/B S - Senior Inquiry Project
- HUMBEHV 4RP6 A/B - Independent Research Project
- HUMBEHV 4SC6 A/B - Science Communication in the Behavioural Sciences
- LINGUIST 3C03 - Child Language Acquisition
- MUSICCOG 2MP3 - Introduction to Music Cognition
- MUSICCOG 3SP3 - The Science of Performance
- MUSICCOG 4MP3 - Neuroscience of Music
- PSYCH 2B03 - Personality
- PSYCH 2C03 - Social Psychology
- PSYCH 2E03 - Sensory Processes
- PSYCH 2MP3 - Introduction to Music Cognition
- PSYCH 2NF3 - Clinical Neuropsychology
- PSYCH 3A03 - Audition
- PSYCH 3AB3 - Adolescent Psychology
- PSYCH 3AC3 - Human Sexuality
- PSYCH 3AG3 - Aging
- PSYCH 3BA3 - Positive Psychology

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- PSYCH 3C03 - Child Language Acquisition
- PSYCH 3CB3 - Attitudes and Persuasion
- PSYCH 3CC3 - Forensic Psychology
- PSYCH 3CD3
- PSYCH 3D03 - The Multisensory Mind
- PSYCH 3EV3 - Evolution and Mental Health
- PSYCH 3F03 - Evolution and Human Behaviour
- PSYCH 3FA3 - The Neurobiology of Learning and Memory
- PSYCH 3H03 - The Arts and The Brain
- PSYCH 3JJ3 - Socio-Emotional Development
- PSYCH 3M03 - Motivation and Emotion
- PSYCH 3MT3 - Psychometrics
- PSYCH 3SP3 - The Science of Performance
- PSYCH 3T03 - Behavioural Ecology
- PSYCH 3UU3 - Psychology of Language
- PSYCH 3VV3 - Human Memory
- PSYCH 3WA3 - The Mind as a Work of Art
- PSYCH 4MP3 - Neuroscience of Music
- SOCPSY 3M03 – Counselling & Psychotherapy

Requirements
150 units total (Levels I to IV), of which no more than 48 units may be Level I, plus two Field Placements in Spring/Summer Term between Level II and III and Level III and IV
Level I: 30 Units
30 units
(See *Admission* above.)
Level II
Fall and Winter Terms: 30 units:
12 units
- PSYCH 2AA3 - Child Development
- PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 2GG3 - Learning, Measuring, and Shaping Behaviour
- PSYCH 2H03 - Human Learning and Cognition
15 units
- HUMBEHV 2A06 A/B - Introduction to Autism Spectrum Disorder (ASD)
- HUMBEHV 2B06 A/B - Introduction to Applied Behaviour Analysis (ABA) I
- HUMBEHV 2C03 - Specialized Instructional Strategies (SIS) I
3 units
- Electives
1 course
- HUMBEHV 2HB0 - Human Behaviour Professional Development
Spring/Summer Term: 15 units:
(See *Field Placement Note 4* above.)
12 units
- HUMBEHV 2FP6 - Field Placement I
- HUMBEHV 2FS3 - Field Placement I Seminar
- HUMBEHV 3F03 - Ethics and Professionalism
3 units
- Electives
Level III
Fall and Winter Terms: 30 units:
3 units
- PSYCH 3B03 - Special Populations
6 units from
- the *Human Behaviour (Autism and Behavioural Science) Course List*
(See *Program Note 2* above.)

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3 units from
- HUMBEHV 3ST3 - Statistics for Human Behaviour
- STATS 2B03 - Statistical Methods for Science

15 units
- HUMBEHV 3CB3 - Treating Challenging Behaviour I
- HUMBEHV 3E06 A/B - Behavioural Skill Building
- HUMBEHV 3G03 - Specialized Instructional Strategies (SIS) II
- HUMBEHV 3RS3 - ABA Research Designs

3 units
- Electives

Spring/Summer Term: 15 units:
(See *Field Placement Note 4* above.)
12 units
- HUMBEHV 3FP9 - Field Placement II
- HUMBEHV 3FS3 - Field Placement II Seminar

3 units
- Electives

Level IV: 30 Units
15 units
- HUMBEHV 3D03 - Applied Behavioural Analysis (ABA) II
- HUMBEHV 3H03 - Working with Families and Teams
- HUMBEHV 4CB3 - Treating Challenging Behaviour II
- HUMBEHV 4I03 - Parent and Staff Training
- HUMBEHV 4J03 - Transition Planning and Implementation

9 units from
- the *Human Behaviour (Autism and Behavioural Science) Course List*

(See *Program Note 2* above.)
6 units
- Electives

Requirements For Students Who Entered In September 2018
150 units total (Levels I to IV), of which no more than 48 units may be Level I, plus two Field Placements in Spring/Summer Term between Level II and III and Level III and IV
Level I: 30 Units
30 units
(See *Admission* above.)
Level II
Fall and Winter Terms: 30 units:
12 units
- PSYCH 2AA3 - Child Development
- PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 2GG3 - Learning, Measuring, and Shaping Behaviour
- PSYCH 2H03 - Human Learning and Cognition

18 units
- HUMBEHV 2A06 A/B - Introduction to Autism Spectrum Disorder (ASD)
- HUMBEHV 2B06 A/B - Introduction to Applied Behaviour Analysis (ABA) I
- HUMBEHV 2C03 - Specialized Instructional Strategies (SIS) I
- HUMBEHV 2NV3

1 course
- HUMBEHV 2HB0 - Human Behaviour Professional Development

Spring/Summer Term: 15 units:
12 units
- HUMBEHV 2FP6 - Field Placement I
- HUMBEHV 2FS3 - Field Placement I Seminar
- HUMBEHV 3F03 - Ethics and Professionalism

3 units

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- Electives

Level III

Fall and Winter Terms: 30 units:

3 units
- PSYCH 3B03 - Special Populations

6 units from
- the *Human Behaviour (Autism and Behavioural Science) Course List* (See *Program Notes 2* and *3* above.)

3 units from
- HUMBEHV 3HB3
- HUMBEHV 3ST3 - Statistics for Human Behaviour
- STATS 2B03 - Statistical Methods for Science

12 units
- HUMBEHV 3CB3 - Treating Challenging Behaviour I
- HUMBEHV 3E06 A/B - Behavioural Skill Building
- HUMBEHV 3G03 - Specialized Instructional Strategies (SIS) II

6 units
- Electives

Spring/Summer Term: 15 units:
(See *Field Placement Note 4* above.)

12 units
- HUMBEHV 3FP9 - Field Placement II
- HUMBEHV 3FS3 - Field Placement II Seminar

3 units
- Electives

Level IV: 30 Units

15 units
- HUMBEHV 3D03 - Applied Behavioural Analysis (ABA) II
- HUMBEHV 3H03 - Working with Families and Teams
- HUMBEHV 4CB3 - Treating Challenging Behaviour II
- HUMBEHV 4I03 - Parent and Staff Training
- HUMBEHV 4J03 - Transition Planning and Implementation

9 units from
- the *Human Behaviour (Autism and Behavioural Science) Course List* (See *Program Notes 2* and *3* above.)

6 units
- Electives

Requirements For Students Who Entered Prior To September 2018

150 units total (Levels I to IV), of which no more than 48 units may be Level I, plus two Field Placements in Spring/Summer Term between Level II and III and Level III and IV

Level I: 30 Units

30 units
(See *Admission* above.)

Level II

Fall and Winter Terms: 30 units:

12 units
- PSYCH 2AA3 - Child Development
- PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 2GG3 - Learning, Measuring, and Shaping Behaviour
- PSYCH 2H03 - Human Learning and Cognition

18 units
- HUMBEHV 2A06 A/B - Introduction to Autism Spectrum Disorder (ASD)
- HUMBEHV 2B06 A/B - Introduction to Applied Behaviour Analysis (ABA) I
- HUMBEHV 2C03 - Specialized Instructional Strategies (SIS) I
- HUMBEHV 2NV3

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1 course
- HUMBEHV 2HB0 - Human Behaviour Professional Development
Spring/Summer Term: 15 units:
12 units
- HUMBEHV 2FP6 - Field Placement I
- HUMBEHV 2FS3 - Field Placement I Seminar
- HUMBEHV 3F03 - Ethics and Professionalism
3 units
- Electives
Level III
Fall and Winter Terms: 30 units:
3 units
- PSYCH 3B03 - Special Populations
3 units from
- the *Human Behaviour (Autism and Behavioural Science) Course List*
(See *Program Notes 2* and *3* above.)
3 units from
- HUMBEHV 3HB3
- HUMBEHV 3ST3 - Statistics for Human Behaviour
- STATS 2B03 - Statistical Methods for Science
15 units
- HUMBEHV 3D03 - Applied Behavioural Analysis (ABA) II
- HUMBEHV 3E06 A/B - Behavioural Skill Building
- HUMBEHV 3G03 - Specialized Instructional Strategies (SIS) II
- HUMBEHV 3H03 - Working with Families and Teams
6 units
- Electives
Spring/Summer Term: 15 units:
(See *Field Placement Note 4* above.)
12 units
- HUMBEHV 3FP9 - Field Placement II
- HUMBEHV 3FS3 - Field Placement II Seminar
3 units
- Electives
Level IV: 30 Units:
12 units
- HUMBEHV 4I03 - Parent and Staff Training
- HUMBEHV 4J03 - Transition Planning and Implementation
- HUMBEHV 4K06 A/B
12 units from
- the *Human Behaviour (Autism and Behavioural Science) Course List*
(See *Program Notes 2* and *3* above.)
6 units
- Electives

Program Chart

	FALL TERM (September to December)	WINTER TERM (January to April)	SPRING/SUMMER TERM (May to August)
Level II	30 units from Academic Level II		15 units Field Placement I
Level III	30 units from Academic Level III		15 units Field Placement II
Level IV	30 units from Academic Level IV		

1.7. **Honours Human Behaviour - Early Childhood Education Specialization (B.A.Sc.)**

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Effective September 2022, this program will be renamed Honours Applied Psychology in Human Behaviour - Early Childhood Studies Specialization (B.A.Sc.) Students who enrolled prior to September 2022 will be given the choice to remain in Honours Human Behaviour Early Childhood Education Specialization or transfer into Honours Applied Psychology in Human Behaviour - Early Childhood Studies Specialization.

The program is offered jointly in partnership by Mohawk College of Applied Arts and Technology and the Department of Psychology, Neuroscience & Behaviour, McMaster University. Students pursue two qualifications simultaneously, and graduates receive the Ontario College Diploma from Mohawk and the McMaster Honours Bachelor of Applied Science degree.

Admission

Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a Grade Point Average of at least 5.0 including:

6 units

from the following courses, where an average of at least 5.0 (between the courses) is required:
- PSYCH 1F03 - Survey of Psychology

or
- PSYCH 1X03 - Introduction to Psychology, Neuroscience & Behaviour

and
- PSYCH 1FF3 - Survey of Biological Basis of Psychology

or
- PSYCH 1XX3 - Foundations of Psychology, Neuroscience & Behaviour

0-3 units
- BIOLOGY 1P03 - Introductory Biology (or SBI4U - Biology)

0-3 units from
- MATH 1F03 - Introduction to Calculus and Analytic Geometry
- MATH 1K03 - Advanced Functions ~~& Introductory Calculus for Humanities and the Social Sciences~~
- STATS 1L03 ~~- Probability and Linear Algebra~~
- STATS 1LL3 – Introduction to Probability and Statistics

(or one of MHF4U - Advanced Functions, MCV4U - Calculus and Vectors, MDM4U - Data Management)

Program Notes
1. The timing of the Spring/Summer sessions may not adhere to the Sessional Dates as published in this Calendar.
~~2. Students who enrolled in this program prior to September 2019, may use PNB 3Q03 A/B S towards the units required from the Human Behaviour (Early Childhood Education) Course List.~~
~~3.~~ 2. Students interested in pursuing post-graduate studies are encouraged to take HUMBEHV 3MD3 in Level III or IV.

Early Childhood Education (ECE) Field Placement Notes
1. Applying for Placements - Prior to the start date of a placement, students are required to submit a completed Field Placement Request Form to the Program Coordinator.
2. Placements will be with agencies that have contracted in advance with Mohawk College. The College cannot accommodate any student requests for special consideration.
3. Students are responsible for arranging their own travel to and from assigned placements.
4. Eligibility for Placements - All students must meet academic, social, and health requirements before they can attend a site for field placement.
o Health Requirements - In the interest of the student and the placement, students are required to submit documentation (e.g., Health Record Form) that they have had a satisfactory physical examination including many routine vaccinations. All students must submit this documentation prior to placement or the student will not start the placement. Students should refer to their professional practice coordinator to determine health requirements specific to their college and placement agency.
o Police Reference Check - All students are required to have a Police Reference Check prior to the commencement of their placement. Registered students who have been convicted of an offense under

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the Criminal Code of Conduct for which they have not been pardoned may be denied the opportunity for placement at the discretion of the agency.

5.   All costs associated with pre-placement requirements are the responsibility of the student.

Student Conduct in the Program

The University reserves the right to cancel the academic privileges of a student at any time should the student's scholastic record or conduct warrant so doing. The Honours Human Behaviour - Early Childhood Education Specialization (B.A.Sc.) program reserves the right to remove a student from a placement at any point during the term if the student exhibits unsafe practice or behaviour that places others at risk or is deemed a serious breach of professional behaviour. Such removal may result in the student receiving a grade of F in the course and may result in dismissal from this program.

Human Behaviour (Early Childhood Education) Course List

- HUMBEHV 2AP3 A/B– Introduction to Applied Psychology
- HUMBEHV 3AP3 A/B – Advanced Applied Psychology
- HUMBEHV 3IP3 A/B S - Inquiry Project
- HUMBEHV 3MD3 - Research Methods for Human Behaviour
- HUMBEHV 4HB3 - Seminar I for Honours Human Behaviour (B.A.Sc.)
- HUMBEHV 4HC3 - Seminar II for Honours Human Behaviour (B.A.Sc.)
- HUMBEHV 4HD3 – Advanced Seminar in Applied Psychology
- HUMBEHV 4IP3 A/B S - Senior Inquiry Project
- HUMBEHV 4RP6 A/B - Independent Research Project
- HUMBEHV 4SC6 A/B - Science Communication in the Behavioural Sciences
- LINGUIST 3C03 - Child Language Acquisition
- MUSICCOG 2MP3 - Introduction to Music Cognition
- MUSICCOG 3SP3 - The Science of Performance
- MUSICCOG 4MP3 - Neuroscience of Music
- PSYCH 2B03 - Personality
- PSYCH 2C03 - Social Psychology
- PSYCH 2E03 - Sensory Processes
- PSYCH 2MP3 - Introduction to Music Cognition
- PSYCH 2NF3 - Clinical Neuropsychology
- PSYCH 3A03 - Audition
- PSYCH 3AB3 - Adolescent Psychology
- PSYCH 3AC3 - Human Sexuality
- PSYCH 3AG3 - Aging
- PSYCH 3BA3 - Positive Psychology
- PSYCH 3C03 - Child Language Acquisition
- PSYCH 3CB3 - Attitudes and Persuasion
- PSYCH 3CC3 - Forensic Psychology
- PSYCH 3CD3
- PSYCH 3D03 - The Multisensory Mind
- PSYCH 3EV3 - Evolution and Mental Health
- PSYCH 3F03 - Evolution and Human Behaviour
- PSYCH 3FA3 - The Neurobiology of Learning and Memory
- PSYCH 3H03 - The Arts and The Brain
- PSYCH 3JJ3 - Socio-Emotional Development
- PSYCH 3M03 - Motivation and Emotion
- PSYCH 3MT3 - Psychometrics
- PSYCH 3SP3 - The Science of Performance
- PSYCH 3T03 - Behavioural Ecology
- PSYCH 3UU3 - Psychology of Language
- PSYCH 3VV3 - Human Memory
- PSYCH 3WA3 - The Mind as a Work of Art
- PSYCH 4MP3 - Neuroscience of Music
- SOCPSY 3M03 – Counselling & Psychotherapy

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Requirements
150 units total (Levels I to IV), of which no more than 48 units may be Level I, plus three Professional Practices in Spring/Summer Term between Level II and III and Level III and IV
Level I: 30 Units
30 units
(See *Admission* above.)
Level II
Fall and Winter Terms: 30 units:
15 units
- PSYCH 2AA3 - Child Development
- PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 2C03 - Social Psychology
- PSYCH 2GG3 - Learning, Measuring, and Shaping Behaviour
- PSYCH 2H03 - Human Learning and Cognition
9 units
- HUMBEHV 2L03 - ~~ECE Curriculum I~~ Philosophy and Curriculum Design
- HUMBEHV 2M03 - Learning Environment I
- HUMBEHV 2TL3 - Responsive Care for Infants and Toddlers
6 units
- Electives
~~1 course~~
- ~~HUMBEHV 2HB0 - Human Behaviour Professional Development~~
Spring/Summer Term: 15 units:
15 units
- HUMBEHV 2XP6 - ECE Field Placement I
- HUMBEHV 3XP6 - ECE Field Placement II
- HUMBEHV 3XS3 - Theory to Practice I and II
Level III
Fall and Winter Terms: 30 units:
6 units from
- PSYCH 3B03 - Special Populations
- PSYCH 3JJ3 - Socio-Emotional Development
3 units from
- HUMBEHV 3HB3
- HUMBEHV 3ST3 - Statistics for Human Behaviour
- STATS 2B03 - Statistical Methods for Science
3 units from
- the *Human Behaviour (Early Childhood Education) Course List*
(See *Program Notes 2* and *3* above.)
9 units
- HUMBEHV 3O03 - ~~ECE Curriculum II~~ Curriculum Theory and Approaches
- HUMBEHV 3P03 - Learning Environment II
- HUMBEHV 3Q03 - Health, Safety & Nutrition
9 units
- Electives
Spring/Summer Term: 15 units:
15 units
- HUMBEHV 4V12 - ECE Field Placement III
- HUMBEHV 4VS3 - Theory to Practice III
Level IV: 30 Units
9 units
- HUMBEHV 4N03 - Principles of Ethical Practice
- HUMBEHV 4U03 - Inclusion in the ECE Classroom
- HUMBEHV 4W03 - ~~Supervising~~ Supervision for Leadership and Quality
9 units from

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- the *Human Behaviour (Early Childhood Education) Course List*
(See *Program Notes 2* and *3* above.)
12 units
- Electives

Program Chart

	FALL TERM (September to December)	WINTER TERM (January to April)	SPRING/SUMMER TERM (May to August)
Level II	30 units from Academic Level II		15 units ECE Field Placement I & II
Level III	30 units from Academic Level III		15 units ECE Field Placement III
Level IV	30 units from Academic Level IV		

Justification (1.6 & 1.7):
The Department of Psychology, Neuroscience and Behaviour has changed the names of these programs to provide clarification that they are a psychology degree program. Admission requirement adjusted to reflect course change being proposed by Department of Math & Stats. Program Note and requirements have been amended to reflect appropriate regulations and new offerings.

FACULTY OF SCIENCE

REPORT TO UNDERGRADUATE COUNCIL

SUMMARY OF CURRICULUM CHANGES FOR 2021-22

Below, is the summary of substantive curriculum revisions being proposed by the Faculty of Science. For a complete review of all changes, refer to the November 2020, Report of the Academic Planning and Policy Committee for changes to the 2021-22 Undergraduate Calendar, found at:

https://macdrive.mcmaster.ca/f/1a385ffc308e4ed0b457/?dl=1

Additionally, substantive amendments to existing course capacities and categories are included for information and can be found in the *Changes to Existing Courses* sections of the Departments and Schools.

1.0   Department of Biochemistry and Biomedical Sciences
- Program Course Lists updated to include new and suitable offerings.
- BIOCHEM 3CB3 has been introduced.
- BIOCHEM 3EE3 has been deleted.

2.0   Department of Biology
- As part of a reorganization of the Departmental program offerings and to align names to reflect a mandatory lab and thesis requirement, effective September 2022, the following changes will be made:
    - Honours B.Sc. Biology – Discovery Sub-Plan will be renamed Honours Biology Research Specialization.
    - Honours B.Sc. Biology – Physiology will be renamed Honours Biology – Physiology Research Specialization.
    - Honours B.Sc. Molecular Biology and Genetics will be renamed Honours Molecular Biology and Genetics Research Specialization. This change will be reflected in the Co-op program.
- In-course students will have the option of remaining in their original program or transferring to the new specialization.
- Honours Biodiversity and Environmental Sciences program requirements updated to reflect new offerings.
- Honours Biology and Psychology, Neuroscience and Behaviour program requirements updated to reflect new offerings as determined by the Department of Psychology, Neuroscience and Behaviour.
- MOLBIOL 4ED3 has been introduced.
- BIOLOGY 4ED3 has been deleted.

3.0   Department of Chemistry and Chemical Biology
- Honours Sustainable Chemistry and Honours Sustainable Chemistry Co-op program requirements updated to reflect new offerings.
- CHEM 4Q03 has been introduced.

4.0   School of Earth, Environment and Society
- All program and minor requirements, course lists, and requisites updated to reflect changes in course designation and other amendments to offerings.

5.0   School of Interdisciplinary Science

Integrated Science (iSci)

- Introduction of program notes clarifying progression through the program and restrictions regarding ability to make-up failed content of ISCI 1A24 and ISCI 2A18.

Life Sciences
- Program requirements and Course Lists amended to reflect new offerings.

Medical Radiation Sciences
- Effective September 2021, requirements for Ultrasonography Specialization have been amended to provide students with an opportunity to complete courses aligned to professional competencies and complete a research project.
- MEDRADSC 3DD3 and 3DI3 have been deleted.

6.0 Department of Kinesiology
- 12 units have been deleted, including: KINESIOL 4BB3, 4CN3, 4Q03 and 4V03.

7.0 Department of Mathematics and Statistics
- To attract and enroll students with sufficient skills and aptitude, admission to the Honours B.Sc. Mathematics and Statistics – Mathematics Sub-Plan and Honours B.Sc. Mathematics and Statistics – Statistics Sub-Plan will no longer have an enrolment limit and, instead, require a GPA of at least 8.0.
- MATH 1MM3 and STATS 1LL3 have been introduced.
- Nine units have been deleted, including: MATH 1M03, 2L03, STATS 1L03.

8.0 Department of Physics and Astronomy
- Requirements for the Honous B.Sc. Astrophysics program have been amended to provide students with flexibility in levels III and IV.
- Requirements for Honours B.Sc. Medical and Biology Physics, Honours Medical and Biology Physics Co-op, Honours Physics, and Honours Physics Co-op programs have been updated to reflect course changes made last year.
- ARTSSCI 2D06 A/B has been added as an appropriate substitution to a level 1 Physics course for the Minors in Astronomy and Physics.
- Three offerings have been deleted: PHYSICS 3DA1, 3H03 A/B, 3HC1.

9.0 Department of Psychology, Neuroscience & Behaviour

Human Behaviour
- To provide clarity that Human Behavior is a psychology-discipline degree, effective September 2022, the program names will be changed as follows:
  - Honours B.A.Sc. Human Behavior will be renamed Honours B.A.Sc. Applied Psychology in Human Behaviour.
  - Honours B.A.Sc. Human Behaviour - Autism and Behavioural Science Specialization will be renamed Honours B.A.Sc. Applied Psychology in Human Behaviour – Autism and Behavioural Science Specialization.
  - Honours B.A.Sc. Human Behaviour - Early Childhood Education Specialization will be renamed Honours B.A.Sc. Applied Psychology in Human Behaviour – Early Childhood Studies Specialization.
- In-course students will have the option of graduating from either program.
- Program requirements updated to reflect new offerings.
- HUMBEHV 2AP3, 3AP3 and 4HD3 have been introduced.
- HUMBEHV 2HB0 has been deleted.

Neuroscience
- Program requirements amended to include new course offerings.
- NEUROSCI 3BB6 A/B, 3CC6 A/B and 3DD6 A/B have been introduced.

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Psychology, Neuroscience & Behaviour (PNB)
- Program requirements amended to include new course offerings.
- Fifteen units have been introduced including: PNB 3QM6, 3XD3, 4QQ6.
- PNB 3I06 has been deleted.

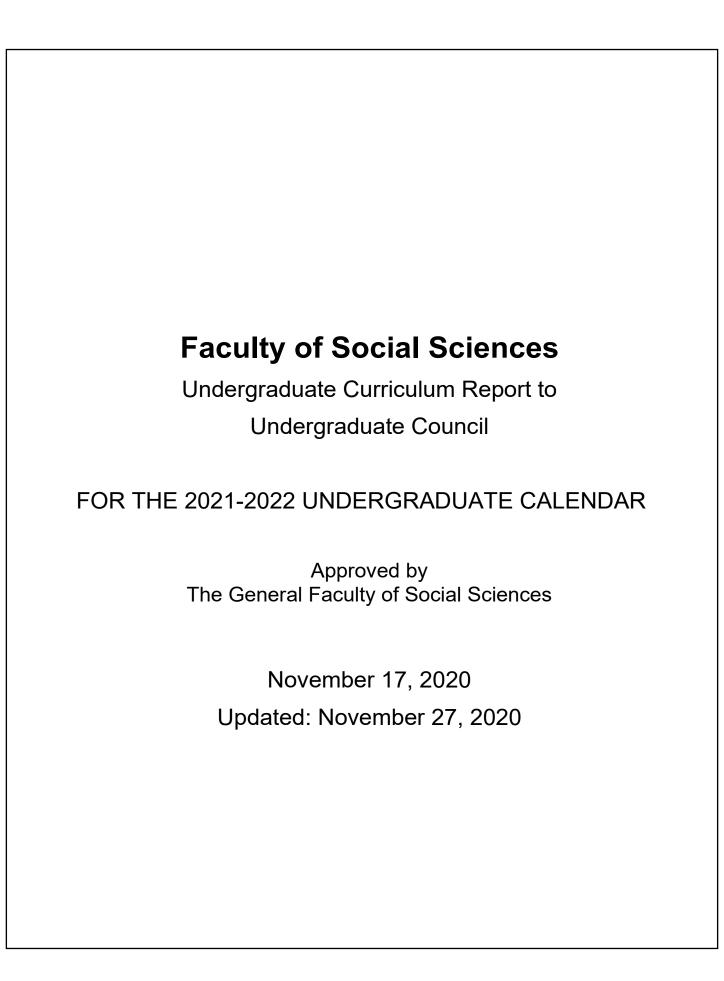**10.0   Faculty of Science**

Introductory Section:
- Section describing Concurrent Certificates added to inform and guide student inquiries.

Level I Programs:
- *Science I Course List* updated to reflect changes to offerings.
- Introduction of program notes for Integrated Science clarifying progression through the program and restrictions regarding ability to make-up failed content of ISCI 1A24 and ISCI 2A18.

Science Courses:
- No substantive changes.

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Faculty of Social Sciences

Undergraduate Curriculum Report to

Undergraduate Council

FOR THE 2021-2022 UNDERGRADUATE CALENDAR

Approved by
The General Faculty of Social Sciences

November 17, 2020

Updated: November 27, 2020

REPORT TO SENATE
FACULTY OF SOCIAL SCIENCES
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2021-2022

NEW PROGRAMS:
- Addition of new Concurrent Certificate in Social Innovation (as submitted to UGC Certificates & Diplomas Committee)

MAJOR REVISIONS: None

DELETION OF A PROGRAM: None

For a complete review of all changes, please refer to the Faculty of Social Sciences Undergraduate Curriculum Report to Undergraduate Council, November 2020, for changes to the 2021-2022 Undergraduate Calendar, found at
https://macdrive.mcmaster.ca/d/2b95e7f16e8147fb8c13/

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FACULTY OF SOCIAL SCIENCES
REPORT TO UNDERGRADUATE COUNCIL SUMMARY
OF CURRICULUM CHANGES FOR 2021-2022

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Social Sciences Undergraduate Curriculum Report to Undergraduate Council, November 2020, for changes to the 2021-2022 Undergraduate Calendar, found at https://macdrive.mcmaster.ca/d/2b95e7f16e8147fb8c13/

1. **Faculty of Social Sciences**
   - Introduction of a new Concurrent Certificate in Social Innovation
   - Revision to the Economics I program to reflect Mathematics course changes introduced by the Faculty of Science
   - Revision to one existing course (SOCSCI 3EL3)
   - Revisions to Faculty Regulations section:
     o Addition of new Sociology minor to list
     o Wording to inform students that courses for the Applied Behavioral Analysis (ABA) Affiliated Certificate will be phased out in 2023.
     o Addition of new Concurrent Certificate
     o Clarification of Internship requirements
     o Addition of new Academic Regulations for progression requirements for Honours Health and Society I
     o Clarification of requirements to qualify for Social Sciences B.A. General Exit degree
     o New paragraph to indicate that students may be required by the Faculty to reduce their course load in an academic term during which they will also be writing multiple deferred exams or completing deferred course work.
     o Housekeeping updates
   - Updated Faculty Members/Faculty Contact List

2. **Department of Anthropology**
   - Removal of previous ANTHROP 3H03 and 3R03 from program course lists
   - Introduction of 3 new courses (ANTHROP 3ST3, 3TR3, 4LL3)
   - Revisions to 2 course descriptions (ANTHROP 1AB3, 3Y03)
   - Revisions to 1 course name (ANTHROP 2F03)
   - Revision to 3 course enrolment restrictions (ANTHROP 2MA3, 2WA3, 3P03)
   - Deletion of 4 courses (ANTHROP 3C03, 3EM3, 3GG3, 4F03)
   - Addition of 7 courses to Interdisciplinary Minor in Archaeology, (ANTHROP 2HH3, 4AH3, 4CC3, 4DN3, 4FF3, CLASSICS 2BB3, 2CC3)
   - Updates to Interdisciplinary Minor in Archaeology to reflect course additions and deletions.
   - Updated Faculty Members List

3. **Community Engagement**
   - Added into list of Interdisciplinary Minors

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- Revisions to the course lists to reflect new and deleted courses from other Faculties that are applicable to the minor
- Revision to Minor requirements, redistributing the number of units from each course list
- Revision to the course description for 2 existing courses (CMTYENGA 2MC3, 2MD3)

4. **Department of Economics**
- Revisions to all programs to reflect changes to introductory level MATH and STATS courses as introduced by the Faculty of Science
- Clarification of wording in the admission statements for Level II Economics programs regarding the recommendation to complete a Level 1 calculus course while in Level 1 or no later than Level II.
- Deletion of two courses (ECON 1BX3, 2GG3)
- Update to Faculty Members List

5. **School of Earth, Environment & Society**
- Revisions to Program notes regarding Field Study Courses regarding ENVIRSC 3ME3, 3MF3.
- Revisions to Departmental Notes to reflect new courses as submitted by Faculty of Science

6. **Institute on Globalization and the Human Condition**
- Revisions to course lists to reflect new and deleted courses from other Faculties that are suitable for the Minor in Globalization Studies

7. **Department of Health, Aging & Society**
- Revisions to Honours programs
- Addition of new courses to course lists from other Faculties
- Addition of 1 new course (HLTHAGE 2N03)
- Revisions to 20 existing courses (HLTHAGE 1AA3, 2A03, 2AN3, 2B03, 2C03, 2F03, 2HI3, 3AA3, 3D03, 3E03, 3HP3, 3K03, 3L03, 3M03, 3R03, 4G03, 4M03, 4O03, 4Q03, 4Z06)
- Deletion of 2 courses (HLTHAGE 3CC3, 4V03)
- Updated Faculty Members List

8. **Indigenous Studies Program**
- Revisions to program lists to include INDIGST 1B03
- Revisions to 19 existing courses (INDIGST 2A03, 2B03, 2BB3, 2C03, 2D03, 2F03, 2G03, 2H03, 2J03, 2K03, 2M03, 2MM3, 2U03, 3H03, 3HH3, 3L03, 4L03, 4RI3, 4T06)
- Update to Faculty Members List

9. **School of Labour Studies**
- Housekeeping updates to programs including fixing clerical errors and changes in course titles.

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- Revisions to 3 existing courses (LABRST 1D03, 1E03, 3P03)
- Updated Faculty Members List

10. **Department of Political Science**
- Housekeeping updates to programs, including clarification of wording in accordance with the other Honours programs and a correcting spelling error
- Addition of 2 new courses (POLSCI 3PA3, 4PB3)
- Revisions to 2 existing courses (POLSCI 3GC3, 3WP3)
- Updates to Fields of Study to reflect course additions.
- Updated Faculty Members List

11. **Psychology, Neuroscience and Behaviour**
- Addition of existing and new PNB courses to course lists as approved by the Faculty of Science.

12. **Department of Religious Studies**
- Revision to the Combined Honours program and the three-year B.A. program to require only 3 units of Level 1 courses offered by the Department of Religious Studies for Level II admission.
- Updates to course lists for the Minors with new and deleted courses
- Addition of 1 new course (SCAR 2BE3)
- Revisions to 14 existing courses (ARABIC 3AA3, HEBREW 2B03, 3A03, 3B03, SCAR 1R03, 2AR3, 2BB3, 2FF3, 2HB3, 3AA3, 3BW3, 3FF3, 4AE3, 4SC3)
- Updated Faculty Members List

13. **School of Social Work**
- Revised program course lists to reflect title changes, new course additions, course deletions and clarification of language.
- Addition of 1 new course (SOCWORK 4TI3)
- Revision to 3 existing courses (SOCWORK 3D06, 3DD6, 4D06)
- Updated Faculty Members List

14. **Social Psychology Program**
- Revised program lists to reflect additional new courses of interest to students and deleted courses that students do seldom have the prerequisites.
- Addition of 5 new courses (SOCPSY 2E03, 2F03, 3M03, 4F03, 4G03)
- Revisions to 3 existing courses (SOCPSY 2D03, 3B03, 4ZZ6)
- Deletion of 1 course (SOCPSY 3D03)
- Update Faculty Members List

15. **Department of Sociology**
- New minor in Social Problems, Social Policy and the Law
- Housekeeping changes to programs: spelling, re-numbering notes, clarification in wording

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- Addition of 9 new courses (SOCIOL 2VV3, 2WW3, 3UU3, 3VV3,4CM3, 4NN3, 4WW3, 4YY3, 4ZZ3)
- Revisions to 27 existing courses that reflect housekeeping changes, and updates to prerequisite requirements (SOCIOL 3QQ3, 3RR3, 3SS3, 3YY3, 4A03, 4AA3, 4BB3, 4DD3, 4E03, 4EE3, 4G03, 4GG3, 4J03, 4K03, 4LL3, 4M03, 4MM3, 4N03, 4QQ3, 4R03, 4RR3, 4SS3, 4U03, 4UU3, 4V03, 4W03, 4XX3)
- Deletion of 2 courses: (SOCIOL 2L03, 4TT3)
- Revisions to Departmental Notes to reflect new course additions and course deletions
- Updated Faculty Members List

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Office of the Registrar

Undergraduate Curriculum Report

to

Undergraduate Council

for the 2021-2022 Undergraduate Calendar

Revisions for the following sections:

- · Glossary
- · General Academic Regulations

November 2020

1. Glossary

1.1. Bursaries

Bursaries are granted based upon demonstrated financial need, and may include a minimum expectation of academic achievement or other miscellaneous criteria ~~accomplishment and, in some cases, other forms of earned merit~~. They may vary in monetary value, based upon the level of financial need demonstrated.

Rationale:

Clarifying the type of criteria used to award bursaries at McMaster.

1.2. ~~Loans~~

~~Loans are monetary advances granted to students currently registered, based upon a demonstrated means and promise of repayment.~~

Rationale:

Removing a legacy term no longer used in the Calendar or by the Aid & Awards office.

2. General Academic Regulations

2.1. **McMaster University Statement on the Collection of Personal Information and the Protection of Privacy**

Record Retention

When individuals apply for admission to and enrolment in programs at McMaster they accept the University's right to collect pertinent personal information. This information is needed to assess qualifications for entry, establish records of performance in programs and courses, provide the basis for University aid and awards and governmental student aid programs, and to assist the University in the academic and financial administration of its affairs. All documentation submitted to the University in support of applications for admission, residence accommodation, University aid and awards, appeals and/or petitions becomes the property of the University.

All application documents are normally destroyed at the end of each admission cycle for applicants who are not accepted, or who do not enrol following acceptance. For applicants who become McMaster students, their application documents are normally destroyed five years after the last term of their enrolment at the University (regardless of whether or not they graduate).

Supporting documentation relevant to government student aid programs (e.g., OSAP) is kept per the retention policies of the Federal and/or Provincial governments. Supporting documentation ~~by aid year~~ relevant to the administration of online aid applications, as well as University aid and awards, will normally be destroyed after ~~seven years~~ the petition for special consideration period, per the Regulations for Aid and Awards, has passed. All information needed to produce official transcripts is maintained permanently.

Rationale:

Revising how long supporting documentation for aid and awards is retained.

PROPOSAL FOR A PILOT PROJECT

Equitable Admissions for Black Applicants
Bachelor of Health Sciences (Honours) Program

Prepared by Dr. Stacey A. Ritz, Assistant Dean – BHSc (Hons) Program
26 October 2020

Overview

The Bachelor of Health Sciences (Honours) Program strives to be an accessible, supportive and inclusive community. Here, we propose a process for Equitable Admissions for Black Applicants (EABA) as a pilot project, with the goal of reducing the potential for personally-mediated conscious or unconscious bias in the evaluation of the BHSc supplementary applications.

The EABA will be open to applicants who self-identify as Black (Black African, Black Caribbean, Black North American) and multi-racial students who have and identify with their Black ancestry. Applicants in the EABA stream must meet the same requirements for admission as all other applicants, and there is no quota for admission. Black-identified applicants do not have to use the EABA, and can apply through the general stream if they wish.

Supplementary applications from those in the EABA will be scored by a panel of Black students and alumni of the BHSc (Hons) Program and Black faculty in McMaster's Faculty of Health Sciences. Applicants in the EABA will also be provided with an additional, optional, question in which they are invited to share any additional information they believe to be relevant to their application.

Context

Our application data has not historically collected information about race/ethnicity from enrolled students or from applicants. However, it is clear from name/face recognition, and from the testimony of Black students themselves, that Black students are indeed underrepresented in the Program; whether that is the result of underrepresentation in the applicant pool, conscious or unconscious bias in the admissions process itself, or some combination thereof.

The Equity & Inclusion Office is spearheading efforts to collect demographic data from all applicants, possibly starting with the 2022 admissions cycle, and the BHSc (Hons) Program has signaled our interest in participating in a pilot of that data collection. This information will allow us to evaluate the composition of the applicant pool with respect to a number of underrepresented groups, which will shed light on these questions and help us to strategize accordingly to improve access to the BHSc (Hons) Program. EIO is also collecting demographic data for in-course students this fall (Nov 2020), which will help us to document a starting point from which to measure our progress, and help to suggest strategies and targets for action.

Approved by FHS Executive Council – 28 Oct 2020
For consideration by the Undergraduate Council – Curriculum & Admissions

Black-identifying students currently in the BHSc (Hons) Program have told us clearly that they believe it would be valuable to have such a process in place, because without it, Black applicants may be wary of speaking truthfully and authentically about themselves. In our discussions, students mentioned that in many instances like this, if they feel that their experience or perspective as a racialized individual is relevant, they second-guess whether they should include that in their response in case the reviewer is unsympathetic to those perspectives, does not value Black culture or Black experiences, or would penalize the applicant for "playing the race card." In such situations, these applicants are torn between sharing their view authentically and taking that risk, or choosing to offer a narrative that is 'lower risk' but not truly representative of what they want to say.

For example, one Black BHSc student noted that in their application year, one of the question options asked applicants to tell us about a piece of music that they would choose to be their 'personal theme song.' For this person, the honest answer was a hip hop song that had lyrics about racism, but they were reluctant to use this for the reasons indicated above. Ultimately they *did* choose to use that song, and they *were* admitted to the program, so the gamble paid off. However, it would be preferable if mechanisms were in place to help remove the need for applicants to consider this kind of 'calculus' related to the potential effect of racial discrimination and bias on their chances.

Striking a panel comprised of Black faculty, students, and alumni who will review the submissions of Black-identified applicants will help mitigate these concerns. Such a panel would be able to identify strong applicants that may potentially be subject to conscious or unconscious bias in the general pool of evaluation. Moreover, it would serve as a signal to Black applicants that they can feel free to express themselves authentically, knowing that it will be evaluated by a panel of Black folks. I believe it would be very valuable to pilot the EABA in an effort to mitigate the possibility that our anonymous evaluation process disadvantages Black applicants, and to offer reassurance to Black applicants that they can be upfront about their identities and experiences in their supplementary applications without fear of being disadvantaged in doing so.

Proposed EABA Process
1. At the point of submitting their supplementary applications (in early/mid-February), Black applicants would have the opportunity to self-identify for the EABA. They will submit their supplementary application and transcripts as usual, and the supplementary applications go into the main pool for scoring as usual, in addition to being scored independently through the EABA process.
    a. The EABA would also include an additional, optional question on the supplementary application for students using this Stream, where they would have the option of adding additional information they feel is relevant to their application. This question would not be scored, but would be used in the holistic file review described in step 3, below.

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2. The supp apps of those choosing to use the EABA are reviewed by a Black Equity Admissions Review Team (BEART; see below). The BEART members will independently score the responses of Black applicants using a 7-point Likert scale, with 2 scorers assigned to each question – this is the same process used in the general pool.

   Note that the additional question available to those in the EABA process is not subject to this scoring process but is only used at step 3 in the holisitic file review.

   a. To ensure that comparable standards are being applied in the EABA pool, several supplementary applications from non-EABA applicants will be placed in the pool to be scored by the BEART members.

3. The BHSc office will collate the scores of the BEART process and provide them back to the members. The BEART will meet in-person/synchronously to discuss the files holistically and finalize their scores.

4. Scores from the BEART process will be compared to those from the general pool; where the score given by the BEART process exceeds that given from the general pool, the BEART score will be given precedence.

   a. Where the BEART score is in the admissible range but the score from the general pool is below the 50th percentile, the Assistant Dean may consult further with the BEART to resolve the discrepancy.

5. Once the scores for the Black applicants are finalized, the Assistant Dean applies the GPA cutoffs as per the usual process, and admissions decisions are made.

Black Equity Admissions Review Team (BEART)

The BEART will be a panel of Black-identifying faculty, students and alumni who will be involved in scoring the supplementary applications of applicants opting to be evaluated under the EABA.

Members will be recruited from among: Black-identified faculty at McMaster, preferably those in FHS; Black-identifying alumni of the BHSc (Hons) Program; and Black-identifying students currently in the BHSc (Hons) Program, preferably in years 3 & 4. I believe a team of approximately 10-12 people would be sufficient:

- If we assume that the applicant pool reflects the demography of the province, we can make some guesses about how many applications there might be to review:
  - According to the 2016 census, 4.7% of Ontarians are Black;
  - In 2020 we had just over 5000 total applicants to the program, with approximately 3500 admissible (ie. those who submitted a supplementary application and otherwise met the admissions criteria);

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- Thus, if we assume that 4.7% of those 3500 are Black applicants, we should anticipate approximately 170 Black applicants;
- Each applicant submits 3 questions; each question needs to be scored by 2 independent reviewers; and each reviewer normally is asked to score approximately 100 questions. Thus, we would need approximately 10 reviewers to score 170 Black applicants.

Although the BEART will be comprised entirely of Black-identified individuals, we will aim to recruit a group that is diverse and embodies an intersectional perspective, in recognition of the fact that the values and experiences of Black-identified assessors and applicants are not homogeneous.

Eligibility for the EABA

A significant question is what kind of stipulations there should be around who can make a claim to using the EABA. Given the complexity of Black identities, there is certainly an argument to be made that self-identification should be adequate; at the same time there is a reasonable concern that some unethical individuals may make a false claim in order to gain a perceived advantage in the process.

The University of Toronto BSAP Process states that "You must self-identify as Black African, Black Caribbean, Black North American, or multi-racial, and have, and identify with, your African ancestry" but does not require any further documentation or 'proof' of Black identity. I would propose that we use the same or similar language in this case. If there are any applicants who are subsequently found to have falsely made claim to the use of the EABA, the existing policies and procedures around Academic Integrity can be applied.

Proposed Timeline

- October 2020
  - put forward Pilot Proposal for consideration by FHS Executive
- November 2020
  - put forward to UGC Curriculum & Admissions for approval as a pilot project
- December 2020
  - update BHSc website to advertise EABA (as 'pending Senate approval')
  - begin to recruit BEART members
- January 2021
  - Senate approval anticipated
  - Following OUAC deadline for applications, send email to ALL applicants alerting them to the existence of the EABA and ask any applicants who wish to apply using the EABA to identify themselves for the stream
- February 2021

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- o Set-up BHScApply website for the cohort of EABA
  - o all applicants submit supplementary applications
  - o Training for all supp app scorers, including BEART members
- March 2021
  - o Supplementary application scoring for all applicants
- April 2021
  - o Collation of supp app scoring for all applicants
  - o Meeting with BEART for holistic file review (mid-April)
  - o 2nd meeting with BEART for resolving any discrepancies, if necessary (late-April)
- May 2021
  - o Admissions decisions made once interim semester 2 grade data received from high schools
- June 2021
  - o Deadline for applicants to accept their offers (early June)
  - o Evaluation of the pilot project

Approved by FHS Executive Council – 28 Oct 2020
For consideration by the Undergraduate Council – Curriculum & Admissions

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Policies, Procedures and Guidelines

Complete Policy Title:	Policy Number (if applicable):
Academic Program Development and Review – Policy on	
Approved by:	Date of Most Recent Approval:
Senate	**May 17, 2017**
Date of Original Approval(s):	Supersedes/Amends Policy dated:
May 11, 2011 *(effective July 1, 2011)*	**February 13, 2013** *(effective July 1, 2013)*
	May 11, 2011 *(effective July 1, 2011)*
	Procedures for Undergraduate Program Reviews, 2004,
	New and Revised Undergraduate Programs Policy, 2009
	Policy on Steps for Creation of New Graduate Programs or New Fields in Existing Doctoral Programs, 2009
Responsible Executive:	Enquiries:
Vice-Provost (Faculty)	**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*

POLICY ON ACADEMIC PROGRAM DEVELOPMENT AND REVIEW

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1. PREAMBLE

McMaster University is widely recognized for innovation in teaching and learning and for the quality of its programs. Nevertheless, knowledge of our disciplines and the scholarship of teaching and learning are constantly evolving. It is clear that our reputation can only be maintained and improved if we, as academics and educators, critically review what we do and seek the opinion and advice from colleagues at McMaster and at other institutions.

Although the primary objective for these reviews is the improvement of our academic programs, the processes that we adopt is also designed to meet our responsibility to the government on quality assurance: Every publicly assisted Ontario university that grants degrees and diplomas is responsible for ensuring the quality of all of its programs of study, including modes of delivering programs and those academic and student services that affect the quality of the respective programs under review, whether or not the program is eligible for government funding.

The process by which institutions meet this accountability to the government is outlined in the Quality Assurance Framework (QAF), developed by the Ontario Council of Academic Vice-Presidents (OCAV) and approved by Executive Heads in April 2010. 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 (COU).

As part of the Quality Assurance Framework, McMaster was required to develop an Institutional Quality Assurance Process (IQAP), which is contained within this Policy. The guiding principles used for developing McMaster's IQAP were:
- curriculum development and improvement is an ongoing, iterative process that is normally initiated, developed and controlled at the departmental level;
- McMaster's IQAP incorporates input from all principal stakeholders; and,
- McMaster's IQAP is designed primarily to help improve programs and shape them to have characteristics that are most valued at our University, while also meeting the responsibility for quality assurance.

Thus, 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 at McMaster will emerge in the IQAP self-study.

The IQAP is subject to approval by the Quality Council when it is initiated and thereafter, when it is revised. The Quality Council will audit the University on an 8-year cycle under the terms outlined in the Quality Assurance Framework.

2. CONTACT

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The authority responsible for the IQAP is the Vice-Provost (Faculty). The authorities responsible for its application will be the Vice-Provost (Faculty) for undergraduate programs and the Vice-Provost and Dean of Graduate Studies for graduate programs. When undergraduate and graduate programs are reviewed concurrently, the Vice-Provost (Faculty) and the Vice-Provost and Dean of Graduate Studies will be jointly responsible for its application.

The person responsible for all contact between the University and the Quality Council is the Vice-Provost (Faculty).

Throughout this Policy, the Chair refers to the head of the academic unit (usually a Department, sometimes a School or an interdisciplinary group) that is proposing a new program or is responsible for an existing program, although we recognize that the official title of such person varies across programs and Faculties. Similarly, the Dean refers to the head of the Faculty or equivalent responsible for the program, again recognizing that official titles vary.

In the case of joint academic programs (e.g., a combined honours program or a collaborative program with another educational institution), the relevant Chair and Dean shall be those at McMaster University who have the administrative responsibility for the program.

3. PURPOSE

This Policy on Academic Program Development and Review guides the development of new undergraduate and graduate programs (including for-credit graduate diploma programs), and to aid in the ongoing improvement of existing programs. It has been designed also to meet the University's responsibility of ensuring the quality of such programs. It applies to all undergraduate and graduate programs offered at McMaster University, as well as programs offered in collaboration with other institutions that lead to McMaster University degrees or graduate diplomas.

4. DEFINITION OF NEW PROGRAMS

A new program is normally considered to be any new degree or degree program that has not been previously offered at McMaster University. In contrast to the normal evolution of academic programs, a new program will generally involve some combination of new courses, new learning outcomes, and new or re-allocated resources, and will be meant to provide students with an academic path that was previously not available to them.

Although not new, a program that has been offered at McMaster University without funding from the Ministry of Colleges and Universities and for which a request for funding is to be made, will follow the procedures for new programs that are outlined in Section 5.

Examples of what constitutes a 'new program' are included at:
http://oucqa.ca/guide/examples-of-new-programs/

5. NEW GRADUATE AND UNDERGRADUATE PROGRAMS

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The steps required for the approval of any new program include:

5.1 Beginning a New Program Proposal

Proponents of a new program may begin by preparing a Statement of Intent and acquiring endorsement from the relevant Dean(s) and Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies.

5.2 Broad Consultation

The Chair, in consultation with the Dean, is responsible for ensuring that there is broad consultation. It will also be essential to have appropriate discussions with other institutions when the proposed programs are to be offered in collaboration with those institutions.

Whenever faculty members from several departments will be involved in a proposed program, these proponents must have the opportunity to discuss the proposal with their respective Dean(s) and Chair(s). Similarly, if there is a proposal to cross-list a course, or to recommend or require students in the new program to take existing courses, the teaching Department(s) must be consulted and agreement obtained, in writing, from the appropriate Chair/Dean. Approvals of the relevant Curriculum Committees are required.

Discussions are to be held with central support units such as, but not limited to, the Library, the Registrar, the MacPherson Institute for Leadership, Innovation and Excellence in Teaching and Learning, and other relevant units, to assess the impact of the introduction of the new program. Input also should be sought from relevant groups of students for whom there is a potential impact of the proposal.

Broad consultation is especially important when proposing interdisciplinary programs particularly when the initiators of the proposed plan are unfamiliar with all various disciplines involved in the proposed program or individual faculty members who might potentially be interested or have expertise. A proposal for a new interdisciplinary program must be presented to any related Faculty/Program to ensure that there is widespread awareness of the program and of its potential impact. If a new interdisciplinary program utilizes or cross-lists one or several new courses from other Departments, the Department(s) offering the course(s), rather than the new interdisciplinary group, must submit those courses for approval. Prior written agreement also must be obtained from Chairs of participating Departments for teaching, graduate supervision and other resources required for interdisciplinary programs. Departments must be given adequate time to consider these requests. Faculties must include the proposed administrative and governance structures in interdisciplinary program proposals.

5.3 New Program Proposal

The Chair is responsible, in collaboration with relevant groups and/or individuals, for the preparation of a New Program Proposal. Both the Chair and the Dean, or Dean's delegate, ensure that the proposal has met all of the New Program Proposal criteria outlined below and sign off on the completeness of the proposal. For an interdisciplinary

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program, all affiliated program Chairs and appropriate Deans, or the Deans' delegates, sign off on the completeness of the proposal.

The criteria for the New Program Proposal is as follows :

5.3.1 Program Overview?
- Description of the extent and method of the consultation process undertaken during the development of the proposal, including the groups and /or individuals who helped to prepare the proposal.
- Consistency of the program with the University's mission and academic plans.
- Clarity and appropriateness of the program's requirements and the Program Learning Outcomes in meeting the University's Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level Expectations (GDLEs), as outlined in Appendix A.
- Appropriateness of degree nomenclature.

5.3.2 Admission requirements
- Appropriateness of the program's admission requirements for the Program Learning Outcomes established for completion of the program.
- Alternative requirements, if any, for admission into the program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

5.3.3 Structure
- Appropriateness of the administrative, governance, and communication processes proposed in support of the program.
- Appropriateness of the program's structure and regulations to meet specified Program Learning Outcomes and Degree Level Expectations.
- For graduate programs, a clear rationale for program length, which ensures that the program requirements can be reasonably completed within the proposed time period.

5.3.4 Program content, curriculum, and teaching
- Ways in which the curriculum addresses the current state of the discipline or area of study.
- Identification of any unique curriculum or program innovations or creative components
- Appropriateness of the proposed mode(s) of delivery to meet the intended Program Learning Outcomes and Degree Level Expectations and availability of the necessary physical resources.
- Ways in which the program addresses current institutional, faculty, or departmental priorities (e.g. experiential learning, diversity and inclusion, accessibility, community engagement, entrepreneurship, et cetera).
- Ways in which the program addresses the current Strategic Mandate Agreement.
- For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
- For graduate programs, verification that the courses included meet university requirements in terms of the minimum number of courses required, the level of courses required, and the

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appropriate inclusion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams). At least two thirds of the course requirements must be at the 700-level.

5.3.5   Assessment of teaching and learning
- Appropriateness of the proposed methods for the instruction and assessment of student achievement of the intended Program Learning Outcomes. The Program Learning Outcomes must meet the Degree Level Expectations.
- Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the Degree Level Expectations.

5.3.6   Resources
For all programs:
- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.
- Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.
- Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including library support, information technology support, and laboratory access.

For graduate programs:
- Evidence that full-time tenured/tenure-track/CAWAR faculty have the recent research and/or professional/clinical expertise needed to sustain the program, promote innovation, foster an appropriate intellectual climate, and provide excellent supervision of students in academic and research components of the program.
- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
- For programs with a research component, evidence that faculty research supervisors have current and ongoing research programs and funding, and space and relevant research infrastructure appropriate to support students' research in the program.
- Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.
- Evidence of prior experience in graduate teaching and research supervision for faculty participating in the program.

For undergraduate programs:
- Evidence of plans for adequate numbers of faculty and staff to achieve the goals of the program;
- Evidence of plans to provide the necessary resources in step with the implementation of the program;
- Planned/anticipated class sizes;
- Provision of supervision of experiential learning opportunities (if required); and,
- Role of adjunct and sessional faculty.

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5.3.7 Quality and other indicators
- Definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
- Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

5.4 External Evaluation: Review Team

The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean will select a team of reviewers to assess the proposal. The review team shall consist of at least one external reviewer for new undergraduate programs and two external reviewers for new graduate programs. The team will also include one internal reviewer selected by the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate). Additional members may be added to the team if appropriate, for instance when evaluating professional programs or interdisciplinary programs.

External reviews of new program proposals must incorporate a site visit. Site visits are normally conducted on-site, however, exceptions to on-site visits for new undergraduate program reviews are determined by the Vice-Provost (Faculty) or, in the case of new graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean or Dean's delegate prior to the commencement of the review.

As appropriate, the Review Team shall meet with the following:
- Chair or Director;
- Full-time faculty members (in groups);
- Part-time faculty members (in groups);
- Program students (a broad cross section of students are to be invited by the program to participate in a meeting with the review team);
- Departmental/Program support staff;
- Associate Dean;
- Dean;
- for graduate programs, the Vice-Provost and Dean of Graduate Studies;
- for undergraduate programs, the Vice-Provost (Faculty); and,
- Provost and Vice-President (Academic), if available.

External members of the review team shall normally be individuals who are in the same discipline as the program under review (or across disciplines for interdisciplinary programs), shall not normally be from the same institution, and who are distinguished senior academics of broad experience, with an established commitment to higher education. Non-traditional programs are permitted to have non-academics with relevant expertise and experience serve as reviewers. Reviewers must have an impartial, arms-length relationship to the program (for clarity, arms-length reviewers should not have been a research supervisor or student of members of the proposed program; and should not have collaborated with members of the

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proposed program within the past 6 years, or have made plans to collaborate with those individuals in the immediate future. There also should be no other potential conflicts of interest (e.g., personal or financial). Wherever possible the review team shall represent broad institutional categories and/or geographic regions.

Reviewers will be selected from a list of at least six suggested individuals compiled by the Department and endorsed by the Dean. The list shall include, for each proposed external reviewer:

- name;
- rank and position;
- institution or company and current address, telephone and fax numbers, e-mail address, and URL if available;
- professional (including administrative) experience or expertise relevant to the Program under review;
- details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and,
- for graduate programs, a description of research expertise, and a partial listing of recent scholarly publications.

The New Program Proposal, the McMaster's Review Team Guidelines and other materials specific to the review will be provided to all members of the review team no less than two weeks prior to their visit.

5.5 Reviewers' report

Excepting when contrary circumstances apply, the reviewers normally will provide, within four weeks of the review, a joint report that appraises the standards and quality of the proposed program, and addresses the criteria set out in Section 5.3, including the associated faculty and material resources. Reviewers also will be invited to acknowledge any clearly innovative aspects of the proposed program, together with recommendations on any essential or otherwise desirable modifications to the program. The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the reviewers' report for completeness.

5.6 Internal response

Responses to the reviewers' report from both the Chair and the Dean, or their delegates, should be prepared, as per the New Program Response template, and attached to the reviewers' report.

5.7 Institutional approval

In addition to the completion of the external review, approval of new program proposals by the following University bodies, normally in the order listed below, is required: The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the New Program Proposal to ensure that the program is

consistent with McMaster's principles and priorities and existing strengths of the University, the program is of high academic quality; there is convincing evidence of student demand and societal need for the program; and, sufficient financial support, infrastructure, and human resources can be made available to initiate and support the program either within the Faculty budget or based on the program being a full revenue generating program.

- The Faculty Curriculum Committee(s) reviews the New Program Proposal to ensure that the new program adds sufficient value to the programs already offered in the Faculty;
- the Faculty(ies) reviews the New Program Proposal to ensure that the program is consistent with the Faculty's strategic plans and that the necessary resources are available if these are to be provided from within the Faculty's envelope;
- the Executive Director of Finance and Planning reviews the Resource Implications and Financial Viability document to ensure that all potential University resource requirements are captured and the program is properly costed. In addition, for interdisciplinary or partnership programs, ensures that an MOU is properly completed.
- for Undergraduate programs, the Undergraduate Council Curriculum Committee reviews the New Program Proposal to assess the impact of the new program on students enrolled in other Faculties;
- the University Student Fees Committee reviews the proposed Program and Supplementary Fees and ensures that Ministry and University fee policies are adhered to, are reasonable relative to market and that fee collection can be properly administered within existing systems.
- Undergraduate Council or Graduate Council reviews the New Program Proposal to provide a venue for a broad discussion on the new program by elected faculty and student members with specific knowledge of and expertise in undergraduate or graduate programming, and ensure that the program is consistent with University-wide goals and criteria specifically related to undergraduate or graduate programming;
- University Planning Committee reviews the New Program Proposal and the Resource Implications and Financial Viability documents to understand the financial implications of the new program, evaluate the impact University-wide, and assess value-for-money for the intended student; and,
- Senate ensures that the program is consistent with the University's general strategic plans with respect to academic programs.

These bodies should consider the criteria outlined in Section 5.3 when evaluating the proposal.

The site vist with external reviewers will take after The Faculty Curriculum Committee(s) and prior to approval at Undergraduate Council or Graduate Council and Senate.

Special considerations, such as collaboration agreements or non-standard distribution and full revenue generating programs are to refer to the [Academic Revenue Generating Activity Policy](#) and other relevant University policies, as applicable. If any one of the bodies requires changes to the proposal, those changes may have to be subsequently provided to the other approving bodies for approval, depending on the nature of the changes.

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5.8 Quality Council Secretariat

Once all approvals outlined in Section 5.7 are obtained, the institution will submit the New Program Proposal, together with the Reviewers' Report and the internal response to the Report, to the Quality Council Secretariat. The submission template will require information on whether or not the proposed program will be a cost-recovery program. The same standards and protocols apply regardless of the source of funding.

5.9 Announcement of new programs

Following its submission to the Quality Council, the University may announce, per guidelines within the New Program Proposal Guidebook, its intention to offer the program, provided that clear indication is given that approval by the Quality Council is pending, and that no offers of admission will be made until the program has been approved by the Quality Council. Ministry approval may also be required.

5.10 Approved new programs

After a new program is submitted to the Quality Council, the University may seek Provincial funding for the program, which must begin within thirty-six months of the date of approval; otherwise, the approval will lapse. If program approval lapses, the program must begin the new program proposal process again.

The first cyclical review for any new program must be conducted no more than eight years after the date of the program's initial enrolment.

Between eighteen and twenty-four months after onset of the program, the Chair will provide the Dean and Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate studies, with a brief update on progress in the program, addressing any concerns from the initial program review, and highlighting any unanticipated changes in curriculum, resources, enrollment, funding mechanisms, or governance structure. If, after consultation with the Dean, the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, deems

it appropriate, an informal internal assessment of the program may be undertaken, including interviews with current faculty, students, and staff, to determine if a more complete, early cyclical review is warranted.

6. EXPEDITED APPROVALS OF NEW PROGRAMS

The Protocol for Expedited Approvals applies when one or more of the following applies:

- an institution requests endorsement of the Quality Council to declare a new Field or to revise Fields in a graduate program (note: there is no requirement to declare fields in either master's or doctoral programs);
- there is a proposal for a new collaborative specialization;
- there are proposals for new for-credit graduate diplomas;

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The Expedited Approvals process requires all the approvals listed in Section 5.7 and the submission to the Quality Council of a New Program Proposal of the proposed new program and the rationale for it. It does not require that external reviewers be involved in the approval process and provides for a faster turn-around on decisions by the Quality Council.

6.1. Expedited Proposal

The Expedited Proposal will describe the new graduate field, collaborative specialization, or graduate diploma or the significant changes being proposed (including, as appropriate, reference to Program Learning Outcomes, Degree Level Expectations, faculty and resource implications), provide a brief account of the rationale for the changes, and address the evaluation criteria

7. CYCLICAL PROGRAM REVIEWS

All academic programs are scheduled to be reviewed on a seven-year cycle and must be reviewed no more than eight years from the previous review. Combined programs do not require review if their constituting programs are reviewed separately. Emphases, Options and Minors do not require review. The list of programs that require review, and the schedule of such reviews, will be maintained by the Vice-Provost (Faculty) in consultation with the Vice-Provost and Dean of Graduate Studies.

Departments can choose to review undergraduate and graduate programs jointly or separately. If the reviews are done jointly, there must be sections within the report to address different situations that apply to each program. Program reviews can also be done jointly with accreditation reviews, at the discretion of the Chair, in consultation with the Dean (see Section 8.5). Where programs seek to combine previously separate undergraduate and graduate reviews they shall adopt the timeline of the earliest scheduled program review. For academic programs delivered in partnership with other educational institutions, the Chair must ensure that representatives from all educational institutions in the partnership are consulted during all key stages of the cyclical review process, including self-study, site visit, implementation and monitoring.

The review consists of the following steps:

7.1 Self-study: Internal program perspective

The Chair is responsible, in collaboration with relevant groups and/or individuals, for preparing a self-study document that is broad-based, reflective, forward-looking and inclusive of critical analysis. The self-study must address and document the consistency of the program's learning outcomes with the University's mission and Degree Level Expectations, and how its graduates achieve those outcomes. Both the Chair and the Dean, or the Dean's delegates, ensure that the self-study has met all of the self-study criteria and sign off on the completeness of the self-study. For interdisciplinary programs, all affiliated program Chairs and appropriate Deans, or the Deans' delegates, sign off on the completeness of the self-study.

The self-study criteria and quality indicators are as follows::

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7.1.1   Program Description and Overview
- Program is consistent with the University's mission and academic plans.
- Program requirements and Program Learning Outcomes are clear, appropriate and align with the Degree Level Expectations.

7.1.2   Admission requirements

- Admission requirements are appropriately aligned with the Program Learning Outcomes established for completion of the program.

7.1.3   Curriculum
- How the curriculum reflects the current state of the discipline or area of study.
- Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.
- How the mode(s) of delivery are appropriate and effective at meeting the Program Learning Outcomes.
- Ways in which the program addresses current institutional, faculty, or departmental priorities (e.g. experiential learning, diversity and inclusion, accessibility, community engagement, entrepreneurship, et cetera) and the current Strategic Mandate Agreement.

7.1.4   Teaching and assessment
- Methods for assessing student achievement of the defined Program Learning Outcomes and Degree Level Expectations are appropriate and effective.
- Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the Program Learning Outcomes and the Degree Level Expectations.

7.1.5   Resources
- Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering and maintaining the quality of its program(s), in relation to the University's priorities for and constraints on funding, space, and faculty allocation.

7.1.6   Quality indicators
- Information on the quality of the program under review. Standard quality indicators, outlined in the McMaster's Self-Study Guidebook, are available to Chairs from the Office of Institutional Research and Analysis, the Office of the Registrar, the School of Graduate Studies, or from the departments themselves. Chairs will be expected to provide context and commentary on the data. When possible and appropriate, Chairs will also refer to applicable professional standards.

  Additional graduate program criteria:
- Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements.
- Quality and availability of graduate supervision.
- Definition and application of indicators that provide evidence of faculty, student and

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program quality, for example:

- o Faculty: funding, honours and awards, and commitment to student mentoring;
- o Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards;
- o Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience, and commitment to development of professional and transferable skills; evidence of sufficient and regular graduate level course offerings to ensure that students will be able to meet university requirements in terms of the minimum number of courses required, the level of courses required, and the timely completion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams).

7.1.7   Quality enhancement
- Concerns and recommendations raised in previous reviews;
- Initiatives that have been undertaken to enhance the teaching, learning and/or research environments thus, the quality of the program, and how these will be sustained.
- Areas identified through the conduct of the self-study as requiring improvement;
- Areas that hold promise for continued enhancement.

7.1.8   System of governance
- Evidence that a consultative and inclusive system of governance has been used on an ongoing basis to assess the program and implement changes as appropriate.

7.1.9   Academic Services
- Academic services that directly contribute to the academic quality of each program under review.

7.1.10 Self-Study Participation
- Participation of program faculty, staff, and students in the self-study and how their views were obtained and taken into account, and who contributed to the development and writing of the self-study.

7.1.11 External Participation
- The input of others deemed by the Chair to be relevant and useful, such as graduates of the program, representatives of industry, the professions, practical training programs, and employers is to be included in the self-study.

7.2   External evaluation: Review Team

The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate), will select a team of reviewers to evaluate the program. The Review Team shall consist of at least one external reviewer for undergraduate programs and two external reviewers for

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either graduate programs or for concurrent reviews of undergraduate and graduate programs. If appropriate, additional members are to be added to the review team, such as when evaluating professional programs or interdisciplinary programs. The team will also include one internal reviewer selected by the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate).

External members of the review team normally shall be individuals in the same discipline as the Program under review (or across disciplines for interdisciplinary programs) who are distinguished senior academics of broad experience, with an established commitment to higher education. Non-traditional programs are permitted to have non-academics with relevant expertise and experience serve as reviewers with the approval of the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies . They must have an impartial, arms-length relationship to the Program (as defined in Section 5.4). Wherever possible the review team shall represent broad institutional categories and/or geographic regions. They will be selected from a list of at least six suggested individuals compiled by the Program/Department under review and endorsed by the Dean. The list shall include, for each proposed external reviewer:
- name;
- rank and position;
- institution or company and current address, telephone and fax numbers, and e-mail address, and URL if available;
- professional (including administrative) experience or expertise relevant to the Program under review;
- details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and,
- for graduate program or combined reviews, a description of research expertise, and a partial listing of recent scholarly publications.

Cyclical Program Reviews must incorporate a site visit. Site visits are normally conducted on-site, however, exceptions to on-site visits for undergraduate program reviews are determined by the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean or Dean's delegate prior to the commencement of the review.

The Self-Study, the Guidelines for Review Team, and other materials specific to the current review will be provided to all members of the Review Team no less than two weeks prior to their visit. If applicable, the results of the previous accreditation review also will be made available to the Review Team to provide them with the views of the relevant professional association(s). The Guidelines for Review Team describes the review process and the roles and obligations of the Review Team, which include:
- to identify and comment on the program's notably strong and creative attributes;
- to describe the program's respective strengths, areas for improvement, and opportunities for enhancement;

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- to recommend specific steps to be taken to improve the program, distinguishing between those the program can itself take with existing resources and those that require external action;
- to recognize the University's autonomy to determine priorities for funding, space, and faculty allocation; and,
- to respect the confidentiality required for all aspects of the review process

As appropriate, the Review Team shall meet with the following:
- Chair or Director;
- Full-time faculty members (in groups);
- Part-time faculty members (in groups);
- Program students (a broad cross section of students are to be invited by the program to participate in a meeting with the review team);
- Departmental/Program support staff;
- Associate Dean;
- Dean;
- for graduate programs, the Vice-Provost and Dean of Graduate Studies;
- for undergraduate programs, the Vice-Provost (Faculty); and,
- Provost and Vice-President (Academic), if available.

The Review Team will submit to the Vice-Provost (Faculty), or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, a joint report, including an Executive Summary, for the program(s) under review, normally within four weeks of the visit. The report will normally be written primarily by the external reviewer(s), and then sent to the internal reviewer for their review and comment. The Review Team's report is to address the substance of both the self-study report and the evaluation criteria set out in Section 7.1. The intent of these reports is to be formative and constructive. The reports are intended to provide counsel rather than prescriptive courses of action. The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the Review Team's report for completeness and will circulate the it to the appropriate Chairs and Deans.

Responses to the reviewers' report from both the Chair and the Dean, or the Dean's delegate, is prepared, as per the Program Response template, and attached to the reviewers' report.

7.3 Institutional perspective and report

All program reviews, including the self-study, reviewer's report, and responses from the chair and dean, will be submitted to McMaster's Quality Assurance Committee, a joint committee of Undergraduate and Graduate Councils. The Quality Assurance Committee will assess the review and will submit a Final Assessment Report to Undergraduate Council or Graduate Council that:
- identifies significant strengths of the program;
- addresses the appropriateness of resources for the success of the program;
- identifies opportunities for program improvement and enhancement;

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- identifies and prioritizes the recommendations;
- may include a confidential section (e.g., where personnel issues can be addressed);
- may include additional recommendations or comments to the Provost and Vice-President (Academic). Recommendations could include, for example, requiring a detailed progress report that will describe progress towards addressing major concerns or scheduling an additional cyclical review sooner than specified by the normal 8-year cycle.

The Final Assessment Report from the Quality Assurance Committee along with any recommendations or comments is sent to the program and presented to Undergraduate Council or Graduate Council, as appropriate, and then to Senate. These governing bodies will consider if additional recommendations or comments are necessary. If so, these recommendations or comments will be presented to the Provost and Vice-President (Academic). These will be communicated to the Chair, the Dean and the Vice-Provost (Faculty) or, in the case of graduate programs, to the Vice-Provost and Dean of Graduate Studies.

Eighteen months after receiving the report from Undergraduate Council or Graduate Council, the Chair will submit a process report on the program to the Dean. The Dean will provide commentary and response to the progress report and submit the progress report along with their commentary to the Quality Assurance Committee summarizing the status of any actions taken or being taken. The Quality Assurance Committee, in some circumstances, will request follow up reporting on specific components if not satisfactorily addressed in 18 month report. The Quality Assurance Committee will present progress reports to Undergraduate Council or Graduate Council, if deemed necessary by the Chairs of the Quality Assurance Committee.

7.4   Reporting requirements

The Final Assessment Reports will be posted on the Provost and Vice-President (Academic) section of the University's website and copies of this information will be provided to the Quality Council.

7.5   Use of accreditation and other external reviews in the Institutional Quality Assurance Process

Programs that periodically undergo accreditation reviews are permitted to request that the associated accreditation documentation serve in place of an IQAP cyclical review self study. The program chair with support from the Dean of the program will submit a request form and all required supporting documentation to McMaster's Quality Assurance Committee. When requested by the Dean, or the Dean's delegate, and permitted by the accreditation authorities, the site visit by the external reviewers is permitted to be performed at the same time or by the same people as the accreditation reviewers.

The Quality Assurance Committee, will review the request and decide if an accreditation review can be substituted in whole or in part for a cyclical review. The program will be notified in writing of the committee's decision. A record of substitutions or additions, and the grounds on which they

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were made, will be eligible for audit by the Quality Council.

The Quality Assurance Committee's decision is only applicable for the cyclical review year related to the request. The remaining steps in the cyclical review will then take place. Programs must participate in all reporting related to the cyclical review. If desired by the program, a request for accreditation substitution must be submitted for every subsequent cyclical review.

8. INSTITUTIONAL IDENTIFICATION OF MAJOR MODIFICATIONS TO EXISTING PROGRAMS

Existing programs can be expected to routinely undergo revisions with the aim of quality enhancement. This includes, for example, the introduction or deletion of courses, major exam structures, change in emphases, options, minors, or mode of delivery. The revisions must be submitted through the normal curriculum approval process outlined in Section 5.7 (excluding the University Planning Committee and University Fees, unless there are significant resource implications). These revisions will be assessed during the course of the next cyclical review of the program.

Revisions to an existing program will be classified as either a minor or a major modification to the program. In both cases, the program will continue to be subject to a cyclical program review as outlined in Section 7.

Major modifications include the following program changes:

a) Requirements that differ significantly from those existing at the time of the previous cyclical program review. For undergraduate programs, it would be considered a major modification when more than 30% of the program requirements are being changed from one academic year to the next. For graduate programs, it would be considered a major modification when more than 50% of the program requirements (including requirements such as courses, major exams, and research) are being changed from one year to the next.
b) Significant changes to the program learning outcomes;
c) Significant changes lasting more than one academic year to the faculty engaged in delivering the program and/or to the essential physical resources, for example, where there have been changes to the existing mode(s) of delivery (such as different campus, online delivery and inter-institutional collaboration);
d) The inclusion of a new program of specialization where another with the same degree designation already exists

The addition of a new field to an existing graduate program is considered to be a major modification, but is subject to an Expedited Approval process. The Expedited Approvals process requires all the approvals listed in Section 5.7 and the submission to the Quality Council of major modification report. It does not require that external reviewers be involved in the approval process and provides for a faster turn-around on decisions by the Quality Council.

Additional examples of what constitutes major modifications are included at:
http://oucqa.ca/guide/5-major-modifications-to-existing-programs/

Once per year, the MacPherson Institute and School of Graduate Studies consults with the

Registrar's Office and prepares a report of major modifications to existing programs and submits the report to the Quality Council.

There may be situations where although the changes to the program meet the definition of a major mociciation, the changes are of such significance that a more immediate review is desirable. This situation may occur, for example, when the fundamental objectives of the program change; or, there are significant changes to the faculty engaged in delivering the program and/or to the essential physical resources.

In such cases, the Department, the Faculty, Undergraduate Council or Graduate Council may, if it deems it advisable after consultation with the relevant Dean(s) and Vice-Provost (Faculty) and/or Vice-Provost and Dean of Graduate Studies, initiate a program review and request that the Quality Council review the major modification proposal. Normally, such review will occur through an Expedited Approval Process.

In situations where it is unclear or where disagreement exists on whether a planned change constitutes a minor modification, a major modification, or a new program, the determination will be made by the Vice-Provost (Faculty) for undergraduate programs or the Vice-Provost and Dean of Graduate Studies for graduate programs, in consultation with McMaster's Quality Assurance Committee, where appropriate. A record of any decision will be kept with McMaster's Quality Assurance Committee.

APPENDIX A
McMASTER UNIVERSITY'S STATEMENT
ON DEGREE LEVEL EXPECTATIONS

A McMaster education enables students to develop sets of life and learning skills that promote a continuing ability and desire to learn, and a set of technical and professional skills that permit a range of career choices. Degree level expectations elaborate the intellectual and creative development of students and the acquisition of relevant skills that are usually widely, yet implicitly, understood.

McMaster University has adopted the following Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level Expectations (GDLEs) that were developed by the Ontario Council of Academic Vice-Presidents and endorsed by the Council of Ontario Universities in December 2005. These degree level expectations are to be viewed as a minimum threshold for all degree programs at McMaster.

UNDERGRADUATE

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	**Baccalaureate/bachelor's degree: honours** This degree is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline	a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline
	b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines	b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines
	c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline	c) Developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate

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		hypotheses or creative options, relevant to one or more of the major fields in a discipline
	d) Some detailed knowledge in an area of the discipline	d) Developed, detailed knowledge of and experience in research in an area of the discipline
	e) Critical thinking and analytical skills inside and outside the discipline	e) Developed critical thinking and analytical skills inside and outside the discipline
	f) Ability to apply learning from one or more areas outside the discipline	f) Ability to apply learning from one or more areas outside the discipline
2. Knowledge of methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and b) devise and sustain arguments or solve problems using these methods.	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b) devise and sustain arguments or solve problems using these methods; and c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.
3. Application of knowledge	The ability to review, present, and interpret quantitative and qualitative information to: a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and	The ability to review, present and critically evaluate qualitative and quantitative information to: a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;

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		c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; d) where appropriate use this knowledge in the creative process; and
	The ability to use a basic range of established techniques to: a) analyze information; b) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study; c) propose solutions; and d) make use of scholarly reviews and primary sources.	The ability to use a range of established techniques to: a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; b) propose solutions; c) frame appropriate questions for the purpose of solving a problem; d) solve a problem or create a new work; and e) to make critical use of scholarly reviews and primary sources.
4. Communication skills	The ability to communicate accurately and reliably, orally and in writing to a range of audiences.	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.

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5. Awareness of limits of knowledge	An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.
6. Autonomy and professional capacity	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of personal responsibility and decision-making; b) working effectively with others; c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and d) behaviour consistent with academic integrity and social responsibility.	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts; b) working effectively with others; c) decision-making in complex contexts; d) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; e) and behaviour consistent with academic integrity and social responsibility.

GRADUATE

	Master's degree This degree is awarded to students who have demonstrated the following:	**Doctoral degree** This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:

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1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.
2. Research and scholarship	A conceptual understanding and methodological competence that: a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;	a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;
	b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and	b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and
	c) Enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following:	c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.

	a) The development and support of a sustained argument in written form; or b) Originality in the application of knowledge.	

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3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	The capacity to: a) Undertake pure and/or applied research at an advanced level; and b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.

4. Professional capacity/autonomy	a) The qualities and transferable skills necessary for employment requiring:
	
	   i) The exercise of initiative and of personal responsibility and accountability; and
	
	   ii) Decision-making in complex situations;
	
	b) The intellectual independence required for continuing professional development;
	
	c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
	
	d) The ability to appreciate the broader implications of applying knowledge to particular contexts.
		a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;
		
		b) The intellectual independence to be academically and professionally engaged and current;
		
		c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
		
		d) The ability to evaluate the broader implications of applying knowledge to particular contexts.

5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly, orally and in writing, to a range of audiences.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively, orally and in writing, to a range of audiences.

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| 6. Awareness of limits of knowledge | Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines. | An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines. |

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Policies, Procedures and Guidelines

Complete Policy Title:	Policy Number (if applicable):
Academic Program Development and Review – Policy on	
Approved by:	Date of Most Recent Approval:
Senate	**May 17, 2017**
Date of Original Approval(s):	Supersedes/Amends Policy dated:
May 11, 2011 *(effective July 1, 2011)*	**February 13, 2013** *(effective July 1, 2013)*
	May 11, 2011 *(effective July 1, 2011)*
	Procedures for Undergraduate Program Reviews, 2004,
	New and Revised Undergraduate Programs Policy, 2009
	Policy on Steps for Creation of New Graduate Programs or New Fields in Existing Doctoral Programs, 2009
Responsible Executive:	Enquiries:
Vice-Provost (Faculty)	**Policy (University Secretariat)**

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POLICY ON ACADEMIC PROGRAM DEVELOPMENT AND REVIEW

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1. PREAMBLE

McMaster University is widely recognized for innovation in teaching and learning and for the quality of its programs. Nevertheless, knowledge of our disciplines and the scholarship of teaching and learning are constantly evolving. It is clear that our reputation can only be maintained and improved if we, as academics and educators, critically review what we do and seek the opinion and advice from colleagues at McMaster and at other institutions.

Although the primary objective for these reviews is the improvement of our academic programs, the processes that we adopt is also designed to meet our responsibility to the government on quality assurance: Every publicly assisted Ontario university that grants degrees and diplomas is responsible for ensuring the quality of all of its programs of study, including modes of delivering programs and those academic and student services that affect the quality of the respective programs under review, whether or not the program is eligible for government funding.

The process by which institutions meet this accountability to the government is outlined in the Quality Assurance Framework (QAF), developed by the Ontario Council of Academic Vice-Presidents (OCAV) and approved by Executive Heads in April 2010. 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 (COU).

As part of the Quality Assurance Framework, McMaster was required to develop an Institutional Quality Assurance Process (IQAP), which is contained within this Policy. The guiding principles used for developing McMaster's IQAP were:
- curriculum development and improvement is an ongoing, iterative process that is normally initiated, developed and controlled at the departmental level;
- McMaster's IQAP incorporates input from all principal stakeholders; and,
- McMaster's IQAP is designed primarily to help improve programs and shape them to have characteristics that are most valued at our University, while also meeting the responsibility for quality assurance.

Thus, 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 at McMaster will emerge in the IQAP self-study.

The IQAP is subject to approval by the Quality Council when it is initiated and thereafter, when it is revised. The Quality Council will audit the University on an 8-year cycle under the terms outlined in the Quality Assurance Framework.

2. CONTACT

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The authority responsible for the IQAP is the Vice-Provost (Faculty). The authorities responsible for its application will be the Vice-Provost (Faculty) for undergraduate programs and the Vice-Provost and Dean of Graduate Studies for graduate programs. When undergraduate and graduate programs are reviewed concurrently, the Vice-Provost (Faculty) and the Vice-Provost and Dean of Graduate Studies will be jointly responsible for its application.

The person responsible for all contact between the University and the Quality Council is the Vice-Provost (Faculty).

Throughout this Policy, the Chair refers to the head of the academic unit (usually a Department, sometimes a School or an interdisciplinary group) that is proposing a new program or is responsible for an existing program, although we recognize that the official title of such person varies across programs and Faculties. Similarly, the Dean refers to the head of the Faculty or equivalent responsible for the program, again recognizing that official titles vary.

In the case of joint academic programs (e.g., a combined honours program or a collaborative program with another educational institution), the relevant Chair and Dean shall be those at McMaster University who have the administrative responsibility for the program.

3. PURPOSE

This Policy on Academic Program Development and Review guides the development of new undergraduate and graduate programs (including for-credit graduate diploma programs), and to aid in the ongoing improvement of existing programs. It has been designed also to meet the University's responsibility of ensuring the quality of such programs. It applies to all undergraduate and graduate programs offered at McMaster University, as well as programs offered in collaboration with other institutions that lead to McMaster University degrees or graduate diplomas.

4. DEFINITION OF NEW PROGRAMS

A new program is normally considered to be any new degree or degree program that has not been previously offered at McMaster University. In contrast to the normal evolution of academic programs, a new program will generally involve some combination of new courses, new learning outcomes, and new or re-allocated resources, and will be meant to provide students with an academic path that was previously not available to them.

Although not new, a program that has been offered at McMaster University without funding from the Ministry of Colleges and Universities and for which a request for funding is to be made, will follow the procedures for new programs that are outlined in Section 5.

Examples of what constitutes a 'new program' are included at:
http://oucqa.ca/guide/examples-of-new-programs/

5. NEW GRADUATE AND UNDERGRADUATE PROGRAMS

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The steps required for the approval of any new program include:

5.1 Beginning a New Program Proposal

Proponents of a new program may begin by preparing a Statement of Intent and acquiring endorsement from the relevant Dean(s) and Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies.

5.2 Broad Consultation

The Chair, in consultation with the Dean, is responsible for ensuring that there is broad consultation. It will also be essential to have appropriate discussions with other institutions when the proposed programs are to be offered in collaboration with those institutions.

Whenever faculty members from several departments will be involved in a proposed program, these proponents must have the opportunity to discuss the proposal with their respective Dean(s) and Chair(s). Similarly, if there is a proposal to cross-list a course, or to recommend or require students in the new program to take existing courses, the teaching Department(s) must be consulted and agreement obtained, in writing, from the appropriate Chair/Dean. Approvals of the relevant Curriculum Committees are required.

Discussions are to be held with central support units such as, but not limited to, the Library, the Registrar, the MacPherson Institute for Leadership, Innovation and Excellence in Teaching and Learning, and other relevant units, to assess the impact of the introduction of the new program. Input also should be sought from relevant groups of students for whom there is a potential impact of the proposal.

Broad consultation is especially important when proposing interdisciplinary programs particularly when the initiators of the proposed plan are unfamiliar with all various disciplines involved in the proposed program or individual faculty members who might potentially be interested or have expertise. A proposal for a new interdisciplinary program must be presented to any related Faculty/Program to ensure that there is widespread awareness of the program and of its potential impact. If a new interdisciplinary program utilizes or cross-lists one or several new courses from other Departments, the Department(s) offering the course(s), rather than the new interdisciplinary group, must submit those courses for approval. Prior written agreement also must be obtained from Chairs of participating Departments for teaching, graduate supervision and other resources required for interdisciplinary programs. Departments must be given adequate time to consider these requests. Faculties must include the proposed administrative and governance structures in interdisciplinary program proposals.

5.3 New Program Proposal

The Chair is responsible, in collaboration with relevant groups and/or individuals, for the preparation of a New Program Proposal. Both the Chair and the Dean, or Dean's delegate, ensure that the proposal has met all of the New Program Proposal criteria outlined below and sign off on the completeness of the proposal. For an interdisciplinary

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program, all affiliated program Chairs and appropriate Deans, or the Deans' delegates, sign off on the completeness of the proposal.

The criteria for the New Program Proposal is as follows :

5.3.1 Program Overview?

- Description of the extent and method of the consultation process undertaken during the development of the proposal, including the groups and /or individuals who helped to prepare the proposal.
- Consistency of the program with the University's mission and academic plans.
- Clarity and appropriateness of the program's requirements and the Program Learning Outcomes in meeting the University's Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level Expectations (GDLEs), as outlined in Appendix A.
- Appropriateness of degree nomenclature.

5.3.2 Admission requirements

- Appropriateness of the program's admission requirements for the Program Learning Outcomes established for completion of the program.
- Alternative requirements, if any, for admission into the program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

5.3.3 Structure

- Appropriateness of the administrative, governance, and communication processes proposed in support of the program.
- Appropriateness of the program's structure and regulations to meet specified Program Learning Outcomes and Degree Level Expectations.
- For graduate programs, a clear rationale for program length, which ensures that the program requirements can be reasonably completed within the proposed time period.

5.3.4 Program content, curriculum, and teaching

- Ways in which the curriculum addresses the current state of the discipline or area of study.
- Identification of any unique curriculum or program innovations or creative components
- Appropriateness of the proposed mode(s) of delivery to meet the intended Program Learning Outcomes and Degree Level Expectations and availability of the necessary physical resources.
- Ways in which the program addresses current institutional, faculty, or departmental priorities (e.g. experiential learning, diversity and inclusion, accessibility, community engagement, entrepreneurship, et cetera).
- Ways in which the program addresses the current Strategic Mandate Agreement.
- For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
- For graduate programs, verification that the courses included meet university requirements in terms of the minimum number of courses required, the level of courses required, and the

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appropriate inclusion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams). At least two thirds of the course requirements must be at the 700-level.

5.3.5 Assessment of teaching and learning
- Appropriateness of the proposed methods for the instruction and assessment of student achievement of the intended Program Learning Outcomes. The Program Learning Outcomes must meet the Degree Level Expectations.
- Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the Degree Level Expectations.

5.3.6 Resources
For all programs:
- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.
- Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.
- Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including library support, information technology support, and laboratory access.

For graduate programs:
- Evidence that full-time tenured/tenure-track/CAWAR faculty have the recent research and/or professional/clinical expertise needed to sustain the program, promote innovation, foster an appropriate intellectual climate, and provide excellent supervision of students in academic and research components of the program.
- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
- For programs with a research component, evidence that faculty research supervisors have current and ongoing research programs and funding, and space and relevant research infrastructure appropriate to support students' research in the program.
- Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.
- Evidence of prior experience in graduate teaching and research supervision for faculty participating in the program.

For undergraduate programs:
- Evidence of plans for adequate numbers of faculty and staff to achieve the goals of the program;
- Evidence of plans to provide the necessary resources in step with the implementation of the program;
- Planned/anticipated class sizes;
- Provision of supervision of experiential learning opportunities (if required); and,
- Role of adjunct and sessional faculty.

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5.3.7   Quality and other indicators
- Definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
- Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

5.4   External Evaluation: Review Team

The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean will select a team of reviewers to assess the proposal. The review team shall consist of at least one external reviewer for new undergraduate programs and two external reviewers for new graduate programs. The team will also include one internal reviewer selected by the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate). Additional members may be added to the team if appropriate, for instance when evaluating professional programs or interdisciplinary programs.

External reviews of new program proposals must incorporate a site visit. Site visits are normally conducted on-site, however, exceptions to on-site visits for new undergraduate program reviews are determined by the Vice-Provost (Faculty) or, in the case of new graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean or Dean's delegate prior to the commencement of the review.

As appropriate, the Review Team shall meet with the following:
- Chair or Director;
- Full-time faculty members (in groups);
- Part-time faculty members (in groups);
- Program students (a broad cross section of students are to be invited by the program to participate in a meeting with the review team);
- Departmental/Program support staff;
- Associate Dean;
- Dean;
- for graduate programs, the Vice-Provost and Dean of Graduate Studies;
- for undergraduate programs, the Vice-Provost (Faculty); and,
- Provost and Vice-President (Academic), if available.

External members of the review team shall normally be individuals who are in the same discipline as the program under review (or across disciplines for interdisciplinary programs), shall not normally be from the same institution, and who are distinguished senior academics of broad experience, with an established commitment to higher education. Non-traditional programs are permitted to have non-academics with relevant expertise and experience serve as reviewers. Reviewers must have an impartial, arms-length relationship to the program (for clarity, arms-length reviewers should not have been a research supervisor or student of members of the proposed program; and should not have collaborated with members of the

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proposed program within the past 6 years, or have made plans to collaborate with those individuals in the immediate future. There also should be no other potential conflicts of interest (e.g., personal or financial). Wherever possible the review team shall represent broad institutional categories and/or geographic regions.

Reviewers will be selected from a list of at least six suggested individuals compiled by the Department and endorsed by the Dean. The list shall include, for each proposed external reviewer:
- name;
- rank and position;
- institution or company and current address, telephone and fax numbers, e-mail address, and URL if available;
- professional (including administrative) experience or expertise relevant to the Program under review;
- details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and,
- for graduate programs, a description of research expertise, and a partial listing of recent scholarly publications.

The New Program Proposal, the McMaster's Review Team Guidelines and other materials specific to the review will be provided to all members of the review team no less than two weeks prior to their visit.

5.5   Reviewers' report

Excepting when contrary circumstances apply, the reviewers normally will provide, within four weeks of the review, a joint report that appraises the standards and quality of the proposed program, and addresses the criteria set out in Section 5.3, including the associated faculty and material resources. Reviewers also will be invited to acknowledge any clearly innovative aspects of the proposed program, together with recommendations on any essential or otherwise desirable modifications to the program. The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the reviewers' report for completeness.

5.6   Internal response

Responses to the reviewers' report from both the Chair and the Dean, or their delegates, should be prepared, as per the New Program Response template, and attached to the reviewers' report.

5.7   Institutional approval

In addition to the completion of the external review, approval of new program proposals by the following University bodies, normally in the order listed below, is required: The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the New Program Proposal to ensure that the program is

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consistent with McMaster's principles and priorities and existing strengths of the University, the program is of high academic quality; there is convincing evidence of student demand and societal need for the program; and, sufficient financial support, infrastructure, and human resources can be made available to initiate and support the program either within the Faculty budget or based on the program being a full revenue generating program.

- The Faculty Curriculum Committee(s) reviews the New Program Proposal to ensure that the new program adds sufficient value to the programs already offered in the Faculty;
- the Faculty(ies) reviews the New Program Proposal to ensure that the program is consistent with the Faculty's strategic plans and that the necessary resources are available if these are to be provided from within the Faculty's envelope;
- the Executive Director of Finance and Planning reviews the Resource Implications and Financial Viability document to ensure that all potential University resource requirements are captured and the program is properly costed. In addition, for interdisciplinary or partnership programs, ensures that an MOU is properly completed.
- for Undergraduate programs, the Undergraduate Council Curriculum Committee reviews the New Program Proposal to assess the impact of the new program on students enrolled in other Faculties;
- the University Student Fees Committee reviews the proposed Program and Supplementary Fees and ensures that Ministry and University fee policies are adhered to, are reasonable relative to market and that fee collection can be properly administered within existing systems.
- Undergraduate Council or Graduate Council reviews the New Program Proposal to provide a venue for a broad discussion on the new program by elected faculty and student members with specific knowledge of and expertise in undergraduate or graduate programming, and ensure that the program is consistent with University-wide goals and criteria specifically related to undergraduate or graduate programming;
- University Planning Committee reviews the New Program Proposal and the Resource Implications and Financial Viability documents to understand the financial implications of the new program, evaluate the impact University-wide, and assess value-for-money for the intended student; and,
- Senate ensures that the program is consistent with the University's general strategic plans with respect to academic programs.

These bodies should consider the criteria outlined in Section 5.3 when evaluating the proposal.

The site vist with external reviewers will take after The Faculty Curriculum Committee(s) and prior to approval at Undergraduate Council or Graduate Council and Senate

Special considerations, such as collaboration agreements or non-standard distribution and full revenue generating programs are to refer to the Academic Revenue Generating Activity Policy and other relevant University policies, as applicable. If any one of the bodies requires changes to the proposal, those changes may have to be subsequently provided to the other approving bodies for approval, depending on the nature of the changes.

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5.8   Quality Council Secretariat

Once all approvals outlined in Section 5.7 are obtained, the institution will submit the New Program Proposal, together with the Reviewers' Report and the internal response to the Report, to the Quality Council Secretariat. The submission template will require information on whether or not the proposed program will be a cost-recovery program. The same standards and protocols apply regardless of the source of funding.

5.9   Announcement of new programs

Following its submission to the Quality Council, the University may announce, per guidelines within the New Program Proposal Guidebook, its intention to offer the program, provided that clear indication is given that approval by the Quality Council is pending, and that no offers of admission will be made until the program has been approved by the Quality Council. Ministry approval may also be required.

5.10 Approved new programs

After a new program is submitted to the Quality Council, the University may seek Provincial funding for the program, which must begin within thirty-six months of the date of approval; otherwise, the approval will lapse. If program approval lapses, the program must begin the new program proposal process again.

The first cyclical review for any new program must be conducted no more than eight years after the date of the program's initial enrolment.

Between eighteen and twenty-four months after onset of the program, the Chair will provide the Dean and Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate studies, with a brief update on progress in the program, addressing any concerns from the initial program review, and highlighting any unanticipated changes in curriculum, resources, enrollment, funding mechanisms, or governance structure. If, after consultation with the Dean, the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, deems

it appropriate, an informal internal assessment of the program may be undertaken, including interviews with current faculty, students, and staff, to determine if a more complete, early cyclical review is warranted.

6.   EXPEDITED APPROVALS OF NEW PROGRAMS

The Protocol for Expedited Approvals applies when one or more of the following applies:

- an institution requests endorsement of the Quality Council to declare a new Field or to revise Fields in a graduate program (note: there is no requirement to declare fields in either master's or doctoral programs);
- there is a proposal for a new collaborative specialization;
- there are proposals for new for-credit graduate diplomas;

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The Expedited Approvals process requires all the approvals listed in Section 5.7 and the submission to the Quality Council of a New Program Proposal of the proposed new program and the rationale for it. It does not require that external reviewers be involved in the approval process and provides for a faster turn-around on decisions by the Quality Council.

6.1. Expedited Proposal

The Expedited Proposal will describe the new graduate field, collaborative specialization, or graduate diploma or the significant changes being proposed (including, as appropriate, reference to Program Learning Outcomes, Degree Level Expectations, faculty and resource implications), provide a brief account of the rationale for the changes, and address the evaluation criteria

7. CYCLICAL PROGRAM REVIEWS

All academic programs are scheduled to be reviewed on a seven-year cycle and must be reviewed no more than eight years from the previous review. Combined programs do not require review if their constituting programs are reviewed separately. Emphases, Options and Minors do not require review. The list of programs that require review, and the schedule of such reviews, will be maintained by the Vice-Provost (Faculty) in consultation with the Vice-Provost and Dean of Graduate Studies.

Departments can choose to review undergraduate and graduate programs jointly or separately. If the reviews are done jointly, there must be sections within the report to address different situations that apply to each program. Program reviews can also be done jointly with accreditation reviews, at the discretion of the Chair, in consultation with the Dean (see Section 8.5). Where programs seek to combine previously separate undergraduate and graduate reviews they shall adopt the timeline of the earliest scheduled program review. For academic programs delivered in partnership with other educational institutions, the Chair must ensure that representatives from all educational institutions in the partnership are consulted during all key stages of the cyclical review process, including self-study, site visit, implementation and monitoring.

The review consists of the following steps:

7.1 Self-study: Internal program perspective

The Chair is responsible, in collaboration with relevant groups and/or individuals, for preparing a self-study document that is broad-based, reflective, forward-looking and inclusive of critical analysis. The self-study must address and document the consistency of the program's learning outcomes with the University's mission and Degree Level Expectations, and how its graduates achieve those outcomes. Both the Chair and the Dean, or the Dean's delegates, ensure that the self-study has met all of the self-study criteria and sign off on the completeness of the self-study. For interdisciplinary programs, all affiliated program Chairs and appropriate Deans, or the Deans' delegates, sign off on the completeness of the self-study.

The self-study criteria and quality indicators are as follows:

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7.1.1 Program Description and Overview
- Program is consistent with the University's mission and academic plans.
- Program requirements and Program Learning Outcomes are clear, appropriate and align with the Degree Level Expectations.

7.1.2 Admission requirements
- Admission requirements are appropriately aligned with the Program Learning Outcomes established for completion of the program.

7.1.3 Curriculum
- How the curriculum reflects the current state of the discipline or area of study.
- Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.
- How the mode(s) of delivery are appropriate and effective at meeting the Program Learning Outcomes.
- Ways in which the program addresses current institutional, faculty, or departmental priorities (e.g. experiential learning, diversity and inclusion, accessibility, community engagement, entrepreneurship, et cetera) and the current Strategic Mandate Agreement.

7.1.4 Teaching and assessment
- Methods for assessing student achievement of the defined Program Learning Outcomes and Degree Level Expectations are appropriate and effective.
- Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the Program Learning Outcomes and the Degree Level Expectations.

7.1.5 Resources
- Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering and maintaining the quality of its program(s), in relation to the University's priorities for and constraints on funding, space, and faculty allocation.

7.1.6 Quality indicators
- Information on the quality of the program under review. Standard quality indicators, outlined in the McMaster's Self-Study Guidebook, are available to Chairs from the Office of Institutional Research and Analysis, the Office of the Registrar, the School of Graduate Studies, or from the departments themselves. Chairs will be expected to provide context and commentary on the data. When possible and appropriate, Chairs will also refer to applicable professional standards.

Additional graduate program criteria:
- Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements.
- Quality and availability of graduate supervision.
- Definition and application of indicators that provide evidence of faculty, student and

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program quality, for example:

- o Faculty: funding, honours and awards, and commitment to student mentoring;
- o Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards;
- o Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience, and commitment to development of professional and transferable skills; evidence of sufficient and regular graduate level course offerings to ensure that students will be able to meet university requirements in terms of the minimum number of courses required, the level of courses required, and the timely completion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams).

7.1.7   Quality enhancement
- Concerns and recommendations raised in previous reviews;
- Initiatives that have been undertaken to enhance the teaching, learning and/or research environments thus, the quality of the program, and how these will be sustained.
- Areas identified through the conduct of the self-study as requiring improvement;
- Areas that hold promise for continued enhancement.

7.1.8   System of governance
- Evidence that a consultative and inclusive system of governance has been used on an ongoing basis to assess the program and implement changes as appropriate.

7.1.9   Academic Services
- Academic services that directly contribute to the academic quality of each program under review.

7.1.10 Self-Study Participation
- Participation of program faculty, staff, and students in the self-study and how their views were obtained and taken into account, and who contributed to the development and writing of the self-study.

7.1.11 External Participation
- The input of others deemed by the Chair to be relevant and useful, such as graduates of the program, representatives of industry, the professions, practical training programs, and employers is to be included in the self-study.

7.2   External evaluation: Review Team

The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate), will select a team of reviewers to evaluate the program. The Review Team shall consist of at least one external reviewer for undergraduate programs and two external reviewers for

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either graduate programs or for concurrent reviews of undergraduate and graduate programs. If appropriate, additional members are to be added to the review team, such as when evaluating professional programs or interdisciplinary programs. The team will also include one internal reviewer selected by the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate).

External members of the review team normally shall be individuals in the same discipline as the Program under review (or across disciplines for interdisciplinary programs) who are distinguished senior academics of broad experience, with an established commitment to higher education. Non-traditional programs are permitted to have non-academics with relevant expertise and experience serve as reviewers with the approval of the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies. They must have an impartial, arms-length relationship to the Program (as defined in Section 5.4). Wherever possible the review team shall represent broad institutional categories and/or geographic regions. They will be selected from a list of at least six suggested individuals compiled by the Program/Department under review and endorsed by the Dean. The list shall include, for each proposed external reviewer:

- name;
- rank and position;
- institution or company and current address, telephone and fax numbers, and e-mail address, and URL if available;
- professional (including administrative) experience or expertise relevant to the Program under review;
- details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and,
- for graduate program or combined reviews, a description of research expertise, and a partial listing of recent scholarly publications.

Cyclical Program Reviews must incorporate a site visit. Site visits are normally conducted on-site, however, exceptions to on-site visits for undergraduate program reviews are determined by the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean or Dean's delegate prior to the commencement of the review.

The Self-Study, the Guidelines for Review Team, and other materials specific to the current review will be provided to all members of the Review Team no less than two weeks prior to their visit. If applicable, the results of the previous accreditation review also will be made available to the Review Team to provide them with the views of the relevant professional association(s). The Guidelines for Review Team describes the review process and the roles and obligations of the Review Team, which include:

- to identify and comment on the program's notably strong and creative attributes;
- to describe the program's respective strengths, areas for improvement, and opportunities for enhancement;

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- to recommend specific steps to be taken to improve the program, distinguishing between those the program can itself take with existing resources and those that require external action;
- to recognize the University's autonomy to determine priorities for funding, space, and faculty allocation; and,
- to respect the confidentiality required for all aspects of the review process

As appropriate, the Review Team shall meet with the following:
- Chair or Director;
- Full-time faculty members (in groups);
- Part-time faculty members (in groups);
- Program students (a broad cross section of students are to be invited by the program to participate in a meeting with the review team);
- Departmental/Program support staff;
- Associate Dean;
- Dean;
- for graduate programs, the Vice-Provost and Dean of Graduate Studies;
- for undergraduate programs, the Vice-Provost (Faculty); and,
- Provost and Vice-President (Academic), if available.

The Review Team will submit to the Vice-Provost (Faculty), or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, a joint report, including an Executive Summary, for the program(s) under review, normally within four weeks of the visit. The report will normally be written primarily by the external reviewer(s), and then sent to the internal reviewer for their review and comment. The Review Team's report is to address the substance of both the self-study report and the evaluation criteria set out in Section 7.1. The intent of these reports is to be formative and constructive. The reports are intended to provide counsel rather than prescriptive courses of action. The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the Review Team's report for completeness and will circulate the it to the appropriate Chairs and Deans.

Responses to the reviewers' report from both the Chair and the Dean, or the Dean's delegate, is prepared, as per the Program Response template, and attached to the reviewers' report.

7.3   Institutional perspective and report

All program reviews, including the self-study, reviewer's report, and responses from the chair and dean, will be submitted to McMaster's Quality Assurance Committee, a joint committee of Undergraduate and Graduate Councils. The Quality Assurance Committee will assess the review and will submit a Final Assessment Report to Undergraduate Council or Graduate Council that:
- identifies significant strengths of the program;
- addresses the appropriateness of resources for the success of the program;

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- identifies opportunities for program improvement and enhancement;
- identifies and prioritizes the recommendations;
- may include a confidential section (e.g., where personnel issues can be addressed);
- may include additional recommendations or comments to the Provost and Vice-President (Academic). Recommendations could include, for example, requiring a detailed progress report that will describe progress towards addressing major concerns or scheduling an additional cyclical review sooner than specified by the normal 8-year cycle.

The Final Assessment Report from the Quality Assurance Committee along with any recommendations or comments is sent to the program and presented to Undergraduate Council or Graduate Council, as appropriate, and then to Senate. These governing bodies will consider if additional recommendations or comments are necessary. If so, these recommendations or comments will be presented to the Provost and Vice-President (Academic). These will be communicated to the Chair, the Dean and the Vice-Provost (Faculty) or, in the case of graduate programs, to the Vice-Provost and Dean of Graduate Studies.

Eighteen months after receiving the report from Undergraduate Council or Graduate Council, the Chair will submit a process report on the program to the Dean. The Dean will provide commentary and response to the progress report and submit the progress report along with their commentary to the Quality Assurance Committee summarizing the status of any actions taken or being taken. The Quality Assurance Committee, in some circumstances, will request follow up reporting on specific components if not satisfactorily addressed in 18 month report. The Quality Assurance Committee will present progress reports to Undergraduate Council or Graduate Council, if deemed necessary by the Chairs of the Quality Assurance Committee.

7.4 Reporting requirements

The Final Assessment Reports will be posted on the Provost and Vice-President (Academic) section of the University's website and copies of this information will be provided to the Quality Council.

7.5 Use of accreditation and other external reviews in the Institutional Quality Assurance Process

Programs that periodically undergo accreditation reviews are permitted to request that the associated accreditation documentation serve in place of an IQAP cyclical review self study. The program chair with support from the Dean of the program will submit a request form and all required supporting documentation to McMaster's Quality Assurance Committee. When requested by the Dean, or the Dean's delegate, and permitted by the accreditation authorities, the site visit by the external reviewers is permitted to be performed at the same time or by the same people as the accreditation reviewers.

The Quality Assurance Committee, will review the request and decide if an accreditation review can be substituted in whole or in part for a cyclical review. The program will be notified in writing

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of the committee's decision. A record of substitutions or additions, and the grounds on which they were made, will be eligible for audit by the Quality Council.

The Quality Assurance Committee's decision is only applicable for the cyclical review year related to the request. The remaining steps in the cyclical review will then take place. Programs must participate in all reporting related to the cyclical review. If desired by the program, a request for accreditation substitution must be submitted for every subsequent cyclical review.

8. INSTITUTIONAL IDENTIFICATION OF MAJOR MODIFICATIONS TO EXISTING PROGRAMS

Existing programs can be expected to routinely undergo revisions with the aim of quality enhancement. This includes, for example, the introduction or deletion of courses, major exam structures, change in emphases, options, minors, or mode of delivery. The revisions must be submitted through the normal curriculum approval process outlined in Section 5.7 (excluding the University Planning Committee and University Fees, unless there are significant resource implications). These revisions will be assessed during the course of the next cyclical review of the program.

Revisions to an existing program will be classified as either a minor or a major modification to the program. In both cases, the program will continue to be subject to a cyclical program review as outlined in Section 7.

Major modifications include the following program changes:

a) Requirements that differ significantly from those existing at the time of the previous cyclical program review. For undergraduate programs, it would be considered a major modification when more than 30% of the program requirements are being changed from one academic year to the next. For graduate programs, it would be considered a major modification when more than 50% of the program requirements (including requirements such as courses, major exams, and research) are being changed from one year to the next.

b) Significant changes to the program learning outcomes;

c) Significant changes lasting more than one academic year to the faculty engaged in delivering the program and/or to the essential physical resources, for example, where there have been changes to the existing mode(s) of delivery (such as different campus, online delivery and inter-institutional collaboration);

d) The inclusion of a new program of specialization where another with the same degree designation already exists

The addition of a new field to an existing graduate program is considered to be a major modification, but is subject to an Expedited Approval process. The Expedited Approvals process requires all the approvals listed in Section 5.7 and the submission to the Quality Council of major modification report. It does not require that external reviewers be involved in the approval process and provides for a faster turn-around on decisions by the Quality Council.

Additional examples of what constitutes major modifications are included at:
http://oucqa.ca/guide/5-major-modifications-to-existing-programs/

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Once per year, the MacPherson Institute and School of Graduate Studies consults with the Registrar's Office and prepares a report of major modifications to existing programs and submits the report to the Quality Council.

There may be situations where although the changes to the program meet the definition of a major modiciation, the changes are of such significance that a more immediate review is desirable. This situation may occur, for example, when the fundamental objectives of the program change; or, there are significant changes to the faculty engaged in delivering the program and/or to the essential physical resources.

In such cases, the Department, the Faculty, Undergraduate Council or Graduate Council may, if it deems it advisable after consultation with the relevant Dean(s) and Vice-Provost (Faculty) and/or Vice-Provost and Dean of Graduate Studies, initiate a program review and request that the Quality Council review the major modification proposal. Normally, such review will occur through an Expedited Approval Process.

In situations where it is unclear or where disagreement exists on whether a planned change constitutes a minor modification, a major modification, or a new program, the determination will be made by the Vice-Provost (Faculty) for undergraduate programs or the Vice-Provost and Dean of Graduate Studies for graduate programs, in consultation with McMaster's Quality Assurance Committee, where appropriate. A record of any decision will be kept with McMaster's Quality Assurance Committee.

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the program's revisions meet the definition of a major modification, as defined in Section 4;

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The addition of a new field to an existing graduate program is considered to be a major modification, but is subject to an Expedited Approval process. The inclusion of a new program of specialization where another with the same degree designation already exists will normally be considered a major modification.

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APPENDIX A
McMASTER UNIVERSITY'S STATEMENT
ON DEGREE LEVEL EXPECTATIONS

A McMaster education, enables students to develop sets of life and learning skills that promote a continuing ability and desire to learn, and a set of technical and professional skills that permit a range of career choices. Degree level expectations elaborate the intellectual and creative development of students and the acquisition of relevant skills that are usually widely, yet implicitly, understood.

McMaster University has adopted the following Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level Expectations (GDLEs) that were developed by the Ontario Council of Academic Vice-Presidents and endorsed by the Council of Ontario Universities in December 2005. These degree level expectations are to be viewed as a minimum threshold for all degree programs at McMaster.

UNDERGRADUATE

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	**Baccalaureate/bachelor's degree: honours** This degree is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline	a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline
	b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines	b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines
	c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline	c) Developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate

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		hypotheses or creative options, relevant to one or more of the major fields in a discipline
	d) Some detailed knowledge in an area of the discipline	d) Developed, detailed knowledge of and experience in research in an area of the discipline
	e) Critical thinking and analytical skills inside and outside the discipline	e) Developed critical thinking and analytical skills inside and outside the discipline
	f) Ability to apply learning from one or more areas outside the discipline	f) Ability to apply learning from one or more areas outside the discipline
2. Knowledge of methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and b) devise and sustain arguments or solve problems using these methods.	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b) devise and sustain arguments or solve problems using these methods; and c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.
3. Application of knowledge	The ability to review, present, and interpret quantitative and qualitative information to: a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and	The ability to review, present and critically evaluate qualitative and quantitative information to: a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;

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		c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; d) where appropriate use this knowledge in the creative process; and
	The ability to use a basic range of established techniques to: a) analyze information;	The ability to use a range of established techniques to: a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;
	b) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study;	b) propose solutions;
	c) propose solutions; and	c) frame appropriate questions for the purpose of solving a problem;
	d) make use of scholarly reviews and primary sources.	d) solve a problem or create a new work; and e) to make critical use of scholarly reviews and primary sources.
4. Communication skills	The ability to communicate accurately and reliably, orally and in writing to a range of audiences.	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.

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5. Awareness of limits of knowledge	An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.
6. Autonomy and professional capacity	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of personal responsibility and decision-making; b) working effectively with others; c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and d) behaviour consistent with academic integrity and social responsibility.	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts; b) working effectively with others; c) decision-making in complex contexts; d) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; e) and behaviour consistent with academic integrity and social responsibility.

GRADUATE

	Master's degree This degree is awarded to students who have demonstrated the following:	**Doctoral degree** This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:

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1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.
2. Research and scholarship	A conceptual understanding and methodological competence that:	
	a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;	a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;
	b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and	b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and
	c) Enables a treatment of complex issues and judgments based on established principles and techniques; and,	c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.
	On the basis of that competence, has shown at least one of the following:	

	a) The development and support of a sustained argument in written form; or	
	b) Originality in the application of knowledge.	

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3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	The capacity to: a) Undertake pure and/or applied research at an advanced level; and b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.

4. Professional capacity/autonomy	a) The qualities and transferable skills necessary for employment requiring:
	
	   i) The exercise of initiative and of personal responsibility and accountability; and
	
	   ii) Decision-making in complex situations;
	
	b) The intellectual independence required for continuing professional development;
	
	c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
	
	d) The ability to appreciate the broader implications of applying knowledge to particular contexts.
		a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;
		
		b) The intellectual independence to be academically and professionally engaged and current;
		
		c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
		
		d) The ability to evaluate the broader implications of applying knowledge to particular contexts.

5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly, orally and in writing, to a range of audiences.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively, orally and in writing, to a range of audiences.

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6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

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